

**City University of Hong Kong
Course Syllabus**

**offered by School of Law
with effect from Semester A 2020 / 21**

Part I Course Overview

Course Title: City University Law Review

Course Code: LW5667

Course Duration: Two semesters (Sem A + Sem B)

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

LW5621 Legal Systems of Hong Kong and Mainland China or LW5601 Hong Kong Legal System, and
LW5602 Law of Contract or LW5602A Law of Contract I and LW5602B Law of Contract II.

Prerequisites: Only students selected to the Editorial Board of the City University of Hong Kong Law Review are eligible to enrol in this course.
(Course Code and Title)

Precursors: LW5622 Legal Methods, Research and Writing
(Course Code and Title)

Equivalent Courses: LW4667 City University Law Review
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course grants credit to Editorial Board members of the CityU Law Review (*CityU LR*) for their production responsibilities on the Board and for researching, writing, and editing a scholarly work. The course aims to do the following:

- cultivate the skills necessary to identify an appropriate topic, find relevant research materials to develop and support an argument, and draft an original, scholarly work of publishable quality;
- develop students' ability to peer review classmates' work constructively;
- reinforce students' understanding of research ethics by practicing and enforcing good citation practices;
- train students to review scholarly submissions, edit submissions, and publish a law journal;
- enable students to explore other activities related to producing a law journal, such as coordinating with the publisher, marketing, and organising academic conferences; and
- enable students to explore, as part of a team, what publishing a law journal entails.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify new or topical legal issues appropriate for a piece of legal scholarship and publication in the <i>CityU LR</i>		✓	✓	
2.	Understand, critically evaluate, and cite relevant scholarly materials to develop written arguments.		✓	✓	
3.	Apply techniques for reviewing, editing, and publishing diverse types of submissions received for publication by the <i>CityU LR</i> (or any other law journal) in effective and innovative ways.		✓	✓	✓
4.	Research and write a coherent, persuasive, original, and organized paper of publishable quality and length on a selected issue.		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Seminars on producing legal scholarship	Through these seminars, students will learn how to identify a new/topical legal issue, find relevant research materials to support an argument, engage with current scholarship in a given area, and develop original, persuasive, logical, refutable, and coherent arguments. Students will also be trained – with the help of past or current submitted papers – to discover and apply correct and consistent citation practices. Furthermore, students will receive training in the writing process, including drafting and editing their work.	✓	✓		✓	
Editorial Board meetings	Students will attend and participate in Editorial Board meetings.	✓		✓		
Peer review and editing	Students will review and discuss their classmates' in-progress work on their papers and edit their own in-progress work	✓	✓		✓	
Training seminars for producing the <i>CityU LR</i>	These seminars will help students master tasks related to the production of a law journal. Students will learn how to evaluate submissions to the <i>CityU LR</i> and to record these evaluations for purposes of sharing them with Board members and providing feedback to authors. Students will also learn how to edit submissions, including how to carry out substantive editing, technical editing, and proofing. Students will practice through sample editing exercises.	✓	✓	✓		
Production responsibilities and other tasks related to running the <i>CityU LR</i> and publishing legal scholarship	Students will perform responsibilities necessary to produce and/or market the <i>CityU LR</i> under the guidance-cum-supervision of the Faculty Editor and General Editor. These responsibilities include reviewing submissions, overseeing and organizing the editing process, editing papers, communicating with authors, and keeping records of these processes. During the editing process, students will discover and learn about new legal issues and diverse writing styles. Students may also solicit submissions, organize an academic conference, and carry out other tasks related to producing a quality law journal.	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
Submission of an article, comment, or case note of publishable quality and participation in peer review and editing activities				✓	50%	Predominantly during Semester B
Performance of production responsibilities	✓	✓	✓		30%	Semesters A and B
Active participation in Editorial Board meetings and in seminars.	✓	✓	✓		20%	Semesters A and B
Examination: _____% (duration: _____, if applicable)					100%	

To pass this course, students must obtain a minimum aggregate mark of 40% and a minimum of 30% in each of the above assessment tasks/activities.

Grading will follow the Law School's adopted standards: A+ (85 or above), A (80-84), A- (75-79), ... F (below 40).

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Submission of an article, comment, or case note of publishable quality and participation in peer review and editing activities.	The student must research and write a coherent, persuasive, original, and organized paper of publishable quality and length on a selected issue. This includes identifying a new/topical legal issue, finding relevant research materials to support an argument(s), engaging with current scholarship, and developing original, persuasive, logical, refutable, and coherent arguments. The student must also participate in editing and peer review activities.	Excellent student performance with respect to the achievement of the applicable CILOs.	Good student performance with respect to the achievement of the applicable CILOs.	Fair student performance with respect to the achievement of the applicable CILOs.	Marginal student performance with respect to the achievement of the applicable CILOs.	Student failed to achieve the applicable CILOs.
2. Performance of production responsibilities	The student must perform production responsibilities and/or marketing responsibilities for the <i>CityU LR</i> . The student is expected to perform assigned tasks and to take initiative in organizing and undertaking tasks. The student is expected to cooperate with other Board members and be an effective team player overall. Expectations as to the student's level of participation, leadership, and initiative will be based on the student's position on the Editorial Board.	Excellent student performance with respect to the achievement of the applicable CILOs.	Good student performance with respect to the achievement of the applicable CILOs.	Fair student performance with respect to the achievement of the applicable CILOs.	Marginal student performance with respect to the achievement of the applicable CILOs.	Student failed to achieve the applicable CILOs.
3. Active participation in Editorial Board meetings and in seminars.	The student is expected to attend and participate in Editorial Board meetings, training seminars, and course seminars.	Excellent student performance with respect to the achievement of the applicable CILOs.	Good student performance with respect to the achievement of the applicable CILOs.	Fair student performance with respect to the achievement of the applicable CILOs.	Marginal student performance with respect to the achievement of the applicable CILOs.	Student failed to achieve the applicable CILOs.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Identifying a new or topical legal issue; research and citation skills; writing a publishable paper; good citation practices; research ethics; editing techniques; production and marketing tools for law journals.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	<i>Oxford Standard for the Citation of Legal Authorities (OSCOLA)</i> (Oxford Faculty of Law, [most recent version]).
2.	<i>City University of Hong Kong Law Review Style Manual</i> (CityU LR, [most recent version]).

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Fajans, Elizabeth, and Mary R Falk, <i>Scholarly Writing for Law Students: Seminar Papers, Law Review Notes and Law Review Competition Papers</i> ([most recent edn], Thomson/West ____)
2.	Garner, Bryan A, <i>Legal Writing in Plain English: A Text with Exercises</i> ([most recent edn], University of Chicago Press, ____).
3.	Strunk, William, and EB White, <i>The Elements of Style</i> ([edn within past 30 years], Allyn and Bacon, ____).
4.	Volokh, Eugene, <i>Academic Legal Writing: Law Review Articles, Student Notes, Seminar Papers, and Getting on Law Review</i> ([most recent edn], Foundation Press, ____).