

## Library Research Labs: A Hands-On Approach to Taking the First Step with Your Students to Reflect Good Practice in Legal Education

By **Samantha A. Moppett and Rick Buckingham**

*Samantha Moppett teaches Legal Practice Skills at Suffolk University Law School and Rick Buckingham is a Legal Reference Librarian at the John Joseph Moakley Law Library at Suffolk University Law School in Boston, Mass.*

Law schools should incorporate research labs into their curriculum because good legal research skills are a cornerstone skill of an effective attorney. Faced with the somewhat daunting task of teaching legal research to first-year law students, law schools have developed various approaches: assigning textbook readings about conducting research, lecturing in class on the research process, presenting a “show and tell” of the sources in class, and sending students off to the library to complete a research assignment for a grade.

Talking to students about legal research and then sending them to the library—with its vast volume of books—seems to us to be like telling children how to swim and then sending them to jump off the edge of the pool into the deep end. To most first-year students, a law library is as much of an unknown as the deep end of the pool is to a nonswimmer, and both struggle to keep their heads above water. In teaching swimming, one begins by getting in the water with the children to help them acclimate to their new surroundings.<sup>1</sup> Similarly, we should take the first steps into the library with new law students to provide them with a better understanding of the legal research process.

To address this disconnect in the legal research curriculum, we began to offer optional research

labs in the fall of 2002; initially to the 51 students in Samantha’s three legal practice skills (“LPS”) sections.<sup>2</sup> Given the success of the labs in the fall of 2002, the entire LPS faculty and Suffolk’s reference librarians offered optional<sup>3</sup> research labs

---

<sup>2</sup> Under the law school’s core academic requirements, all first-year students take a year-long, three-credit LPS class taught by a full-time LPS professor.

<sup>3</sup> We do not require the research labs because we do not have enough time during the semester to incorporate the lab into regularly scheduled LPS class time. Although the labs are optional, the attendance has been generally high. In the fall of 2003, attendance was good for the first two labs but fell markedly for the third. For the first series of labs on reporters and digests, 70 percent of day students and 32 percent of evening students attended a lab. For the second lab on statutes and *Shepard’s*, 69 percent of day students and 30 percent of evening students attended a lab. For the third series of labs on secondary sources, 35 percent of day students and 8 percent of evening students attended a lab. In the fall of 2004, 90 percent of day students and 34 percent of evening students attended a reporters and digests lab, and 82 percent of day students and 17 percent of evening students attended a lab on statutes and *Shepard’s*. We did not offer labs on secondary sources in 2004 because of the low attendance in 2003.

---

<sup>1</sup> For 15 years Samantha taught four- to 12-year-olds to swim.

## In This Issue

**73** Library Research Labs: A Hands-On Approach to Taking the First Step with Your Students to Reflect Good Practice in Legal Education

Samantha A. Moppett and Rick Buckingham

**81** What Can Legal Writing Students Learn from Watching *Emeril Live*?

John D. Schunk

### Brutal Choices in Curricular Design ...

**83** Designing Writing and Research Courses for International Students

Mark E. Wojcik

**87** Contract Drafting Courses for Upper-Level Students: Teaching Tips

Robin A. Boyle

**92** Teaching Contract Drafting: The Two Elephants in the Room

Kenneth A. Adams

**95** Designing a Contract Drafting Assignment

Diana V. Pratt

### Writing Tips ...

**98** The Right Deal in the Right Words: Effective Legal Drafting

Gregory G. Colomb and Joseph M. Williams

### Writers' Toolbox ...

**107** Fixing the "Awk"

Anne Enquist

### Teachable Moments for Students ...

**111** Choosing the Right Tool for Internet Searching: Search Engines vs. Directories

Joanne Dugan

### Teachable Moments for Teachers ...

**114** Tripped Up by Electronic Plagiarism

Hollee S. Temple

**116** Minds and Levers: Reflections on Howard Gardner's *Changing Minds*

Craig T. Smith

**122** Legal Research and Writing Resources: Recent Publications

Donald J. Dunn

*Perspectives: Teaching Legal Research and Writing* is published in the fall, winter, and spring of each year by West.

### Editor

**Mary A. Hotchkiss**

University of Washington School of Law  
and the Information School  
Seattle, Washington

### Editorial Board

**Barbara A. Bintliff**

University of Colorado  
School of Law Library  
Boulder, Colorado

**Donald J. Dunn**

University of La Verne  
College of Law  
Ontario, California

**Penny A. Hazelton**

University of Washington  
School of Law Library  
Seattle, Washington

**Frank G. Houdek**

Southern Illinois  
University School of Law  
Carbondale, Illinois

**Mary S. Lawrence**

University of Oregon  
School of Law  
Eugene, Oregon

**Judith Meadows**

State Law Library  
of Montana  
Helena, Montana

**Helene S. Shapo**

Northwestern University  
School of Law  
Chicago, Illinois

**Louis J. Sirico**

Villanova University  
School of Law  
Villanova, Pennsylvania

**Craig T. Smith**

Vanderbilt University  
Law School  
Nashville, Tennessee

**Kay Todd**

Paul Hastings Janofsky &  
Walker  
Atlanta, Georgia

Opinions expressed in this publication are those of the authors and should not be attributed to the Editor, the Editorial Board, or West.

Readers are encouraged to submit brief articles on subjects relevant to the teaching of legal research and writing. Manuscripts, comments, and correspondence should be sent to:

**Mary A. Hotchkiss**, William H. Gates Hall, Box 353020,  
Seattle, WA, 98195-3020. Phone: 206-616-9333  
Fax: 206-543-5671 E-mail: hotchma@u.washington.edu

To subscribe to *Perspectives*, use the card inside this issue or contact:

**Ann Laughlin**, West, Customer and Product  
Documentation, D5-S238, 610 Opperman Drive,  
Eagan, MN 55123. Phone: 651-687-5349  
E-mail: ann.laughlin@thomson.com

[west.thomson.com/newsletters/perspectives](http://west.thomson.com/newsletters/perspectives)

Printed by West as a service to the  
Legal Community.

to all 550 first-year students in the fall of 2003.<sup>4</sup> As we explain below, the research labs we designed reflect the *Seven Principles of Good Practice in Legal Education* (“Seven Principles”) that were developed to improve student learning, enhance law school teaching, and increase faculty and student personal satisfaction.<sup>5</sup>

### Research Lab Design

The research labs give students the opportunity to tackle their first legal research exercises as part of a small group with the ready assistance of a reference librarian and an LPS professor. Research labs for day students are scheduled by LPS section, and the section’s LPS professor and designated library liaison facilitate the lab.<sup>6</sup> Research labs for evening students are offered at various times during the evening and on weekends. Evening students do not have assigned labs and may sign up for the one that best fits their schedule. Volunteer LPS professors and reference librarians facilitate the labs for evening students.<sup>7</sup> All research labs are held in library classrooms and occur after the LPS professor has introduced and discussed the subject in class and before a corresponding library assignment on the subject is due.

We initially offered four 30-minute labs on the topics of reporters and digests, statutes, *Shepard’s*, and secondary sources. In the fall of 2003 we

extended the labs to 50 minutes and combined the labs on statutes and *Shepard’s*.<sup>8</sup> We discontinued the lab on secondary sources that year due to poor attendance.<sup>9</sup>

At the beginning of the lab the students are divided into groups of three to five students, and each group is presented with a set of questions and a set of books.<sup>10</sup> As the groups work on the assignment, the facilitators respond to questions and periodically check on the progress of each group.

The reference librarians design the questions to take the students through the basic steps of the research process and to point out the important features of the sources they are using. The questions also prepare the students to complete the required, graded research assignments.

A review of the research lab on reporters and digests illustrates the process. Each small group of students is given a set of books that includes digest volumes, a volume of an official reporter, and a volume of an unofficial (regional) reporter. The assignment requires the students to:

1. read a short fact pattern and select keywords, then look up the keywords in the digest *Descriptive Word Index*,
2. choose a topic and key number and read the issue summaries under that topic and key number to locate a specific case,
3. look up the case in both an official and unofficial reporter and answer questions designed to highlight the similarities and differences between the two versions, and

“The research labs give students the opportunity to tackle their first legal research exercises as part of a small group with the ready assistance of a reference librarian and an LPS professor.”

---

<sup>4</sup> Suffolk University Law School enrolls over 1,600 J.D. students, and the first-year class comprises approximately 370 full-time day students and 180 part-time evening students. Each LPS professor teaches three sections of LPS, with 17 to 20 students in each section.

<sup>5</sup> Gerald F. Hess, *Seven Principles for Good Practice in Legal Education: History and Overview*, 49 J. Legal Educ. 367, 367–368 (1999). The Seven Principles are modeled on the *Seven Principles of Good Practice in Undergraduate Education* that was published in 1987. *Id.*; see Arthur W. Chickering & Zelda F. Gamson, *Seven Principles of Good Practice in Undergraduate Education*, AAHE Bull., March 1987, at 3.

<sup>6</sup> The Suffolk University law library has six full-time reference librarians (one of whom is also electronic services librarian). Each reference librarian is assigned to act as liaison to one or two LPS professors. As liaison, the reference librarian coordinates library tours, gives Westlaw® and LexisNexis® trainings for the professor’s day students, and reviews the professor’s library assignments.

<sup>7</sup> Weekend labs and labs with fewer than 10 students signed up are facilitated by a single reference librarian.

---

<sup>8</sup> We combined the statutes and *Shepard’s* labs because the students receive a library assignment covering both topics.

<sup>9</sup> See *supra* note 3 and accompanying text.

<sup>10</sup> When we first conducted the labs with only three LPS sections, we gave the students a list of books to collect from library shelves and bring to the classroom. When Suffolk extended the research labs to all first-year students, the reference librarians decided that the books needed for the labs would be kept on a cart at the library circulation/reserve desk and brought into the labs. Although this meant the students would not have the opportunity to see where the books were in the library, it eliminated the risk that students would mis-shelve the books at the end of the lab and ensured that the books needed for the labs would be available.

“Working as a team during the labs helps to combat the competitiveness of law school and the high anxiety levels that law school fosters.”

4. use a different topic and key number from the case to return to the digest and find other cases on the same issue.

Students are told that they do not have to turn in their answers but that at least one person should record the group's answers so they can be checked by one of the facilitators.<sup>11</sup> We have placed sample research labs online at <[www.law.suffolk.edu/library/services/researchlabs/](http://www.law.suffolk.edu/library/services/researchlabs/)>.

### The Seven Principles of Good Practice in Legal Education

This approach to teaching the research process reflects the Seven Principles.<sup>12</sup> In 1998, the Institute for Law School Teaching began to apply the Seven Principles of Good Practice in Undergraduate Education to legal education.<sup>13</sup> The Seven Principles “assert that good practice in legal education encourages student-faculty contact, encourages cooperation among students, encourages active learning, gives prompt feedback, emphasizes time on task, communicates high expectations, and respects diverse talents and ways of learning.”<sup>14</sup>

The research labs **encourage student-faculty contact**<sup>15</sup> because they provide students, LPS professors, and reference librarians with an opportunity to meet outside of regularly scheduled class to work together to help the students to become proficient in the legal research process. This additional interaction between the faculty and students during the research labs helps to foster a better faculty-student rapport, which in turn assists in combating the feelings of isolation and

alienation that law school tends to breed.<sup>16</sup> In addition, regular student-faculty contact, like that which takes place during the research labs, is a major factor in motivating students to perform to their potential and to get involved with the learning process.<sup>17</sup>

The research labs not only foster student-faculty relationships, but also **encourage cooperation among students**.<sup>18</sup> The research labs provide students with what is most likely their first, and perhaps only, opportunity during their first year in law school to work together in small groups on a common goal: conducting legal research to answer the research lab questions. Working as a team during the labs helps to combat the competitiveness of law school and the high anxiety levels that law school fosters.<sup>19</sup> Moreover, compared to competitive learning environments, students achieve a deeper understanding of the research process if they learn in a group atmosphere because they have the opportunity to share information, hear various viewpoints, and learn how others approach the research process.<sup>20</sup>

In addition to fostering beneficial relationships, the research labs encourage **active learning**<sup>21</sup> and provide the students with **prompt feedback**<sup>22</sup> from the LPS professor and reference librarian. Conducting research in the lab, albeit on a small scale, allows students to evaluate whether they in fact

<sup>11</sup> Nevertheless, we recommend that they take notes because the questions and answers are a good resource for them when completing the graded library assignment.

<sup>12</sup> See *supra* note 5 and accompanying text.

<sup>13</sup> Hess, *supra* note 5, at 368; see generally, *Seven Principles for Good Practice in Legal Education*, 49 J. Legal Educ. 367 (1999).

<sup>14</sup> Hess, *supra* note 5, at 367; see Chickering and Gamson, *supra* note 5, at 4–6.

<sup>15</sup> See generally Susan B. Apel, *Principle 1: Good Practice Encourages Student-Faculty Contact*, 49 J. Legal Educ. 371 (1999).

<sup>16</sup> See Robin S. Wellford-Slocum, *The Law School Student-Faculty Conference: Towards a Transformative Learning Experience*, 45 S. Tex. L. Rev. 255, 287 (2004).

<sup>17</sup> Apel, *supra* note 15, at 371.

<sup>18</sup> See generally David Dominguez, *Principle 2: Good Practice Encourages Cooperation Among Students*, 49 J. Legal Educ. 386 (1999).

<sup>19</sup> See Clifford S. Zimmerman, “Thinking Beyond My Own Interpretation:” *Reflections on Collaborative and Cooperative Learning Theory in the Law School Curriculum*, 31 Ariz. St. L.J. 957, 970 (1999).

<sup>20</sup> See Zimmerman, *supra* note 19, at 1000.

<sup>21</sup> See generally Gerald F. Hess, *Principle 3: Good Practice Encourages Active Learning*, 49 J. Legal Educ. 401 (1999).

<sup>22</sup> See generally Terri LeClercq, *Principle 4: Good Practice Gives Prompt Feedback*, 49 J. Legal Educ. 418 (1999).

understand the research process they read about and discussed in class.<sup>23</sup> Moreover, this hands-on approach is consistent with today's students' expectations of their learning environment; as students who have grown up with instant messaging, e-mail, and limitless Internet resources, they expect to "try things rather than hear about them."<sup>24</sup> While the groups are engaged in the research process, the LPS professor and reference librarian are available to respond to questions, occasionally check in with each group to keep them on track, and verify all answers with each group when they finish. This prompt feedback in the labs lets students know whether they are "getting it" before they are asked to conduct research for a grade.

The labs also **emphasize time on task**.<sup>25</sup> Specifically, going through the research process within the time allotted for the lab allows students to assess whether the time they spent studying the research materials is sufficient before they have to complete an assignment for a grade.<sup>26</sup> Students who attend a lab are also likely to save time on the graded assignment because of their increased understanding of the research process. In addition, during the research labs the LPS professors and reference librarians can evaluate whether they are correctly gauging how long it will take students to complete the correlating graded library assignment. Students may not be able to successfully complete the graded library assignments if LPS faculty underestimate how long it will take the students to engage in the research process and answer the questions.<sup>27</sup>

Furthermore, the research labs **communicate high expectations**<sup>28</sup> to the students. The presence of the LPS professor and reference librarian at the labs, which are in addition to regularly scheduled class, sends a message to the students that their understanding of the research process is a priority and important enough for us to commit extra time and resources. The research labs communicate clear and high expectations of what is required on the subsequent graded library assignment because the questions on the graded library assignment are similar to the questions they complete during the lab.<sup>29</sup> By making extra efforts and offering the research labs, we are communicating not only high expectations of our students, but also of ourselves.

Finally, this model for research labs **respects diverse talents and ways of learning**.<sup>30</sup> Our research curriculum is already tailored to most learning styles: to verbal learners through the assignment of reading in the text, to visual learners through diagrams in the text and PowerPoint slides during the lecture, to oral learners through in-class discussion, and to aural learners through in-class lectures. The research labs complement this curriculum and recognize tactile learners who learn best by touching, feeling, and using the material that they need to learn and understand.<sup>31</sup> Teaching to various learning styles helps students develop a better understanding of the research process and helps the students determine what learning style works best for them.<sup>32</sup>

“The research labs ... recognize tactile learners who learn best by touching, feeling, and using the material that they need to learn and understand.”

---

<sup>23</sup> See Hess, *supra* note 21, at 402.

<sup>24</sup> Carole A. Barone, *Technology and the Changing Teaching and Learning Landscape: Meeting the Needs of Today's Internet-Defined Students*, AAHE Bull., May 2003, at <aahebulletin.com/member/articles/educause.asp> (accessed Feb. 27, 2005).

<sup>25</sup> See generally R. Lawrence Dessem, *Principle 5: Good Practice Emphasizes Time on Task*, 49 J. Legal Educ. 430 (1999).

<sup>26</sup> See *id.* at 431.

<sup>27</sup> See *id.*

---

<sup>28</sup> See generally Okianer Christian Dark, *Principle 6: Good Practice Communicates High Expectations*, 49 J. Legal Educ. 441 (1999).

<sup>29</sup> See *id.*

<sup>30</sup> See generally Paula Lustbader, *Principle 7: Good Practice Respects Diverse Talents and Ways of Learning*, 49 J. Legal Educ. 448 (1999).

<sup>31</sup> See M.H. Sam Jacobson, *A Primer on Learning Styles: Reaching Every Student*, 25 Seattle U. L. Rev. 139, 155–156 (2001).

<sup>32</sup> See Lustbader, *supra* note 30, at 455.

“The students themselves confirm that actively engaging in the research process during the research labs improves their learning.”

### Feedback

After each year’s research labs, all first-year students have been asked to evaluate the labs through an anonymous survey.<sup>33</sup> Based on the results of the evaluations and feedback from participating faculty members, the research labs are a success. Reflecting the Seven Principles, the research labs improve student learning, enhance our teaching of the research process, and increase faculty and student personal satisfaction.

The students themselves confirm that actively engaging in the research process during the research labs **improves their learning**. Overall, 92 percent of the students who attended at least one lab felt that the research lab(s) helped them to understand the legal research process. One student noted that “The labs were a great introduction to the step-by-step research process. Nothing beats learning by doing.” Another student wrote, “The most daunting aspect of learning legal research is doing it the *first time*. The lab, obviously, is an easier way to jump that hurdle.” (Emphasis in original.) Furthermore, some students noted that their learning could have been improved through even greater involvement in the research process. Specifically, in the fall of 2004, nearly 60 students indicated on their evaluations that they would have preferred to get the books off of the shelves themselves for the labs.

Similarly, the LPS faculty noticed that the labs improved their students’ understanding of the research process. Several LPS professors commented that they had fewer questions from students about the graded library assignments that the students completed after attending a research lab on the topic. Moreover, many of the LPS professors discovered that their students were more proficient with the research they conducted to write an office memorandum at the end of the fall semester.

---

<sup>33</sup> For the three years that labs and evaluations have been done, 76 percent of all first-year students have completed and returned evaluations. Of those students, 82 percent have attended at least one research lab.

Adding the research labs to our research curriculum **enhanced our teaching of the research process** as well. Rather than focusing on the result, the research labs are integral to creating a process-oriented curriculum that incorporates four things that legal writing professors can do to make it more likely that students will develop transferable research skills that they will retain and apply to future research tasks.<sup>34</sup> First, the reading for class,<sup>35</sup> class discussion, research labs, and graded library assignments provide the students with numerous examples of the same research process. Second, the research labs increase the likelihood that the students will retain the steps of the research process because the research lab questions are presented in a different legal context than the required reading, class discussion, and library assignments. Third, the research labs force the students to compare the research problems they read about, that they work on during the lab, and that are on the required graded library assignment. Finally, our curriculum encourages students to look back at prior problems—examples in the text, class notes, research lab questions, and graded library assignments—for help when working on future research tasks. As evidence that the research labs increase the transferability of research skills, 90 percent of the students agreed that the research labs helped them when working on the corresponding graded library assignment. One student wrote that the labs “made the process of the library assignment not as foreign,” and another wrote that the “practice of looking up cases/statutes etc. was helpful for future research.”

Likewise, the research labs enhance our teaching because they provide an opportunity for assessment, allowing the student, LPS professor, and reference librarian to evaluate what the student has learned.<sup>36</sup>

---

<sup>34</sup> See Laurel Currie Oates, *I Know That I Taught Them How to Do That*, 7 *Legal Writing: J. Legal Writing Inst.* 1, 7–9 (2001).

<sup>35</sup> Currently, we assign reading in Amy Sloan, *Basic Legal Research: Tools and Strategies* (2d ed. 2003).

<sup>36</sup> See Kristin B. Gerdy, *Teacher, Coach, Cheerleader, and Judge: Promoting Learning Through Learner-Centered Assessment*, 94 *Law Libr. J.* 59, 69 (2002).

On the evaluations, many students suggested that they were glad to have an opportunity during the labs to assess their understanding of the research process. In particular, students appreciated being able to ask questions and receive prompt feedback from the reference librarian and professor during the lab. As one student put it, “Someone was always there to help.” Similarly, students appreciated the opportunity to first assess their understanding of the research process without the pressure of having to submit their answers for credit. One student commented, “It was nice to have hands-on experience where I wasn’t graded.” Moreover, the research labs provide us with a chance to assess our teaching of the research process and discover where students are struggling.

Additionally, the research labs enhance our teaching of the research process because we now encourage active learning and teach to more learning styles. On the evaluations, the students consistently referenced the benefits of using and becoming familiar with the various legal sources. For example, one student stated that “going through the steps in groups [was] much more effective than reading about the process.” Similarly, noting the difficulty of learning to research simply through reading and lecture, some LPS professors are pleased that the research labs allow for hands-on practice. Likewise, the reference librarians stated that the labs improved teaching because students were able to get immediate help while actually engaging in the research process for the first time.<sup>37</sup>

Finally, the positive feedback we have received reflects **increased personal satisfaction for students and faculty**. When asked what they felt worked best about the research labs, many students said they enjoyed the faculty-student contact, which fights the feelings of estrangement and stress that students frequently develop in law school. In particular, they liked receiving the individual attention and guidance from the reference librarian

and LPS professor. One student commented that “The small group instruction was useful so that we could get extra attention if we were having trouble in an area.” Further, the students mentioned working collaboratively in small groups, which helps to alleviate the competitive atmosphere of law school. One student wrote, “The group collaborations were good in that [they] made for good problem solving and [were] actually fun!” In fact, many students, when asked how they thought the research labs could be improved, stated a preference for smaller groups.

In the same vein, many LPS professors stated that they enjoyed the informal interaction with their students at the beginning of the school year. Some reference librarians also thought the labs were beneficial because they gave them an opportunity to work with the students and get to know them better. In addition, they noted that they were able to assist students who might not otherwise be comfortable going to the reference desk to ask for help.

### Conclusion

Although the labs are a success, they pose many logistical challenges that we are continually addressing. Taking into account limited room availability in the library and student, LPS, and reference librarian schedules, scheduling more than 60 research labs over a two-week period for 550 students is difficult. In addition, the labs require an additional time commitment from an already stretched faculty. Finally, to fit all the research labs on the schedule, it is often necessary to have two research labs at the same time. This means that there are two sets of questions using different sets of books, which is made more problematic by the fact that at the same time the research labs are being held, first-year students are working on assignments that may require them to use the same library resources.<sup>38</sup>

“In particular, students appreciated being able to ask questions and receive prompt feedback from the reference librarian and professor during the lab.”

<sup>37</sup> Of course, reference librarians are also available at the reference desk to assist students who have questions while working on their library assignments. Some students, however, may work on their assignments at times when no reference librarian is on duty.

<sup>38</sup> To minimize conflicts between assignments and labs, when the reference librarians write questions for the labs they check with the library assignments, when available, to ensure that sources needed for the assignments are not used in the labs. In a few instances books used in the labs are also required for a library assignment. In these cases a note is taped to the shelf where the book would have been indicating that the book is available at the circulation/reserve desk.

Nonetheless, the benefits of the research labs outweigh the challenges that they pose. If LPS professors and reference librarians at Suffolk University Law School, one of the largest law schools in the country, can “get in the pool” with their students, then any program can surmount whatever hurdles may arise and do the same.

© 2006 Samantha A. Moppett and Rick Buckingham

---

---

## Research Rhyme and Reason

Legal research teachers looking for fresh examples should consider demonstrating that there is both rhyme and reason in the law. Searching for “poem” or “rhyme” yields a number of quirky opinions, a few of which are listed below. Whether emulating “Casey at the Bat,” combining rhymes with alliteration, or offering original verse, they are all delightful.

*Fisher v. Lowe*, 122 Mich. App. 418, 333 N.W.2d 67 (1983) (using Joyce Kilmer’s poem to deny damages to a homeowner and “his beautiful oak tree”).

*Wheat v. Fraker*, 107 Ga. App. 318, 130 S.E.2d 251 (1963) (entire opinion and footnotes in verse; “But kin and kin are still no more, related than they were before”).

*Brown v. State*, 134 Ga. App. 771, 216 S.E.2d 356 (1975) (a rare criminal case rhyme granting defendant a delay to permit his witness to testify; “to continue civil cases The judge holds all aces. But it’s a different ball-game in criminal cases”).

*Porreco v. Porreco*, 571 Pa. 61, 811 A.2d 566 (2002) (post-divorce lawsuit related to the value of the engagement ring with alliteration and rhyme; “A groom must expect matrimonial pandemonium when his spouse finds he’s given her a cubic zirconium”).

*Omnipoint Communications Enters., L.P. v. Zoning Hearing Bd.*, 189 F. Supp. 2d 258 (E.D. Pa. 2002) (appendix includes a rhyming synopsis of the Telecommunications Act in the form of “Casey at the Bat”; “Oh, somewhere in this favored land, there stands a tower high, With happy cell providers grabbing signals from the sky”).

*Aaron v. Life Ins. Co.*, 138 Ga. App. 286, 226 S.E.2d 96 (1976) (defeat for hammerin’ Hank Aaron on the fair market value of commercial real estate; “But there is no joy in Mudville; Mighty Aaron has struck out”).