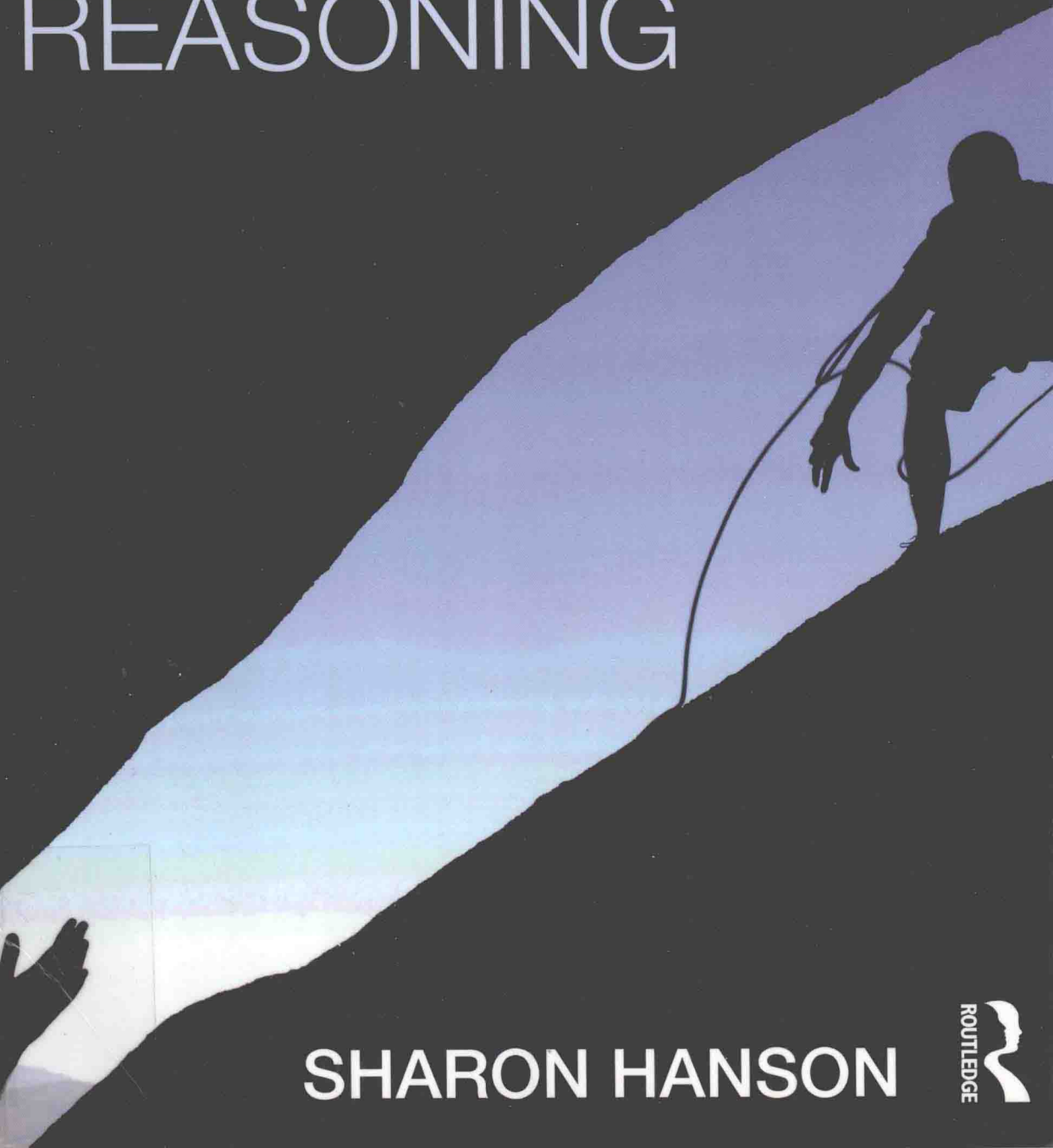


LEARNING LEGAL SKILLS AND REASONING



SHARON HANSON

ROUTLEDGE 

LEARNING LEGAL SKILLS AND REASONING

Sharon Hanson

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PREFACE

This new 27 chapter text, *Learning Legal Skills and Reasoning*, is based on the success of the 11 chapter *Legal Method, Skills and Reasoning*. Retaining the well-known user-friendly and practical approach of the previous text *Learning Legal Skills and Reasoning* contains 16 additional chapters exploring sources of law, general academic skills (writing, reading, referencing, speaking and study skills) and extending the original oral skills chapter into four chapters dealing with presentation and debating, mooted, negotiation and mediation.

The book reflects the need for new law undergraduates to grasp a broad range of skills and my commitment to delivering these in one manageable text retaining all that has gone before together with additions. The book enters into a direct dialogue with the reader, explaining how to understand and apply the full range of legal and academic skills required by law students. It covers basic issues of concern for many students as well as more sophisticated skills relating to arguing and reading the law.

Practical manuals do not aim to be encyclopaedic, and this one is no exception. It aims to engage the reader in a highly personalised conversation, at times presuming to voice their worst fears, 'What if I am not good enough?', 'What if I cannot understand?', 'What if I fail something?' At every point the book gives a context, and engages the student in a conversation about the matters under consideration. I retain my belief in the importance of diagrams to demonstrate interconnections that are not apparent from just reading or hearing narrative. They remain one of the particular characteristics of this text.

I am also particularly delighted that current colleagues at Canterbury Christ Church University have been able to be involved in the text. I am indebted to Dr Tobias Kliem, Senior Lecturer in Law for his careful consideration of the chapters on treaties and the EU. I am also extremely pleased that the director of our mediation clinic, Ben Waters, has been able to write the chapter on mediation. For the student there are a range of exercises and activities with suggested answers to test development of skills, together with glossaries of troublesome terms.

This book would not have been possible without the incredible support received from my editor Fiona Bridon and her assistant Emily Wells. I am indebted to you and the rest of the team.

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