

ADVANCED OIL AND GAS CONTRACT DRAFTING

FALL 2026

COURSE NUMBER: 6226

SECTION NUMBER: 17449

WEDNESDAYS 4:00 PM TO 6:00 PM

SYLLABUS

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COURSE OBJECTIVES

In this course, the major goals are:

1. To familiarize students with legal issues involved in the oil and gas industry
2. to familiarize students with oil and gas contracts based on forms developed in the oil and gas industry
3. to familiarize students in using tools commonly used between counsel in commenting and revising contracts;

INTRODUCTION

This isn't your usual syllabus. It is longer than most, and I did it this way because I want students to know what they are facing in this course. Not just the readings and assignments, but the whole range of what I will be trying to teach this semester. To navigate this Syllabus effectively, use the bookmarks feature in Adobe Reader or other PDF viewing tools. The bookmarks panels should be open in the document and it will be on the left hand pane, usually. If it is not, in Adobe Reader or Acrobat, press F4 on your computer if it is a PC or Command + B if it is a Mac.

PART ONE—ORGANIZATION OF THE COURSE; ASSIGNMENTS

Prerequisites

This course has no formal prerequisites. Most students will have a basic real property course, a contracts course, and some introduction to research. An oil and gas course is recommended but is not a formal prerequisite.

Organization

One goal of this course will be to familiarize students with modern contract language. To meet that goal, students will draft various contract clauses and will review others.

The course focuses on the more common contracts used in the oil and gas industry. Many issues and contractual forms will not be reviewed, but the course will focus on contracts with which every oil and gas lawyer should be familiar. While an oil and gas law course is not a prerequisite to understanding the documentation in use, a basic understanding of surface and oil and gas rights is necessary.

There are several areas of focus: the first is the relationship between oil companies and various other companies that are part of the larger industry, such as seismic companies and service companies; the second is the relationship between oil companies as they explore for, drill, and produce oil and gas; the third is the relationship between oil companies and the parties that lease their rights to oil and gas companies. Because of the limitations of time, the course does not cover the questions of title and conveyancing, although oil and gas lawyers will need to have a foundation in that part of the industry to succeed.

Because Texas and most other states recognize that the surface of property may be held differently from minerals, the interplay between those two estates is critical in understanding the issues of this course. Texas and other states have long shown that the mineral estate is dominant, which, briefly, means that the owners of the mineral estate and their assignees or lessees may use so much of the surface as is necessary to allow the development of minerals. That means that the mineral owner can place a drilling rig or surface equipment where the mineral owner considers it best for the development of minerals.

Assignments

The assignments will focus on the contracts selected. We may, occasionally, have informal assignments too – I may ask you to come to class with a question, or I may ask you to consider something before class. While these don't "count" as an assignment, they will "count" as part of class participation.

PART TWO - THE MODULES AND ASSIGNMENTS

Text Books

There aren't any. I've been practicing for over 50 years, and nobody has put out a textbook or a how-to book which may help. The forms in the back of most oil and gas case books or treatises are hopelessly out of date and, unfortunately, have been written by wonderful academics that have never been around the oil fields. So, I've built my own set of texts, if that is the right word for it, and those are provided to you in the Modules.

List of Modules

Syllabus, Outline of Course, Background, Notices	Week 1
Seismic Agreements, Licenses, Prospect Generation.....	Week 2
Confidentiality Agreements	Week 3
Oil and Gas Leases	Week 4
Pooling and Fieldwide Units.....	Week 5
Farmouts, Spreading the Risk.....	Week 6
Joint Operating Agreements.....	Week 7
Drilling Contracts.....	Week 8
Master Service Agreements	Week 9
Casinghead Gas Contracts, Gas Plant Agreements	Week 10
Purchase and Sale Agreements	Week 11

The foregoing is a guess. I intend to go into more detail for some matters, and less on others. I wanted to leave time to discuss the assignments and readings which have been prepared and to answer questions about the assignments or readings, and during or at the end of the lecture, to answer questions about the materials for the week. Class participation and questions may extend a Module into the next week.

The course is supposed to cover 13 weeks, and you will note that the total time above is only 11 weeks. My experience has been that I

sometimes go longer on a topic than a single class session, so the extra week is built in to allow for a closer look at topics.

The Modules

There is one Module for each heading listed above. Some documents will be in Adobe PDF formats, and to access those, you will need to have Adobe Reader or Adobe Acrobat installed on your system to access the documents. The other documents will be in Word.

The Modules will have several subheadings: Readings, Videos, and Slides. Not all Modules will have these subheadings since there may not be videos in a particular Module.

The Readings are, as its name implies, documents you should briefly review to understand the Module for that week. The Readings are broken into two major sections, Essential and Recommended. The Essential Readings are those which should be read to understand what will be presented in class, and I expect that one or more readings will be dealt with in some level of detail. The Recommended Readings will allow you to look closely at the subject. While I encourage you to read the Readings, there is no requirement to do so. Videos, which might be helpful, are included in some Modules, and show operational or other materials. The Slides are the ones for the Module and which will be used in the course. Please be aware that as the semester progresses, I may be adding information to the subheadings. I will make an announcement when items are added.

How to Use the Modules

I have assumed that each student is familiar with Canvas. If you are not, there are several videos and other helpful guides in Access UH, under the Canvas tab.

Videos

Some Modules have videos included. Those are usually there to augment the discussions, and to help you understand what we are talking about. In the Week One Module, a video explains how to use Track Changes in Word. Many of you are probably familiar with that, but I've found that some students have never had to do that. It's

easier and quicker to let an expert describe it, and, besides, you'll have it as a reference for you when you do the first assignment. Other videos will show you specific parts of the industry for those of you who have never spent time in the field.

Discussion Items

Each week, I expect to include an item or two for discussion. One item will be posted in the Modules, but I may add additional items, depending on how far we get each day. The discussion items will range from a particular case or article included in the readings to particular forms or a "how-to" item.

Slides

On the Monday before the class, I expect to include the slides in the Module for the week, in PDF format, so each student can follow along without the necessity of trying to read fine print at several dozen feet. You may download the files, and then annotate them with your notes. Go through the slides before class, and it will help you to understand the presentation. Be aware that I often deviate from the slides, and I may lose you if you haven't at least glanced at them.

Class Recordings

This course will be recorded, and when I can access the URL, I will post it for your information. Reviewing the recording is not a substitute for class attendance, and the rules for class attendance will continue to apply. Please see Part Five – Law School Requirements and Policies; Grades; Exams.

PART THREE – THE MECHANICS OF THE COURSE

The following should show students what students are expected to know when they sign up for the course, the way the course works, how assignments are to be submitted and general information.

Prerequisites

While a course in oil and gas is recommended, it is not a prerequisite to this course, but it might be difficult if you haven't gone through at least some preparation. A grounding in basic ideas of property law is an absolute prerequisite; if you still have your old property textbook, you may wish to dig it out occasionally if you have forgotten some of those terms.

A Note on Sources

Most of the reading materials, where relevant, have citations to the source where they were obtained, mostly through Lexis or WestLaw. Cases are cited in the normal form used in Texas. There are several articles from the Oil, Gas and Energy Resources Section of the Texas State Bar. Other articles are from my personal library and are reproduced for your use. Forms are generally from my library. You may use them but be aware that the law is changing, and these forms may be out of date. I also used articles from non-legal sources and YouTube videos referred to in the Modules.

The Reading Material

I claim that students in this course are adults. The only material that a student should read is the material in the Essential Readings entry in the Module, and, if an assignment is due, the material in the assignment for that Module. If I ask the students to revise a lease form, then the students will need to at least read the form to determine how to change the form. All other readings and materials are optional. Read them or not, it is up to each individual student. What has been delivered is a comprehensive library of research and forms for an upstream or exploration and production lawyer; if you aspire to work in this field, reading the material is a good idea. Not reading any of it will mean that a student has gotten little out of this course. There is a lot of information in the readings; I expect no one to read it all.

The Assignments, Submissions, and Responses

What You Will Need

Before you can submit assignments in this course, you will need Microsoft Word and Adobe. Do not use a Word program earlier than 2003. With Adobe, you can get by with the free version of Adobe Reader, available on the Adobe website. Better yet is the full Adobe Acrobat program, and the best is the Adobe Acrobat Professional Program; please use an Acrobat Pro which is later than 9.0. I don't expect you to buy any Adobe products, but you will need them to download and open the Modules.

Track Changes; Redlining

Part of what you must do is to take existing work and change the document. You must show the changes, and how this is done is through track changes or redlining. This is a critical skill that should be mastered, and it is explained below, in the section entitled Some Observations About Documents and Word Processing.

Assignments

Please read the assignments carefully and do your best to respond to the problem. If you don't understand what is being asked of you, text, email, or communicate with me through Canvas. Mostly, there is no "right" answer, so using your best guess is what will work. Lawyers don't always have a right or wrong for the work they do for clients, so part of the course includes learning how to exercise your judgment. If you have questions, please send me an email or call me and I'll do my best to answer the questions. Note that some assignments refer to other documents, some of which might be attachments or exhibits to the document the student is working with. Do not attach those documents, or worry about their contents, unless specifically directed to do so.

How to Submit Assignments; Deadline; Responses.

Students are expected to have their assignments prepared and submitted at least two days before class, which, on our schedule means Monday. You have until midnight of Monday to turn it in. If we are on schedule, we will discuss oil and gas leases in week 4 and the assignment regarding the oil and gas lease will be due the following

Monday. I hope that will give me the time to read the assignments, return them to you, and discuss those assignments on Wednesday, while it is still fresh in our collective minds. There isn't necessarily an assignment for each week, but it will be your responsibility to check.

The assignment will be submitted by a student, or if students are working in teams, by a team members. **Submit the assignment via Canvas.** If I have time, comments will be made on the assignment before class, and will be returned to you via Canvas. Unfortunately for you, but not for me, I work for a living, and I might not get the comments back before class, but I will respond, usually in an abbreviated form when I can do so.

Make sure your name appears on the first page. The upper left-hand corner is best. If there are two students on the assignment, please make sure that both names are shown.

Late Submission; Failure to Submit Assignment

The time of submission is the date and time it was submitted to Canvas. **Failure to turn in an assignment on time will result in a downgrading by one step for each day the assignment is late**, so, if it is an A- grade, it will be downgraded to a B+. Failure to turn in an assignment at all will be treated as a Zero for that assignment. Failure to turn in an assignment at all will be treated as an F or Zero for that assignment. In either case, the final grade for the course will be reduced.

Collaboration

If students want to collaborate on an assignment or on all assignments, that is fine with me, and I encourage it. There are two reasons for this. First, this will teach students the value of collaborative drafting and working together, but no more than two students may collaborate on an assignment, and it is unnecessary that all assignments be collaborations between the same students. Most of a student's career after Law School, and the early part of that career, requires the ability to collaborate with colleagues; this process is difficult, but the only way to learn it is to go through it. Second, a student will find that the student's colleagues' ideas may differ from their own; those ideas may be better, worse, or about the same, but they will be different. It is up to the student to make this

process work. If two students are turning in the same assignment, please just turn in one document, with the names of each student collaborating on it.

It is not a requisite that collaborative teams remain together for the entire semester. Students should form, delete, or revise a collaborative team.

Some Observations About Documents and Word Processing

I assume that each student is somewhat familiar with Microsoft Word or some other widely known word-processing program. I would prefer that all work be done in Word, but can work with other formats, so long as they can be readily converted to Word.

There is a video on Track Changes in Module One. There are several other review and track changes programs that are available, but most lawyers use the one which is native to Word.

Making It Pretty

While the substance of your work is the most important, clients will judge you as well on your presentation. This means that the document should be properly formatted, spell-checked, and edited. Proofread everything before you send it and do the best you can to make sure the document is the best you think you can turn out, both regarding form and substance.

- Your documents should be letter sized, with one inch or larger margins all around.
- On the first page, identify the name of each student responsible for the work.
- Avoid the use of more than one font in your documents, and keep bolding, italicization, and other formatting to a minimum.
- Use left-justified paragraphs since they are easier to read.

Some Additional Ideas

Learn how to do these. Clients, I have found, like them.

- *Line Numbering of Documents*

Drafts are easier to work with and discussions are easier if they are line-numbered on the left-hand side. I use continuous line numbering, so each line is numbered consecutively.

- *Footers*

I identify a document with a footer that will look something like this:

ASSIGNMENT ONE
DRAFT OF JANUARY 1, 20XX

PAGE 1

- *Automatic Numbering*

Learn how to do automatic numbering in a document. It makes revisions and deletions easy and has the virtue of forcing consistency in numbering. As a side benefit, it allows moving paragraphs around and ensuring that the numbers are automatically updated.

- *Cross References*

Learn how to do automatic cross references to ensure all of your cross references are correct.

- *Indexing*

Learn how to do indexing and you can build a glossary of defined terms useful and allows for consistency of use.

PART FOUR – SOME OBSERVATIONS ABOUT DRAFTING

Good drafting is learned and is learned by doing. All lawyers have begun by working on existing forms and changing them to fit the needs of the clients, but sometimes, the forms don't work. Then, the lawyer needs to be ready to start with a blank piece of paper. The following are observations based on many years of practice:

- *Be consistent.* Good draftsmen learn that stock phrases should always be the same unless a real difference is required. If in one sentence, you state, "the directors, officers, employees, and consultants of a Party," then in the next paragraph, it is jarring to read, "the officers, directors, agents, consultants, and employees of a Party." It isn't wrong, but it reads better when repeated consistently. Thus, pay attention to this detail.
- *Avoid archaic language.* While it might seem like "good legal writing" to use 18th-century English, we don't talk like that anymore, and our clients get confused when we do that. Examples of this are:
 - Jones Oil Company, a corporation organized under the laws of the State of Texas, (hereinafter referred to as "Jones"). It's better to say: Jones Oil Company, a Texas corporation ("Jones").
 - Payment may be effected by check or draft of Jones, providing for payment in lawful tender of the United States of America, which said payment shall be in the One Thousand, Four Hundred Ninety Two and 26/100 Dollars (\$1,492.26). It is better to say: Jones may pay \$1,492.26 by check. Honest. You need not spell out numbers. A good rule of thumb: one through ten are spelled out, and 11 to infinity are rendered merely as numbers.
 - *Avoid legal Latin, if you can.* *Supra, infra, vel non, in haec verba*, and other phrases like that, while fun to use, confuse our clients, and we can use English instead. Just because it is in a form doesn't mean it is worth keeping, or worse, repeating.
- *Legal Terminology*

- The term “fee simple” is generally understood; “fee simple absolute” is less understood, and few will understand enfeoffment.
- “Signed” is much better than “executed;” people understand signatures but aren’t sure how to execute.
- The term “Witneseth” is often seen – it is a hangover from 19th century legal drafting, where lawyers were trying to give weight to their documents by using an archaism. It derives from when transactions were verbal, then a scribe or a notary was commissioned to write down the terms, and the document “witnessed” the actual transaction. Useful a millennium ago, less useful now.
- *Develop standard contract phrases and paragraphs and put them where you can find them readily.* I have probably two dozen “canned phrases” which I have saved on my computer, and I use them in many of my documents. Here are two examples:
 - “This Agreement may be signed in multiple counterparts, each of which shall be an original and all of which taken together constitute one instrument; provided this Agreement shall be effective as to each party when he, she, or it signs at least one counterpart of this Agreement. In making proof of this Agreement it shall not be necessary to produce or account for all counterparts, and it shall be sufficient to produce but one counterpart original signed by the party sought to be charged.”
 - “This Agreement and the other documents and instruments delivered (except as otherwise specifically provided) shall be governed by and construed in accordance with the laws of the State of Texas applicable to agreements performable entirely within that State, excluding any conflicts-of-law rule or law which might refer such construction and interpretation to the laws of another State.”

- *Have some organizational scheme in mind.* Chronological order is one way of approaching a problem. First, Party A does one thing, then Party B does something in response, then both Parties do something together. Party A will provide access to all of its data about an area, and then Party B will examine it, analyze the data, and will propose a well at a specific location. Together the Parties will participate in the drilling of the well.
- *Read it aloud.* If it doesn't read well when read aloud, it probably isn't written well. This will also help you proof your document. Later versions of Word can read the document to you, and it sometimes helps. When I was a young associate, my wife suffered through endless readings of documents, and would tell me when my writing was confusing.
- *Stilted language confuses people.* Your clients prefer direct, easy-to-understand agreements and documents, and it is unnecessarily confusing to use deliberately obfuscatory language, and often, it is a sign that the drafter doesn't grasp the material. The best praise a lawyer can receive, at least in this industry: "It doesn't read like a lawyer wrote it."

If you have some spare change, I'd recommend Kenneth A. Adams, *A Manual of Style for Contract Drafting*, available in multiple editions. I don't agree with all that he does, but it sure is an improvement over the forms that seem to be in wide use. It is available on Amazon, both as a hard copy print form and as a Kindle download.

Law School Requirements

Honor Code

The Law School Honor Code applies to all parts of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please ask if you have questions regarding how the Honor Code's provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is considered a pledge by you under the Honor Code to follow the Honor Code in relation to this course and to follow the instructions in the course syllabus.

Student Attendance

Students are expected to attend class under Law School policies that require that a student go to 80% of the class sessions – despite excused absences. Please note: (a) this is a Law School requirement, not mine; (b) missing a class doesn't mean that a student may miss an assignment. **For a class that meets 13 times, that means that after three absences, a student will fail the course.** Remember: late assignments are absences. If a student cannot attend class, they should tell me about that in advance, and the absence will be excused if, and only if, the student has reviewed the recording and has told me in writing advising me that the recording has been reviewed.

Remote Classes; Recordings

The classes will be recorded. I have no control over that process, I have assumed those recordings will be available soon after the class is over. If you must miss a class, ask me for a path to the recordings, and I will supply it or forward the recording to you.

This course is designated as a face-to-face course, and students are expected to be physically present in the classroom for all class sessions. I will try to have the recorded lecture available. The Law School policy is that I can only do that three times during the semester, remote attendance beyond three sessions will be counted as an absence.

If you wish, you may record the class, especially if you have a disability (see below, Academic Adjustments).

My Attendance

I'll try and make all the classes, but I might miss one. I'll email, text or post on Canvas when I know that I can't make class, so please check your various communication devices on the day of class. I'll do my best to give you ample warning. The Law School has a list of make-up dates if I miss an class, and should I miss, then the make-up date will be sent to you.

Course Hours

The course hours are from 4:00 to 6:00. Under Law School policy, that translates to 100 minutes of actual class time, not 120 minutes. I intend to run the class from 4:00 to 5:50, so the extra ten minutes, over the semester, will equate to an extra class. This, I hope, will obviate the need for any make-up classes if I miss one. If this creates a problem for a student, please let me know, and we'll work around it somehow.

Grades

Final grades in the course will be assigned under the Law School's policies in place, which will mean that grades must be within a specified range, and, to meet the policy requirements, it might mean that the average of the exercises and assignments won't determine your final grade. That specified range varies occasionally and by class size, and while, when this is being written, I don't know what these ranges might be, you will be told. I can't question or change the Law School's policies, and I intend to follow them.

Pass/fail is an option. So far as I am concerned, you may choose that whenever the Law School permits.

I have discovered that placing grades on students' papers has resulted in expectations I can't fulfill: a student might receive two or three B+ grades, an A, and a few others, and is disappointed at the end of the semester to discover that didn't translate out to a high average, after applying the Law School policies. The "grade" on your assignment will be a good, very good, excellent, not so good, or words of that type – those do not have analogs with B, A-, A, or C.

Generally, I will review the assignments, consider the student's class participation, whether a student has managed to at least read some of the material, and a student's timeliness in turning in assignments in an unscientific, but not arbitrary, manner and issue grades based on the Law School policy. That means that one or more of you will be unhappy; I'm sorry, but life works out that way. I try to get the highest average I can, but I am constrained by Law School policy. I've tried for exceptions in the past – they aren't given out, and I've lost that argument for several years, and I expect that I would lose it this year.

Be aware, by now, that the Law School requires that grades be curved, and that there is an upper and lower range for the grades. While every student may have done exceptional work, the Law School policy requires that the grades be curved.

Some of you may be disappointed because I have marked your papers and have stated that you have done good work or something like that. You may have that on all your assignments, but you won't get an A in the course. The reason for that is there are other students in the course, and they may have done work slightly better than you, or they may have participated in the class discussions more than you did. Because of the curve requirements, even though you did exemplary work, I can't give out all As, and if your work was slightly below somebody else's work, they'll get the A, and you may get a B+. It is made much more difficult because of the small number of J.D. students, which limits my options even further. The pass/fail option reduces the number of students for letter or numeric grades, and a small class makes the process even more difficult.

Grading is an arduous process, and it isn't made any easier by the fact that all grades must meet the Law School's policies. Class participation will be part of the course grade, and students are expected to participate in class discussions.

Failure to meet a deadline will cause a penalty. I don't consider a reasonable excuse to be that "somebody else was supposed to email it," nor are your dog's dietary requirements a reason for not turning in an assignment. If you consider me to be a client, and you to be a lawyer, recognize that clients will not be overly thrilled with those excuses. That means that if you are sick, out of town, interviewing for a job, or any of the many reasons that would be a

good excuse, that doesn't mean you need not turn it in on time; if it is late, it is late.

Exams

There will be no final examination in this course – I intend to work the students hard during the course, and that should be enough. Given the class, a final would be meaningless. Your attendance, your weekly assignments, and your participation take on a great deal of meaning: there will not be an opportunity for you to impress me with how much you crammed for the exam. There won't be one.

Communications

Email

Students should send their work, in Word format via Canvas. If Canvas isn't available, send it by electronic mail to TRB@explorationlaw.com.

Telephone Calls and Texts

I'd prefer that students communicate by Canvas. A student may communicate with me by email or text. I will respond as soon as I can, but please note that may not be right away. My email is trb@explorationlaw.com and my text number is (833) 209-8519. I will respond as soon as I can do so. My telephone number is (713) 840-8250, and if you reach my voice mail, please leave a message with your name, telephone number, and a time when I may call back.

Office Hours

I don't maintain an office at the Law School. If you need to visit with me in person, let me know, and we'll determine a time and place to meet. I will be available for a short while after class.

Laptops and Cell Phones

Use of laptops or iPads (or the equivalent) during class is allowed – and encouraged. If you have set up your laptop to play sounds or music when email arrives, or when documents are opened, either turn that feature off, mute it, or lower the volume to where it will not be an annoyance. To surf the web instead of paying attention, that's your choice – just don't interrupt or bother me or the rest of the class.

Please turn off, mute, or change your cell phones to a vibrate mode. If there is a reason to leave it on because of family or other emergencies, that's understandable, but if you must have a conversation, please leave the room. You need not ask me.

Artificial Intelligence

General Policy

The software technology known as artificial intelligence has recently expanded its capability to generate text (AI Generated Text). Examples of the technology include “generative” large language models (LLMs), and a specific implementation what is well known in the general public is ChatGPT. These systems can generate text in response to prompts and/or input of other text/documents/code/images. AI-generated text often mimics human-like writing. AI Generated Text can include computer code or programs and human language content.

Except as discussed below, a student’s enrollment in this course is a pledge under the Honor Code to not prompt, generate, obtain, read, or use any AI Generated Text about any activity or assessment in this course. This pledge includes that your assessment work product in the course is with no contribution from AI Generated Text. This specifically extends to the plagiarism policy and unauthorized aid/materials parts of the Honor Code: AI Generated Text will be treated as from another/others in applying the plagiarism policy to this course. The term “assessment” means any work product generated for this course submitted to the instructor or presented in a class session, regardless whether it is graded content or not. Assessments include mid-terms and final exams. AI Generated Text may not be used in the development or drafting of any assessments created by you in a non-proctored environment, such as a “take home” final examination unless specified as an exception below. The parts of the Honor Code that refer to unauthorized materials or aid are specifically prohibited from any use of AI Generated Text in this course unless specified as an exception below.

Exceptions to the General Policy

These activities are exceptions to the immediately preceding paragraph; the intent of these exceptions is to allow use of AI Generated Text for specifically and narrowly defined activities in relation to this course:

1. summarizing articles or information in the Modules for your own use;
2. creating content for an outline that you use exclusively to summarize the course content;
3. “conversing” with the AI Generated Text software system to create hypotheticals to better understand course content, alone or with others; or
4. checking text drafted by you for misspellings, grammar and punctuation errors, strength and clarity of prose, verbosity, effective transitional language and thesis sentences, word choice, excessive passive voice, and like things.
5. Students may use artificial intelligence, but some cautions are in order:
 - a. Beware of hallucinations; not all AI tools return real results, so check and double check all sources;
 - b. Develop your own writing style; AI doesn’t do legal writing well;
 - c. Using Lexis, WestLaw, FastCase, and other research tools probably count as AI, so you are encouraged to check with the library to ensure you know how to use these tools.

I do not check for Artificial Intelligence plagiarisms. The only caution I have is to urge you to be careful and use common sense. If you are citing a case or an article, make sure that the case or article actually exists. **Read your work, whether you use Artificial Intelligence or not, check all citations, and make sure you have properly summarized or quoted them.**

Counseling and Psychological Services (CAPS)

I understand that sometimes, people are overwhelmed by their circumstances. If you feel comfortable talking to me, please do so. I might be able to help. If not, then keep reading.

The University of Houston has several resources to support students' mental health and overall wellness, including CoogsCARE and the UH Go App. UH Counseling and Psychological Services (CAPS) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides

individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit uh.edu/caps, call (713) 743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call (713) 743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

Sexual Misconduct Policy

The University will maintain and strengthen an educational, working, and living environment where students, faculty, staff, and visitors are free from discrimination and sexual misconduct. If you have experienced an incident of discrimination or sexual misconduct, a confidential reporting process is available to you. For more information, please refer to the University system's Anti-Discrimination Policy SAM 01.D.07 and Sexual Misconduct Policy SAM 01.D.08, available here:

<http://www.uhsystem.edu/compliance-ethics/uhs-policies/sams/01-general-information/index.php>

<http://www.uhsystem.edu/compliance-ethics/docs/sam/01/1d7.pdf> (antidiscrimination)

<http://www.uhsystem.edu/compliance-ethics/docs/sam/01/1d8.pdf> (sexual misconduct)

Please be aware that under the sexual misconduct policy, SAM 01.D.08, faculty must report to the University any information received regarding sexual misconduct as defined in the policy. The reporting obligations under the sexual misconduct policy reach employees and students. Also, as a required reporting party, Law Center employees and faculty members are not a confidential resource.

Academic Adjustments

The University of Houston is committed to providing an academic environment and educational programs accessible for its students.

Any student with a disability experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center quickly to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

If your disability will affect how you attend class, let me know, and I'll do my best to accommodate your challenge, but if I don't know about it, it may be difficult for me to make the accommodation.

Names and Pronouns

Chosen names and preferred pronouns (including non-binary ones such as they/them/their) will be respected in my classroom. Please contact me at any time if you want to make me aware of your chosen name or preferred pronoun, or if you have concerns about how I or your classmates address you.

Syllabus Changes (required for all courses)

I may need to change the course syllabus if circumstances justify. Notice of such changes will be announced quickly through text or email.