



Scholarly Writing Series

In the semester in which a student registers to take his or her first seminar class or independent research project, the student must complete Stetson's online Scholarly Writing Series. There are, however, two exceptions to this rule. First, a professor may opt his or her students out of the Series by notifying the Associate Dean of Academics at the beginning of the semester that the professor intends to spend at least 100 class minutes teaching students how to write a scholarly research paper. Second, students who are fulfilling their writing requirement through the *Stetson Law Review* are not required to attend the Scholarly Writing Series, as the *Stetson Law Review* holds regular training sessions for its writers.

If a student takes more than one seminar course or participates in more than one independent research project, the student should, within the first week of the semester, let the subsequent professor(s) know that he or she completed the Scholarly Writing Series in a prior semester. A professor has discretion to require a student to participate in the Scholarly Writing Series even if the student has done so in a prior semester.

Professors who are teaching seminar classes or who are supervising independent research projects should inform students of their duty to attend the Series. Associate Dean of Academics or one of the professors teaching the Series also will advertise the Series to the students by e-mail.

Professors are encouraged to include information about the Scholarly Writing Series on their course syllabi. Professors also are encouraged to assign students to read the most current edition of Elizabeth Fajans and Mary Falk, *Scholarly Writing for Law Students* (Thomson/West), or a similar piece on scholarly legal writing.

The Scholarly Writing Series will consist of three one-hour online presentations that will focus on important aspects of preparing a scholarly research paper.

Class 1: Selecting a topic (including where to look for a topic and how to evaluate a topic), researching a scholarly paper (including research strategies and suggestions on where to start).

Class 2: Developing a thesis (including the difference between a topic and a thesis and thesis originality), organizing your research, and formatting a scholarly paper.

Class 3: Attribution (including where citations fit into the writing process,

incorporating footnotes or endnotes, the frequency of footnotes/endnotes and the number of sources that should be cited, the three primary functions of footnotes/endnotes, adding text to the footnotes/endnotes, and defining and preventing plagiarism).

Professors will be provided with the names of students who have completed all three components of the online series. Professors have flexibility to determine how to deal with noncompliance. Penalties for noncompliance might include a grade reduction on a certain assignment, a reduction in class participation credit, or a reduction in the final course grade. Professors are urged to articulate any penalties in the course syllabus.

Approved by the faculty, April 2001; revised January 21, 2009.