**Construction Law Guide**

**(Course using a published textbook)**

 The sample syllabus contemplates a traditional three-credit, lecture and discussion course using the American Bar Association Forum on Construction Law textbook, Construction Law (2d ed. 2019). The textbook features relatively concise chapters on distinct aspects of construction law written primarily by experienced construction lawyers, rather than by academics, although many of the authors teach construction law courses as adjunct professors. In the aggregate, the chapters provide a suitable overview of construction law by covering the fundamentals of representing construction industry clients and addressing construction industry disputes from practical perspectives.

 Covering all the chapters is feasible in a standard three-credit course. The sample syllabus assigns the entire textbook and follows the book’s organization, except for assigning Chapter 23 (Public Construction Contracting) early in the term to provide a more comprehensive introduction to construction law. Depending on course objectives and focus, however, some instructors may wish to make other adjustments in the reading order or may choose to omit certain chapters entirely. Some instructors may decide to move more slowly through the textbook during the early part of the term and to make up time with more aggressive reading assignments later. I recommend the pace proposed in the sample syllabus, which covers much ground quickly, because that gives the students a solid background in construction law as a basis for more meaningful class discussions at a relatively early stage.

 The textbook includes fewer and more highly edited cases than conventional law school courses. Instructors who prefer to emphasize case analysis or to include regular Socratic dialogue may decide to assign the full text of many of the cases. They may also wish to assign supplemental cases addressing certain key issues to which the textbook offers limited coverage, including some cases from the jurisdiction or jurisdictions in which most students in the class expect to practice.

 While the sample syllabus contemplates a traditional lecture and discussion format, it can also be used with the problem method. The “Questions” section at the end of each chapter provides material for hypotheticals to discuss in class or for problem-solving assignments. One productive approach for problem-based class sessions is to pre-assign questions to individual students or small groups who will present their reactions during class. Questions at the end of the chapters, and variations on them, can also serve as graded assignments to be completed outside of class time.