

**School of Information Management  
INFO 6320 – Legal Literature and Librarianship  
Winter 2021**

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**Office hours:** Via Teams and by Appointment  
**Course Website:** Brightspace

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### **COURSE DESCRIPTION**

This course provides both a theoretical and practical overview of legal literature (broadly defined) from a variety of jurisdictional perspectives. It is also designed to enhance participants' understanding of legal librarianship as a particular stream of library and information management. Class sessions will include an examination of the widest range of legal resources, including print and electronic sources. It will also consider various categories of library and resource collections specializing in legal literature.

### **COURSE PRE-REQUISITES**

INFO 5530 (Information Sources & Retrieval) recommended.

### **LEARNING OBJECTIVES**

This aim of this course is to introduce students to the practice, resources, and skills essential for effective law librarianship, including:

1. The theory and practice associated with law librarianship as a distinct specialty in a variety of institutional/jurisdictional settings.
2. The wide range of legal literature and resources, including print and electronic resources and services.
3. The practise skills of reference interviewing in a legal context, legal research instruction, and the legal resources collection.
4. The basic legal writing and citation.

### **LEARNING OUTCOMES**

At the conclusion of this course, the student will be able to:

1. Describe and explain concepts and principles relevant to the practice

- of law librarianship. (Learning Objective 1)
2. Identify the range of legal literature available in print and electronic versions and explain their applicability in practice of law. (Learning Objective 2)
  3. Analyze and respond to the information needs of clients in the context of legal literature. (Learning Objective 3)
  4. Design and deliver an instructional session on the use of a legal research tool. (Learning Objective 3)
  5. Utilize relevant and current print and electronic legal information tools and resources within a range of organizational settings. (Learning Objective 4)

### **TECHNOLOGY USED**

This course will utilize the latest resources designed for conducting online legal research. It will also provide background on the continuing importance of using print materials in order to undertake complete research in the area of Canadian, foreign, and international law.

### **INSTRUCTIONAL METHODS**

This course will be delivered through a combination of asynchronous recorded lectures and activities accessible through your Brightspace course site, and weekly online synchronous workshops delivered through Teams software. Teams is part of the Microsoft suite of tools available through your MyDal login. If you have any difficulties accessing these materials or workshops, please contact your instructors. The online synchronous workshops will provide an opportunity to practice skills taught through the lectures and to discuss readings. Every attempt should be made to regularly participate in these weekly sessions. The synchronous sessions will not be recorded.

### **LEARNING MATERIALS**

AALL Ethical Principles, Online: <https://www.aallnet.org/about-us/what-we-do/policies/public-policies/aall-ethical-principles/>

Barker, Susan and Erica Andersen. *Researching Legislative Intent: A Practical Guide* (Toronto: Irwin law, 2019). Irwin Law Essentials Collection (ebook); <https://www.deslibris.ca/ID/480232> .

Brousseau, April and Michal Jasek. *Legito Legal Disruptors 2020*, <https://www.legito.com/conference/ld2020-speakers/legito-legal-disruptors-2020-michal-jasek-april-brousseau-from-clifford-chance/>

Hewitt, Kenya. "Implicit Bias and Diversity in Law Libraries", (2020) 45:1 CLLR 15 (CanLII).

Le May, Denis. *The Civil Code of Quebec in Chart Form* (Toronto: Irwin Law, 2006). Irwin Law Essentials Collection (ebook); <https://www.deslibris.ca/ID/408797> .

Sarkanen, Anneli & Katy Stoddard, "Training End Users in the Workplace" in Katharine Schopflin, eds, *A Handbook for Corporate Information Professionals* (London, UK: Facet Publishing, 2015) (Reserve in Brightspace).

Speight, Dunstun. "Are We Still Needed? Reflections on the Profession in BIALL's Fiftieth Anniversary Year" (2019) *Legal Information Management*, 19, 75.

[https://novanet-primo.hosted.exlibrisgroup.com/permalink/f/ljnbc9/TN\\_cdi\\_crossref\\_primary\\_10\\_1017\\_S1472669619000173](https://novanet-primo.hosted.exlibrisgroup.com/permalink/f/ljnbc9/TN_cdi_crossref_primary_10_1017_S1472669619000173) .

Tjaden, Ted. *Legal Research and Writing*, 4<sup>th</sup> ed (Toronto: Irwin Law, 2016). Irwin Law Essentials Collection (ebook); <https://www.deslibris.ca/ID/476268> .

Williams, Kayanesenh Paul. *Kayanerenkó : a: The Great Law of Peace* (Winnipeg, MB: University of Manitoba Press, 2018). Irwin Law Essentials Collection (ebook); <https://www.deslibris.ca/ID/455963> .

Additional readings are listed in class schedule and will be assigned in class where appropriate.

Students will be provided with access to professional research platforms such as WestlawNext Canada and LexisAdvance Quicklaw, as well as access to the resources of Sir James Dunn Law Library.

## METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [SIM Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE
Class Participation	The student will view online materials prior to class and participate in classroom discussion.	Ongoing	10%
Research paper	The student will research and prepare a major paper that explores a contemporary issue in Law Librarianship management or service planning.	January 30 <sup>th</sup>	30%
Legal Research Assignment #1	This assignment will demonstrate the student's ability to use a variety of Canadian secondary legal resources to address an assigned research problem. The student will complete	February 6 <sup>th</sup>	10%

	the first part of a research memorandum. The student will also describe the variety of print and electronic tools used to resolve their problem.		
Legal Research Assignment #2	This assignment will demonstrate the student's ability to use Canadian primary case law sources to address an assigned research problem. Students will complete the second part of a research memorandum. The student will also describe the variety of print and electronic tools used to resolve their problem.	February 13 <sup>th</sup>	10%
Legal Research Assignment #3	This assignment will demonstrate the student's ability to use Canadian primary case law sources to address an assigned research problem. Students will complete the third part of a research memorandum. The student will also describe the variety of print and electronic tools used to resolve their problem.	February 20 <sup>rd</sup>	10%
Legal Reference Skills	Working in pairs, students will participate in role-play legal reference transactions. They will analyze the problem, conduct research, and report back on the outcome.	March 6 <sup>th</sup> & 13 <sup>th</sup>	15%
Legal Research Instruction	Working in pairs, students will select an online legal research tool, prepare an appropriate point-of-use guide, and instruct the class on the use of the tool.	March 20 <sup>rd</sup> & 27 <sup>th</sup>	15%

### Participation Evaluation Rubric

Criteria	Indicators
Preparation (Weighting: 40%)	The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions (Weighting: 40%)	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation (Weighting: 10%)	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality (Weighting: 10%)	The student is always punctual and no unexcused absences.

### Research Paper Rubric

Criteria	Indicators
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Sources (Weighting: 40%)	The student demonstrates engagement with LIS information sources, selecting appropriate scholarly materials.
Critical Analysis (Weighting: 30%)	The student demonstrates engagement with the source material, including critical analysis and reflection.
Original Thinking (Weighting: 20%)	The student adds original content to the critical analysis of the literature.
Quality of Writing/Citation (Weighting: 10%)	The student uses appropriate grammar, citation style, and spelling.

### Skills Presentations

Criteria	Indicators
Preparation/Resolution (Weighting: 30%)	The student demonstrates appropriate preparation and/or resolution through effective use of relevant information tools.
Presentation (Weighting: 40%)	The student effectively applies the appropriate information skills in response to the information task presented.
Supporting Materials (Weighting: 30%)	The student creates appropriate supporting documentation for the skills assignment (point of use guide / pathfinder.)

### Legal Literature Assignments

Criteria	Indicators
Research Tools (Weighting: 40%)	The student demonstrates effective use of relevant information sources.
Presentation (Weighting: 40%)	The student synthesizes research results and presents the results in an appropriate format.
Quality of Writing/Citation (Weighting: 20%)	The student uses appropriate grammar, citation style, and spelling.

### Integration of [MLIS Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
<b>1. Management of Information Technology</b>	2. Identify the range of legal literature available in print and electronic versions and explain their applicability in practice of law.	Legal Research Assignments  Legal Research Instruction Assignment
<b>2. Information Management Leadership</b>	1. Describe and explain concepts and principles relevant to the practice of law librarianship.	Class Participation
<b>3. Risk and Change Management</b>	1. Describe and explain concepts and principles relevant to the practice of law librarianship.	Class Participation  Research Paper

<p><b>4. User-centred Information Services</b></p>	<p>2. Identify the range of legal literature available in print and electronic versions and explain their applicability in practice of law.</p> <p>5. Utilize relevant and current print and electronic legal information tools and resources within a range of organizational settings.</p>	<p>Legal Research Assignments</p>
<p><b>5. Research and Evaluation</b></p>	<p>1. Describe and explain concepts and principles relevant to the practice of law librarianship.</p>	<p>Research Paper</p>
<p><b>6a. Workplace Skills &amp; Attributes: Collaborate and communicate</b></p>	<p>2. Identify the range of legal literature available in print and electronic versions and explain their applicability in practice of law.</p> <p>3. Analyze and respond to the information needs of clients in the context of legal literature.</p> <p>4. Design and deliver an instructional session on the use of a legal research tool.</p>	<p>Legal Research Instruction Assignment</p> <p>Legal Reference Skills Assignment</p>
<p><b>6b. Workplace Skills &amp; Attributes: Organize, Plan &amp; Manage</b></p>	<p>2. Identify the range of legal literature available in print and electronic versions and explain their applicability in practice of law.</p> <p>3. Analyze and respond to the information needs of clients in the context of legal literature.</p> <p>4. Design and deliver an instructional session on the use of a legal research tool.</p> <p>5. Utilize relevant and current print and electronic legal</p>	<p>Legal Research Instruction Assignment</p> <p>Legal Reference Skills Assignment</p>

	information tools and resources within a range of organizational settings.	
<b>6c. Workplace Skills &amp; Attributes: Develop Personally &amp; Professionally</b>	1. Describe and explain concepts and principles relevant to the practice of law librarianship.	Class Participation Research Paper

## CLASS POLICIES

### Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

### Citation Style

The citation of legal materials in Canada conforms to the *Canadian Guide to Uniform Legal Citation*, 9th ed (Toronto, ON: Thomson Reuters, 2018) [McGill Guide]. You will be provided in instruction on the use of this format. There are also available helpful online tutorials to the McGill Guide: <https://guides.library.queensu.ca/legalcitation-mcgill-9th>

### Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

### Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time AND by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic

requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

### [SIM Grading Policy](#)

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

## **ACCOMMODATION POLICY FOR STUDENTS**

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit [https://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-/classroom-accommodation.html](https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html) for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

## **ACADEMIC INTEGRITY**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done.



This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto:ManagementIntegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

### **Faculty of Management clarification on plagiarism versus collaboration**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

## **UNIVERSITY STATEMENTS**

### **ACCESSIBILITY**

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

### **STUDENT CODE OF CONDUCT**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an

informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

## **DIVERSITY AND INCLUSION**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

## **RECOGNITION OF MI'KMAQ TERRITORY**

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

## **FAIR DEALING POLICY**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

<b>Date</b>	<b>Skills Workshop</b>	<b>Assignment</b>	<b>Before Class</b>
January 15 <sup>th</sup>	Using Legal Secondary Literature 1	Paper Assigned	View Materials in Units 1.1-1.3. Speight, "Are We Still Needed?"
January 22 <sup>th</sup>	Using Legal Secondary Literature 2		Tjaden, "Chapter 2: Secondary Legal Resources," "Chapter 5: Legal Research on the Internet."
January 29 <sup>nd</sup>	Accessing Canadian Legislative Materials 1	Secondary Assign. Due	View Materials in Unit 1.4.
February 5 <sup>th</sup>	Accessing Canadian Legislative Materials 2		Barker and Andersen, "Chapter 2: Understanding Statutes – the Process of a Bill", "Chapter 3: Intrinsic Aids to Statutory Interpretation."
February 12 <sup>th</sup>	Working with Caselaw 1	Legislation Assign. Due	View Materials in Units 1.5.
February 19 <sup>rd</sup>	Study Break		
February 26 <sup>nd</sup>	Working with Caselaw 2	Research Paper Due	Tjaden, "Chapter 4: Researching Case Law."
March 5 <sup>th</sup>	Law and IT: Guest Speaker	Case Assign. Due	View Materials in Units 2:1-2:2 Legito Legal Disruptors 2020
March 12 <sup>th</sup>	Legal Reference Skills		View Materials in Units 1.6 & 2.3 Le May, "Introduction: Methods and Charts."
March 19 <sup>rd</sup>	Legal Research Instruction Skills	Reference Report	View Materials in Unit 1.7 & 2.4 Williams, "Part I – Context: Creation." Sarkanen & Stoddard, "Training End Users in the Workplace."
March 26 <sup>th</sup>	Legal Resource Selection Skills	Handout or Guide	View Materials in Unit 2.5 Zariski, "Chapter 2: Legal Literacies and Other Literacies."
April 2 <sup>th</sup>	Good Friday – University Closed		
April 7 <sup>th</sup>	Ethics and Professionalism		AALL Ethical Principles Hewitt, "Implicit Bias & Diversity." View Materials in Unit 2.6
April 9 <sup>th</sup>	Panel: Careers in Law Librarianship		View Materials in Unit 2.7