

ESSENTIALS OF THE INTERNET

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Instructor Manual
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Attachment 1: Textbook Website Materials (www.pearsonpub-legal.com)

Attachment 2: Course Syllabus (syllabus.doc)

Attachment 3: Quiz Number 1 (quiz01.htm; quiz01.doc)

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Introduction to the *Instructor s Manual*

This manual is an aid for Instructors that are using the *Essentials of the Internet* textbook. The chapters and appendices here correspond directly to the textbook chapters and appendices.

Also included here are useful materials for teaching the course. For instance, the Internet materials and links on the Pearson Publications website (at Att. 1) correspond directly to the Internet sites referenced in the book; the syllabus (at Att. 2) lays out the whole course on a fourteen week schedule, with requirements, reading schedule, tests and assignments. Two quizzes are included (at Atts. 3 and 4), which cover the Introduction, Appendix A and B, and the first six chapters. The quizzes, in MS Word version (quiz01.doc; quiz02.doc), are in columnar format, with the answers given in the right-most column (which column, of course, should be deleted before distribution to the class!). Also, an HTML version of the quizzes (quiz01.htm; quiz02.htm) is provided without the answers column.

The suggested Internet research paper project is included (at Att. 5). The assignment suggests a format for an Internet research project that requires a written paper summarizing the research results. Finally, a final examination is included (at Att. 6). The final is definitely intended for the computer laboratory, and is suited to an open-book form. The final, in MS Word version (final.doc), is in columnar format, with the suggested answers given in the right-most column (which column, of course, should be deleted before distribution to the class!). Also, an HTML version of the final (final.htm) is provided without the answers column.

Suggestions for Course Presentation

Each of the following chapters provides general comments about the corresponding subject matter in the textbook. Brief chapter outlines with annotations provide a frame of reference for class lecture. The chapters also provide suggested answers for the end-of-chapter discussion questions.

In course presentation, Instructors are encouraged to mandate the use of the computer laboratory for all class time. While there is material that is suitable to lecture (e.g., Introduction, chapters 1 — 4; Apps. A-C), even these may be fitting for Internet use and presentation. For instance, there is so much about Internet history on the Internet that the Instructor may easily go to an Internet outline or timeline, as suggested in the following commentary on Chapter 1, and lecture from and off of those. Most definitely, for chapters 5 through 27, students should have hands-on access to Internet-connected computers and be required to follow the suggested links and get experience with the research concepts, methods, and materials covered in the textbook.

As mentioned above, there is an Internet website that corresponds directly to the textbook, located on Pearson Publication s website (at www.pearsonpub-legal.com), under the main directory listing for the Internet area for this textbook. When introducing chapter 5 and 6 research concepts, methods, and skills, the Instructor may introduce students to, and then run

the remainder of the course off of the corresponding textbook web pages (of course, though, also running through the textbook scenarios and discussion questions as you go through the materials).

Specifically, on the Pearson Publication s website, there is a link in the textbook area to all the referenced resources that correspond to materials in chapters 8 through 27. All of these Internet resources will be maintained and up-to-date with changes and additions of the latest links and resource materials.

Comments for Updates and the Corresponding Internet Area

Instructors are urged and encouraged to submit comments to us at *pearsonpub@aol.com*. You may also contact Craig (*SimonsenCr@aol.com*) or Chris (*chrisand@verizon.net*) directly with particular questions. We would also be grateful for any supplemental links to Internet materials or other page references.

Introduction

The main thing to stress during the introduction of the course is that it is about RESEARCH. During the class-time the Instructor and the students will spend lots of time on the Internet. The main purpose for that activity is to make good Internet researchers out of the students.

The course will teach them how to find factual and legal information and documents on the Internet, and how to evaluate the information and found documents. In addition, the pop quizzes and the final examination will provide them experience in doing Internet research in high-stress time periods (I need it, and I need it NOW!), which in real life is often just what is required.

The Internet research paper project will provide each student with experience in doing detailed Internet research on a specific topic, and in writing up a narrative summary of the findings. Encourage students to use a memo format to get them used to what is typical in the real life scenario.

Discussion Questions

1. Can everything on the Internet be also found in non-Internet or commercial resources?
 - A. No. There are substantial materials that are only available on the Internet.
2. As a research professional, what practical considerations would lead you to look first on the Internet for wanted material?
 - A. Materials on the Internet are in-large-part free. Materials on the Internet are immediately available, whereas materials from other sources may be hours or days to acquire.

Chapter 1: The Internet

As previously mentioned, Instructors are encouraged to present the class lecture for this chapter in the computer laboratory. While this material is suitable to just lecture, and the Instructor should do some of that, there is also much on the Internet about its history and design, so that an Instructor may go to one of several Internet outlines or timelines, and lecture from and off of it and its links.

For instance:

- Hobbes' Internet Timeline - the definitive Internet history, is at <http://www.isoc.org/zakon/Internet/History/HIT.html>.
- Internet Society's All About The Internet: History of the Internet, is at <http://www.isoc.org/internet-history>.

Outline

The Internet Facilitates Data Communication

- Hardware for Data Communication
- Software for Data Communication

Internet Browsers

How Do Lawyers Use Data Communication?

Lawyers Use: Online Legal Research Databases

- Lawyers Use: Non-Legal Databases
- Lawyers Use: Newsgroups
- Lawyers Use: Email
- Lawyers Use: Websites For Marketing

Origins of the Internet

What is the Internet?

- The Internet as a Network
- The Internet as an Organization
- The Internet as a Public Forum
- The Internet as a Mailbox

- Email in the Legal Profession
- Employee Email

The Internet as Business Tool
The Internet as a Library
The Internet as Software Shop
The Internet as a Newspaper

Internet Languages

Gaining Access to the Internet

Discussion Questions

1. In what year did you first use the Internet? For email? For research?
 - A. This is a personal question, so a personal answer should be expected.

2. What elements of Internet history do you recall? For instance, when, if ever did you first place an order using a web site?
 - A. This is a personal question, so a personal answer should be expected, however, the specific question should be addressed (i.e., I first ordered something on the Internet in the year 2000, while Christmas shopping).

Chapter 2: Intellectual Property and the Internet

In lecture preparation instructors are encouraged to see Christian Andersen s textbook (*Essentials of Intellectual Property*, Pearson Publications Company) on this topic for more detailed information.

Outline

Patent Law: What Is Protected

- Obtaining Patent Protection
- Scope of Protection

Trademark Law: What Is Protected

- Availability of Protection
- Obtaining Protection
- Scope of Protection

Specific Trademark Concerns on the Internet

- Domain Names as Trademarks
- Reclaiming a Domain Name Registered by Another
- The Anticybersquatting Act

Copyright Law: What Is Protected

- Obtaining Copyright Protection
- Scope of Protection
- Avoiding Copyright Infringement
- When You Don't Need a License
- Fair Use
- Public Domain
- Ideas or Facts

Special Website Issues

Discussion Questions

1. What are the basic differences in patent, trademark and copyright law for the Internet user?
 - A. Patent law protects inventions and processes. Trademark law protects names and symbols that represents the goods and services of other and copyright law protects the expression of an idea. The most prevalent type of intellectual property on the Internet is copyright as the entire webpage is subject to

another's copyright as are the images and sounds even if they are separate from the page. There are usually notices on the pages to that effect. Next would be the trademarks, trade names and logos of other companies. Less prevalent would be the patent considerations. However, you still want to be careful as certain downloads involve software that is patented.

2. What types of issues should you consider when determining if you should take content from a website and use it for yourself? Are there times when copying may be done without permission?

A. Foremost, you must realize that there is already copyright owned by another in anything you are downloading. Often there is express permission to allow copying. If not, although there are limited exceptions such as educational purposes, you should assume that permission is needed to use anything downloaded for your own commercial and/or public sites.

3. How do you think the seven (7) new global top level domain names will affect the internet landscape and how people find websites on the internet?

! It is not clear how the new global top level domains will change the landscape. However, Network Solutions (the registrar of .com, .net and .org) points out that 90% of people registering any new name want a .com as it is the most recognizable for any user. The concept of realnames being promoted by RealNames and Microsoft may prove to be the biggest challenge to the global top levels. With this system you actually type in a name without any extension such as .com and you will be taken to the corresponding site. It is similar to the system used by America Online[®] subscribers for the keyword system.

Chapter 3: Netiquette, Ethics, and Other Internet Legal Issues

In lecture preparation instructors are encouraged to see Christian Andersen's textbook (*Essentials of Intellectual Property*, Pearson Publications Company) and Linda Furlet and John Gurdak manual, *Computer Applications for Legal Professionals*, 9th edition (Dallas, Pearson Publications Company, 1999) for more other discussion on these topics.

Outline

Netiquette

Netiquette and Usenet/Newsgroups

Legal Issues and the Internet

Jurisdiction
Sales and Use Taxation
Income Taxation
Regulation vs. Free Speech
Defamation, Libel and Slander
Rights Of Publicity
Fraud
Linkage
Spam
Malicious Behavior: Hacking and Computer Viruses

Discussion Questions

1. So what's the big deal about netiquette? I use only lower case for all my emails, and everybody knows it. Am I not being "polite and courteous"?
 - A. One of the netiquette rules says that we need to be professional and careful what we say in emails. Using mixed text as we write is simply using English in its proper form! It does not follow that email communication should be different than any other medium.

2. Should the Internet be treated differently than other printed media with respect to copyright and a person's right to publicity?
 - A. NO!

3. Do you feel it would be appropriate to pass legislation limiting the amount of spam email that can be sent and, if so, how would you define what is spam and what is legitimate email?

- A. This is a personal question, as spam to one person may be gold to another. That being the case, consider how difficult this would be to regulate.

Chapter 4: "Evaluating Information Found on the Internet"

Outline

Preface to Chapter: Source Evaluation

See:

- ! Alastair Smith, Evaluation of Information Sources, part of the Information Quality WWW Virtual Library, at www.vuw.ac.nz/~agsmith/evaln/evaln.htm. An instructor could literally spend hours reviewing the resources available on this topic at this site;
- ! The Virtual Chase: Evaluating The Quality of Information on The Internet, at www.virtualchase.com/quality;
- ! Jan Alexander and Marsha Ann Tate, Evaluating Web Resources, at www2.widener.edu/Wolfgang-MemorialLibrary/webevaluation/webeval.htm. This site provides instructors with a comprehensive powerpoint presentation that can be reviewed in class to present fresh and more extensive details to the class on this topic;
- ! John R. Henderson, ICYouSee: T is for Thinking - The ICYouSee Guide to Critical Thinking About What You See on the Web, at www.ithaca.edu/library/Training/hott.html; and
- ! Robert Harris, Evaluating Internet Research Sources, at www.virtualsalt.com/evalu8it.htm.

Evaluating Information Found On The Internet

Before you use or copy any type of information.

Authorship asks who wrote it?

Publishing body asks whether the author's manuscript has undergone screening?

Point of view or bias reminds us that information is rarely neutral.

Referral to other sources and/or knowledge of the literature asks about the context in which the author situates his or her work.

Verifiability asks about the accuracy of details.

Currency asks about the timeliness of information.

If you found information using one of the search engines available or rating service on the Internet you need to know .

- How the search engine decides the order in which it returns information requested.
- That Internet search engines aren't like the databases found in libraries.
- How that search engine looks for information, and how often their information is updated.
- How the rating service evaluates Web pages.

Discussion Questions

1. How would you determine the degree of credibility that may be associated with information or documents obtained from a particular website?
 - A. By going through the steps suggested by Ms. Kirk. I would list out each of the evaluative criteria, and list the pros and cons, if any, for each. Of course, for some materials, this will be a very easy process, such as in downloading and printing a recent *Federal Register* final rule — it is the most current applicable rule, published by the federal agency with the regulatory authority for such rulemaking.
2. Review the suggested supplemental articles available on the Internet for assessing Internet sources. Compare these other authors' articles to Ms. Kirk's chapter. Are there any substantive differences?
 - A. There are differences in style and presentation, but, I think, no substantive difference in respect to the minimum requirements in the evaluation of Internet sources.

Chapter 5: Essentials of Research on the Internet: Using Site Addresses and Directories

Outline

Sources of Internet Information

When the Site Address is Known

How to Find a Site Address If It s Unknown

Types of Search Tools

- Topical directories;
- Keyword indexes; and
- Site-specific search engine.

Internet Research Scenario: The Site Address is Known

Site-Specific Topical Directory

Site-Specific Keyword Index Tool

Site-Specific Search Engine

Internet Directories

- ! To explore a large number and variety of sources, try The Librarians' Index to the Internet, *www.lii.org*.
- ! The Argus Clearinghouse, *www.clearinghouse.net* is one of the highest quality subject directories on the Internet.
- ! The WWW Virtual Library, *www.vlib.org* is one.
- ! **INFOMINE**, *infomine.ucr.edu* is a large directory of websites of scholarly interest.

Discussion Questions

1. Have you used Internet directories for research before? If so, what for? Was your research successful? Why or why not?
 - A. This is a personal question, but perhaps some have been using directory sites, and have not even recognized them as such.
2. How would you determine the website address for the U.S. Department of Labor?
 - A. *www.dol.gov* would be a good guess.

3. Think of an example of where an Internet search engine would be more useful than a directory?
 - A. If you have topic or search terms which might not easily fall under typical directory categories, such as individual names.

Chapter 6: Essentials of Research on the Internet: Search Engines

Outline

Internet Research

Inclusive Method or Selective Method

Keyword Search Terms and Phrases

Keyword Searching Basics: Connectors

 The AND Statement.

 The OR Statement.

 The NOT Statement.

 The NEAR (or "ADJ") Statement.

Keyword Searching Basics: Truncation Characters

Keyword Searching Basics: The Combination or Nesting Concept

Keyword Searching Basics: Stop Words

Keyword Searching Basics: Synonyms

The Search Professional Must Have A Good Sense of What is Being Sought

Use a Mix of Search Engines To Locate Most Relevant Pages

Review and Searching Within Found Pages

Internet Search Results

Other Pitfalls

The Meta Search Engines

Internet Research Scenario: Invesitgate Condemnation Law Experts

Discussion Questions

1. Have you used the Internet for research before? If so, what for?
 - A. This is a personal question.

2. Which of the major search engines do you find the best sources for information that you are interested in?

A. This is a personal question.

3. Think of an example of where an Internet directory would be more useful than a search engine?

A. In an instance where the particular information needed is easily categorized, and/or where it is published by a known publisher.

Chapter 7: Searching in Legal Databases on the Internet

It is true that these days, without leaving the office, a researcher can search through what seems like an infinite volume of legal documents and information contained in computer assisted legal research (CALR) databases. Because the CALR database is in essence an electronic law library, Instructors are encouraged to devote sufficient class time to this important tool.

Instructors are also encouraged to contact local CALR database representatives and to invite them into the classroom to demonstrate the use of its Internet products.

Outline

Legal Research Databases

Preliminary Planning for a CALR Session

Searching for Legal Documents

Entry and Modification of the Search

Retrieval and Use of Search Results

Which CALR Database Is the Best?

Lexis

Using Lexis.com
Internet Research Scenario

Westlaw

Using Westlaw.com
Internet Research Scenario
Westlaw Data Enhancements

Loislaw

Discussion Questions

1. To the extent that you have access, try the exact same research assignment on each of the CALR databases. What differences and similarities did you notice? Which one did you like the best, or find the easiest to use?
 - A. Instructors may wish to provide a research topic or keywords for this question.

2. When, if ever, would you recommend the use of a free legal resource, such as Findlaw.com, over a CALR database, for a research assignment?

A. When the case opinions needed are known; or when doing general background research.

Chapter 8: Legal Research (Sources) on the Internet

Instructors may wish to highlight some or many of the vast materials covered in this chapter.

There is a link to this webpage from the publisher s website (pearsonpub-legal.com) area related to this textbook.

Discussion Questions

1. Given the immense number of law-related Internet sites, how do you decide which resources to visit and search at?
 - A. Perhaps by focusing in on a particular type of information, such as, sources of information relating to immigration or any other topic.
2. Which particular sites, out of all these cited by Lyonette Louis?Jacques, would you recommend to your associates and/or employer?
 - A. This is a personal question.

Chapter 9: General Internet Resources and Tools

General Internet Resources and Tools

1. Search Engines, Directories, and Virtual Libraries

Internet Research Scenario

In this scenario, we searched for a graphic or picture to illustrate to a jury at trial what a golden retriever dog is. In this scenario we use Ditto.com, the leading visual search engine.

Now, in class try the same query, only use the Images tab, listed on the www.google.com search engine.

2. Databases (Non-Legal)

Internet Research Scenario

In this scenario, we locate a conversion chart to convert of 150,000 liters of petroleum into U.S. barrels, using the CIA's *World Fact Book*.

Now, in class try to locate the same information using the www.alltheweb.com search engine.

3. Useful Resources

Internet Research Scenario

In this scenario we searched the U.S.P.S.'s Zip Code finder.

We encourage you to spend time in class exploring the other useful tools listed there, as well as pointing out any others that you have found separately. Microsoft's TerraServer site is an especially interesting site for most folks.

4. Government Sites — Federal Sites

Internet Research Scenario

We encourage you to spend time in class exploring government sites listed there, as well as reviewing any others that you have found separately.

Certainly worth while reviewing is www.FirstGov.gov, the first-ever government website to provide the public with easy, one-stop access to all online U.S. Federal Government resources.

5. Government Sites — State Sites

Internet Research Scenario

In this scenario we looked at conflicting state laws by going to the Cornell Law School Legal Information Institute's state statutes links.

In class you might try doing that same sort of search using the Center for Information Law and Policy's State Web Locator, at www.infoctr.edu/swl.

6. Government Sites — Municipal Sites

Internet Research Scenario

In this scenario we looked at the Municipal Code Corporation's page for building codes.

In class you might try doing that same sort of search using the State and Local Government on the Net' by Piper Resources, at www.piperinfo.com/state/index.cfm.

7. Legal Research Databases (Commercial) Sites

As we note in the text, Searching in computer-assisted legal research (CALR) databases is discussed in detail in chapter 8. That chapter also provides some Internet research scenarios for working with these resources.

8. Selected Legal Service Provider Sites

Internet Research Scenario

In this scenario we consulted a couple of Internet resources to prepare for trying a case.

In class try the same sort of query, but rather search some of the Legal and Paralegal Professional Reference Sites (below) for links and articles that might be useful.

9. Legal and Paralegal Professional Reference Sites

See above (8) for a suggested research project.

Discussion Questions

1. Search for Internet search engines at several of the search websites listed above. What sorts of hits or websites are typically returned in answer at most of the websites searched?
 - A. Besides the search engines themselves, we see a lot of articles and comparative analyses coming up about the search engines.

2. Search for an Internet site that provides a conversion factor or table or program to convert 1990 dollars to 2001 dollars. What did you find?
 - A. According to the U.S. Bureau of Labor Statistics (www.bls.gov) and the American Institute for Economic Research (www.aier.org), to calculate the "cost-of-living," based on the Consumer Price Index, to convert 1990 dollars into 2001 dollars, "simply multiply the amount you want to convert by 1.35478."
3. Considering the large number of search engines available on the web, how would you evaluate and select a few particular websites as your standard ones for Internet searches?
 - A. By lots of trial and review. Still, the researcher must continue to search multiple sites in order to get the most comprehensive results.
4. If a research project has been given you to find a good source for Supreme Court opinions, what site would you recommend? Why?
 - A. Try Findlaw; or U.S. Supreme Court Opinions at Willamette Law Online, or the Supreme Court Bulletin, at Cornell's Legal Information Institute.

Chapter 10: General Sources of Topical Internet Materials

Internet Research Scenario

In this scenario we needed to print a new rule from the Federal Register. To do that we went to the Federal Register's Daily Table of Contents at www.access.gpo.gov/su_docs/aces/fr-cont.html.

Instructors are encouraged to also review in detail the important website for the Code of Federal Regulations, at www.access.gpo.gov/nara/cfr/index.html

Discussion Questions

1. Use several of these resources to find information in the healthcare practice area. What sorts of information and documents were found in the research?
 - A. You name it. The Internet is well stocked with health related information of innumerable kinds.

2. What about the same sort of information at the state government level?
 - A. Researchers will be able to locate much state information, such as related statutes and rules, policies and guidance, as well as health issue related documents.

Chapter 11: Administrative Law Internet Sources and Sites

Internet Research Scenario

In this scenario we identified several key federal ergonomics documents and websites.

In class you might explore the same information at the state level, by starting out at the National Association of Secretaries of State website for links to the 50 state Secretary of State websites, at www.nass.org/sos/sosflags.html.

Discussion Questions

1. Go to the Internet site for the daily table of contents page for the *Federal Register*. Select a notice from today's issue and print it out in the .pdf format. Now, visit or contact the school or community library, and ask for today's *Federal Register*. What did you find in your research?
 - A. It will, most likely, not be available in paper copy for several days.
2. Where would you go to find policy, guidance, and support documents related to a federal rulemaking proceeding? What about a state rulemaking proceeding?
 - A. To the website for the particular agency that is enacting the rules at issue. Ditto for the state proceeding.

Chapter 12: Alternative Dispute Resolution Internet Sources and Sites

Internet Research Scenario

In this scenario we started by searching each of the names of the proposed mediators on two or more of the primary Internet search engines.

Bring a number of names of mediators or arbitrators to class for a hands-on session, incorporating some of the elements suggested in the answer to question number 2, below. Such names are available at The Worldwide Forum For Alternative Dispute Resolution Professionals (www.e-iama.com); or JAMS: The Resolution Experts (www.jamsadr.com).

Discussion Questions

1. Why would a party decide to use "alternative dispute resolution" over traditional litigation?
 - A. To save time and money compared to a traditional case management, but also to receive a fair hearing of the facts and issues

2. If you were given a list of fifteen potential or suggested arbitrators, where would you look for information about the candidates in order to form initial opinions? Which particular sites might be consulted and searched?
 - A. If they are leaders in their fields, such as typical arbitrators or mediators are, then there is a good chance that they have done some authoring. The Internet may have bits and pieces of information about the expert in various places. Resumes and articles may be available at their workplace website. Current literature and news may cite or reference to the them. Find the resume, if available, and search the websites of the organizations and firms that are listed as affiliated. Certainly, do a search on a number of search engines to ensure that you have collected the most significant materials.

Chapter 13: Bankruptcy Law Internet Sources and Sites

Internet Research Scenario

If it is possible, arrange for a PACER system demonstration. You might contact the local Federal Court's Clerk's Office to see if there is a trainer available to visit your classroom for a live demonstration. Otherwise, perhaps you may have a relationship with a firm or a library that would be able to provide a demonstration.

Discussion Questions

1. Given that the bankruptcy law is governed by the Supremacy Clause, and so supercedes conflicting state law, why should a practitioner review state laws?
 - A. State laws may not be conflicting, but they may be complimentary, or may add to the otherwise standard federal rules.
2. What sorts of Internet information or documents do you think would be useful in preparing a bankruptcy case?
 - A. Certainly, at the least, the Internet Court websites provide access to all of the local and national rules, and the required forms.

Chapter 14: Business, Contract, Corporate and Securities Sources and Sites

Internet Research Scenario: Finding Corporate SEC Filings

In class, be sure to go to the U.S. Security Exchange Commission's website, at www.sec.gov, and run a search on the website's search tool for corporate filings. If you know, explain to the class what the various types of SEC documents/filings are.

Discussion Questions

1. Name two or three Internet sources of corporate information and documents.
 - A. These should be taken right off of the sites listing: www.sec.gov, www.10kwizard.com, www.corpwatch.org.
2. What value is there in reviewing Internet examples of forms and form "boiler-plate" contract language?
 - A. You may come across language that may be helpful to the case at issue.
3. In a corporate transaction, such as a merger or acquisition, what types of sites and kinds of information would an Internet research professional look for in performing a "due diligence" review?
 - A. Certainly we would look at the acquisitions website for information about the company; review the company's corporate status with the Secretary of State's offices in the state of incorporation, and anywhere else the company does business; also be sure to run the company's name and/or trademarks on the various search engines to get the most relevant hits; also run the information on the news outlet sites.

Chapter 15: Criminal Law Internet Sources and Sites

Internet Research Scenario: Finding Local Criminal Procedural Rules

Link to the Federal Courts website and go to and explore the criminal procedure rules for the local District.

See if the local and state courts have similar websites and similar rules listed.

Discussion Questions

1. If your client was suddenly, unexpectedly facing a criminal penalty, where might you acquire information as to what would be the expected penalties?
 - A. One source is the U.S. Sentencing Guidelines, which is listed as a link in this chapter.
2. Why would a school system or a church or other business that works with children wish to scan the various lists of sexual offenders now widely published over the Internet?
 - A. Liability concerns would mandate a diligent review of these listings for the names of any potential new and current staff AND volunteers.

Chapter 16: Environmental Law Internet Sources and Sites

Internet Research Scenario: The CERCLA 106 Order

As you may recall, in this scenario we state that the U.S. EPA has served our client with a unilateral administrative order (UAO). The UAO requires our client to undertake the immediate removal and cleanup of a waste recycling facility that the U.S.EPA claims our client used for waste recycling. The case team, in its review of the case, has determined that a review of applicable Agency policy and guidance documents would be helpful.

Use this scenario for locating applicable Agency policy and guidance documents. Start with a simple keyword search on the U.S. EPA's main search page.

Go to www.epa.gov, and select the Search button. At the search screen, note that it states right at the top: Enter words or phrases SEPARATED BY COMMAS. Then there is an option to select searching for ALL keywords, or ANY keywords. In this case, select ANY keywords, and type in the following:

unilateral administrative order, UAO

This search should bring up, as its first hit, the right-on issue website, titled: CERCLA Section 106 Administrative Orders. Selecting that page brings up a host of 106 order policy and guidance materials.

Then go back to the hit list and explore the other documents that were found, and their relativity to the original question.

Discussion Questions

1. Find and print the same records from the U.S. EPA's RCRIS database: once from the Internet EnviroFacts [see the links listing] database; and once from the Lexis[®] database. Do they differ in any significant ways? Is there any reason to ever consult both resources?

[INSTRUCTOR NOTE]

This would be a good classroom project. Actively compare these two sources for the U.S. EPA's RCRIS database.

- A. The Lexis[®] version of the RCRIS database has historically contained MORE complete information (fields of data) than found on any other system. If detailed, complete information is sought, the Lexis[®] version of the RCRIS database should be consulted.

2. What Internet sources should be reviewed in a literature search for the health effects of a specific chemical substance?

A. Numerous sources are listed in the links. See www.atsdr.cdc.gov, www.epa.gov/enviro, and www.epa.gov/swercepp/ep-chda.htm#top.

Chapter 17: Family Law Internet Sources and Sites

Internet Research Scenario: Child Support Enforcement Program

In this scenario we went to the Federal Office of Child Support Enforcement Program s (CSEP) website at *www.acf.dhhs.gov/programs/cse/index.html*.

Consider (and look for) whether there are any related statewide or local resources that may be useful in this regard as well.

Discussion Questions

1. Consider that you have a client whose former spouse has ceased to pay the required alimony and child support. Which Internet sites, if any, would you suggest that may have information and resources which might assist your client?
 - A. Of course the Federal Office of Child Support Enforcement Program s website, in the above scenario would be a good beginning point.

Chapter 18: Healthcare Law Internet Sources and Sites

Internet Research Scenario: Anthrax Scare

In this scenario, you may recall, the question being posed was a personal one: can anthrax be spread from person-to-person?

To answer this question, we went to the Centers for Disease Control and Prevention website and did a general search of its site with the site-specific search engine.

At the Centers for Disease Control and Prevention's website at www.cdc.gov, in the search box provided on the homepage, type in the keyword: anthrax.

This site-specific search brought up a wealth of information on-topic, and a specific answer to the question asked.

While at the CDC website, review the homepage to see how it has been revised or changed to incorporate anthrax information right on the front page.

Is there a directory listing to anthrax information?

Discussion Questions

1. If asked for health reports on AIDs or some other national health issue, how and where would you search for this information on the Internet?
 - A. Of course the Centers for Disease Control and Prevention's website at www.cdc.gov, would be a first place to look. But don't stop there. AIDs related articles and briefs will be found in many places, both scholarly, and not so scholarly.

Also be sure to search the National Institutes of Health website at www.nih.gov.

Try doing a search on a number of search engines to ensure that you have collected the most significant materials.
2. How would you use Internet information in the evaluation of medical experts?
 - A. If they are experts then there is a good chance that they have done some publishing. The Internet may have bits and pieces of information about the expert in various places. Resumes and articles may be available at the experts workplace website. Current literature and news may cite or reference to the expert. Find the resume, and search the websites of the organizations and firms that the expert is affiliated with. Certainly, do a search on a number of

search engines to ensure that you have collected the most significant materials.

Chapter 19: Immigration Law Internet Sources and Sites

Internet Research Scenario: The H-1B Petition Kickback

In this scenario we suggest that the INS has issued a Request for Evidence (RFE), that requests evidence showing that a Graphics Designer is a position that requires a bachelor s degree.

To collect such evidence, we suggested a simple keyword search at the website for the U.S. Bureau of Labor Statistics, in its *Occupational Outlook Handbook (OOH)*, 2000-2001 ed.

Go to <http://www.bls.gov/oco/> (NOTE: has changed from publication), and at the Search by Occupation textbox, type in the following:

Designer

This search brings up the *OOH* section on Designers (www.bls.gov/oco/ocos090.htm), with specific references to Graphic Designers. This document indicates that visual artists usually develop their skills through a bachelor s degree program or other postsecondary training in art or design. Also, graphic designers must demonstrate artistic ability and creative thinking. Academic training leading to a bachelor s degree in art or design has almost become a necessity.

This sort of evidence, that is, evidence coming from a sister agency of the INS, certainly adds weight to any argument in responding to an INS RFE. Having the required evidence virtually a few clicks away and right on your desktop, makes doing these kinds of research projects fairly easy.

[INSTRUCTORS NOTE]

Spend some time reviewing this excellent site, and the links from it. As we say in the text, the online copy of the *OOH* is an example of the federal government making available in a user friendly format information and documents that really are an asset and an aid to the public-at-large

Discussion Questions

1. In business immigration, since all of the forms are typically in an automated software package, what value do you see in having access to Internet information?
 - A. The INS updates its webpages more quickly than do the vendors update their software. New mandated forms are accessible on the INS website long before they are accessible anywhere else.
2. What is INS position or policy concerning the use of computer and Internet generated forms for immigration applications?

- A. *See* INS s Forms website. It is quite amenable to them. In fact it published a *Federal Register* notice that computer and Internet generated forms were perfectly acceptable for any INS filing or application. Also, because of that change, it was doing away with its previous policy requiring certain particular colors of paper for certain forms.
3. Under the NAFTA treaty with Canada, which categories of professions are eligible for U.S. TN work visas? Where would you look for that information?
- A. The categories are published in the NAFTA Handbook at <http://www.ins.usdoj.gov/graphics/lawenfor/bmgmt/inspect/naftahan.pdf>. The reference to this document has been added to the Immigration chapter links listed on the publishers website for the textbook.

Chapter 20: Intellectual Property Law Internet Sources and Sites

Internet Research Scenario: Trademark Research

In this scenario we considered whether a similar mark already existed.

Instructors are encouraged to spend some time with their class at these government websites, exploring how they operate and looking at what sorts of information and documents are available.

Discussion Questions

1. Why are copyright forms not listed on the USPTO website with the other forms?
 - A. Copyrights are not overseen by the U.S. Patent and Trademark Office. Rather, they are part of the Library of Congress and are governed by Title 17 of the *U.S. Code*. Their separate website is located at lcweb.loc.gov/copyright.
2. Where can you find more information about the implementation of electronic filing of patents and trademarks?
 - A. Information about the implementation of electronic patents and trademarks can be found directly on the USPTO website. Information on patents can be found at www.uspto.gov/ebc/efs/index.html and information on trademarks can be found at www.uspto.gov/teas/index.html.
3. Where would you go to find out information about an individual that has registered a domain name through Register.Com? What would be the difficulties involved?
 - A. Although currently under discussion by The Internet Corporation for Assigned Names and Numbers (ICANN), there is no uniformity to whois information about domain name registrations. There are currently well over 100 approved and accredited registrars for global top level domains. The only reliable source is the original registrar Network Solutions now owned by Verisign. If the domain is not registered with Network Solutions, then it will be very hit and miss as to what information can be retrieved.

Chapter 21: International Law Internet Sources and Sites

Internet Research Scenario: Doing Business in China

In this scenario we were asked whether there are sources for Chinese law and regulations that would govern business transactions on the Internet.

A much harder question, though, to which some answers may be accessible on the Internet, is evaluation of the Chinese law and regulations, as to whether they hold the same weight as do those in the U.S.A. Consider how we might evaluate the Chinese law and regulations in the context of their value in an international dispute.

Discussion Questions

1. If you had received a question about shipping and customs information for a client who was considering new business in Canada, where would you look for the answers?
 - A. At the U.S. and Canadian Customs offices websites.
2. If a client or a relative (of yours) had a criminal problem in a foreign country, would you be able to find helpful information on the Internet to assist them?
 - A. Possibly. Much information is available. It would depend wholly on the country in which the offense was committed.
3. Under the NAFTA treaty with Canada, which categories of professions are eligible for U.S. "TN" work visas? Where would you look for that information?
 - A. There is a link to the NAFTA treaty found in the listed links. The categories are found in the North American Free Trade Agreement, in Chapter Sixteen: Temporary Entry for Business Persons, available at www.sice.oas.org/trade/nafta/chap-162.asp#Ap1603.D.1.

Chapter 22: Labor and Employment Law Internet Sources And Sites

Internet Research Scenario: EEOC Cases

In this scenario we are able to find helpful information at the U.S. Equal Employment Opportunity Commission's website (www.eeoc.gov).

Instructors are encouraged to spend significant time reviewing also the National Labor Relations Board's website (www.nlr.gov) and the U.S. Department of Labor's website (www.dol.gov). These sites hold substantial documents and information critical to practice in this area, and links to even more.

Discussion Questions

1. If your client was faced with an employment litigation, say in a wrongful termination suit, which Internet sites would you suggest that the litigation team use to do its initial case legal research and factual information gathering at? Would further research be appropriate on the paid legal databases, such as WestLaw?
 - A. A website like Findlaw may provide useful information and links. Most likely, if there are issues of law, the paid legal (CALR) databases will be necessary.

Chapter 23: Litigation, Personal Injury, And Tort Resources and Sites

Internet Research Scenario: Finding Registered Agents For Service

In this scenario we located a company's registered agent for legal service where that information was unknown.

Instructors might use some of the class time to review and discuss the various expert database systems specifically for tracking and finding litigation experts. Compare these with the research done previously on this topic. Consider whether these databases provide more useful information, or not?

Discussion Questions

1. What potential uses do you see in the use of the Internet in support of litigation or litigious cases?
 - A. An up-and-coming use is in making client ExtraNets as litigation support systems. These systems contain document images and summaries, transcripts, and anything else the litigators wish to have accessible. JFS Litigators Software does this using your own firm resources. Various vendors are also currently trying to make inroads into the industry. Quorum and Lexis have established systems for this purpose, using their own networks for document storage and access.
2. How would you use Internet information in the evaluation of potential or threatened expert witnesses?
 - A. This one is answered previously. However, this chapter lists various expert database systems specifically for tracking and finding litigation experts.

Chapter 24: Marketing Internet Sources and Sites

Internet Research Scenario: Law Firm Marketing on the Internet

In this scenario we considered whether there are any helpful materials on the Internet concerning the use of the Internet by lawyers and law firms in their marketing. Google had quickly found an answer.

In class take a look at the Internet Research Tools' (www.afn.org/~afn05660/search.html) listed in the links. Consider how these tools might be used in a marketing (business generation) application.

Discussion Questions

1. If your client had a new "widget" which he wanted assistance with, for everything from patenting to marketing, what particular Internet sites would you recommend to the client team?
 - A. Go to the Intellectual Property chapter, and review those site extensively.

Chapter 25: Occupational Safety And Health Law Internet Sources And Sites

Internet Research Scenario: The Responsible Agency In Indiana?

In this scenario the question was what is the agency responsible for OSHA type matters in Indiana? We went to the OSHA website for the links to the several states which have authority to run their own programs, and then went to the state website to acquire the requested information.

In class we encourage you to spend some time visiting each of the federal sites listed in this chapter so that the students may begin to understand the scope of information and documents that are available, and to get a sense of where that information is likely to be located.

Discussion Questions

1. Search the OSHA Establishments page for an employer you are familiar with. Were there any records? What significance does that have: (1) generally? (2) In a transaction concerning the company?
 - A. If there were no records, a researcher would need to double-check to make sure that the search was run properly. If it was run properly and there were no records found, then that is good news concerning the operation of the facility at issue. Specifically, if records were found while doing due diligence in anticipation for a transaction relating to the facility, then that would raise issues which would (perhaps) need to be reflected in the transaction documents.

Chapter 26: Real Estate Law Internet Sources and Sites

Internet Research Scenario: Real Estate Forms on the Internet

In this scenario a homeowner was considering the sale of his home without an agent or broker, and so he's asked if you can point out potential contracts for the sale of his house, should he end up with a potential buyer. We found some.

In follow-up, may be we would also suggest that the homeowner take a close look at the Real Estate Self-Help Law Center', at www.nolo.com/encyclopedia/re_ency.html. What do you think?

Discussion Questions

1. What real estate forms can you find on the web? Is it appropriate to use those forms for your clients?
 - A. Only after careful review by an attorney.

2. In considering Internet intellectual property, would a particular law offices be able to download, and then wholesale give-away, the Minnesota Attorney General's *The Home Buyer's Handbook* (www.ag.state.mn.us/consumer/housing/hmbuyers/default.htm)? Why, or why not?
 - A. Since the Minnesota Attorney General is specifically claiming a copyright on this material, we should be very careful about disseminating or distributing it without specific permission.

Chapter 27: Tax, Probate, Trusts and Estates Law Internet Sources and Sites

Internet Research Scenario: Finding Needed Tax Forms

In this scenario it is an easy matter to locate and find required income tax forms.

During class, besides looking at the IRS website, look at the U.S. Tax Code On-Line website, at www.fourmilab.ch/ustax/ustax.html. It does a nice job at making the code easy to work with (if that could every be possible?).

Discussion Questions

1. Do you think that the accessibility of the tax law online has made understanding of the code easier and brought greater compliance?
 - A. Understanding, yes, we think so. Greater compliance is another question. We would think so, but who really knows?

Appendix A: Internet Terms, Concepts and Acronyms

This appendix is a reference, providing Internet terms, concepts and acronyms that support the remainder of the textbook. However, besides explaining these things as you go, the Instructor during the introduction may wish to highlight significant terms, concepts or acronyms. This is especially true if the Instructor plans to use the form for the pop quiz provided with these materials, as the quiz tests knowledge of this material.

Appendix B: Essentials of the Domain Name System

This appendix is a reference, providing detailed information about the Domain Name System to support the remainder of the textbook. The Instructor is encouraged to lecture about this material as it contains important information and relates directly to the textbook as a whole. This is especially true if the Instructor plans to use the form for the pop quiz provided with these materials, as the quiz tests knowledge of this material.

Discussion Questions

1. Would you prefer that the Internet still primarily used numeric IP addresses rather than domain names? What problems would this solve and which would it create?
 - A. The answer to this question would depend on how well one handles numbers as a memory system. Actually, this is why the domain name system was created in the first place. It is easier to remember `smith.com` than `143.21.87.125` for an address. Additionally, since the numeric address represents a hierarchy of hosts and servers, it may lead to misconceptions about which company sponsors a site. In the number given just before, the `143` would be assigned by the Internet Assigned Numbers Authority (IANA) to one company who would then lease out the `143.23` to another. This second company would typically lease out the `143.21.87` to a third company who would then assign the final place, `125` to the final user.
2. What steps would you take if you found that another party had already begun use of a domain name you wanted?
 - A. This would largely depend on what common law trademark rights you may have had in the name prior to the domain name being used by the other party. If you had prior rights, then you could use a dispute proceeding such as the Universal Dispute Resolution Policy (UDRP) to assert your rights and obtain ownership of the name. If you did not have any prior rights, you could attempt to purchase the name. Of course, this would be a seller's market scenario. Alternatively, you could monitor the name registration to wait for it to lapse and then register it for yourself.

Appendix C: Listing of Internet Domains

These may be updated from time to time. Check the textbook Internet area for any related update information.

One project the Instructor may employ is to have students look for websites having each of the domains listed in this appendix.

Attachment 1
Textbook Website Materials
(found at pearsonpub-legal.com)*

*Related files are contained on the *Manual* s corresponding diskette.

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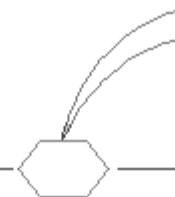


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Essentials of the Internet

This website corresponds to the *Essentials of the Internet* (Dallas: Pearson Publications Company, 2002), by [Craig B. Simonsen](#), and [Christian R. Andersen](#).

Use these pages in conjunction with the *Essentials of the Internet* textbook. Course documents (below) include hotlinking tables of new and updated links, general links, and topical links to all materials referenced in the related chapters.

Course Documents

Check here often for links to [new general resource sites](#) and [new topical resource sites](#).

Select this for links to the [general resource sites](#) referenced in the corresponding chapter nine.

Select this for links to the [topical resource sites](#) referenced in the corresponding chapters ten and beyond.

This provides a link to the chapter eight resources in Lyonette Louis-Jacques' [Legal Research Using the Internet](#).

Please forward any broken links and [comments or suggestions!](#)

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Essentials of the Internet New And/Or Updated Topical Sites

Immigration Law Sites

Immigration Law	Center for Immigration Studies	www.cis.org
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Litigation Resources Sites

Litigation Resources	Tobacco Control Resource Center/Tobacco Products Liability Project	www.tobacco.neu.edu
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Essentials of the Internet General Resource Sites

1. Search Engines, Directories, and Virtual Libraries	4
1. Search Engines, Directories, and Virtual Libraries	A
1. Search Engines, Directories, and Virtual Libraries	A
1. Search Engines, Directories, and Virtual Libraries	A
1. Search Engines, Directories, and Virtual Libraries	C
1. Search Engines, Directories, and Virtual Libraries	D
1. Search Engines, Directories, and Virtual Libraries	D
1. Search Engines, Directories, and Virtual Libraries	E
1. Search Engines, Directories, and Virtual Libraries	Fi
1. Search Engines, Directories, and Virtual Libraries	G
1. Search Engines, Directories, and Virtual Libraries	H
1. Search Engines, Directories, and Virtual Libraries	In
1. Search Engines, Directories, and Virtual Libraries	In
1. Search Engines, Directories, and Virtual Libraries	M
1. Search Engines, Directories, and Virtual Libraries	M
1. Search Engines, Directories, and Virtual Libraries	M
1. Search Engines, Directories, and Virtual Libraries	O
1. Search Engines, Directories, and Virtual Libraries	Se
1. Search Engines, Directories, and Virtual Libraries	TI
1. Search Engines, Directories, and Virtual Libraries	TI
1. Search Engines, Directories, and Virtual Libraries	TI
1. Search Engines, Directories, and Virtual Libraries	TI
1. Search Engines, Directories, and Virtual Libraries	R
1. Search Engines, Directories, and Virtual Libraries	TI
1. Search Engines, Directories, and Virtual Libraries	W
1. Search Engines, Directories, and Virtual Libraries	Sc
1. Search Engines, Directories, and Virtual Libraries	Y
2. Databases (Non-Legal)	C
2. Databases (Non-Legal)	C
2. Databases (Non-Legal)	In
2. Databases (Non-Legal)	L
2. Databases (Non-Legal)	M

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01. General Resources For Topical Materials	Code of
01. General Resources For Topical Materials	Federal I
01. General Resources For Topical Materials	Federal I
01. General Resources For Topical Materials	FIRSTG
01. General Resources For Topical Materials	U.S. Gov
02. General Resources For Topical Materials	FindLaw
02. General Resources For Topical Materials	Internet I
02. General Resources For Topical Materials	LEXIS®
02. General Resources For Topical Materials	Meta-Inc
02. General Resources For Topical Materials	State Ad
02. General Resources For Topical Materials	State and Resource
02. General Resources For Topical Materials	Topical I
03. Administrative Law	Adminis
03. Administrative Law	Adminis
03. Administrative Law	Manual I
04. Administrative Law	Selected Supreme
04. Administrative Law	State Ad
04. Administrative Law	State and Resource
04. Administrative Law	What Is .
05. Alternative Dispute Resolution	Office of
05. Alternative Dispute Resolution	U.S. Dep Alternati
06. Alternative Dispute Resolution	America
06. Alternative Dispute Resolution	Arbitrati
06. Alternative Dispute Resolution	Center fo Resolutio
06. Alternative Dispute Resolution	Code of
06. Alternative Dispute Resolution	Courts &
06. Alternative Dispute Resolution	Guide to
07. Bankruptcy Law	Federal I

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Lyonette Louis-Jacques

Legal Research Using the Internet

Updated 18 September 2000.

Midwestern People of Color Legal Scholarship Conference, St. Louis, Missouri, March 30, 1996

Virtual Presentation by [Ms. Lyonette Louis-Jacques](#)
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Introduction

In the past few years, many new resources have been put up on the Internet that facilitate legal research work. The sheer number and variety of resources can sometimes make it difficult to determine where to start, how to choose among similar resources, and how to keep up-to-date on available resources. The present guide is intended to explain why the Internet is useful for legal research, and describe some of the major resources available on the Internet for researching the law of the United States and other countries, comparative law, and international law. It will conclude with some tips for the net-traveling researcher.

Why Use the Internet for Legal Research?

The Internet is a cheap alternative to the use of commercial databases such as LEXIS and WESTLAW for finding primary legal materials such as U.S. federal and state statutes, bills, cases, and regulations. Sometimes these materials are available more quickly on the Internet than on LEXIS and WESTLAW (especially if they relate to the [Law of Cyberspace/The Internet](#), Computer Law, [Immigration Law](#), the First

Attachment 2
Course Syllabus
(syllabus.doc)*

*Related files are contained on the *Manual* s corresponding diskette.

Essentials of the Internet Course Syllabus

		Assigned Reading
Week 1:	Introduction to Course, Materials, and Website	Introduction and Appendix A
Week 2:	Essentials of the Internet	Chapter 1
Week 3:	Intellectual Property and the Internet; The Domain Name System; Netiquette, Ethics, and Other Internet Legal Issues	Chapters 2, 3, and Appendix A and B
Week 4:	"Evaluating Information Found on the Internet"; Essentials of Research on the Internet: Using Site Addresses and Directories ***Quiz No. 1 Due (on weeks 1 — 3 reading and classroom)	Chapters 4 and 5
Week 5:	Essentials of Research on the Internet: Search Engines	Chapter 6
Week 6:	Searching in Legal Databases on the Internet	Chapter 7
Week 7:	Legal Research (Sources) on the Internet ***Quiz No. 2 Due (on weeks 4 — 6 reading and classroom)	Chapter 8
Week 8:	General Internet Resources and Tools ***Internet research paper topics are due!	Chapter 9
Week 9:	General Sources of Topical Internet Materials	Chapter 10
Week 10:	Internet Topical Resources ***Internet research papers are due!	Chapters 11, 12, 13, and 14
Week 11:	Internet Topical Resources	Chapters 15, 16, 17, and 18
Week 12:	Internet Topical Resources	Chapters 19, 20, 21, and 22
Week 13:	Internet Topical Resources ***Discussion of Computer Laboratory Final Exam	Chapters 23, 24, 25, 26, and 27
Week 14:	FINAL: Computer Laboratory Exam	

Attachment 3
Quiz Number 1
(quiz01.htm; quiz01.doc)*

*Related files are contained on the *Manual* s corresponding diskette.

**Essentials of the Internet
Quiz No. 1**

<u>True or False (5 pt. ea)</u>	
1.	ASCII is an acronym for Automated Standard Code for Integrated Information? T. _____ F. _____
2.	Both computers in data communication (the host and the client) may send or receive data? T. _____ F. _____
3.	Basic telecommunication hardware consists of a host computer, the host computer's modem, a receiving modem, a receiving computer or client, and telephone lines? T. _____ F. _____
4.	The Internet is a highly regulated organization of a relatively few very sophisticated computers? T. _____ F. _____
5.	ARPANET was designed to enable computers operated by the military, defense contractors, and universities conducting defense related research to communicate with one another by redundant channels -- even if some portions of the network were damaged in a war? T. _____ F. _____
6.	Internet publishers never include government agencies, advocacy groups, and individuals? T. _____ F. _____
7.	TCP/IP made it possible for ARPANET, the ARPA packet radio network, and the packet satellite network to interoperate? T. _____ F. _____

8.	<p>Bits per second (bps) is a measurement of the speed that data travels through a modem?</p> <p style="text-align: center;">T. _____ F. _____</p>
9.	<p>I 1995 the Federal Networking Council unanimously passed a resolution defining the term Internet ?</p> <p style="text-align: center;">T. _____ F. _____</p>
10.	<p>For data communication, both the host computer and the client computer must use the same communication protocol?</p> <p style="text-align: center;">T. _____ F. _____</p>
Multiple Choice (10 pt. ea)	
11.	<p>Which of the following sources provide access to the Internet?</p> <p style="text-align: center;">G A. Colleges and universities G B. Local libraries G C. Computer coffee shops G D. Corporations G E. All of the above G F. None of the above</p>
12.	<p>Which of the following is not a top-level Domain designation?</p> <p style="text-align: center;">G A. .com G B. .net G C. .web G D. .info G E. .mil</p>
13.	<p>An Internet cookie is?</p> <p style="text-align: center;">G A. An offer for free refreshments from a web grocery store. G B. An unwanted, unsolicited email message. G C. A message from a web server computer, sent to and stored on a local computer. G D. None of the above.</p>
14.	<p>The Internet is/does not?</p>

	<p>G A. Logically linked together by a globally unique address space based on the Internet Protocol and its subsequent extensions/follow-ons.</p> <p>G B. Able to support communications using the Transmission Control Protocol/Internet Protocol suite and its subsequent extensions/follow-ons, and other IP-compatible protocols.</p> <p>G C. Provide universal and equal access to justice.</p> <p>G D. Provide, use or make accessible, either publicly or privately, high level services layered on the communications and related infrastructure.</p> <p>G E. None of the above.</p>
15.	<p>The which of the following is not one of the three top-level domain name registries:</p> <p>G A. National Informatics Centre -- Andhra Pradesh</p> <p>G B. InterNIC</p> <p>G C. EuroNIC</p> <p>G D. RIPE Network Coordination Center One</p> <p>G E. All of the above</p>

**Essentials of the Internet
Quiz No. 1**

<u>True or False</u> (5 pt. ea)		CONFIDENTIAL INSTRUCTOR S ANSWER KEY
1.	<p>ASCII is an acronym for Automated Standard Code for Integrated Information?</p> <p style="text-align: center;">T. _____ F. _____</p>	FALSE (American Standard Code for Information Interchange).
2.	<p>Both computers in data communication (the host and the client) may send or receive data?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.
3.	<p>Basic telecommunication hardware consists of a host computer, the host computer s modem, a receiving modem, a receiving computer or client, and telephone lines?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.
4.	<p>The Internet is a highly regulated organization of a relatively few very sophisticated computers?</p> <p style="text-align: center;">T. _____ F. _____</p>	FALSE (loosely organized; many, many computers).
5.	<p>ARPANET was designed to enable computers operated by the military, defense contractors, and universities conducting defense related research to communicate with one another by redundant channels -- even if some portions of the network were damaged in a war?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.
6.	<p>Internet publishers never include government agencies, advocacy groups, and individuals?</p> <p style="text-align: center;">T. _____ F. _____</p>	FALSE (all of those are also web publishers).

7.	<p>TCP/IP made it possible for ARPANET, the ARPA packet radio network, and the packet satellite network to interoperate?</p> <p>T. _____ F. _____</p>	TRUE.
8.	<p>Bits per second (bps) is a measurement of the speed that data travels through a modem?</p> <p>T. _____ F. _____</p>	TRUE.
9.	<p>I 1995 the Federal Networking Council unanimously passed a resolution defining the term Internet ?</p> <p>T. _____ F. _____</p>	TRUE.
10.	<p>For data communication, both the host computer and the client computer must use the same communication protocol?</p> <p>T. _____ F. _____</p>	TRUE.
Multiple Choice (10 pt. ea)		
11.	<p>Which of the following sources provide access to the Internet?</p> <p>G A. Colleges and universities G B. Local libraries G C. Computer coffee shops G D. Corporations G E. All of the above G F. None of the above</p>	E. All of the above.
12.	<p>Which of the following is not a top-level Domain designation?</p> <p>G A. .com G B. .net G C. .web G D. .info G E. .mil</p>	C. .web

13.	<p>An Internet cookie is?</p> <p>G A. An offer for free refreshments from a web grocery store.</p> <p>G B. An unwanted, unsolicited email message.</p> <p>G C. A message from a web server computer, sent to and stored on a local computer.</p> <p>G D. None of the above.</p>	<p>C. A message from a web server computer, sent to and stored on a local computer.</p>
14.	<p>The Internet is/does not?</p> <p>G A. Logically linked together by a globally unique address space based on the Internet Protocol and its subsequent extensions/follow-ons.</p> <p>G B. Able to support communications using the Transmission Control Protocol/Internet Protocol suite and its subsequent extensions/follow-ons, and other IP-compatible protocols.</p> <p>G C. Provide universal and equal access to justice.</p> <p>G D. Provide, use or make accessible, either publicly or privately, high level services layered on the communications and related infrastructure.</p> <p>G E. None of the above.</p>	<p>C. Provide universal and equal access to justice.</p>
15.	<p>The which of the following is not one of the three top-level domain name registries:</p> <p>G A. National Informatics Centre -- Andhra Pradesh</p> <p>G B. InterNIC</p> <p>G C. EuroNIC</p> <p>G D. RIPE Network Coordination Center One</p> <p>G E. All of the above</p>	<p>C. EuroNIC.</p>

Attachment 4
Quiz Number 2
(quiz02.htm; quiz02.doc)*

*Related files are contained on the *Manual* s corresponding diskette.

**Essentials of the Internet
Quiz No. 2**

<u>True or False (5 pt. ea)</u>	
1.	Sometimes a quick guess of the URL can save the effort of searching a wanted Internet site? T. _____ F. _____
2.	The URL for the U.S. Occupational Safety and Health Administration is <i>www.osha.net</i>? T. _____ F. _____
3.	The Find tool allows searchers to go very quickly to the keyword in the found document? T. _____ F. _____
4.	Researchers may use truncated words to pick up differing versions of terms, or where the search terms appear in other words or phrases? T. _____ F. _____
5.	Portable document format files are easily retrievable because they are so well indexed? T. _____ F. _____
6.	A directory is a site on the Internet that catalogs, indexes, and categorizes websites by subject? T. _____ F. _____
7.	CALR databases allow researchers to locate words within a certain proximity to each other (the /n connector)? T. _____ F. _____
8.	The Internet is a cheap alternative to the use of commercial databases such as LEXIS and WESTLAW for finding primary legal materials such as U.S. federal and state statutes, bills, cases, and regulations?

	<p style="text-align: center;">T. _____ F. _____</p>
9.	<p>A keyword is a word that is not likely to be found in the information or documents searched for?</p> <p style="text-align: center;">T. _____ F. _____</p>
10.	<p>A CALR database is in essence an electronic law library?</p> <p style="text-align: center;">T. _____ F. _____</p>
Multiple Choice (10 pt. ea)	
11.	<p>How does a researcher locate information on the Internet?</p> <p style="margin-left: 40px;">G A. Where the site address is known. G B. Through Internet directories to pre-reviewed and indexed sites. G C. By running queries in an Internet search engines G D. All of the above. G E. None of the above.</p>
12.	<p>Which of the following in not a CALR database?</p> <p style="margin-left: 40px;">G A. Lexis. G B. Dialog. G C. Westlaw. G D. LoisLaw. G E. None of the above.</p>
13.	<p>Which of the following is/are Internet search tools?</p> <p style="margin-left: 40px;">G A. Site directories. G B. Keyword indexes. G C. Site-specific search engines. G D. All of the above. G E. None of the above.</p>
14.	<p>The preliminary steps for preparing a CALR session include?</p> <p style="margin-left: 40px;">G A. Understanding the nature of the case or issue that is being researched. G B. Determine the form of the result that is sought from the search.</p>

	<p>G C. Identify all keywords to search for, including synonyms and antonyms.</p> <p>G D. All of the above.</p> <p>G E. None of the above.</p>
15.	<p>Which of the following is/are examples of connectors ?</p> <p>G A. And.</p> <p>G B. Or.</p> <p>G C. Not (or and not).</p> <p>G D. Near (or adj).</p> <p>G E. All of the above.</p>

**Essentials of the Internet
Quiz No. 2**

<u>True or False</u> (5 pt. ea)		CONFIDENTIAL INSTRUCTOR S ANSWER KEY
1.	<p>Sometimes a quick guess of the URL can save the effort of searching a wanted Internet site?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.
2.	<p>The URL for the U.S. Occupational Safety and Health Administration is <i>www.osha.net</i>?</p> <p style="text-align: center;">T. _____ F. _____</p>	FALSE; <i>www.osha.gov.</i>
3.	<p>The Find tool allows searchers to go very quickly to a keyword in the found document?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.
4.	<p>Researchers may use truncated words to pick up differing versions of terms, or where the search terms appear in other words or phrases?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.
5.	<p>Portable document format files are easily retrievable because they are so well indexed?</p> <p style="text-align: center;">T. _____ F. _____</p>	FALSE.
6.	<p>A directory is a site on the Internet that catalogs, indexes, and categorizes websites by subject?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.
7.	<p>CALR databases allow researchers to locate words within a certain proximity to each other (the /n connector)?</p> <p style="text-align: center;">T. _____ F. _____</p>	TRUE.

8.	<p>The Internet is a cheap alternative to the use of commercial databases such as LEXIS and WESTLAW for finding primary legal materials such as U.S. federal and state statutes, bills, cases, and regulations?</p> <p>T. _____ F. _____</p>	TRUE.
9.	<p>A keyword is a word that is not likely to be found in the information or documents searched for?</p> <p>T. _____ F. _____</p>	FALSE. It IS likely.
10.	<p>A CALR database is in essence an electronic law library?</p> <p>T. _____ F. _____</p>	TRUE.
Multiple Choice (10 pt. ea)		
11.	<p>How does a researcher locate information on the Internet?</p> <p>G A. Where the site address is known. G B. Through Internet directories to pre-reviewed and indexed sites. G C. By running queries in an Internet search engines G D. All of the above. G E. None of the above.</p>	D. All of the above.
12.	<p>Which of the following in not a CALR database?</p> <p>G A. Lexis. G B. Dialog. G C. Westlaw. G D. LoisLaw. G E. None of the above.</p>	B. Dialog.
13.	<p>Which of the following is/are Internet search tools?</p> <p>G A. Site directories. G B. Keyword indexes. G C. Site-specific search engines. G D. All of the above. G E. None of the above.</p>	D. All of the above.

14.	The preliminary steps for preparing a CALR session include? G A. Understanding the nature of the case or issue that is being researched. G B. Determine the form of the result that is sought from the search. G C. Identify all keywords to search for, including synonyms and antonyms. G D. All of the above. G E. None of the above.	D. All of the above.
15.	Which of the following is/are examples of Internet search connectors ? G A. And. G B. Or. G C. Not (or and not). G D. Near (or adj). G E. All of the above.	E. All of the above.

Attachment 5
Internet Research Paper Assignment
(paperpjt.doc) *

*Related files are contained on the *Manual* s corresponding diskette.

Essentials of the Internet
Internet Research Paper Project

A large portion of the course grade will be based on a written research paper in which students demonstrate their ability to find, evaluate, and use Internet legal and factual resources to present and analyze a research issue.

Students must submit research paper topics by the eighth (8th) week of class; and papers are due on the tenth (10th) week of class.

Students are encouraged to select limited research topics that are focused and precise.

Attachment 6
Final Computer Laboratory Examination
(final.htm; final.doc) *

*Related files are contained on the *Manual* s corresponding diskette.

**Essentials of the Internet
Final Examination**

<u>Internet Document Research Problems (10 pt. ea.)</u>		CONFIDENTIAL INSTRUCTOR S ANSWER KEY
1.	List below an Internet site (URL) that provides a conversion chart to convert of 150,000 liters of petroleum into U.S. barrels? A. _____	<i>www.odci.gov/cia/publications/factbook/index.html; App. E</i>
2.	List below the Internet site (URL) for access to the daily <i>Federal Register</i> ? A. _____	<i>www.access.gpo.gov/su_docs/aces/fr-cont.html</i>
3.	List below the Internet site (URL) for the .pdf version of the Local Rules of the U.S. District Court for the Southern District of Indiana? A. _____	<i>www.insd.uscourts.gov/rules/localrul2001.PDF</i>
4.	List below the Internet site (URL) for the Secretary of State for the state of Texas? A. _____	<i>www.sos.state.tx.us</i>
5.	List below the Internet site (URL) for the MS Word version of the State of Texas application for a certificate of authority for a business corporation ? A. _____	<i>www.sos.state.tx.us/corp/forms/301.doc</i>
<u>Internet Research Sites (5 pt. ea.)</u>		
6.	List below the Internet site (URL) for looking-up U.S. mail ZIP codes? A. _____	<i>www.usps.gov</i>

7.	<p>At what Internet site (URL) would you look to see if the Atlanta, Georgia municipal building code was available online?</p> <p>A. _____</p>	<p><i>www.municode.com</i></p>
8.	<p>At what Internet site (URL) would you look for the Agency for Toxic Substances and Disease Registry reports?</p> <p>A. _____</p>	<p><i>www.atsdr.cdc.gov</i></p>
9.	<p>Which two primary Internet sites (URLs) would you go to for corporate information about International Business Machines (IBM)?</p> <p>A. _____</p> <p>B. _____</p>	<p>A. <i>www.sec.gov</i> B. <i>www.ibm.com</i></p>
10.	<p>At what Internet site (URL) would you find the <i>Occupational Outlook Handbook</i>?</p> <p>A. _____</p>	<p><i>www.bls.gov/ocohome.htm</i></p>
<p>Essay Question (25 pts. ea.): Answer ONE of the below. Hint — Remember to evaluate your sources for applicability to the questions and issues presented. Don t waste time or effort on junk. Don t get bogged down in the minutia!</p>		
1.	<p>Our client has just called with an emergency. 10,000 gallons of perc has just spilled out of a tank onto his facility property. He (we) need to tell him whether this spill is a reportable event? Discuss and reference particular Internet websites and Internet documents that directly speak to and answer this question.</p>	<p>Students need to reference at least:</p> <ol style="list-style-type: none"> 1. <i>www.epa.gov</i>; 2. EPA s <i>List of Lists</i> publication; 3. Other related, appropriate policy and guidance documents.

Attachment 7
Blackboard.Com Course Site
(coursesite.blackboard.com)



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SEARCH THE WEB

Welcome, Craig!

Content

Colors

My Announcements



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WebTutor and Course Technology Cartridges



If you are teaching a course that is using a WebTutor or Course Technology course cartridge, or if you are a student who used an access key to access content in a course using a WebTutor or Course Technology course cartridge, please note that your course has been moved to the following new website: <http://thomson.blackboard.com>. At the new website, please login using the same username and password as you have been using on coursesites.blackboard.com. Thank you.

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Courses you are teaching:

- [Essentials of Environmental Law](#)
- [Essentials of the Internet](#)

Coursesites Notices



What's happening with Coursesites.blackboard.com?

The free course creation service on Coursesites.blackboard.com has seen enormous growth this fall. The number of users on this system has compounded exponentially in the past seven weeks to over 172,000, making Coursesites among the largest implementations of the Blackboard platform.

We are pleased to see that so many people want to use Blackboard. However, we did not forecast this rate of adoption for our free service, and the demands of users have exceeded the capacity of our current hardware. Our experienced server team has upgraded and tuned the system repeatedly, but every upgrade has been quickly consumed by

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Course ID: [LEG555](#)
Instructor(s): Craig Simonsen
Enika Pearson
Schulze

 [Essentials of the Internet](#)

Course ID: [LEG551](#)
Instructor(s): Craig Simonsen
Christian Andersen
Enika Schulze
Enika Pearson
Schulze
Christian Andersen

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None.

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- Tools
- Resources
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Course Information

Current Location: Course Information

- Essentials of the Internet**
This site Corresponds to the *Essentials of the Internet* textbook by Craig B. Simonsen and Christian R. Andersen, published by Pearson Publications Company (Dallas: 2002).
- Internet Links Pages**
Links to the websites referenced in the textbook are provided in the "Course Documents" area, below.
- Course Syllabus**
[Open the Syllabus Here](#) (24064 Bytes)



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Current Location: Staff Information



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Notes:

Craig B. Simonsen is a Senior Litigation Paralegal and Immigration Specialist at the Chicago office of Seyfarth Shaw. He has also been an adjunct instructor for the Paralegal Studies Program formerly at Mallinckrodt College in Wilmette, Illinois, and has taught continuing education seminars for the Roosevelt University's Lawyer's Assistant Program, in Chicago, Illinois. Craig received his M.A. (1985) in History from Northeastern Illinois University, and has a lawyer's assistant certificate from the Roosevelt University Program. Craig has two other books: the *Essentials of Environmental Law* (2nd ed., 1998), also published by Pearson Publications Company, and the *Environmental Law Resource Guide* (New York: Clark Boardman and Callaghan, 1993). Craig has also had published numerous articles on various topics.



Author Christian R. Andersen

E-mail: chrisand@gte.net

Notes:

Christian R. Andersen is a Senior Intellectual Property Paralegal who has been working in the area of Intellectual Property since 1987. He is currently employed by a large international corporation as the Senior Paralegal of the Intellectual Property section. Mr. Andersen has been involved in all aspects of Intellectual Property including prosecution, maintenance, and enforcement of patent, copyright, and trademark rights. One of his primary responsibilities is the review, analysis, and approval of all forms of media ad copy for the corporation. Mr. Andersen is the instructor of Intellectual Property Law course (CALE 565) for the Consortium for Advanced Legal Education. Mr. Andersen graduated in May 1984 with a Bachelor of

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New and Updated Sites



General Interest Sites

The [general interest links webpage](#) provides links to all the websites referenced in the corresponding chapter nine.



Topical Websites

The [topical interest links webpage](#) provides links to all the websites referenced in the corresponding chapters ten and beyond.



Chapter Eight Websites

Visit Ms. Louis-Jacques website for the chapter eight links to cited resources, found at

<http://www.lib.uchicago.edu/~llou/mpoctalk.html>

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Assignments

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Internet Research Paper Project

[Open Paper Project Here](#) (19456 Bytes)

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Textbooks

Current Location: Textbooks



Essentials of the Internet

The textbook for this course is the *Essentials of the Internet*, by Craig B. Simonsen and Christian R. Andersen, published by Pearson Publications Company (Dallas: 2002).



Reference Materials

Check out Laura Cohen's site, "Conducting Research on the Internet" (2000), at <http://library.albany.edu/internet/research.html>

Control Panel

LEG551: Essentials of the Internet
Craig Simonsen, Instructor

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Assessment Manager



Add Quiz/Exam



Add Survey

Last Modified	Name	Type	Availability			
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Oct 29, 2001	Quiz No. 01	Quiz/Exam	Not Available Set Availability	Preview	Modify	Remove
Oct 30, 2001	Quiz No. 02	Quiz/Exam	Not Available Set Availability	Preview	Modify	Remove

OK

Using the Blackboard Coursesite

Loading the Coursesite

Schools and instructors that are planning to use the Blackboard.Com coursesites which correspond directly to the textbook will have to load the export files which are formatted so that they can be imported into a coursesite on any Blackboard system that is running Bb version 5.0.2 or higher. Instructors will need to request the system administrator to load the coursesite before they will be able to work with it.

To use the Blackboard.Com coursesite, Instructors will need first to go coursesite.blackboard.com and sign-in. Of course, modify these directions as instructed by your system administrator.

New users will need to sign-up by registering with the site, which requires providing some personal information. In the registration process registrants are allowed to select a personal screen name and a password to log-on to the site.

Using and Individualizing the Coursesite

The Blackboard.com coursesite provides instructors with numerous tools and resources for course presentation. For instance, the coursesite pages provide the instructor with a student registration and grading system that may be used for their class. The coursesite provides a testing system that allows students to take examinations over the Internet, and if set-up properly by the instructor, will GRADE AUTOMATICALLY, and record the grade in the students course records. The coursesite as provided by PPC, comes with two self-grading quizzes, and a final exam that is partially self-grading. Instructors may use the quizzes and tests provided, or they may modify them, or create their own. The testing (assessment) system is user and Internet friendly to use.

The coursesite also provide instructors and students with Internet links that may be used during a course presentation in exploring Internet materials and research, or may be used for supplemental assignments to the class.

Coursesite Pages

Examples of the coursesite pages are attached for your reference.