

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF LAW

Mastering Legal Education

Fall 2022

Professor Jennifer E. Spreng

Contact:

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Lesar Law Building Room 212

Class Logistics:

Tuesdays 3:00-4:00 p.m.
Thursdays 3:00-4:00 p.m.
with exceptions

Office hours:

Tuesdays and Thursdays from noon to 1:00 p.m.
I am also happy to see students by appointment at other times.

In Mastering Legal Education, you will learn to “learn like a lawyer.” You will adopt a process, Prepare, Perform, and Improve (PPI) for high-impact learning and legal work preparation. You will also hone your legal reasoning and communication capacities; solve legal problems; communicate the solutions in writing; and then use the associated strategies to improve your learning in all your law school courses and activities.

The course begins with immersion in a signature legal reasoning and writing method to solve client problems that also follows the steps of PPI. An upper-class student mentor will lead a Study Group of your colleagues as you reflect on how to improve your learning and achievement with PPI and the signature method. Mastering Legal Education will then guide you to apply this signature method to learning in law school and examinations, so you maximize your success with both!

**Treat this syllabus like a court’s scheduling order.
You are responsible for knowing and complying with this syllabus,
especially assignment deadlines!**

CLASS INFORMATION AND POLICIES

1. Books and materials. We will use the following in this class:
 - Richard K. Neumann Jr., Sheila Simon & Suzianne D. Painter-Thorne, *Legal Writing* (4th ed. 2019) (this is your Legal Writing text).
 - Supplementary materials you will find on our D2L course management site.
 - Four highlighters – yellow, pink, green, and blue, which we will use for some in and out of class activities.
 - Strongly recommended: *Black’s Law Dictionary* (11th ed.) – a number of app and paper versions of this resource are available, but *Black’s* is also available to you without charge on Westlaw, a legal research database you will use as an SIU Law student.

2. Attendance. All school policies related to attendance and tardiness are in effect. Missing announcements, assignments, or in-class activities due to absence or tardiness may result in a loss of points. Otherwise, attendance is mandatory for all scheduled class meetings and other scheduled course activities.

3. Grades in Mastering Legal Education: Required Activities. You will receive a grade of either “satisfactory” or “unsatisfactory” in Mastering Legal Education, a 0.5 credit-hour course, depending in part on your performance with both required and scored activities. “Satisfactory” performance in a required activity evinces a **good, conscientious effort** to perform and/or produce a high-quality work product and improve at both learning, reasoning, and communicating like a lawyer. To receive a grade of “satisfactory” in Mastering Legal Education you must complete several required activities satisfactorily:
 - a. Attend class. You must attend class consistent with the School of Law Rules, specifically Rules III.5(f)-(g) and participate in class once there. Under Rules III.5(f)-(g) and the needs of this course, you may miss only one (1) Mastering Legal Education class. Mastering Legal Education classes are on Tuesdays and Thursdays of the first three weeks of school and some Tuesdays afterwards. See

the Class Activities Chart below for the complete calendar. To “participate in class,” you must be prepared for class, have all necessary materials, and contribute to class discussion and activities appropriately or you may be counted absent for purposes of this class attendance requirement. If you do not have a copy of an assignment required for a particular Mastering Legal Education class for use in that class when needed, you may be unprepared for that class.

Watching the Outlining Strategies video and scoring 100 percent on the quiz counts as class attendance for Week Eleven. See D2L for more details.

b. Attend and participate in Study Group meetings with Taylor Mattis Fellows. In Mastering Legal Education, you will be a member of a “Study Group” and one of the Taylor Mattis Fellows will lead your group. Your group and your Fellow will meet during four weeks of the term to discuss study strategies, examination preparation, legal reasoning methods, peer-to-peer advising issues, and other matters.

You must attend four “Study Group” meetings with a Taylor Mattis Fellow during the term. The four weeks when your Study Group must meet with your Fellow are as follows:

- Week Two
- Week Four
- Week Six
- Weeks Ten/Eleven

Your Taylor Mattis Fellow will be glad to meet with your Study Group at other times and any student individually. If you must miss a Study Group meeting, you must file a motion to extend time to make the meeting and then schedule to make it up with your Taylor Mattis Fellow.

4. Grades in Mastering Legal Education: Scored Activities. You will receive a grade of either “satisfactory” or “unsatisfactory” in Mastering Legal Education, a 0.5 credit-hour course, depending in part on your performance with both required and scored activities. **“Satisfactory” performance in a required activity evinces a good, conscientious effort to perform and/or produce a high-quality work product and improve at both learning and reasoning like a lawyer.** Along

with completing required activities in paragraph 3 above, to receive a grade of “satisfactory” in Mastering Legal Education you must also earn eighty (80) of one hundred (100) points for the class:

a. Written assignments. **You must complete satisfactorily and timely submit assignments in the “Assignments Chart” below.** These will include brief, charting, writing, self-assessment, and examination-preparation assignments. You may expect to earn all the points for these assignments if when you turn them in, they are timely, consistent with all instructions and protocols for the course, and of satisfactory quality as defined above.

b. Individual Meetings. I welcome opportunities to meet with you in-person or on Zoom about Mastering Legal Education, improving your learning in other classes, or other matters of interest or concern to you. I am often in the office and available on Zoom. Email me for an appointment or drop by the office.

In addition, you must meet with me three times during the term during the weeks indicated on the Assignments Chart. At those meetings we will discuss recent assignments and feedback in Mastering Legal Education, your progress in law school, ways to provide you with appropriate academic support to maximize your law school success, and other matters. In general, you will receive all the points associated with individual meetings if you come to the meeting on time, without excessive rescheduling, and prepared to discuss the matter indicated in the Class Activities Chart below for each meeting.

I may also ask to meet with you on other occasions as well. In my role as an Academic Success professor, I will provide you with many opportunities to improve your legal reasoning and learning skills. For example, either your Taylor Mattis Fellow or I will be glad to meet with you, help you select activities for improvement, review practice examination questions, or give you other coaching to help you develop your skills. You should feel free to ask for help with improvement even if I do not. Please take advantage of all opportunities I or anyone else at SIU can provide to help you maximize your law school success!

c. Professionalism. Professionalism, including professional participation in class and completion of activities to support your learning where performance dictates, constitutes a portion of your final grade for the fall semester.

Professionalism's roots are the lawyer's understanding that this profession holds itself to the highest ethical and professional standards. For this grade category, "professionalism" is "student professionalism," defined as follows:

Conduct whereby lawyers, in the ethical service of others, take personal responsibility to: (1) ensure they are competent in their understanding of the law; (2) pay close attention to detail in their work product and use of language; (3) simultaneously handle multiple tasks when necessary in a timely manner so as to meet obligations; (4) dress and groom in a manner consistent with their workplace culture; (5) treat others with respect, even in disagreement; (6) put the interests of clients before their own; and (7) protect the rule of law.

To maximize this portion of your final grade, do the following: actively read and prepare for each class session; arrive to every class on time and ready to participate; be respectful and courteous to everyone in the classroom; do not talk, text, or use cell phones or other electronic devices during lecture except as such use may be directly related to the class; make every effort to improve your skills as the semester progresses, including completing supplementary activities for the purpose; and thoughtfully engage in discussion if called upon in the class.

Because I assume all law students arrive at law school with a sense of professionalism, all students will begin each semester with the full portion of their grade devoted to professionalism. Deductions may result in I will then deduct points accordingly, solely and entirely in my discretion, for each instance of unprofessional conduct. Successful completion of the Syllabus Quiz on D2L will avoid any related loss of points.

d. Other. I retain the discretion to add or deduct points/credit related to professionalism, participation, preparedness, attendance, quizzes, extra credit and activities not otherwise indicated on this syllabus.

5. Assignment deadlines. See the appropriate assignment sheet and the Assignments Chart for assignment due dates. Each of the assignment sheets also lists the items you must post in the D2L assignment drobox by the deadline to receive full credit. Note that the rules below apply both to Legal Writing and Mastering Legal Education.

a. Late submission. Do not turn in written assignments late. See the chart below for the consequences of turning in assignments after the due date and time as indicated in the Assignments Chart below. The only exceptions to this policy require that you file a Motion for Extension of Time as explained in subsections (b) and (c) below.

POINTS AVAILABLE FOR ASSIGNMENT	POINTS DEDUCTED IF UP TO 24 HOURS LATE	POINTS DEDUCTED IF UP TO 48 HOURS LATE
Up to and including 5 points	50 percent	No credit after 24 hours
More than 5 points	25 percent	50 percent No credit after 48 hours

b. Motions for Extension of Time. In rare circumstances, I might extend your time to turn in a response to an in-class activity or out-of-class assignment or to attend a class or meeting with or without a penalty but only if you file a Motion for Extension of Time with grounds showing good cause for the exception with a proposed Order, both clearly stating relief requested.

I am most likely to grant your motion if you anticipate a life event that will interfere with your complying with a due date or activity and file the Motion for Extension of Time prior to the assignment due date or in-class activity. Otherwise, assume I will only rarely grant Motions for Extension of Time and probably never if the proposed due date is on or after the next assignment due date unless COVID-19 has interfered with your ability to meet the deadline.

c. Process for moving for an extension of time. Forms for a Motion for Extension of Time and proposed Order are available on D2L in the Syllabus and Supporting Materials Module. To move for an extension of time, you must file both documents by emailing them to me. **You must state grounds that show good cause to extend time and/or for any other relief you request.** The forms apply primarily to late submission of written work, but you may modify them to make analogous requests. You have the responsibility of bringing your motion to my attention and including in the proposed order the provisions you wish me to sign. I am not responsible for responding to motions I overlooked, did not receive, or inadvertently lost.

6. Course Management System. Our course materials, class reading and other assignments, sign-up sheets, and assignment submission dropboxes will appear on our Desire2Learn course management site (D2L). **I will not accept submissions via email except in unusual situations.**

7. Taylor Mattis Fellows and Mastering Legal Education. Taylor Mattis Fellows are carefully selected upper-class students who serve as Study Group leaders and mentors for first-year students. Taylor Mattis Fellows have demonstrated high capacity for maximizing their learning in law school with proven methods and mindsets they want to share and model to others. Our Taylor Mattis Fellows for Mastering Legal Education are:

- Katharine Bauer (katharine.bauer@siu.edu)
- Sean McDowell (sean.mcdowell@siu.edu)

I will assign each of you to a Study Group with a particular Taylor Mattis Fellow as your leader shortly after the beginning of the term. That Fellow will lead four Study Group meetings this term, give in-class demonstrations and other support, mark Brief assignments, assist you with examination preparation strategies, and serve as your peer mentor for questions and concerns about law school and being a law student.

8. American Bar Association (ABA) Standard 310. Under the ABA Standards for accrediting law schools, a credit hour is, “an amount of work that reasonably approximates not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time.”

For a one-half-credit course such as Mastering Legal Education, the Standard means a student must attend at least **twenty-five (25) minutes** of class each week (one classroom hour = fifty (50) minutes). The ABA also requires that students in a two-credit course spend **at least one hour** per week on out-of-class work. Note that these are minimum requirements. You may assume you will spend much more than this bare minimum doing assignments for Mastering Legal Education given the nature and importance of the subject.

**THIS SYLLABUS IS A LIVING DOCUMENT AND IS
SUBJECT TO CHANGE AT MY
SOLE DISCRETION**

ASSIGNMENTS CHART
Mastering Legal Education

ASSIGNMENT	DUE	PTS
Orientation Writing Assignment	TUESDAY, August 23 by the start of class	5
Brief One	Sunday, August 28 by 11:59 p.m.	5
Study Schedule	Sunday, August 28 by 11:59 p.m.	5
First Project – Outline Chart	Sunday, September 4 by 11:59 p.m.	5
First Project - Essay	Sunday, September 4 by 11:59 p.m.	10
Briefs Two	Sunday, September 4 by 11:59 p.m.	5
FIRST INDIVIDUAL MEETING	Week of September 5	5
First Project Self-Assessment	THURSDAY, September 8 by 11:59 p.m.	5
Second Project – Outline Chart	Sunday, September 11 by 11:59 p.m.	5
Second Project – Essay	Sunday, September 11 by 11:59 p.m.	10
Second Project – Self-Assessment	THURSDAY, September 15 by 11:59 p.m.	5
SECOND INDIVIDUAL MEETING	Week of September 19	5
Outline Excerpt	Sunday, September 25 by 11:59 p.m.	5
Practice Mid-term Self-Assessment	THURSDAY, September 29 by 11:59 p.m.	5
THIRD INDIVIDUAL MEETING	Week of October 31	5
Outlining Strategies video and quiz	Sunday, November 6 by 11:59 p.m.	-
Points assigned as needed	As applicable	5
Professionalism	As applicable	10
TOTAL		100

CLASS ACTIVITIES CHART

Remember to check to see if the reading/assignment list carries over to the next page!!

CLASS	READINGS	ASSIGNMENTS
Unit One: Immersion in Legal Reasoning		
<p>Week 1 Tues., Aug. 23</p>	<p style="text-align: center;">INTRODUCTION TO MASTERING LEGAL EDUCATION</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ Orientation Writing Assignment (“The Judgment of Solomon”) ✓ All of the materials in the D2L “Start Here” module 	<p>DUE – TUESDAY, August 23 by the time class begins on D2L – Orientation Writing Assignment (“The Judgment of Solomon”).</p> <p><i>Please come to class prepared</i> to discuss the following:</p> <ul style="list-style-type: none"> ✓ Whether King Solomon awarded the baby to the correct woman and why. ✓ What authority(ies) or principle(s) King Solomon relied on in making his decision. ✓ How lawyers could have helped the women present their cases and meet their goals better in the dispute resolution process before King Solomon.
<p>Week 1 Thur., Aug. 25</p>	<p style="text-align: center;">EUPHORIA AGGRESSIVE PANHANDLING ORDINANCE</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ✓ Review your Orientation Oath ✓ Review the qualifications and eligibility requirements to be a member of the Illinois bar in Illinois Supreme Court Rules 701 and 708. ✓ Euphoria City Aggressive Panhandling Ordinance 	<p><i>Please come to class prepared</i> to discuss the following:</p> <ul style="list-style-type: none"> ✓ The power of growth mindset in law school. ✓ How to organize your time to achieve “success,” “professional development,” and “personal fulfillment” this term. ✓ What your “Study Schedule” should contain. ✓ Best practices for pre-class preparation, during-class performance, and post-class improvement. ✓ What the Euphoria City Aggressive Panhandling Ordinance permits and does not.

WEEK TWO – Aug. 29-Sept. 5

First Study Group Meeting

Conversation topics may include productive briefing, class preparation, and self-assessment.

<p>Week 2 Tues., Aug. 30</p>	<p>ANALYZING LAW AND FACTS</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none">✓ First Project Assignment materials✓ Euphoria City “Aggressive Panhandling” Ordinance. <p>Sign up for your First Individual Meeting with me by Sept. 4.</p>	<p>DUE – SUNDAY, August 28 by 11:59 p.m.:</p> <ul style="list-style-type: none">✓ Brief One – possession✓ Study Schedule <p><u>Please come to class prepared</u> to discuss the following:</p> <ul style="list-style-type: none">✓ How we know if someone violates the Euphoria City Aggressive Panhandling Ordinance.✓ The “elements” of a violation of the Euphoria City Aggressive Panhandling Ordinance.✓ What the word “relevant” means – hint: look it up in Black’s Law Dictionary before class!✓ What an “inference” is – hint: look it up in Black’s Law Dictionary before class, too!!✓ How the steps of legal reasoning translate to Preparation-Performance-Improvement and the Signature Method
<p>Week 2 Thurs., Sept. 1</p>	<p>SOLVING LEGAL PROBLEMS</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none">✓ First Project Assignment materials✓ Euphoria City “Aggressive Panhandling” Ordinance.✓ Definition of “relevant” from Black’s Law Dictionary✓ Definition of “consent” from Black’s Law Dictionary—and do you remember it from the Lawyering Fundamentals course?	<p><u>Please come to class prepared</u> to discuss the following:</p> <ul style="list-style-type: none">✓ The charting method for solving the problem in the First Project.✓ A process for legal problem-solving: applying law to facts.✓ How to chart the law and facts to solve problems about panhandling in Euphoria City.✓ How “read and write across the chart” to convert an Outline Chart to a document that expresses the solution to a problem in writing.✓ Why we state the law first in a legal argument and then show application.

WEEK THREE – Sept. 6-10 (Tuesday through Saturday)

First Individual Meeting

Sign up by September 4, 2022 at 11:59 p.m.

Be prepared to discuss the following:

- ✓ Your Study Schedule
- ✓ Your First Project Outline Chart and Office Memorandum
- ✓ Your first two briefing assignments and outline charts

<p>Week</p> <p>3</p> <p>Tues., Sept. 6</p> <p>First Individual Meeting week</p>	<p>ANALYZING POSSESSION LAW</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ Second Project Assignment Memorandum ✓ Euph. St. Code § 39-17-417 ✓ <i>People v. Adams</i> ✓ <i>People v. Bogan</i> ✓ <i>People v. Moore</i> ✓ Police Report 	<p>DUE – SUNDAY, September 4 by 11:59 p.m.:</p> <ul style="list-style-type: none"> ✓ First Project Outline Chart and Office Memorandum ✓ Briefs Two <p><u>Please come to class prepared</u> to discuss the following:</p> <ul style="list-style-type: none"> ✓ The Signature Method for preparing legal documents. ✓ The directions and requirements for the Second Project. ✓ The elements of Euph. St. Code § 39-17-417. ✓ How the law says to know if Mack Strong constructively possessed the marijuana according to <i>People v. Bogan</i>. ✓ What <i>People v. Adams</i> and <i>People v. Moore</i> add to your understanding of how to determine if someone constructively possessed marijuana. ✓ How to chart cases—specifically, how “case facts,” holdings, and reasoning fit into an Outline Chart. ✓ Sources/types of feedback in law school. ✓ Identifying “feedback” from class, from impressions of knowledge after class, and when summarizing notes.
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<p>Week</p> <p>3</p> <p>Thurs., Sept. 8</p> <p>First Individual Meeting week</p>	<p>CHARTING AND WRITING ABOUT POSSESSION LAW PROBLEMS</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ Second Assignment Memorandum ✓ Euph. St. Code § 39-17-417 ✓ <i>People v. Adams</i> ✓ <i>People v. Bogan</i> ✓ <i>People v. Moore</i> ✓ Police Report 	<p>DUE – THURSDAY, September 8 by 11:59 p.m.:</p> <p>✓ First Project Self-Assessment</p> <p><u>Please come to class prepared</u> to discuss the following:</p> <ul style="list-style-type: none"> ✓ “Hierarchy” and “weight” of judicial authority – what case opinions “control” or don’t. ✓ The difference between “facts” and “evidence.” ✓ The difference between “facts” and “conclusions about the facts.” ✓ The “facts” in the police report that are “relevant” and where they belong on an Outline Chart. ✓ “Writing across the chart” to write a well-structured CRAC or CREAC legal argument.
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Unit Two: Legal Reasoning and Writing on Exams

WEEK FOUR – Sept. 12-18

Second Study Group Meeting

Conversation topics may include introduction to outlining and examination preparation, particularly the significance of rules and reasoning in case law.

<p style="font-size: 24pt; font-weight: bold;">Week</p> <p style="font-size: 24pt; font-weight: bold; text-align: center;">4</p> <p style="text-align: center;">Tues., Sept. 13</p>	<p style="text-align: center; font-weight: bold;">GATHERING and USING FEEDBACK ABOUT LEARNING IN LAW SCHOOL</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ Second Assignment Outline Chart and Office Memorandum ✓ First and Second Project Self-Assessment sheets 	<p>DUE – SUNDAY, September 11 by 11:59 p.m.:</p> <ul style="list-style-type: none"> ✓ Second Project Outline Chart and Office Memorandum <p>DUE – THURSDAY, September 15 by 11:59 p.m.:</p> <ul style="list-style-type: none"> ✓ Second Project Self-Assessment <p><i>Please come to class prepared</i> to discuss the following:</p> <ul style="list-style-type: none"> ✓ Sources/types of feedback in law school. ✓ Identifying “feedback” from class, from impressions of knowledge after class, and when summarizing notes. ✓ How useful were your case briefs in your charting and writing processes. ✓ How to use a professor’s or Fellow’s oral and written feedback for learning and improvement.
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WEEK FIVE – Sept. 19-23

Second Individual Meeting

Sign up by September 11, 2022 at 11:59 p.m.

Be prepared to discuss the following:

- ✓ Second Project Outline Chart and Essay
- ✓ Types of feedback and their uses
- ✓ Appropriate revisions to your study schedule

<p>Week 5 Tues., Sept. 20</p> <p>Second Individual Meeting week</p>	<p>CHARTING AND WRITING ON EXAMINATIONS</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ Review and bring your Second Project Outline Chart and Office Memorandum ✓ Second Project sample answer ✓ Model examination question, scratch paper, and answer with rubric 	<p><u>Please come to class prepared</u> to discuss the following:</p> <ul style="list-style-type: none"> ✓ What “taking exams” will be like. ✓ Whether you should adjust your Study Schedule to take exam preparation into account. ✓ Key characteristics and structures in your Second Project Outline Chart and Office Memorandum for examination purposes. ✓ Key characteristics and structures in the model examination scratch paper and answer. ✓ How the writing class products are similar and different from the model examination products. ✓ Why and how preparing an Outline Chart is similar to preparing outlines for examinations. ✓ The goals and process for outlining in anticipation of exams.
<p>WEEK SIX – Sept. 26-Oct. 2 Third Study Group Meeting Conversation topics may include preparing for mid-terms in light of the practice mid-term.</p>		
<p>Week 6 Tues., Sept. 27</p>	<p>SIMULATING A MID-TERM EXAMINATION</p> <p>In this class you will take a simulated mid-term examination, debrief the experience, and start assessing your answers. Prepare for the exam and be ready to start the simulated exam when class begins.</p>	<p>DUE - <u>SUNDAY, September 25 by 11:59 p.m.</u> –</p> <ul style="list-style-type: none"> ✓ Outline Excerpt <p><u>Please come to class prepared</u> to do/discuss the following:</p> <ul style="list-style-type: none"> ✓ Taking a simulated mid-term examination and “the experience” of doing so. ✓ Debriefing the simulated mid-term examination and your preparation. ✓ Assessing your performance on a mid-term examination.

<p>Week 7 Tues., Oct. 4</p>	<p>ASSESSING THE PRACTICE MID-TERM</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ Your Practice Mid-term answer and accompanying documents (e.g., your outline/chart of your answer). ✓ Your self-assessment of the Practice Mid-term 	<p>DUE - <u>SUNDAY, October 2 by 11:59 p.m.</u> –</p> <ul style="list-style-type: none"> ✓ Practice Mid-term Self-Assessment <p><u>Please come to class prepared</u> to discuss the following:</p> <ul style="list-style-type: none"> ✓ Assessing your Practice Mid-term answer against a “sample” answer. ✓ What can you learn from the Practice Mid-term process to improve your performance during mid-term week to make your answers conform more to the standards of the sample answer. ✓ Planning for “after the mid-term period” – reviewing exams, using exam results as feedback, and shifting to final examination study.
<p>Week 8</p>	<p>MID-TERM WEEK</p>	
<p>Unit Three: Final Examination Preparation</p>		
<p>WEEKS TEN and ELEVEN – Oct. 28-Nov. 6 (Friday groups meet October 28) Fourth Study Group Meeting Conversation topics may include TBA.</p>		
<p>WEEK ELEVEN – Oct. 31-Nov. 6 Third Individual Meeting Sign up by Sunday, October 31, 2022 at 11:59 p.m. Be prepared to discuss the following:</p> <ul style="list-style-type: none"> ✓ Your mid-term exam experience and preparing for final examinations ✓ Bring one of your outlines to the meeting and prepare to give me a “tour” that will show how it will help you on an exam 		

<p>Week 11 Tues., Nov. 1</p>	<p style="text-align: center;">OUTLINING STRATEGIES FOR MORE COMPLEX LAW</p> <p style="text-align: center;">NO CLASS, but . . .</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ Watch the “Outlining Strategies” video by Sunday, November 6 at 11:59. ✓ Take the Outlining Strategies quiz. <p style="text-align: center;">The video and 100 percent score on the quiz count as class attendance for this week.</p>	<p><u>The topics in the video will include</u> the following:</p> <ul style="list-style-type: none"> ✓ Preparing a final examination study plan. ✓ The full-course outlining process. ✓ What role cases and case facts play in outlines. ✓ What to include and take out of outlines. ✓ Converting the outline to a final examination writing tool, just like a really big outline chart.
<p>Week 12 Tues., Nov. 8</p>	<p style="text-align: center;">EXAMINATION PREPARATION STRATEGIES I</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ TBA 	<p><u>Please come to class prepared</u> to discuss the following:</p> <ul style="list-style-type: none"> ✓ Practicing for specific subject matter examinations. ✓ When final examinations occur and how to use time between now and those examinations to maximize learning and success. ✓ What upper class students suggest as positive study strategies and tactics. ✓ What items you might include in a checklist for studying for the final memorandum.

<p>Week 13 Tues., Nov. 15</p>	<p>EXAMINATION PREPARATION STRATEGIES II</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> ✓ TBA 	<p><i>Please come to class prepared</i> to discuss the following:</p> <ul style="list-style-type: none"> ✓ Practicing for specific subject matter examinations. ✓ When final examinations occur and how to use time between now and those examinations to maximize learning and success. ✓ What upper class students suggest as positive study strategies and tactics. ✓ What items you might include in a checklist for studying for the final memorandum.
	<p>THANKSGIVING BREAK</p> <p>NO CLASS!!</p>	
<p>Week 14 Tues., Nov. 29</p>	<p>NO CLASS!</p>	