LAW SCHOOL COURSES IN THE U.S.
ACADEMIC CULTURE

- Class Attendance Required
- Reading in Advance:
  - Significant – 2-4 hours per in-class hour
- Class Participation:
  - Different professors have styles
  - Likely to be called on
- Accessibility of Professors
- Common to Study Evenings/Weekends
- Few Failing Grades
GETTING ORGANIZED

Create a Schedule and Do it Now:

- Adjust as needed
- Treat studies like a job
- Do not fall behind
- Build in some time for relaxation, family, friends, hobbies, enjoying NYC
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 – 12:20 M &amp; A</td>
<td>8:00 – 9:50               Legal Writing</td>
<td>2:00 – 3:50 Corporations</td>
<td>9:00 – 11:50 Intro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:50 Corporations</td>
<td>2:00 – 3:20 Banking Law</td>
<td>2:00 – 3:50 Corporations</td>
<td>2:00 – 3:20 Banking Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td>10:30 – 12:20</td>
<td>8:00 – 9:50</td>
<td>Legal Writing</td>
<td>9:00 – 11:50</td>
<td>9:00 – 2:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M &amp; A</td>
<td>10:00 – 1:30</td>
<td>Prepare Banking Law</td>
<td>9:00 – 1:30 Prep Corporations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 12:20</td>
<td></td>
<td></td>
<td>2:00 – 3:20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:50</td>
<td>2:00 – 3:20</td>
<td>Banking Law</td>
<td>2:00 – 3:50</td>
<td>2:00 – 3:20</td>
<td>3:00 – 8:00</td>
<td></td>
</tr>
<tr>
<td>Corporations</td>
<td>6:00 – 10:00</td>
<td>Prep Corporations</td>
<td>2:00 – 3:50</td>
<td>Banking Law</td>
<td>Prep Corporations</td>
<td></td>
</tr>
<tr>
<td>10:30 – 12:20</td>
<td></td>
<td></td>
<td>6:00 – 8:00</td>
<td>Prep Intro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Writing</td>
<td></td>
<td></td>
<td>8:00 – 12:00</td>
<td>Prep Banking Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>7:00 – 8:00 Gym</td>
<td>8:00 – 9:50 Legal Writing</td>
<td>7:00 – 8:00 Gym</td>
<td>9:00 – 11:50 Intro</td>
<td>7:00 – 8:00 Gym</td>
<td>9:00 – 2:00 Prep M&amp;A</td>
<td>Family Time</td>
</tr>
<tr>
<td>9:00 – 10:30 Review M&amp;A</td>
<td>10:00 – 1:00 Prepare Banking Law</td>
<td>8:00 – 1:00 Prep Corporations</td>
<td>12:00 – 1:00 Review Intro</td>
<td>9:00 – 2:00 Prep M&amp;A</td>
<td>2:00 3:00 Lunch</td>
<td>2:00 – 4:00 Brunch</td>
</tr>
<tr>
<td>10:30 – 12:20 M &amp; A</td>
<td>1:00 – 2:00 Lunch</td>
<td>1:00 – 2:00 Lunch</td>
<td>2:00 – 3:20 Banking Law</td>
<td>2:00 – 3:20 Banking Law</td>
<td>3:00 – 8:00 Prep Corporations</td>
<td>4:00 – 6:00 Errands</td>
</tr>
<tr>
<td>12:30 – 1:30 Review M&amp;A</td>
<td>2:00 – 3:20 Banking Law</td>
<td>2:00 – 3:50 Corporations</td>
<td>3:30 – 4:30 Review Banking</td>
<td>3:00 – 8:00 Prep Corporations</td>
<td>4:00 – 6:00 Errands</td>
<td>6:00 – 8:00 Catch Up/Review</td>
</tr>
<tr>
<td>1:30 – 2:00 Lunch</td>
<td>6:00 – 10:00 Prep Corporations</td>
<td>4:00 – 5:00 Review Corporations</td>
<td>4:30 – 7:00 Catch Up/Review</td>
<td>11:00 Hit the Clubs</td>
<td>6:00 – 8:00 Catch Up/Review</td>
<td>8:00 Dinner w Friends</td>
</tr>
<tr>
<td>2:00 – 3:50 Corporations</td>
<td>6:00 – 8:00 Prep Intro</td>
<td>8:00 – 12:00 Prep Banking Law</td>
<td>7:00 – 11:00 Free Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 – 5:00 Review Corporations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 – 8:00 Legal Writing Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PREPARING FOR CLASS: READING CASES

 Extraordinary Importance of Cases in U.S. Law/Law School
 Special Talent, Acquired with Time
 Elements:
  - Basic information – parties, court, year of decision
    - Parties = names, litigation positions, factual relationship
  - Facts:
    - The story of what happened
    - Material/legally significant facts
    - May include statutory framework
  - Procedural History:
    - Procedurally what happened to the case from the time it was filed?
    - How did the case get to this court?
PREPARING FOR CLASS: READING CASES

- Legal Issue(s):
  - Legal question(s) court is addressing
  - Explicit or implicit
- Holding(s):
  - Court’s answer to the legal issue(s)
  - Include narrow statement of rule
- Rationale = Reason/Explanation/Justification for the Holding:
  - Statutory or constitutional provision
  - Precedent – binding or non-binding
  - Policy? Fairness?
  - Academic writing
  - Something else?
PREPARING FOR CLASS: READING CASES

- Separate (Concurring/Dissenting) Opinions:
  - Frequently found in appellate decisions
  - Concurring:
    - Agrees with the holding but for a different or additional reason
    - Sometimes wants simply to emphasize a particular point
  - Dissenting:
    - Disagrees with the holding and the reasoning of the majority
Thinking About Cases:
- Correct or incorrect?
- What about concurring/dissenting opinions?
- Unintended consequences?
- Difficulties in implementation?
- Synthesis – how does case relate to other cases on same topic?
  - Similar holding?
  - Different holding?
    - Different approaches by different courts in different jurisdictions?
    - Old rule versus new rule?
    - Exception to a rule?
    - Facts distinguished?
PREPARING FOR CLASS: READING CASES

- Resources for Help:
  - Instructor
  - Classmates
  - Lexis
  - Westlaw
  - Legal Information Institute
  - Commercial Outlines
PREPARING FOR CLASS:
TAKING NOTES

- Various Approaches:
  - Adopt what is best for you
  - Try different ways this week and next and see what works best for you
- Some Common Approaches:
  - Writing/highlighting in casebook
  - Separate notes on computer/paper/post-its
  - Case briefs
Preparing for Class: Case Briefs

**Defined:**
- Structured summary of a judicial decision

**Why Brief?**
- Ensure your understanding of a case
- Memory tool – resource for class
- Assist in constructing outlines

**To Brief or Not to Brief?**
<table>
<thead>
<tr>
<th>Case Name/Court/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parties</strong></td>
</tr>
<tr>
<td>• Can be merged with facts or in separate section</td>
</tr>
<tr>
<td><strong>Facts</strong></td>
</tr>
<tr>
<td>• The “story” of what happened between the parties</td>
</tr>
<tr>
<td>• Material/legally significant facts</td>
</tr>
<tr>
<td><strong>Procedural History</strong></td>
</tr>
<tr>
<td>• How litigation began</td>
</tr>
<tr>
<td>• What happened procedurally since</td>
</tr>
<tr>
<td><strong>Issue(s)</strong></td>
</tr>
<tr>
<td>• Legal question(s) that the court addresses; may include sub-issues</td>
</tr>
<tr>
<td>• Bullet point or number for each separate issue</td>
</tr>
<tr>
<td><strong>Holding(s)</strong></td>
</tr>
<tr>
<td>• Decision of the court on each issue, with brief rule statement</td>
</tr>
<tr>
<td>• Bullet point or number for each holding</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>• Reasoning of the court – the heart of any judicial opinion</td>
</tr>
<tr>
<td>• Grounds on which court reached its decision(s)</td>
</tr>
<tr>
<td><strong>Concurring</strong></td>
</tr>
<tr>
<td>• Agreeing with court’s holding but wants to add or emphasize something</td>
</tr>
<tr>
<td><strong>Dissenting</strong></td>
</tr>
<tr>
<td>• Disagrees with majority</td>
</tr>
<tr>
<td><strong>Thoughts</strong></td>
</tr>
<tr>
<td>• Your thoughts, including how to synthesize with other cases</td>
</tr>
</tbody>
</table>
PREPARING FOR CLASS: BRIEFING TIPS

1. Use Own Words:
   • Do not cut and paste from court decision

2. Make it Readable and Useful to You

3. Keep it Concise
   • Use bullet points and phrases rather than full sentences
   • Use abbreviations
IN CLASS: WHAT TO DO

Prepare in Advance:
• If you have not read before, you are not likely to understand class discussion

Attend:
• Reading not a substitute for class
• Grade may reflect attendance
• Visa implications

Participate:
• Develop important skill
• Pre-empt cold calls
• May affect grade
• Experience speaking
• Ask questions!

Take Notes:
• A little or a lot?
• Computer or by hand?
• Be sure to write down things you do not understand

A Note About Other Students:
• JD
• MSL
Under the Rules of the American Bar Association, the New York State Court of Appeals ... a student must be in "regular attendance." Furthermore, it is clear that work in the Law School cannot be satisfactorily carried on by students who are irregular in attendance.

Students are advised that a professor may take into account classroom attendance in determining the course grade. In addition, if a professor determines that a student's absences are excessive, the professor may, after consultation with the Associate Dean for Academic Affairs and the Assistant Dean of Student Affairs, deny the student permission to sit for the final examination or give a failing grade.

Special conditions, including withdrawal from all courses for excessive absences from two or more courses, may be imposed in other cases that the Associate Dean for Academic Affairs and the Assistant Dean of Student Affairs regard as serious.

From Fordham Law School Academic Regulations, http://www.fordham.edu/info/21439/academic_regulations
IN CLASS:
THE SOCRATIC METHOD

- What is it?
  - Professor asks questions that generates student thinking through issues
  - Engages students to be active – not passive – learners
  - Pretend it is you that has been called on and formulate mental answers
## IN CLASS ASIDE: TYPES OF CLASSES

<table>
<thead>
<tr>
<th>Lecture Courses</th>
<th>Seminars</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larger Format</td>
<td>Smaller Format</td>
<td>Legal Writing, Skills, Drafting, Externship, Clinics</td>
</tr>
<tr>
<td>Socratic Method</td>
<td>Participation in Discussions Crucial</td>
<td>Lawyering and Related Skills Developed</td>
</tr>
<tr>
<td>In-Class or Take-Home Exam Common</td>
<td>Paper and/or Presentations Common</td>
<td>Require Hands-On Relevant Projects</td>
</tr>
</tbody>
</table>
How to Address Professors:

• “Professor”
• Followed by family (last) name
• E.g., Professor Sean Griffith = Professor Griffith
AFTER CLASS: REVIEW AND OUTLINE

- Good Habits:
  - Review material
  - Prepare an outline for each course

- Review:
  - Go through notes, revisit reading, and be sure you understand what was discussed
  - Refer to syllabus and casebook table of contents to see the big picture
AFTER CLASS:
OUTLINING

Outline:
- What is an outline
- Why outline
- When to outline
- How to synthesize materials
- Outline formats
AFTER CLASS: OUTLINING

What is an Outline?

• Structured summary of course material

Why Outline?

• Organizes materials in logical format
• Understand both the forest and the trees
• Understand how cases fit together
  • Cases are illustrative of principles
  • Critical for exam preparation – the creation of the outline gets you prepared!
• When to Outline?
  • Start early; some prefer later
  • Dedicate one day per week to outline each course
AFTER CLASS: OUTLINING

- Synthesize Course Materials
  - Defined = process of integrating rules or principles from several sources
  - Derive from relevant sources key principles and state them as a rule
  - Include elements of test, standards, exceptions, and examples (from cases)
    - Cite relevant cases as support for the corresponding principle
- How to Outline:
  - Begin with a skeletal outline
    - Do it now!
    - Based on professor’s outline, syllabus, or casebook/textbook table of contents
  - Add from reading, class notes, thoughts, etc.
  - Always organize outline around legal concepts/principles – never around cases
    - Cases are proof of legal principles, not the principles themselves
How to Outline:

- Use standard outline format, or another format you prefer
- Go from more general to more specific
- Use tests and elements/factors where appropriate
- Be sure the focus is on principles
Chapter II. The Constitution of the United States of America

A. Executive Summary

B. Introduction to the Constitution of the United States of America

C. The Articles
   1. The National Government: Separation of Powers and Checks and Balances
   2. The Relationship between the National and State Governments: Federalism, Supremacy, and Full Faith and Credit
   3. The Amendment Process 4. Ratification of the Constitution

D. The Amendments
   1. In General
   2. The Bill of Rights
   3. The Reconstruction Amendments
   4. The Doctrines of Incorporation and Reverse Incorporation

E. Constitutional Interpretation
OUTLINING: CRATE SKELETAL OUTLINE

2. The Relationship between the National and State Governments: Federalism, Supremacy, and Full Faith and Credit
   a. Federalism and the Limits on the Powers of the Federal Government
      i. In general
      ii. The interstate commerce power
      iii. The “necessary and proper” clause
      iv. The continued viability of the states
a. Federalism and the Limits on the Powers of the Federal Government
   i. In general (Sebelius)
      (a) Federalism = sharing of governmental power between federal and state governments
      (b) Division of authority:
         (i) Federal:
             -- Powers limited/enumerated, e.g., Article I section 8; 13, 14, 15 amendments (see below re interstate commerce power)
             -- No police power
         (ii) State:
             -- Residual power, including police power
             -- Power to act does not derive from Constitution
             -- Limited by constitutional restrictions affecting individual rights
ii. Interstate commerce power:

(a) Article I, section 8, clause 3

(b) Includes power to regulate “activities having a substantial relation to interstate commerce …. i.e., those activities that substantially affect interstate commerce.” *Morrison.*

--- Broad power.

--- Some limits for activity that is non-economic and not closely tied to interstate activity. *Lopez; Morrison.*

--- Congress not required to legislate with exactitude and can regulate intrastate non-commercial activity if part of an overall class of activity that has a substantial affect on interstate commerce. *Gonzalez v. Raich.*
OUTLINING: TIPS

• Create Comprehensive Outline:
  • Can shorten it as exam gets closer
  • Consider having two – one with more detail, one for bigger picture
• Do your Own:
  • The experience of doing the outline is the learning – this is how you see how the pieces fit together!
  • Share with friends to see gaps, things you did not understand, different understandings
  • Use commercial outlines/study aids, if at all, only to fill in spaces in your understanding
• Do not Cut and Paste from Notes/Cases – Outline should be:
  • Easy to read
  • Free of extraneous material
AFTER CLASS: STUDY GROUPS

- Love Them or Hate Them?
- Tips:
  - People with similar study habits
  - Set aside specific time and use it for study purposes….. Then go for a coffee and chat
01
Many Courses Have Single Exam as Basis for Grade

02
Before Exams:
- Outline
- Group study (optional)
- See your professor with questions
- Do practice tests where available

03
Types of Exams:
- In class versus take home
- In class may be open book or closed book — prepare the same!
- Essays: multiple choice; combination
- All written — no oral exams

LAW SCHOOL EXAMS
Exam Administration:
- Paid proctors administer the exams
- Strict policies about changing date or time (see Graduate Student Handbook)
- Typing versus writing in class exams
- Anonymous grading
- LLM and MSL students each graded on their own curve:
  - No direct head-on competition with JD or MSL students
- Will Discuss More in Intro
TRAC/IRAC

- Thesis/Issue
- Rule = law
  - Set forth test (elements, factors, etc.) that creates analytic framework
- Application (of law to facts presented)
  - See next slide
- Conclusion
TRAC/IRAC

• Application -- Follow analytic framework established in “Rule”
  • Go issue by issue, drawing on specific facts of your case
  • Separate arguments in favor of each position
  • Begin each paragraph with topic sentence
  • Use topical headings to signal reader
Some Courses (Especially Seminars) Require Research Papers

Upcoming Session on Writing Scholarly Papers

Sources:
- Eugene Volokh, *Academic Legal Writing*…
- Articles written by Fordham Law fulltime faculty members
ACADEMIC SUPPORT: NEED HELP?

Common – No Need to Feel Embarrassed!

Sources for Help:

• Anthony Agolia
• Graduate Student Language and Mentorship Group
• Fordham University Writing Center

Don’t Wait!

• The sooner you seek help the more help you can get
• Don’t fall behind!
ACADEMIC INTEGRITY
U.S. Standards of Academic Integrity May Vary from Other Countries

Consequences:
- Determined outside of Office of International and Non-JD Programs
- Can include failing grade or expulsion
- Infractions will be part of record that goes to Bar authorities when seeking admission
STANDARDS OF ACADEMIC INTEGRITY

Sources:

- Fordham Standards of Academic Integrity, [http://www.fordham.edu/info/25380/undergraduate_academic_integrity_policy/6937/standards_of_academic_integrity](http://www.fordham.edu/info/25380/undergraduate_academic_integrity_policy/6937/standards_of_academic_integrity)
- Fordham Law School Academic Regulations, [http://www.fordham.edu/info/21439/academic_regulations](http://www.fordham.edu/info/21439/academic_regulations)
- Handbook for LLM and MSL Students, [law.fordham.edu/llm_msl_handbook](http://law.fordham.edu/llm_msl_handbook)
- Student Handbook for Fordham University; [http://www.fordham.edu/info/21683/student_handbook](http://www.fordham.edu/info/21683/student_handbook)
- Student Conduct and Grievance Procedures; [http://www.fordham.edu/info/21573/student_conduct_and_grievance_procedures](http://www.fordham.edu/info/21573/student_conduct_and_grievance_procedures)
STANDARDS OF ACADEMIC INTEGRITY

- Cheating occurs when individuals use course materials, information, or devices (e.g., programmable calculator, cell phone) when such is unauthorized or prohibited.

- Examples of cheating include but are not limited to:
  - having or using unauthorized materials, information, or an unauthorized device at an examination, test, or quiz;
  - copying from another student at an examination, test, or quiz, or copying another student’s assignment, data, or laboratory report;
  - permitting another student to copy from an assignment, paper, computer program, project, examination, test, or quiz;
  - obtaining and/or using an unauthorized examination, test, or quiz prior to its administration;
  - having another person act as proxy to take an examination, test, or quiz, or to complete an assignment, paper, computer program, or project.
STANDARDS OF ACADEMIC INTEGRITY

Unapproved Collaboration:

Certain coursework and assignments, such as team projects, papers, and laboratory work, may involve collaboration. Unless expressly permitted or prescribed by the faculty member, students shall not engage in collaboration on graded assignments. It is the student’s responsibility to ask for clarification from a faculty member to what extent, if at all, collaboration with others is allowed.
Plagiarism:

- Plagiarism occurs when individuals attempt to present as their own work what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. It is no defense to claim that one has forgotten to document ideas or material taken from another source.

- Examples of plagiarism include but are not limited to:
  - using the ideas of another person, whether or not such ideas are paraphrased, from whatever source, including oral, print, broadcast, or computer-mediated communication;
  - rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences;
  - presenting borrowed material, whether a phrase, sentence, or whole paragraphs without placing quotation marks around the borrowed material in the approved style;
  - presenting as one’s own work an assignment, paper, or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs;
  - failing to use proper citation for information obtained from print sources or the internet, according to citation criteria specified by the instructor…. 
FAQ:

- Question 1: When a source has a string cite, can I copy the string cite and simply cite the source where I found it?
  - Answer: No. The string cite should be used as a reference tool; you cannot cite any source that you have not personally checked yourself.

- Question 2: I was in a hurry to get the paper done and forgot to put quotation marks around a sentence that I directly quoted. This was done in good faith. Is this plagiarism?
  - Answer: Yes. Lack of intent is no defense. Keep careful notes during your research and leave yourself enough time to avoid this kind of situation.

- Question 3: I copied language from a source and then changed a few words to make the language my own. Is this plagiarism?
  - Answer: Yes. This is called “patchwork plagiarism.”
SPOTLIGHT: PLAGIARISM

Tips:

- Be over-inclusive – you will never get in trouble for using too many citations.
- Get help: if in doubt, ask Anthony, your legal writing instructor, the Fordham University Writing Center, or the Graduate Writing Workshop tutors.
- A good paper has many, many citations, but not too many long direct quotations.

PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT
Goal:
- To equip each student with the tools needed to meet her/his professional goals

Graduate Professional Development Program (GPDP) Services Include:
- Resume review
- Cover letter review
- Interview preparation
- Seminars on various topics of interest
- Individualized advice on networking, etc.
- Numerous online resources
- Orientation to GPDP session to come
Networking is Key:
- Developing professional relationships
- Marathon, not a sprint – start now!
- Relationships need to mature before they are ready to be burdened with requests
- Network through actions and deeds
- Find/create opportunities to use your knowledge, skills, and experience

Excellent English Language Skills Critical:
- This is your chance!
- Speak English as much as you can – do not hang around exclusively with classmates/people who speak your language
• Develop U.S. Professional Persona:
  • Everything you do here will brand you as a strong professional – or not
  • Cultural competencies important
  • You Never Know….
  • Classmates as an Important Network
• Examples:
  • Being on time
  • Being prepared
  • Paying attention
  • Following instructions
  • Being resourceful
  • Reading newsletters, handbooks, etc.
  • Advance preparation
  • Taking responsibility for yourself and your own success
  • Respect for others, the process, and the institution
  • Self help
KINDS OF OPPORTUNITIES

- Permanent Job
- OPT Position
- Externship
- Pro Bono Volunteer Work
- Law School Clinics
CONCLUDING REMARKS
KEEP
BALANCE
AND
PERSPECTIVE

- Enjoy NYC!
- Spend Time with Friends and Family:
  - No friends in NYC? Make some!
  - Be sure to be with people from other countries/regions
- Enjoy the Culture of U.S. Law School
- Pursue/Develop Hobbies
- Keep Healthy:
  - Eat well
  - Exercise regularly
  - Sleep
YOU ARE NEVER ALONE

THE STAFF OF THE OFFICE OF INTERNATIONAL AND NON-JD PROGRAMS IS ALWAYS HERE FOR YOU!
THANK YOU!

PRESENTATION AVAILABLE AT
HTTP://LAW.FORDHAM.EDU/GRAD/ACADEMICENRICHMENT