FUTURE OF THE FAMILY
Prof. Elizabeth Bartholet
Spring 2011

COURSE INFORMATION AND SYLLABUS

Texts: Strunk & White, The Elements of Style (4th ed)
       Garner, Legal Writing in Plain English (2001)

These texts are available at the HLS Coop. To get less expensive copies try Amazon or the
Used Book Dept at the Harvard Book Store, 1256 Mass. Ave., Cambridge

Also Multilith packet with assignment for first class is available at Distribution and on the
course website.

Administrative Details

Contact Information for Professor Elizabeth Bartholet:
Office: Hauser Hall 422
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Office Hours: Fridays 3:00 - 5:00pm
(Email for appointment, or just walk in -
but if planning the latter, best to check first
to make sure available.)

Contact Information for Eleanor Topping,
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Schedule: M-F, 9:00am – 5:00pm

Course Website

To access the course website, log on to iCommons (http://myhls.law.harvard.edu), go to the
My Courses box and click on Future of Family Seminar.

Course Requirements

Course Requirements include: regular attendance, active participation, presentation of own
work, feedback on others’ work, and a research paper. Students are encouraged to write a
substantial paper for one additional credit (for a total of 3 credits rather than the normal 2).
This can be used to satisfy the School’s Written Work Requirement.
Final papers are due by the end of the exam period, May 11, 2011, except that Degree candidates’ papers are due by no later than May 4, 2011. Second-year students can obtain permission to submit any extra-credit paper in their third year, assuming they have demonstrated substantial progress by the end of the Spring 2011 term.

Grades will be based on satisfaction of all course requirements, participation including feedback provided on other students’ work, quality of own research and writing, including presentations and final paper.

No laptops in class

Library Reserve:
Additional good books on writing are on reserve at the Library at the Circulation Desk – Course Reserve. (2-hour loan)

- Joseph William, STYLE: Ten Lessons in Clarity and Grace (2003): excellent on writing guidelines; see especially Epilogue: From Clarity to Coherence, 209

- Booth, Colomb & Williams, THE CRAFT OF RESEARCH (2008): more on how to select topic, structure arguments, organize draft; see especially chapters 2,3,7,9,10,12,16.

Tables of Contents for both these books are attached at end of this document.
## CLASS MEETINGS AND RELATED ASSIGNMENTS & TOPICS

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| **1 Jan 24** | Substantive Introduction to Seminar: Read Assignment Packet available at Distribution and on Course Website  
Research Strategies: Presentation by Terri Gellego-O’Rourke, Instructional Services Librarian, HLS Library |
| **2 Jan 31** | Read *Strunk & White* Foreword, Introduction, and pp 1-85 |
| **3-5 Feb 7-21** | Student Research Brainstorming Presentations: Schedule TBA  
Presenters must send me and entire class,* by end of day Thursday prior to their presentation: topic description, outline of tentative research plan, and questions useful for us to focus on for purposes of class discussion (e.g. promising research avenues, ways to structure topics). This should be no more than a few pages in length, and designed to maximize helpful feedback in class. |
| **6 Feb 28** | Read Garner Parts 1,2,4,5 at pp 1-86, 121-45 (you can skim some parts to focus on what’s most helpful to you) |
| **7 Mar 7** | NO CLASS |
| **8-12 Mar 21 - April 18** | Student Outline/Draft Presentations: Schedule TBA  
Presenters must send to me and entire class,* by end of day Wednesday prior to their presentation, outline and/or draft or partial draft, limiting length to 30 pages max. Include a cover memo with questions you want us to focus on for class discussion and other feedback. Class presentation should similarly be designed to maximize helpful feedback. |

*All students should take seriously the obligation to provide each other with helpful feedback in connection with both the first and second presentations, reading the various assignment packets with care, commenting in class, and providing each other with written editing or other comments as appropriate.*

* Note that course website makes it easy to send materials to entire class, and also easy to provide classmates with written feedback.
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