

**SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF LAW**  
**Lawyering Skills: Legal Writing I and Mastering Legal Education**

Fall 2022

Combined Class Logistics:

Tuesdays 9:00-10:00 a.m.  
Wednesdays 1:30-2:30 p.m.  
Thursdays 9:00-10:00 a.m.

Professor Kelly Collinsworth

[Kelly.collinsworth@siu.edu](mailto:Kelly.collinsworth@siu.edu)

Lesar Law Building Room 211

Office hours: I am on campus T, W, Th. I  
happy to meet with you if I am available.

**Lawyering Skills:** Legal Writing I and Mastering Legal Education are closely associated, required first-year courses in which you will “learn like a lawyer”; hone your legal reasoning and communication capacities; solve authentic legal problems and communicate the solutions in writing; and then use the resulting strategies to improve your learning in all your law school courses and activities.

The two courses begin together with immersion in a signature legal reasoning and writing method to solve client problems. Legal Writing then applies the signature method to more complex, authentic client representation challenges and the resulting communication products, such as office memoranda and a client interview. Mastering Legal Education applies the signature method to learning in law school and examinations, so you maximize your success with both.

Throughout, you will use learning methods and resources typical of law practice, improve your work product with feedback from many sources, learn our profession’s standards, and receive extensive mentoring, all while simulating your first client representation experiences!

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

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## 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).
- *The Bluebook: A Uniform System of Citation* (21st ed. 2020).
- Texas Law Review, *Manual on Usage and Style* (15th ed. 2020).
- LexisNexis, Interactive Citation Workstation – accessible through Lexis Advance; you will receive more information during Orientation.
- *Shelter: America’s Homeless Veterans*, <https://www.youtube.com/watch?v=A5JILc50vnI> – this Cabin Creek Films production is available to watch on YouTube; it is due to discuss in class during the second week of the term.
- 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 Lawyering Skills: Legal Writing. You will receive a letter grade in Lawyering Skills: Legal Writing. There are two hundred (200) points available in the class. You may earn points for assignments in both the Legal Writing (LW) and Mastering Legal Education (M) courses in Legal Writing. You will earn points for fully (F) and lightly (L) graded assignments, the citation mid-term examination, citation exercises, and other matters.

The allocation of points is as follows, with an explanation below of each category:

ACTIVITY	POINTS	PERCENT
Fully graded activities	110	55
Lightly graded “Writing and Charting” assignments	45	22.5
Lightly graded “Skills and Assessment” assignments	20	10
Citation exercises	9	4.5

Individual meetings	6	3
Professionalism	10	5
<b>TOTAL</b>	<b>200</b>	<b>100</b>

For more details, see the “Assignments Chart” (Appendix I). The Assignments Chart lists all assignments, citation exercises, the citation mid-term examination in this class, and their respective due dates, whether lightly or fully graded, and associated point allocations for both Legal Writing (LW) and Mastering Legal Education (M) assignments. The Class Assignments chart follows with day-to-day indications of all course activities.

a. Lightly graded assignments (65 points). The Assignments Chart indicates lightly graded assignments with an “(L)” and either yellow or blue highlighting. **Yellow** highlighted assignments are lightly graded “Writing and Charting” assignments. **Blue** highlighted assignments are “Skills and Assessment” assignments. See more about some of these activities below. You will receive feedback and other indications of progress on many of these activities in writing, class, and/or individual meetings.

You may expect to receive most if not all of the points for submissions that show a **good, conscientious effort** to produce a high-quality document that takes into account the following: (1) prior feedback, (2) protocols in the assignment sheets or otherwise posted on our course management site, (3) in-class coverage, and (4) appropriate progress toward producing a high-quality final document. Do not assume scores on lightly graded assignments are indicators of ultimate grades in the class, though the nature of formative assessment and feedback is that the better a product you turn in, the farther you will progress, often with gratifying impact on final grades.

b. Fully graded activities (110 points). The Assignments Chart below indicates fully graded activities with an “(F)” and **green** highlighting. You will receive a numerical score based on the absolute and relative quality of your work. Fully graded activities are:

- 10 points = Client Interview
- 20 points = Citation Mid-term
- 80 points = Project 3.2 Final Office Memorandum

c. Interactive Citation Workstation exercises (9 points). Learning how to use a legal citation manual and basic citation forms are vital to legal writing and law practice. To help, you will complete nine (9) Interactive Citation Workstation *Bluebook* exercises. Introductory video for many of the ICWs will be available to get you started and our Teaching Assistants will help you as you go. Links and directions for the exercises and videos are in the “Citation Exercises and Supporting Materials” module on D2L and in the weekly class modules. To start, you must sign up for my class, and you will find directions in the D2L module. The first exercise is due the Sunday after class begins, so give yourself plenty of time to orient yourself to the exercises and their requirements.

You will receive one (1) point for each exercise you complete with a score of seventy (70) percent by the due dates in the Assignments Chart below. You will have five (5) attempts

to reach the passing score. You will need to use your Bluebook carefully, with guidance from the resources listed above, to reach a passing score for each exercise. If you do not reach a passing score, you will receive a fraction of a point proportional to the number of questions correct; failing to reach a passing score for most exercises will be sufficient to decrease your ultimate grade in this course. If you do not learn to use your Bluebook to perfect citations, you will receive lower scores on both fully and lightly graded assignments as well as the Citation Mid-term. Be aware that especially early in your study of legal citation, some of these exercises will take as many as two hours to complete.

d. Required Individual Meetings (6 points). I welcome opportunities to meet with you in-person or on Teams about Legal Writing, Mastering Legal Education, or other matters of interest or concern to you. 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 Legal Writing and 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. You will receive two (2) points for scheduling and attending each scheduled meeting.

I may also ask to meet with you on other occasions as well.

e. Professionalism (10 points). Professionalism, including professional participation in class, 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 research, writing and analysis skills as the semester progresses; 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. I will then deduct points accordingly, solely and entirely in my discretion, for each instance of unprofessional conduct.

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

4. Grades in Mastering Legal Education. You will receive a grade of either “satisfactory” or “unsatisfactory” in Mastering Legal Education, a 0.5 credit-hour course. “Satisfactory” performance evinces **a good, conscientious effort to produce a high-quality work product and improve at both learning and reasoning like a lawyer.** To receive a grade of “satisfactory” in Mastering Legal Education you must complete the following 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), **you may miss only one (1) Mastering Legal Education class.** Mastering Legal Education classes are those indicated with an “M” in the Class Activities Chart below. Most, but not all, Mastering Legal Education of the classes are on Wednesdays. 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.

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

- Week Two
- Week Four
- Week Six
- Week Ten or Eleven (Friday meetings occur in Week Ten)

Your Taylor Mattis Fellow will be glad to meet with your Study Group at other times and any student individually.

c. Complete and timely submit required assignments. **You must complete satisfactorily and timely submit all assignments indicated with an “M” in the “Assignments Chart.”** In general, these will include Brief assignments, Charting assignments, and other Mastering-specific assignments. Some of those assignments also contribute to your grade in Legal Writing and therefore fulfill requirements in both courses. If you submit an assignment consistent with paragraph 5 below for Legal Writing, the assignment will be “timely” for Mastering Legal Education, but 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. See subsection (a) above.

d. Required Individual Meetings. The required individual meetings indicated in Paragraph 3(d) above are also required for Mastering Legal Education.

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. Though these activities are not always required for Mastering Legal Education, I may sometimes suggest them and 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!

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 assignments late. You will lose points or credit for assignments turned in after the due date and time as indicated in the chart below. I will not accept papers more than forty-eight (48) hours late in Legal Writing. The only exceptions to this policy require that you file a Motion for Extension of Time as explained in subsections (b) and (c) below. Turning in an assignment late in the hope of earning more points is almost never advantageous; do not do it!

See the chart below for precise rules on point deductions for late work.

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 other 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. Teaching Assistants in Legal Writing. Teaching Assistants are high-performing upper-class students who assist professors with a range of teaching preparation, learning activities, and student assistance that enrich first-year courses. Our teaching assistants for Legal Writing are:

Danielle Costello ([Georgia.costello@siu.edu](mailto:Georgia.costello@siu.edu))  
Hannah Byassee ([Hannah.byassee@siu.edu](mailto:Hannah.byassee@siu.edu))

Both were outstanding performers in Lawyering Skills: Legal Writing in 2021-22. They will help you with advice and feedback related to briefs, charts, and citation, and will lead some activities. Please feel free to reach out for assistance but remember that like you, they are students, so give them as much lead time as possible.

8. 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:

Danielle Costello ([Georgia.costello@siu.edu](mailto:Georgia.costello@siu.edu))  
Hannah Byassee ([Hannah.byassee@siu.edu](mailto:Hannah.byassee@siu.edu))  
Rheann Lucas ([Rheann.lucas@siu.edu](mailto:Rheann.lucas@siu.edu))  
Alexis Hulfachor ([alexis.hulfachor@siu.edu](mailto:alexis.hulfachor@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.



9. 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 two-credit course such as Lawyering Skills: Legal Writing I, the Standard means a student must attend at least **one hundred (100) 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 four hours** 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 both Legal Writing and Mastering Legal Education given the nature and importance of the subjects.

7. Law School Honor Code and University Code of Conduct. Both the Honor Code and the Code of Conduct apply and are in effect in this class. **Read both documents carefully and make sure you comply with both at all times. Submitting plagiarized work or any other form of work not your own, regardless of a student’s purpose or intent, is potentially subject to serious sanctions as are other academic, honor code, and conduct code offenses.** Do not consult others on the final work product you turn in. If you have any questions regarding the Honor Code, Code of Conduct or either’s application, consult me. The following guidance may also be helpful:

- What you may do: You may discuss writing and charting assignments with other students, which includes discussing issues, research, and analysis. You may consult teaching assistants, librarians, and me for questions about assignments and Interactive Citation Workstation exercises. You may sometimes consult teaching assistants and Taylor Mattis Fellows about other matters, and you may always ask me any questions you may have.
- What you may not do: You may not turn in work that is not your own. You may not collaborate during the charting or writing process, and you may not read the written work of another student or permit another student to read your written work. The written product must be your own work; you may not copy another student’s work and hand it in as your own. You may not discuss or collaborate on Interactive Citation Workstation exercises or copy any other person’s work on those exercises. You may not seek assistance on any written assignment from anyone except me or a teaching assistant, and teaching assistants are neither obligated nor always permitted to provide assistance.

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

**Appendix I**

<u><b>ASSIGNMENTS CHART</b></u> <u><b>Legal Writing and Mastering Legal Education</b></u>		
ASSIGNMENT	DUE	PTS
<b>Orientation Writing Assignment (LW-L)</b>	<b>TUESDAY, August 23</b> by the start of class	<b>1</b>
<b>Judgment of Solomon Office Memorandum (LW-L)</b>	<b>Sunday, August 28</b> by 11:59 p.m.	<b>2</b>
ICW 1 – Case names	<b>Sunday, August 28</b> by 11:59 p.m.	1
<b>Brief One (M-L)</b>	<b>Sunday, August 28</b> by 11:59 p.m.	<b>1</b>
<b>Study Schedule (M-L)</b>	<b>Sunday, August 28</b> by 11:59 p.m.	<b>1</b>
<b>Pre-Project – Outline Chart (M-L)</b>	<b>Sunday, September 4</b> by 11:59 p.m.	<b>1</b>
<b>Pre-Project - Draft Office Memorandum (LW-L)</b>	<b>Sunday, September 4</b> by 11:59 p.m.	<b>4</b>
ICWs 2 & 3 – Location and Court/Date	<b>Sunday, September 4</b> by 11:59 p.m.	2
<b>Briefs Two (M-L)</b>	<b>Sunday, September 4</b> by 11:59 p.m.	<b>1</b>
FIRST INDIVIDUAL MEETING	<b>Week of September 5</b>	2
<b>Pre-Project Self-Assessment (M-L)</b>	<b>THURSDAY, September 8</b> by 11:59 p.m.	<b>2</b>
<b>Project 1 – Outline Chart (M-L)</b>	<b>Sunday, September 11</b> by 11:59 p.m.	<b>1</b>
<b>Project 1 – Draft Possession Memorandum (LW-L)</b>	<b>Sunday, September 11</b> by 11:59 p.m.	<b>4</b>
ICW Illinois Citations	<b>Sunday, September 11</b> by 11:59 p.m.	1
<b>Briefs Three (M-L)</b>	<b>Sunday, September 11</b> by 11:59 p.m.	<b>1</b>
<b>Project 1 Self-Assessment (M-L)</b>	<b>TUESDAY, September 13</b> by 11:59 p.m.	<b>2</b>
<b>Project 2.1 – Outline Chart (M-L)</b>	<b>Sunday September 18</b> by 11:59 p.m.	<b>1</b>
<b>Project 2.1 – Draft Client Letter (LW-L)</b>	<b>Sunday, September 18</b> by 11:59 p.m.	<b>4</b>
ICWs 5 & 6 – Case Short Forms and Federal Statutes	<b>Sunday, September 18</b> by 11:59 p.m.	2

Briefs Four (M-L)	Sunday, September 18 by 11:59 p.m.	1
SECOND INDIVIDUAL MEETING	Week of September 19	2
Project 2.1 Self-Assessment (M-L)	TUESDAY, September 20 by 11:59 p.m.	2
<b>Project 2.2 – Final Possession Memorandum (LW-L)</b>	Sunday, September 25 by 11:59 p.m.	5
ICW 10 – Prior and Subsequent History	Sunday, September 25 by 11:59 p.m.	1
Outline Excerpt (M-L)	Sunday, September 25 by 11:59 p.m.	1
Practice Mid-term Self-Assessment (M-L)	THURSDAY, September 29 by 11:59 p.m.	1
<b>Project 2.3 – Final Client Letter (LW-L)</b>	Sunday, October 2 by 11:59 p.m.	5
<b>Project 2.4 – Pre-Interview Outline Chart (M-L)</b>	Sunday, October 2 by 11:59 p.m.	1
ICWs 12 & 13 – Parentheticals and Signals	Sunday, October 2 by 11:59 p.m.	2
<b>CLIENT INTERVIEW (LW-F)</b>	<b>Monday and Tuesday, October 3-4</b>	<b>10</b>
<b>Project 2.4 – Post-Interview Outline Chart (M-L)</b>	Thursday, October 6 by 11:59 p.m.	1
<b>CITATION MID-TERM (LW-F)</b>	<b>Mid-term week</b>	<b>20</b>
<b>Project 2.5 – Draft Discussion section (LW-L)</b>	Sunday, October 16 by 11:59 p.m.	5
Brief Five (M-L)	WEDNESDAY, October 19 by 11:59 p.m.	1
Project 2.5 Self-Assessment (M-L)	WEDNESDAY, October 19 by 11:59 p.m.	2
Briefs Six (M-L)	Sunday, October 23 by 11:59 p.m.	1
<b>Project 2.6 – Final Fourth Amendment Office Memorandum (LW-L)</b>	Sunday, October 30 by 11:59 p.m.	5
<b>Project 3.1 – Outline Chart (M-L)</b>	Sunday, November 6 by 11:59 p.m.	1
<b>Project 3.1 – Draft Discussion section (LW-L)</b>	Sunday, November 6 by 11:59 p.m.	4
Project 3.1 Self-Assessment (M-L)	WEDNESDAY, November 9 by 11:59 p.m.	3

THIRD INDIVIDUAL MEETING	<b>Week of November 14</b>	2
<b>Project 3.2 – FINAL FIRST AMENDMENT OFFICE MEMORANDUM (LW-F)</b>	<b>FRIDAY, December 2 by 4:30 p.m.</b>	<b>80</b>
Professionalism	As applicable	10
<b>TOTAL</b>		<b>200</b>

LW = Legal Writing  
M = Mastering Legal Education  
L = Lightly Graded  
F = Fully Graded

**Yellow** – Lightly Graded Writing and Charting assignments  
**Blue** – Lightly Graded Skills and Assessment assignments  
**Green** – Fully Graded assignments

The 200 points are points for Legal Writing whether indicated with a (M) or (LW). Assignments for Mastering Legal Education are labeled with an (M) in the chart. Grading for that course occurs as indicated in Paragraph 4 above.

**Appendix II**  
**CLASS ACTIVITIES CHART**  
**Remember to check to see if the reading/assignment list carries over to the next page!!**

CLASS	READINGS	ASSIGNMENTS
<b>Unit One: Immersion in Legal Reasoning and Writing</b>		
Week 1 LW Tues., Aug. 23	<p style="text-align: center;"><b>LW – INTRODUCTION TO LEGAL WRITING</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 1</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Orientation Writing Assignment (“The Judgment of Solomon”)</li> <li>✓ All of the materials in the D2L “Start Here” module</li> </ul> <p style="text-align: center;"><b>Please sign up for the Lexis Interactive Citation Workshop (ICW) by the beginning of this class.</b></p> <p style="text-align: center;"><b>“Shelter: America’s Homeless Veterans” a documentary is due as reading for class on August 30. See D2L for access.</b></p>	<p><b><u>DUE – TUESDAY, August 23 by the time class begins on D2L</u></b> – Orientation Writing Assignment (“The Judgment of Solomon”).</p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Whether King Solomon awarded the baby to the correct woman and why.</li> <li>✓ What authority(ies) or principle(s) King Solomon relied on in making his decision.</li> <li>✓ How lawyers could have helped the women present their cases and meet their goals better in the dispute resolution process before King Solomon.</li> </ul>
Week 1 M Wed., Aug. 24	<p style="text-align: center;"><b>M – INTRODUCTION TO MASTERING LEGAL EDUCATION</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>✓ Review your Orientation Oath</li> <li>✓ Review the qualifications and eligibility requirements to be a member of the Illinois bar in Illinois Supreme Court Rules 701 and 708.</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The power of growth mindset in law school.</li> <li>✓ How to organize your time to achieve “success,” “professional development,” and “personal fulfillment” this term.</li> <li>✓ What your “Study Schedule” should contain.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Best practices for pre-class preparation, during-class performance, and post-class improvement.</li> </ul>
<p>Week1 LW Thurs., Aug. 25</p>	<p style="text-align: center;"><b>LW - EUPHORIA CITY’S AGGRESSIVE PANHANDLING ORDINANCE</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 14.1</li> <li>✓ Euphoria City “Aggressive Panhandling” Ordinance</li> <li>✓ “Preparing an Office Memorandum” I and II videos</li> <li>✓ “Formatting a Document” video</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What conduct Euphoria City’s Aggressive Panhandling Ordinance forbids and permits.</li> <li>✓ The form and process of preparing an Office Memorandum.</li> <li>✓ How you can memorialize your ideas about King Solomon’s decision in an Office Memorandum.</li> <li>✓ Why we state law and then apply that law to facts in that order when making legal arguments.</li> </ul>
<p><b>WEEK TWO – Aug. 29-Sept. 5</b>  <b>First Study Group Meeting</b>  Conversation topics may include productive briefing, class preparation, and self-assessment.</p>		
<p>Week 2 LW Tues., Aug. 30</p>	<p style="text-align: center;"><b>LW - ANALYZING LAW AND FACTS</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 2 &amp; 4 (hint: an “ordinance” is really a type of “statute”)</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ “Shelter: America’s Homeless Veterans” video linked on D2L</li> <li>✓ Euphoria City “Aggressive Panhandling” Ordinance.</li> <li>✓ St. Louis Aggressive Panhandling Ordinance.</li> </ul>	<p><b>DUE – <u>SUNDAY, August 28 by 11:59 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Judgment of Solomon Office Memorandum (LW-L)</b></li> <li>✓ <b>ICW 1 – Case names</b></li> <li>✓ <b>Brief One – possession (M-L)</b></li> <li>✓ <b>Study Schedule (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Just how long “eight feet” really is.</li> <li>✓ What the Euphoria City Aggressive Panhandling Ordinance permits and doesn’t.</li> </ul>

	<p style="text-align: center;"><b>Sign up for your First Individual Meeting with me by Sept. 4.</b></p>	<ul style="list-style-type: none"> <li>✓ Differences between Euphoria City’s and St. Louis’s Ordinances.</li> <li>✓ The “elements” of a violation of the Euphoria City Aggressive Panhandling Ordinance.</li> <li>✓ How we know if someone violates the Euphoria City Aggressive Panhandling Ordinance.</li> <li>✓ What the word “relevant” means – hint: look it up in Black’s Law Dictionary before class!</li> </ul>
<p>Week 2 M Wed., Sept. 1</p>	<p style="text-align: center;"><b>M - LEARNING LIKE LAWYERS . . . IN LAW SCHOOL</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 5</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ <i>People v. Bogan</i></li> <li>✓ Review your brief of <i>People v. Bogan</i></li> <li>✓ Checklist for <i>People v. Bogan</i> briefs—you may receive this before or during class</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Your brief of <i>People v. Bogan</i> (Brief 1) and how it compares to the checklist.</li> <li>✓ How lawyers learn: legal reasoning and its steps.</li> <li>✓ How the steps of legal reasoning translate to Preparation-Performance-Improvement and the Signature Method</li> <li>✓ Using professional tools such as citation manuals, style guides, dictionaries and hornbooks for active, purposive learning</li> <li>✓ How to recognize and prepare to receive and use feedback well.</li> </ul>
<p>Week 2 LW Thurs., Sept. 2</p>	<p style="text-align: center;"><b>LW - SOLVING LEGAL PROBLEMS</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Pre-Project Assignment Sheet</li> <li>✓ Definition of “relevant” from Black’s Law Dictionary</li> <li>✓ Definition of “consent” from Black’s Law Dictionary—and do you remember it from the Lawyering Fundamentals course?</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The requirements and steps to complete the Pre-Project.</li> <li>✓ What makes a fact a “relevant” or “legally significant.” Hint: Look up “relevant” in Black’s Law Dictionary for a profession-specific definition</li> </ul>

		<ul style="list-style-type: none"> <li>✓ What an “inference” is (hint: look it up in Black’s Law Dictionary before class, too!!).</li> <li>✓ A process for legal problem-solving: applying law to facts.</li> <li>✓ How to chart the law and facts to solve problems about panhandling in Euphoria City.</li> <li>✓ How “read and write across the chart” to convert an Outline Chart to a document that expresses the solution to a problem in writing.</li> <li>✓ Why we state the law first in a legal argument and then show application.</li> </ul>
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**WEEK THREE – Sept. 6-9**  
**First Individual Meeting**  
 Sign up by September 4, 2022 at 11:59 p.m.  
 Be prepared to discuss the following:

- ✓ Your Study Schedule,
- ✓ Your Judgment of Solomon Office Memorandum,
- ✓ Your Pre-Project Chart and Office Memorandum

<p>Week 3          LW          Tues.,          Sept. 6</p> <p style="text-align: center;"><b>First Individual Meeting week</b></p>	<p><b>LW - ANALYZING POSSESSION LAW</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 3, 6 &amp; 8</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 1 Assignment Memorandum</li> <li>✓ Euph. St. Code § 39-17-417</li> <li>✓ <i>People v. Adams</i></li> <li>✓ <i>People v. Bogan</i></li> <li>✓ <i>People v. Moore</i></li> <li>✓ Police Report</li> </ul>	<p><b>DUE – <u>SUNDAY, September 4 by 11:59 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Pre-Project Outline Chart and Memorandum</b></li> <li>✓ <b>ICW 2 &amp; 3 – Case Location and Court/Date</b></li> <li>✓ <b>Briefs Two – possession (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The “Signature Method” for preparing legal documents.</li> <li>✓ The directions and requirements for the Project 1 Draft Memorandum.</li> </ul>
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		<ul style="list-style-type: none"> <li>✓ The elements of Euph. St. Code § 39-17-417.</li> <li>✓ How the law says to know if Mack Strong constructively possessed the marijuana according to <i>People v. Bogan</i>.</li> <li>✓ 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.</li> <li>✓ How to chart cases—specifically, how “case facts,” holdings, and reasoning fit into an Outline Chart.</li> </ul>
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<p>Week 3 M Wed., Sept. 7</p> <p><b>First Individual Meeting week</b></p>	<p style="text-align: center;"><b>M - GATHERING and USING FEEDBACK ABOUT LEARNING IN LAW SCHOOL</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ <i>People v. Moore</i></li> </ul> <p>NOTE – Bring the following to class:</p> <ul style="list-style-type: none"> <li>✓ Your brief of <i>People v. Moore</i></li> <li>✓ Your Pre-Project Office Memorandum</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Sources/types of feedback in law school.</li> <li>✓ Identifying “feedback” from class, from impressions of knowledge after class, and when summarizing notes.</li> <li>✓ How useful your <i>People v. Moore</i> brief was based on the prior LW class meeting.</li> <li>✓ How to use a professor’s or Fellow’s oral and written feedback for learning and improvement.</li> <li>✓ Giving yourself feedback (“self-assessing”) on your Pre-Project paper.</li> </ul>
<p>Week 3 LW Thurs., Sept. 8</p>	<p style="text-align: center;"><b>LW - CHARTING AND WRITING ABOUT POSSESSION LAW PROBLEMS</b></p> <p><u>Coursebooks:</u></p>	<p><b><u>DUE – THURSDAY, September 8 by 11:59 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Pre-Project Self-Assessment</b></li> </ul>

<p><b>First Individual Meeting week</b></p>	<ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 10, 16, 17.1-2</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 1 Assignment Memorandum</li> <li>✓ Euph. St. Code § 39-17-417</li> <li>✓ <i>People v. Adams</i></li> <li>✓ <i>People v. Bogan</i></li> <li>✓ <i>People v. Moore</i></li> <li>✓ Police Report</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ “Hierarchy” and “weight” of judicial authority – what case opinions “control” or don’t.</li> <li>✓ The difference between “facts” and “evidence.”</li> <li>✓ The difference between “facts” and “conclusions about the facts.”</li> <li>✓ What the word “analogous” means (hint: Blacks Law Dictionary may help, but a standard English dictionary may help more!).</li> <li>✓ The “facts” in the police report that are “relevant” and where they belong on an Outline Chart.</li> <li>✓ “Writing across the chart” to write a well-structured CRAC or CREAC legal argument.</li> <li>✓ How to show rule-based application of law to fact in a legal argument.</li> <li>✓ What an “inverted pyramid” is and what it should say in this Office Memorandum.</li> </ul>
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**Unit Two: Communicating with Colleagues and Clients**

**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>Week 4 LW Tues., Sept. 13</p>	<p><b>LW - WRITING TO THE CLIENT: CONTENT</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 7</li> </ul>	<p><b>DUE – <u>SUNDAY, Sept. 11 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 1 – Outline Chart (M-L)</b></li> <li>✓ <b>Project 1 – Draft Possession Memorandum (LW-L)</b></li> <li>✓ <b>ICW Illinois Citations</b></li> <li>✓ <b>Brief Three (M-L)</b></li> </ul>
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	<p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 2 Introductory Memorandum</li> <li>✓ Project 2.1 Client Letter Assignment Sheet</li> <li>✓ Euphoria City Aggressive Panhandling Ordinance and Statement of Legislative Need for Euphoria City Code § 22-13 (contains map of Downtown Euphoria City)</li> <li>✓ <i>Gresham v. Peterson</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Sign up for your Second individual Meeting</b></li> </ul> <p><b>DUE – TUESDAY, Sept. 13 by 11:59 p.m. –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 1 Self-Assessment (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Our new client, Mack Strong, and his story.</li> <li>✓ The directions and requirements for the Project 2.1 Client Letter assignment and what comes next in the case from here.</li> <li>✓ What the First Amendment says.</li> <li>✓ How to determine if a panhandling ordinance violates the First Amendment.</li> <li>✓ How policy influences judicial opinions and our writing.</li> <li>✓ What “legislative history” is.</li> </ul>
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<p>Week 4 M Wed., Sept. 14</p>	<p style="text-align: center;"><b>M – CHARTING A LEGAL PROBLEM</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 2.1 Client Letter Assignment Sheet</li> <li>✓ Euphoria City Aggressive Panhandling Ordinance and Statement of Legislative Need for Euphoria City Code § 22-13 (contains map of Downtown Euphoria City)</li> <li>✓ <i>Gresham v. Peterson</i></li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Identifying relevant facts in problems about constitutional challenges.</li> <li>✓ What facts are relevant to the parts of the legal standard announced in <i>Gresham v. Peterson</i>.</li> <li>✓ Preparing an Outline Chart for Project 2.1.</li> <li>✓ If <i>Gresham</i> controls, is the Euphoria City Aggressive Panhandling Ordinance constitutional? Why or why not?</li> </ul>
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<p>Week 4 LW Thurs., Sept. 15</p>	<p><b>LW – WRITING TO THE CLIENT: FORM and PURPOSE</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 25</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Illinois Supreme Court Rules 1.4, 1.6</li> <li>✓ Sample client letters</li> <li>✓ James W. Martin, <i>How to Write Letters Nonlawyers Will Read</i></li> <li>✓ Gretchen Viney, <i>Writing a Professional Letter</i></li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The professional requirement of keeping the client informed.</li> <li>✓ The proper format of a professional letter from an attorney and its legal significance.</li> <li>✓ The purpose and significance of a client opinion letter.</li> <li>✓ The substantive parts of an opinion letter and how they compare to an office memorandum.</li> <li>✓ The tone and rhetorical style of an opinion letter and how they compare to an office memorandum.</li> <li>✓ How to use your Project 2.1 Client Letter Outline Chart to prepare your letter to Maria Strong-Tucker.</li> </ul>
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<p><b>WEEK FIVE – Sept. 19-23</b>  <b>Second Individual Meeting</b>  Sign up by September 11, 2022 at 11:59 p.m.  Be prepared to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Your Project 1 Draft Memorandum written feedback</li> <li>✓ Your Project 2.1 Client Letter Draft</li> <li>✓ Appropriate revisions to your study schedule</li> </ul>		
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<p>Week 5 LW Tues., Sept. 20</p> <p><b>Second Individual Meeting</b></p>	<p><b>LW - INTRODUCTION TO THE FOURTH AMENDMENT</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 17.3, 18</li> </ul> <p><u>Supplemental Materials:</u></p>	<p><b><u>DUE - SUNDAY, September 18 by 11:59 p.m. –</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.1 – Outline Chart (M-L)</b></li> <li>✓ <b>Project 2.1 – Draft Client Letter (LW-L)</b></li> <li>✓ <b>Project 1 Self-Assessment (LW-L)</b></li> </ul>
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<p><b>week</b></p>	<ul style="list-style-type: none"> <li>✓ Project 2.2 Assignment Sheet</li> <li>✓ Project 2.3 Assignment Sheet</li> <li>✓ Project 2.4-2.5 Assignment Sheet</li> <li>✓ Fourth Amendment of the United States Constitution</li> <li>✓ <i>Katz v. United States</i> (give the concurring opinion special attention)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>ICWs 5 &amp; 6 – Case Short Forms and Federal Citations</b></li> <li>✓ <b>Briefs Four – Fourth Amendment (M-L)</b></li> </ul> <p><b><u>DUE - TUESDAY, September 20 by 11:59 p.m. –</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.1 Self-Assessment (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The “Signature Method” for preparing legal documents.</li> <li>✓ Upcoming litigation activities and how they fit together in our representation.</li> <li>✓ The significance and authoritativeness of concurring and dissenting opinions.</li> <li>✓ What a “motion” and “Motion to Suppress” are and how “the other side’s arguments” affect predictive analysis.</li> <li>✓ Analyzing the text of the Fourth Amendment (Hint: it’s not a “statute” but some of the methods of analyzing the Fourth Amendment are like ones we use with statutes).</li> <li>✓ The facts, holding, and reasoning of <i>Katz</i> and what it “stands for.”</li> <li>✓ “Why” Justice Harlan’s concurring opinion in <i>Katz</i> needs special attention.</li> </ul>
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<p>Week 5 M Wed., Sept. 21</p> <p><b>Second Individual Meeting week</b></p>	<p><b>M - CHARTING AND WRITING ON EXAMINATIONS</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Review and bring your Project 1 Outline Chart and draft Memorandum to class (Project 1)</li> <li>✓ Model examination question, scratch paper, and answer with rubric</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What “taking exams” will be like.</li> <li>✓ Whether you should adjust your Study Schedule to take exam preparation into account.</li> <li>✓ Key characteristics and structures in your possession Outline Chart and draft Memorandum for examination purposes.</li> <li>✓ Key characteristics and structures in the model examination scratch paper and answer.</li> <li>✓ How the writing class products are similar and different from the model examination products.</li> <li>✓ Why and how preparing an Outline Chart is similar to preparing outlines for examinations.</li> <li>✓ How to turn pieces of the Signature Method for practice documents into a Signature Method for examination preparation and writing.</li> </ul>
<p>5 LW Thurs., Sept. 22</p> <p><b>Second Individual Meeting week</b></p>	<p><b>LW – OPEN FIELDS and ABANDONMENT</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 2.4-2.5 Assignment Sheet</li> <li>✓ <i>Oliver v. United States</i></li> <li>✓ <i>California v. Greenwood</i></li> <li>✓ Searches and Seizures: Arrests and Confessions § 8.17</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What must be true of an expectation of privacy to give rise to Fourth Amendment protection.</li> <li>✓ What the “open fields doctrine” is and how it affects the legality of a search of a campsite such as Mack Strong’s.</li> <li>✓ Whether people have Fourth Amendment protections related to items they abandon or discard.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ How the law from <i>Oliver</i> and <i>Greenwood</i> fits together with <i>Katz</i>.</li> <li>✓ How to determine if a search violates someone’s Fourth Amendment rights.</li> </ul>
<p><b>WEEK SIX – Sept. 26-Oct. 2</b>  <b>Third Study Group Meeting</b>  Conversation topics may include preparing for mid-terms in light of the practice mid-term.</p>		
<p>Week 6  LW  Tues.,  Sept. 27</p>	<p><b>LW - INTERVIEWING THE CLIENT</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 15</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Illinois Supreme Court Rule 1.6</li> <li>✓ Project 2 Introduction Memorandum</li> <li>✓ Projects 2.4-2.5 Assignment Sheet</li> <li>✓ “Interviewing the Client” video</li> </ul> <p><b>Sign up for your Client Interview with your partner by 11:59 p.m. on Thursday, September 29.</b></p>	<p><b><u>DUE - SUNDAY, September 25 by 11:59 p.m. –</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.2 – Final Office Memorandum (possession) (LW-L)</b></li> <li>✓ <b>ICW 10 – Prior and Subsequent History</b></li> <li>✓ <b>Outline Excerpt (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Why we are interviewing Mack Strong.</li> <li>✓ How we know what we need to learn from the interview process.</li> <li>✓ Process of interviewing a client and what happens in the interview.</li> <li>✓ How to prepare for a client interview.</li> <li>✓ What duties of confidentiality lawyers have to clients who reveal information in interviews.</li> </ul>
<p>Week 6  M  Wed.,  Sept. 28</p>	<p><b>M - SIMULATING A MID-TERM EXAMINATION</b></p> <p>In this class you will take a simulated mid-term examination, debrief the experience, and assess your answers.</p>	<p><b><u>Please come to class prepared</u></b> to do/discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Taking a simulated mid-term examination and “the experience” of doing so.</li> </ul>

	<p>Prepare for the exam and be ready to start the simulated exam when class begins.</p>	<ul style="list-style-type: none"> <li>✓ Debriefing the simulated mid-term examination and your preparation.</li> <li>✓ Assessing your performance on a mid-term examination.</li> </ul>
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<p>Week 6 LW Thurs., Sept. 29</p>	<p><b>LW - WHAT QUESTIONS SHOULD WE ASK AT THE CLIENT INTERVIEW?</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Katz v. United States</i></li> <li>✓ <i>Oliver v. United States</i></li> <li>✓ <i>California v. Greenwood</i></li> <li>✓ Searches and Seizures: Arrests and Confessions § 8.17</li> <li>✓ Have your Project 1 Outline Chart in class</li> </ul>	<p><b>DUE - <u>THURSDAY, September 29 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Practice Mid-term Self-Assessment (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Facts we already know that belong in that go in the Project 2.4 Outline Chart.</li> <li>✓ Information that would be good to know given the law and other facts in the Outline Chart.</li> <li>✓ Challenges of showing “knowledge” and how a client can help.</li> <li>✓ Using these insights to identify questions to ask Mack Strong.</li> <li>✓ How to draft effective case illustrations to support application of law to fact.</li> </ul>
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<p>Week 7 M Tues., Oct. 4</p> <p><b>Client Interview w Week</b></p>	<p><b>M - ASSESSING THE PRACTICE MID-TERM</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Your Practice Mid-term answer and accompanying documents (e.g., your outline/chart of your answer).</li> <li>✓ Your self-assessment of the Practice Mid-term</li> </ul>	<p><b>DUE - <u>SUNDAY, October 2 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.3 – Final Client Letter (LW-L)</b></li> <li>✓ <b>Project 2.4 – Pre-Interview Outline Chart (M-L)</b></li> <li>✓ <b>ICWs 11 &amp; 12 – Signals and Parentheticals</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p>
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	<p style="text-align: center;"><b>Note that this Mastering Legal Education class is on a Tuesday, not a Wednesday.</b></p>	<ul style="list-style-type: none"> <li>✓ Assessing your Practice Mid-term answer against a “sample” answer.</li> <li>✓ 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.</li> <li>✓ Planning for “after the mid-term period” – reviewing exams, using exam results as feedback, and shifting to final examination study.</li> </ul>
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<p>Week 7 LW Wed., Oct. 5</p> <p><b>Client Interview w Week</b></p>	<p style="text-align: center;"><b>LW - DEBRIEFING THE CLIENT INTERVIEW</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Strong Interview Transcript (watch for this to be posted after the last scheduled Client Interview)</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Impressions of the Client Interview process and both what worked and what could work better.</li> <li>✓ What relevant information you learned from Mack Strong in the transcript.</li> <li>✓ Whether you believe Mack Strong “knowingly possessed” the marijuana and/or could be convicted at trial.</li> <li>✓ Finalizing the Project 2.4 Outline Chart.</li> <li>✓ Initial impressions of appropriate answers to the issues in Project 2.5.</li> </ul>
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<p>Week 7 LW Thurs., Oct. 6</p>	<p style="text-align: center;"><b>LW - WRITING THE PROJECT 2.5 DISCUSSION SECTION</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 19, 20</li> </ul>	<p><b><u>DUE - THURSDAY, October 6 by 11:59 p.m. –</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.4 – Post-Interview Outline Chart (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p>
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<p><b>Client Interview Week</b></p>	<p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ All required authorities for Project 2.5</li> <li>✓ Strong Interview Transcript</li> </ul>	<ul style="list-style-type: none"> <li>✓ What an “umbrella” section (or inverted pyramid) and roadmap are and how to construct them for Project 2.5.</li> <li>✓ How to draft effective case illustrations to support application of law to fact.</li> <li>✓ Using analogies and distinctions between case facts and problem facts to show that a judge should reach the same or a different conclusion as the case did to solve the problem.</li> <li>✓ How lawyers use inferences about facts in their arguments.</li> <li>✓ How to construct a larger argument from a group of rule-based, deductive, or analogical arguments.</li> <li>✓ How counter arguments or predictions fit into application of law to fact and can even make the main arguments or predictions stronger.</li> </ul>
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<p>Week 8</p>	<p><b>MID-TERM WEEK</b>  <b>Citation Mid-term (LW-F)</b>  Date/Time – TBA</p>	
<p>Week 9  LW  Tues.,  Oct. 18</p>	<p style="text-align: center;"><b>LW - IMPROVING LEGAL ANALYSIS AND APPLICATION</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Review in full: Neumann, Simon &amp; Painter-Thorne, chapter 14</li> </ul>	<p><b>DUE - <u>SUNDAY, October 16 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.5 – Draft Fourth Amendment Discussion section (LW-L)</b></li> </ul> <p><b><i>Please come to class prepared</i></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Content questions for Project 2.6 in light of work on Project 2.5.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Improving rule-based application, case illustrations, and analogies.</li> <li>✓ Perfecting the Project 2.5 umbrella structures (inverted pyramids and roadmaps).</li> </ul>
<p>Week 9 LW Wed., Oct. 19</p>	<p><b>LW – “THE REST OF THE STORY”</b></p>	<p><b><u>DUE - WEDNESDAY, October 19 by 11:59 p.m. –</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Brief Five (M-L)</b></li> <li>✓ <b>Project 2.5 Self-Assessment (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Why most attorneys write the “Issues,” “Brief Answers” and “Facts” sections of their office memoranda last, even though all three sections come before the “Discussion” section.</li> <li>✓ How to write effective “Brief Answers”</li> <li>✓ What facts belong in the “Facts” section of an office memorandum and how an Outline Chart can help identify them.</li> <li>✓ How to use headers to signpost the structure of the paper to the reader and serve as a substantive outline.</li> </ul>
<p><b>Unit Three – The Final Memorandum</b></p>		
<p>Week 9 LW Thurs., Oct. 20</p>	<p><b>LW - INTRODUCTION TO PROJECT THREE</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 3.1 Assignment Sheet</li> <li>✓ Euph. City Code § 22-13 and Statement of Legislative Need</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The facts, holdings, and reasoning of <i>Ward v. Rock Against Racism</i>.</li> <li>✓ How to apply the reasoning in <i>Ward v. Rock Against Racism</i> – including the test <i>Ward</i> announces</li> </ul>

	<ul style="list-style-type: none"> <li>✓ First Amendment of the United States Constitution</li> <li>✓ <i>Ward v. Rock Against Racism</i></li> <li>✓ <i>New York Times</i> article “Rock Music Is Loud”</li> <li>✓ <i>New York Times</i> article “Second Guessing the First Amendment”</li> <li>✓ Recommended: <i>Ward v. Rock Against Racism</i> oral argument</li> </ul>	<ul style="list-style-type: none"> <li>✓ If the only applicable law is <i>Ward</i>, the analytical steps we would take to determine if the Euphoria City Aggressive Panhandling Ordinance is constitutional.</li> <li>✓ Hypothetical questions the justices asked in the <i>New York Times</i> articles and oral argument.</li> </ul>
<p>Week 10          LW          Tues.,          Oct. 25</p>	<p><b>LW - ANALYZING THE LAW FOR PROJECT THREE</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 7</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Euph. City Code § 22-13 and Statement of Legislative Need</li> <li>✓ <i>Hill v. Colorado</i></li> <li>✓ <i>Ward v. Rock Against Racism</i></li> <li>✓ Col. Rev. Stat. Ann. § 18-9-122 – <b>find this statute on Westlaw or Lexis and review prior to class</b></li> </ul>	<p><b>DUE - <u>SUNDAY, October 23 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Briefs Six (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The facts, holding, and reasoning of <i>Hill v. Colorado</i>.</li> <li>✓ How the Colorado statute in <i>Hill</i> compares to the Euphoria City Aggressive Panhandling Ordinance.</li> <li>✓ What “public policies” concerned the <i>Hill</i> Court and the justices who did not join the majority opinion.</li> <li>✓ How <i>Hill</i> changes (or not) the analytical steps we would take to determine if the Euphoria City Aggressive Panhandling Ordinance is constitutional.</li> <li>✓ The structured law appropriate for an Outline Chart for Project 3.1.</li> </ul>
<p>Week 10          LW          Wed.,          Oct. 26</p>	<p><b>LW - MORE ANALYZING THE LAW FOR PROJECT THREE</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Euph. City Code § 22-13 and Statement of Legislative Need</li> <li>✓ <i>Reed v. Town of Gilbert</i></li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Facts, holding and reasoning of <i>Reed v. Town of Gilbert</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ <i>Hill v. Colorado</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ What <i>Reed</i> adds to the “Law” column for the Outline Chart for the Client Interview.</li> <li>✓ What “over”- and “under”-inclusivity are.</li> <li>✓ What the Law column for a Project 3.1 Outline Chart should contain.</li> </ul>
<p>Week 10 LW Thurs., Oct. 27</p>	<p><b>LW - EVEN MORE ANALYZING THE LAW FOR PROJECT THREE</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Euph. City Code § 22-13 and Statement of Legislative Need</li> <li>✓ All authorities required for Project 3</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What the Law column for a Project 3.1 Outline Chart should contain.</li> <li>✓ How to solve a problem about whether a panhandling ordinance is unconstitutional.</li> <li>✓ The real differences between strict and intermediate scrutiny.</li> <li>✓ Any final issues on the Project 2.6 assignment.</li> </ul>
<p><b>WEEKS TEN and ELEVEN – Oct. 28-Nov. 3 (Friday Study Groups meet on October 28)</b>  <b>Fourth Study Group Meeting</b>          Conversation topics are TBA.</p>		

<p>Week 11 LW Tues., Nov. 1</p>	<p><b>LW - STRUCTURING THE PROJECT 3.1 DISCUSSION</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Euphoria City Aggressive Panhandling Ordinance</li> <li>✓ All authorities required for Project 3</li> </ul>	<p><b>DUE - <u>SUNDAY, October 30 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.6 – Final Fourth Amendment Office Memorandum</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The relationship between the first issue (content based versus content neutral regulation and the second (application of scrutiny)</li> </ul>
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		<ul style="list-style-type: none"> <li>✓ Affirmative and responsive relationships between arguments the Ordinance is content based and content neutral</li> <li>✓ Affirmative and responsive relationships between arguments applying strict versus intermediate scrutiny</li> <li>✓ What major sections and subsections should the Project 3.1 draft Discussion include.</li> <li>✓ What the “umbrella” section (or inverted pyramid) and roadmap should include?</li> </ul>
<p>Week 11 M Wed., Nov. 2</p>	<p><b>M - CHARTING COMPLEX LAW-FACT RELATIONSHIPS</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Euph. City Code § 22-13 and Statement of Legislative Need</li> <li>✓ All authorities required for Project 3</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What authorities, facts or items of evidence are relevant to what parts of the law and tests from <i>Ward</i>, <i>Hill</i>, and <i>Reed</i>.</li> <li>✓ Whether the Euphoria City Aggressive Panhandling Ordinance regulates speech or conduct?</li> <li>✓ The words in the Aggressive Panhandling Ordinance that show it is content based or content neutral.</li> <li>✓ How the Statement of Legislative Need impacts the application of intermediate or strict scrutiny.</li> </ul>

<p>Week 11 LW Thurs., Nov. 3</p>	<p style="text-align: center;"><b>LW - FROM CITATIONS TO CITATION SENTENCES AND CLAUSES</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 22</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ “Citation Sentences and Clauses” video</li> <li>✓ “Introduction to Signals” video</li> <li>✓ “Introduction to Parentheticals” video</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What it means to say that a citation or citation string is really a “sentence.”</li> <li>✓ How “signals” explain the association between a citation and textual material and when to use them.</li> <li>✓ How and why to craft different types of parentheticals to add key information and supportive content to your citations.</li> <li>✓ How and why to use “string” citations.</li> </ul>
<p>Week 12 Tues., Nov. 8</p>	<p style="text-align: center;"><b>NO CLASS</b></p>	<p><b><u>DUE - SUNDAY, November 6 by 11:59 p.m. –</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 3.1 – Outline Chart (M-L)</b></li> <li>✓ <b>Project 3.1 – Draft Discussion section</b></li> <li>✓ <b>Sign up for Third Individual Meeting</b></li> </ul>
<p>Week 12 M Wed., Nov. 9</p>	<p style="text-align: center;"><b>M – EXAMINATION PREPARATION STRATEGIES I</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ TBA</li> </ul>	<p><b><u>DUE - WEDNESDAY, November 9 by 11:59 p.m. –</u></b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 3.1 Self-Assessment</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Practicing for specific subject matter examinations.</li> <li>✓ When final examinations occur and how to use time between now and those examinations to maximize learning and success.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ What upper class students suggest as positive study strategies and tactics.</li> <li>✓ What items you might include in a checklist for studying for the final memorandum.</li> </ul>
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<p>Week 12 LW Thurs., Nov. 10</p>	<p><b>LW - EFFECTIVE LEGAL WRITING I: IMPROVING SENTENCES: PURPOSE AND STRUCTURE</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 21</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ “Passive Voice and How to Eliminate It” video</li> <li>✓ Tenielle Fordyce-Ruff, <i>Five Tips to Combat Verbosity</i></li> <li>✓ Megan McAlpin, <i>Finding and Fixing the Passive Voice</i></li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The purposes of different paragraphs in a section or subsection of legal writing.</li> <li>✓ How to communicate effectively when readers read the first sentence of paragraphs and little else.</li> <li>✓ The purpose of starting sentences with topic/thesis statements.</li> <li>✓ Structuring and dividing paragraphs of law and application with application thesis statements.</li> <li>✓ The difference between active and passive voice and why active voice is so very superior.</li> <li>✓ Identifying passive voice with “by” and “to be” vocabulary.</li> <li>✓ Reordering sentences to eliminate passive voice and improving the communication quality of your writing.</li> </ul>
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<p><b>WEEK THIRTEEN – Nov. 14-18</b></p> <p><b>Third Individual Meeting</b></p> <p>Sign up by Sunday, November 6, 2022 at 11:59 p.m. Be prepared to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Your Project 3.1 First Amendment Discussion draft</li> </ul>		
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<p>Week 13 LW Tues., Nov. 15</p> <p><b>Third Individual Meeting week</b></p>	<p><b>LW - PLANNING TO COMPLETE PROJECT 3.2</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Grade Tally Sheet for Project 3.2—you may receive this document in class.</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How to be a good “project manager” for Project 3.2.</li> <li>✓ The criteria for an excellent Project 3.2 Office Memorandum as converted into grading points.</li> <li>✓ Tasks necessary to complete Project 3.2 and how long they will take.</li> <li>✓ “Revising” versus “precision editing.”</li> <li>✓ When you should “stop writing” and “start revising/editing.”</li> <li>✓ Developing a “completion plan” to produce a high-quality Project 3.2 Office Memorandum.</li> </ul>
<p>Week 13 M Wed., Nov. 16</p> <p><b>Third Individual Meeting week</b></p>	<p><b>M – EXAMINATION PREPARATION STRATEGIES II</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ TBA</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Practicing for specific subject matter examinations.</li> <li>✓ When final examinations occur and how to use time between now and those examinations to maximize learning and success.</li> <li>✓ What upper class students suggest as positive study strategies and tactics.</li> <li>✓ What items you might include in a checklist for studying for the final memorandum.</li> </ul>
<p>Week 13 LW Thurs., Nov. 17</p>	<p><b>LW - EFFECTIVE LEGAL WRITING II: EDITING FOR GRAMMAR AND STYLE</b></p> <p><u>Coursebook:</u></p>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Top Ten Grammar Snafus from law students</li> </ul>

<p><b>Third Individual Meeting week</b></p>	<p>✓ Neumann, Simon &amp; Painter-Thorne, chapter 23</p>	<p>✓ Noun-pronoun agreement and gender-neutral writing</p> <p>✓ If you must use quotations, how to get the form right!</p>
<p><b>THANKSGIVING BREAK</b></p> <p><b>NO CLASS!!</b></p>		
<p>Week 14 LW Tues., Nov. 29</p>	<p><b>LW - PRECISION EDITING</b></p>	<p><u><i>Please come to class prepared</i></u> to discuss the following:</p> <p>✓ Using checklists to perfect your legal writing.</p>
<p>Week 14 M Wed., Nov. 30</p>	<p><b>M – NO CLASS!</b></p>	
<p>Week 14 LW Thurs., Dec. 1</p>	<p><b>LW – NO CLASS!!</b></p>	<p><b>DUE - <u>FRIDAY, December 2 by 4:30 p.m.</u> –</b></p> <p>✓ <b>Project 3.2 – Final First Amendment Office Memorandum (LW-F)</b></p>