CREDIT MOOT PROGRAMS
FALL TERM 2019 – WINTER TERM 2020

Law 585 The Alberta Court of Appeal Moot
Law 693.10 Bennett Jones Health Law Advocacy Moot
Law 693.XX Canadian Client Consultation Competition
Law 677 Corporate Securities Law Moot
Law 693.11 Donald G. Bowman National Tax Moot
Law 678 Gale Cup Moot
Law 673 Jessup International Law Moot – Canadian Division
Law 587 Kawaskimhon Aboriginal Circle
Law 693.XX The Laskin Moot
Law 693.XX Western Walsh Family Law Negotiation
Law 690 Western Canada MacIntyre Cup Trial Competition

COURSE OUTLINE

COURSE DESCRIPTION

The Credit Mooting Program is a student-centred program involving performance-based learning in a supportive atmosphere. Students are carefully selected from a pool of applicants to participate in competitions engaging in a broad range of oral and written advocacy skills. The competitions relate to various areas of law and legal practice in which students engage in many different forms of advocacy. In each competition, the students are supported by a volunteer practitioner coach, a faculty advisor and members of the bench and bar who willingly share their time and expertise with the students as they develop their advocacy skills. This program offers an opportunity of a life-time as students participate in at provincial, national or potentially even international events with students and members of the bench and bar from other schools and jurisdictions. The work is rewarding but rigorous. Students must be self-motivated and able to do self-directed team work. The time commitment may include after hour meetings and practices with volunteer lawyers and judges, who may not be available during the regular work schedule. Travel may be required for the final competition presentation. This is an enriching experience but a challenging one that requires commitment and dedication. For further information on a specific competition, please read the Faculty Mooting website for detailed descriptions of each credit competition.
Please Note: the credit moot course applies equally to those students who are selected as mooters and those who are selected as researchers, where the moot competition requires such a researcher.

OBJECTIVES

By the conclusion of the Credit Moot course, the student should exhibit competencies or emerging proficiencies in oral and written advocacy and problem solving, including:

(1) Demonstrating competency in oral and written advocacy;
(2) Identifying legal issues arising from a case scenario;
(3) Conducting in depth research and writing on current legal topics;
(4) Analyzing and developing legal strategies on behalf of a client;
(5) Preparing strategies and legal arguments within a team environment;
(6) Exhibiting the proper decorum and civility required of a student competitor and as a lawyer representing clients;
(7) Exhibiting confidence in the use of lawyering skills.

ROLES AND RESPONSIBILITIES

The moot program is conducted in an atmosphere of mutual respect and collegiality. This is a rigorous and challenging program where all participants are expected to put in the time and effort required to successfully present at the competition level. The mooting program enriches the law school experience, enhances the reputation of the faculty and provides a platform for working with some of the best practitioners in the Calgary bar.

Student participants are chosen by the Mooting & Debating Committee of the law school. Each moot competition is assigned a faculty member as advisor who provides guidance and support to the students and the coaches. Each moot competition has a lawyer or lawyers acting as volunteer coaches to assist in the development of the strategies and key advocacy skills required. The coaches provide constructive feedback and attend with the students on competition day. Students primarily work with coaches. Faculty advisors assist the coaches in resolving any difficulties that arise with the students and are ultimately responsible for the grades received by the students. Any issues or concerns should be brought to the faculty advisor for discussion in a timely fashion. The final grades are based on the grade assessment as outlined in this document including grade recommendations given by the coaches.

Student responsibilities, faculty advisor and coach role and responsibility are as outlined below.

i) Student Selection

The Mooting & Debating Committee will meet to select students for each competition. The selection will be based on a number of factors, including but not limited to the following:
1. Student application including the statement of interest;
2. GPA and academic performance;
3. Student course work, volunteer work, if relevant, and the connection to competition subject matter. For some competitions there may be pre-requisites or co-requisites either required or strongly recommended;
4. The McGillivary Moot ranking, if relevant;
5. Performance in the advocacy portion of 1L Law 408: Foundations in Law and Justice II;
6. Student’s self-ranking of potential competitions;
7. Sample of student writing;
8. Student’s ability to conduct self-directed work and ability to work in a team environment;
9. Student’s previous involvement in the mooting program, if relevant;
10. Such further and other relevant information and material provided or requested.

**ii) Student Responsibilities**

In order to fulfill the credit requirements for this course, students enrolled in a credit moot must:

1. Attend an orientation meeting with members of the faculty and staff to discuss logistics of the competitions and student responsibilities, the role and responsibilities of the faculty advisor and coach(es). The faculty advisor and coach(es) for each competition will also be confirmed at this meeting. Meeting attendance is mandatory unless the student has received prior permission from the Chair of the Mooting Committee.
2. Attend any advocacy training session(s), if offered.
3. Familiarize themselves with the rules of their particular moot and ensure they are complying with those rules.
4. Contact the assigned coaches, soon after the orientation meeting referenced in item #1, to schedule the first meeting. Students must confirm with the assigned faculty advisor the date and time of this meeting.
5. Review the Moot Report from the previous year prior to first meeting with coach(es). Be prepared to discuss lessons learned from last year at this meeting.
6. Thereafter schedule and attend regular meetings with student partner, researcher, if any, and/or coach(es).
7. Keep the faculty advisor regularly informed of the work being done, and/or any issues arising with work not being done, student absences, or as to coaches’ availability.
8. Divide the workload equitably and perform their assigned work in a timely fashion. Any issues or concerns in executing the work assigned must be brought to the coach(es) and faculty advisor’s attention as soon as possible for timely resolution.
9. Determine the various deadlines and deliverables attached to their moot. The students, together with their coaches, must prepare a schedule with their coaches to meet all relevant deadlines. A written schedule prepared beforehand by the students will be expected to form part of the Moot Report discussed below.
10. Arrange, in a timely manner, travel to particular moots through the Mooting and Debating Committee administrative assistant. Students should be mindful of any requirements for travel documents.
11. Conduct themselves in a professional, respectful manner toward all individuals involved in the program such as their competition partners, coaches, faculty advisors, law school staff, the library staff and competitors from other schools.

12. Practice their oral arguments, if applicable, in front of a minimum of three different legal audiences in addition to a full-dress rehearsal with their coach. While coaches often take care of this, students are responsible for assembling their own judging panels if the coach is unable to do so.

13. If a written argument is part of the competition, submit, in a timely fashion, at least three different drafts of the argument to their coach for feedback. If a written argument is not required to be submitted for the competition, the student together with the coach(es) must agree upon an equivalent substitute to be confirmed by the faculty advisor.

14. Following the moot and prior to the end of classes (and beginning of exams) the moot team is responsible for generating a Moot Report which must be emailed to their faculty advisor and the Mooting and Debating Committee administrative assistant by the last week of scheduled classes in the Winter term.

15. The Moot Report shall contain the following:

a. The agreed upon schedule of meetings and deadlines with notations indicating when the various deliverables were completed;

b. The dates and composition of the judging panels for the various oral argument practice sessions;

c. The number of drafts submitted for review as discussed in #13 above;

d. The final written materials submitted to the moot competition or the written material used to assist in the preparation of the competition such as an outline of the tactical or strategic approach to the competition;

e. A summary of the team and individual rankings at the moot if available;

f. A final brief self-assessment of your performance including how the experience has enriched your law school experience;

g. Any tips or advice that the team feels would be helpful to next year’s moot team;

iii) Volunteer Coach Role & Responsibilities

The primary duty of the volunteer coach is to provide knowledge, advice, guidance and motivation. Volunteer coaches are expected to:

1. Provide feedback and advocacy advice to the students;

2. Review factum drafts and provide feedback;

3. Attend practice rounds and provide performance feedback;

4. Assist in arranging for volunteer judges/lawyers for the practice rounds;

5. Supervise the students’ progress;

6. Contact the Faculty Advisor or the Chair of the Mooting Committee as appropriate with any concerns;
7. Have working knowledge of the competition rules and regulations;
8. Make a recommendation as to the grade to be assigned to each student.

iv) Faculty Advisor Role & Responsibilities

Faculty advisors are expected to:

1. Act as a faculty liaison with the coach(es) and students;
2. Provide feedback, advice and guidance to student and/or coaches as needed;
3. Respond to any issues with student or coach participation;
4. Regularly check on the progress of the preparations to identify any problems or concerns and respond to those issues in a timely matter;
5. Review the Moot Report;
6. Assess the student’s course grade based on the Moot Report, and the course evaluation matrix including the assessment of the coaches.
7. Confirmation, if possible, of the continuing assistance of the moot coach for the following year. This will assist in early identification of any coaching gaps.

Note: The Faculty Advisor may also serve as a coach, if required, and if allowed by the rules of the individual moot.

COURSE ASSESSMENT

Over and above the student expectations listed above, each moot requires individualized deliverables from its participants. These requirements and associated work streams will be provided to students by the coaches. The fulfillment of the student expectations and these individualized tasks is required to receive a passing grade in the course.

Students should expect to spend at least 10 – 15 hours each week working on the moot during the period between the issuance of the problem and the moot competition itself. Following the moot competition, students should expect to spend several hours generating the Moot Report.

At the completion of the Winter Semester, each student will receive an individual (not a group) letter grade from the advisor in consultation with the coaches. These will follow the University’s 12-band system.

The grade will be assessed on the following criteria:

1. The content and quality of the Moot Report;
2. The competence and degree to which the student has discharged all of their responsibilities as set out above under the heading “Student Responsibilities”; 
3. The meeting and practice attendance including active participation in the development and preparation of the case;
4. The preparation of the written materials, if relevant, and/or the preparation of the strategy and approach to the competition if written materials are not submitted;
5. The number of practice sessions required to prepare for the competition and the student’s active participation in those sessions;
6. The student’s ability to work as a member of a team;
7. The placement of the individual and the team in the competition, if relevant. For clarity, if a team/individual does not rank in the competition this will not reduce the grade, but a high ranking may enhance the grade;
8. The coach’s assessment of the quality of student work and each student’s level of professionalism and effort;
9. The faculty advisor’s assessment of the quality of the student work. This will be particularly pertinent if the faculty advisor is involved in reviewing the student’s written work or attends any of the practice rounds.

METHOD OF EVALUATION:

Individual grades will be assigned on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Equivalent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td><strong>Outstanding Performance.</strong> Examples include: (1) winning a major competition; (2) winning an individual award; or (3) making an extraordinary individual contribution to the mooting team</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td><strong>Excellent Performance.</strong> Examples include: (1) placing very high in a major competition; (2) making an outstanding individual contribution to the mooting team; or (3) displaying a talent deserving of winning an individual award in a competition</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td><strong>Approaching Excellent Performance.</strong> Examples include: (1) a strong performance in a competition; (2) making an individual contribution to the mooting team that goes beyond expectations; or (3) displaying excellence in mooting</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td><strong>Exceeding good performance.</strong> Showing a standard of work that is above what would be expected of the average student at the University of Calgary’s law</td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td><strong>Good performance.</strong> This is the average student at the University of Calgary's law school. It reflects intelligent work that is well above competent. In addition, a student must show a commitment to their mooting team, work hard, and attend all meetings of the team in order to be considered for this grade.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td><strong>Approaching good performance.</strong> This grade still is an example of good work, but for whatever reason is lacking in an area to meet the standard expected—just below average.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td><strong>Exceeding satisfactory performance.</strong> The student's work is competent, but there is significant room for improvement.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td><strong>Satisfactory performance.</strong> The student's work is on balance acceptable.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td><strong>Approaching satisfactory performance.</strong> The student's work is above passable, but it raises concerns and may not be of professional quality.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td><strong>Marginal Pass.</strong> Barely adequate</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td><strong>Minimal Pass.</strong> Poor</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td><strong>Failure.</strong> Did not meet course requirements.</td>
</tr>
</tbody>
</table>

UNIVERSITY OF CALGARY AND FACULTY OF LAW POLICIES AND REGULATIONS:

*Electronic Communication*

In accordance with the University's Electronic Communications Policy, students may communicate with the instructors of this course via their @ucalgary email accounts only.

Desire 2 Learn (D2L), which is located on the University of Calgary server, will be used extensively for communication with students. It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent through D2L. Only your @ucalgary.ca email address should be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.
**Regulations**

Specific regulations for the Faculty of Law at the University of Calgary, including Faculty-specific regulations on grading, assignments, examinations, deferrals, appeals, academic misconduct, etc., can be found here: [http://live-uc-law.pantheonsite.io/sites/default/files/teams/2/faculty-regulations-june-2015.pdf](http://live-uc-law.pantheonsite.io/sites/default/files/teams/2/faculty-regulations-june-2015.pdf).

Except where the Faculty of Law Regulations specify otherwise, all regulations and deadlines of the University of Calgary apply to students in the Faculty of Law. The University of Calgary Calendar containing those regulations can be found here: [http://www.ucalgary.ca/pubs/calendar/current/](http://www.ucalgary.ca/pubs/calendar/current/). The Academic Regulations are here: [http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

**Academic Misconduct**

The Faculty of Law and the University take academic misconduct, including plagiarism and cheating, very seriously. Please review the University of Calgary’s regulations on plagiarism, cheating and other academic misconduct at [http://www.ucalgary.ca/pubs/calendar/current/k-5.html](http://www.ucalgary.ca/pubs/calendar/current/k-5.html). You are expected to be familiar with these standards and to uphold the policies of the Faculty and the University in this respect.

Please speak with your instructor if you have any questions or concerns.

**Religious/Spiritual Observance**

The University of Calgary recognizes and respects the diversity of its members, including diversity of religious faiths and observances. Because of this it is understood that some students may not be able to attend classes, write tests or write final examinations on days of observance.

Please note that to arrange an alternative date or time for a final exam on this basis, students must submit an application accompanied by written evidence to the Associate Dean prior to the date of the examination. The regulations on exam deferral for religious observance may be found in the Regulations of the Faculty of Law at para. 8(a)(i): [http://live-uc-law.pantheonsite.io/sites/default/files/teams/2/faculty-regulations-june-2015.pdf](http://live-uc-law.pantheonsite.io/sites/default/files/teams/2/faculty-regulations-june-2015.pdf).

The general University of Calgary policy on Religious/Spiritual Observance is available here: [http://www.ucalgary.ca/pubs/calendar/current/e-4.html](http://www.ucalgary.ca/pubs/calendar/current/e-4.html).

**Accessibility Services**

The University of Calgary has a range of resources available to facilitate an accessible learning environment for students with disabilities including chronic health issues, physical, mental, psychiatric and learning disabilities, and impairments of a temporary nature due to accident, illness or injury. Students with disabilities requiring accommodation in the classroom or in the examination or evaluation process are encouraged to contact Student Accessibility Services as early possible to discuss the specific accommodations and supports required. Student Accessibility Services will work with students and administrators at the Faculty of Law to implement the required accommodations and supports. All requests for accommodation will be kept confidential. Please note that documentation of a disability is a requirement for accommodation.
The Student Accessibility Services website is here: http://www.ucalgary.ca/access/. The regulations on exam deferral to accommodate students with disabilities may be found in the Regulations of the Faculty of Law at para. 8(a)(i): http://live-uc-law.pantheonsite.io/sites/default/files/teams/2/faculty-regulations-june-2015.pdf. The general University of Calgary policy for Students with Disabilities is available here: http://www.ucalgary.ca/pubs/calendar/current/b-1.html.

**Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skill-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, https://www.ucalgary.ca/wellnesscentre/services/mental-health-services) and the Campus Mental Health Strategy website (http://www.ucalgary.ca/mentalhealth/).

**Student Safety**

In the event of an emergency on campus, students may be required to evacuate the building. The University of Calgary has designated Assembly Points in the event of an emergency. The University’s policy on evacuation is here: https://www.ucalgary.ca/emergencyplan/building-evacuation. The designated Assembly Points are here: https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points.

The University of Calgary has a twenty-four hour service to walk students to their destination on campus safely. Information about the Safewalk service can be found here: http://www.ucalgary.ca/security/safewalk.

**Freedom of Information and Privacy**

The University of Calgary complies with the requirements of the *Freedom of Information and Privacy Act*. The University’s policy on the sharing of student information with third parties can be found here: http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-students-to-3rd-parties.pdf. The University’s policy on the sharing of student information with the subject can be found here: http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-student-to-subject.pdf.

The University has a Student Ombuds office. Information about that office can be found here: http://www.ucalgary.ca/provost/students/ombuds.

The Law representative on the University Student Union can be contacted via e-mail at lawrep@su.ucalgary.ca.