

POLS 200 and BUS 201

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Ideas for Meeting Standards in Case Presentations:

Here are some examples of how one might use various techniques to achieve the class standards for case presentations. This is not intended to be an exhaustive list, but should give you a few ideas to think about. Good luck and try to have fun!

Clarity:

- * Relationship Trees- to illustrate how the parties are related
- * Symbolic Illustrations
- * Definitions of relevant terms
- * Role play – opening activity
- * Example of clauses in contracts, or documents at issue
- * Use of highlight or bolding important terms

Other ideas:

- A. Analogies (using a real world analogy to clarify some abstract concept)
- B. Simplification- finding a basic pattern in the conflict story that clears up a concept (Due process, promissory estoppel: promise, reliance, detriment, negligence, contract, etc)
- C. Timelines (when lots of dates involved)
- D. Venn diagrams (eg Morality vs. Law)
- E. Maps or drawings of property
- F. Metaphors (shaking hands for contracts, dove for peace, etc)

Depth:

Remember, this is “thinking outside the book”

- * Compare and contrast with other related cases. Here is an article discussing the use of Google Scholar add relevant depth to your presentations:

http://williampfeifer.com/2010/01/07/10/16/18/legal_research/free-legal-research-using-google-scholar/104

- * Find full language of Laws, Rule, or other concepts
- * News, or journal articles related to your issues
- * “Law review” articles (provides a historical context). Can sometimes find online.
- * “Shepardizing” for status of current law. This means how the case was treated in future cases (precedent followed, distinguished, or rejected) . This is a bit more technical. See the google above scholar article for more details.
- * Related personal experiences

Breadth:

- A. Plaintiff v. Defendant
- B. Secondary perspectives
 - Economic
 - Political
 - Social
 - Cultural
 - Moral
 - Philosophical
 - Views from other classes you've taken

Significance:

- * What are some consequences that have happened because of the decision?
- * How could similarly situated parties avoid problems like this in the future?
- * What might happen if the court decided differently. In other words, what might happen if the other side won the case? (this is what I call comparative implications)
- * Was the case cited in other appellate opinions? If so, to what effect
- * Did the decision reverse a prior legal trend, or establish a new one?
- * Who wins and loses in the long run?

Accuracy:

- * All facts correctly stated in the conflict story
- * The procedural court history is correct (which court found what)
- * Correct identification of plaintiff, defendant, appellant, respondent, the judge, district court, rules of law, reasoning of the court, and the conclusion reached.

Precision:

- * If several issues are raised, clearly and correctly stated main issue.
- * State elements or factors to be considered:
e.g what are the Elements of various concepts as Offer, Negligence, Commercial Speech, Procedural Due Process, etc

Here are some other strategies you can use for “finer detail”:

- A. listing exceptions to legal rules. For example, the Statute of Frauds has a number of exceptions for each rule. Knowing these adds to a precise understanding of the principles.
- B. Stating the specific language of a statute or regulation involved in a case (eg. RCW 64 vs. RCW 63.10.010 b (2))

C. Stating a specific legal “test” that may emanate from a precedent case (e.g. the “minimum contacts test” for long arm jurisdiction, or the “Hudson test” for commercial free speech.

Note: A precedent case, can also be used as a Concept. That is, a Rule or Test may emanate from a case as a concept or idea that can be used for future disputes of a similar type. See above.

Relevance:

Relevance to the text: What does the case tell us about what’s in the book?

E.g, This is an example of how summary judgment works in a real case.

Logic:

Correctly covered all elements of thought.

- A. no confusion between elements
- B. inferences lead to conclusion
- C. conclusions lead to implications/consequences

Organization/efficiency:

No “drag” or overlap in presentation. It flowed smoothly and transitions well. Print on the PPT concise and clear – no redundancy, easy to read, etc.

General Interest:

- Engaging presentation in own words (avoid reading and monotone voice)
- Survey of students
- Appealing charts/ppt
- If your case deals with a company? Can you use their company website to add interest or detail?
- Integrating Media like audio, video clips, sound effects, animations etc.

Note: Some Strategies that may relate to more than one standard (i.e. mixed standards). In this case, the instructor will use the “predominant thrust of factor” test (similar to goods vs. services cases) to determine which is more prominent. That is, double credit is unlikely to be given.

Examples:

- A. Presenting a “dissenting” opinion in a case can add depth (if not in book), but it could also be viewed as another point of view, which could also add interest.
- B. Adding media could be adding interest, and also depth or point of view

- C. Stating a section of the Restatement of contracts or torts could be depth, but also precision, etc.
- D. Referring to a related case could add depth, but could also be a concept (if a precedent case)

Further Important Note: Points will be given for use of different strategies for achieving a standard. That is, multiple use of examples, illustration, etc, will only count as ONE strategy for 1 point. Keep this in mind while developing your presentations.

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