

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

Fall 2022

Professor Anna M. Vick

Contact:

Anna.vick@siu.edu

Lesar Law Building Room 226

Combined Class Logistics:

Tuesday 11:00 a.m. to 12:00 p.m.

Wednesday 1:30 p.m. to 2:30 p.m.

Thursday 11:00 a.m. to 12:00 p.m.

Office hours:

Monday 12:30 p.m. to 2:00 p.m.

Tuesday 12:30 p.m. to 2:00 p.m.

Thursday 12:30 p.m. to 2:00 p.m.

Wednesday 10:00 a.m. to 1:00 p.m.

Additional Times Available by Appointment (or anytime my door is open)

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.

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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).
- Linda J. Barris, *Understanding and Mastering The Bluebook* (4th ed. 2020).
- Linda J. Barris, *Mastering The Bluebook Interactive Exercises 2021-22 Edition*
- *Shelter: America's Homeless Veterans*, <https://www.youtube.com/watch?v=A5JILc50vnl> – 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.
- E.B. White, William Strunk, Jr., *The Elements of Style* (4th Edition)
- 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
TOTAL	200	100

For more details, see the “Assignments Chart” towards the end of this syllabus and the assignment sheets posted on our D2L course management site. 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 exercises using the Mastering The Bluebook Interactive Exercises program. You should refer to the tutorials in the program and the supplementary book *Understanding and Mastering The Bluebook* to get you started. 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. 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) to two (2) point(s) for each exercise you complete by the due dates in the Assignments Chart below. You will need to use your Bluebook carefully, with guidance from the resources listed above. 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. **All MBIE assignments must be**

completed prior to the midterm citation exam. If you do not complete the exercises, you will not be allowed to sit for the midterm.

d. Required Individual Meetings (6 points). I welcome opportunities to meet with you in-person or on Zoom about Legal Writing, Mastering Legal Education, or other matters of interest or concern to you. Please do not hesitate to ask, even on weekends or evenings; when you are working, within reason, I try to be available to you so I can provide you what you need to perfect your work product. I am often in the office and also 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 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:

- Hannah Chapman (hannah.chapman@siu.edu)
- Lauren Ozenkoski (lauren.ozenkoski@siu.edu)

Both were outstanding performers in Lawyering Skills: Legal Writing in 2021-22 and exemplary first year law students. 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:

- Hannah Chapman (hannah.chapman@siu.edu)
- Lauren Ozenkoski (lauren.ozenkoski@siu.edu)
- Kameron Clay (kameron.clay@siu.edu)
- Savannah Milla (savannah.milla@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**

COURSE ASSIGNMENTS CHART
Legal Writing and Mastering Legal Education

ASSIGNMENT	DUE	PTS
Orientation Writing Assignment (LW-L)	TUESDAY, August 23 by the start of class	1
Judgment of Solomon Office Memorandum (LW-L)	Sunday, August 28 by 11:59 p.m.	2
MBIE—Ex 27 and Ex 1	Sunday, August 28 by 11:59 p.m.	1
Brief One (M-L)	Sunday, August 28 by 11:59 p.m.	1
Study Schedule (M-L)	Sunday, August 28 by 11:59 p.m.	1
Pre-Project – Outline Chart (M-L)	Sunday, September 4 by 11:59 p.m.	1
Pre-Project - Draft Office Memorandum (LW-L)	Sunday, September 4 by 11:59 p.m.	4
MBIE—Ex 2, 3, and 4	Sunday, September 4 by 11:59 p.m.	2
Briefs Two (M-L)	Sunday, September 4 by 11:59 p.m.	1
FIRST INDIVIDUAL MEETING	Week of September 5	2
Pre-Project Self-Assessment (M-L)	THURSDAY, September 8 by 11:59 p.m.	2
Project 1 – Outline Chart (M-L)	Sunday, September 11 by 11:59 p.m.	1
Project 1 – Draft Possession Memorandum (LW-L)	Sunday, September 11 by 11:59 p.m.	4
MBIE—Ex 5 and 6	Sunday, September 11 by 11:59 p.m.	1
Briefs Three (M-L)	Sunday, September 11 by 11:59 p.m.	1
Project 1 Self-Assessment (M-L)	TUESDAY, September 13 by 11:59 p.m.	2
Project 2.1 – Outline Chart (M-L)	Sunday September 18 by 11:59 p.m.	1
Project 2.1 – Draft Client Letter (LW-L)	Sunday, September 18 by 11:59 p.m.	4
MBIE—Ex 7 and 8	Sunday, September 18 by 11:59 p.m.	1

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
Project 2.2 – Final Possession Memorandum (LW-L)	Sunday, September 25 by 11:59 p.m.	5
MBIE—Ex 13, 14, and 15	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
Project 2.3 – Final Client Letter (LW-L)	Sunday, October 2 by 11:59 p.m.	5
Project 2.4 – Pre-Interview Outline Chart (M-L)	Sunday, October 2 by 11:59 p.m.	1
MBIE—Ex 16, 17, and 18	Sunday, October 2 by 11:59 p.m.	2
CLIENT INTERVIEW (LW-F)	Monday and Tuesday, October 3-4	10
Project 2.4 – Post-Interview Outline Chart (M-L)	Thursday, October 6 by 11:59 p.m.	1
MBIE—Ex 31, 32, and 33	Sunday, October 9 by 11:59 p.m.	1
CITATION MID-TERM (LW-F)	Mid-term week	20
Project 2.5 – Draft Discussion section (LW-L)	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
Project 2.6 – Final Fourth Amendment Office Memorandum (LW-L)	Sunday, October 30 by 11:59 p.m.	5
Project 3.1 – Outline Chart (M-L)	Sunday, November 6 by 11:59 p.m.	1
Project 3.1 – Draft Discussion section (LW-L)	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	Week of November 14	2
Project 3.2 – FINAL FIRST AMENDMENT OFFICE MEMORANDUM (LW-F)	FRIDAY, December 2 by 4:30 p.m.	80
Professionalism	As applicable	10
TOTAL		200

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.

**MASTERING THE BLUEBOOK INTERACTIVE EXERCISES ASSIGNMENTS AND
SUPPLEMENTAL READING CHART**

Due Date	Set Nos.	Topic	UMB Cross Reference	Bluebook Rules
8/28 by 11:59	Ex 27	Dictionaries	Ch. 7, Part D; Ch. 1, Part F	15.8(a); Bluepages B15
	Ex 1	State Cases	Ch. 2, Parts A, C; Ch. 1, Part G	10.1—10.5, 10.9; Bluepages B10.1—10.3
9/4 by 11:59	Ex 2	Federal Cases	Ch.2, Parts A, C; Ch. 1, Part G	10.1—10.5, 10.9; Bluepages B10.1—10.3
	Ex 3	Multiple Parties	Ch.2, Parts A, C; Ch. 1, Part G	10.1—10.5, 10.9; Bluepages B10.1—10.3
	Ex 4	Reporters	Ch.2, Parts A, C; Ch. 1, Part G	10.1—10.5, 10.9; Bluepages B10.1—10.3
9/11 by 11:59	Ex 5	Business and Organizations	Ch.2, Part A, Part B.1, Part C	10.2.1(c), (d), (h), and 10.9; Bluepages B10.1—10.3
	Ex 6	Governmental Parties	Ch.2, Part A, Part B.2, Part C	10.2.1(f) and 10.9; Bluepages B10.1—10.3
9/18 by 11:59	Ex 7	Descriptive and Procedural Phrases	Ch. 2, Parts A.1, B.4, B.5 and B.6	10.2.1(b), (c), (e), (i), (j) and 10.9; Bluepages B10.1—10.3
	Ex 8	Pinpoints	Ch. 2, Parts A,C; Ch. 1, Part E	3.2, 10.1—10.5, and 10.9; Bluepages B10.1—10.3
	Ex 13	Subsequent History	Ch. 2, Part G	10.1—10.5, 10.7 Bluepages B10.1.6
	Ex 14	State Statutes	Ch. 3, Parts A, C; Ch. 1, Part C	12.1, 12.2.1, 12.3, 12.10; Bluepages B12.1.2

9/25 by 11:59	Ex 15	Federal Statutes	Ch. 3, Parts A, C; Ch. 1, Part G	12.1, 12.2.1, 12.3, 12.10; Bluepages B12.1.1
10/2 by 11:59	Ex 16	Multiple Section and Subsections	Ch. 3, Parts A, C	12.1, 12.2.1, 12.3, 12.3.2, 12.10; Bluepages B12.1.1—.2
	Ex 17	Embedded Citations	Ch. 3, Parts A, C	12.1, 12.2.1, 12.3, 12.3.2, 12.10; Bluepages B12.1.1—.2
	Ex 18	Constitutions	Ch. 4	11; Bluepages B11
10/9 by 11:59	Ex 31	String Citations	Ch. 9, Part A; Ch. 2; Ch. 3	1.1, 1.3, 1.4, 10, 12; Bluepages B1.1
	Ex 32	Signals	Ch. 9, Parts A, B; Ch. 2; Ch. 3	1.1—1.4, 10, 12; Bluepages B1.2
	Ex 33	Explanatory Parentheticals	Ch. 9, Part C	5; Bluepages B5

CITATION MIDTERM THE WEEK OF OCTOBER 10TH

ACTIVITIES AND ASSIGNMENTS CHART

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

Weeks 1 through 3	Unit One	“Immersion in Legal Writing and Reasoning”
CLASS	READINGS	ASSIGNMENTS
<p>“Introduction to Legal Writing”</p> <p>Week 1: Tuesday, August 23, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 1 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019) <input type="checkbox"/> Chapter 7, Part D; Chapter 1, Parts F and G and Chapter 2, Parts A and C in Linda J. Barris - <u>Understanding and Mastering The Bluebook</u> (4th ed. 2020) <input type="checkbox"/> Orientation Writing Assignment (“The Judgment of Solomon”) <input type="checkbox"/> D2L “Start Here” Module <input type="checkbox"/> Log into Bluebook Interactive Exercises and become familiar with the program. <input type="checkbox"/> “Shelter: America’s Homeless Veterans” a documentary is due as reading for class on August 30. See D2L for access. 	<p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit “Orientation Writing Assignment” via D2L by 11:00 a.m. on 8/23 <p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Did King Solomon award the baby to the correct woman? Why? <input type="checkbox"/> What authorities or principles did King Solomon rely on in making his decision? <input type="checkbox"/> How could lawyers have helped the women present their cases and meet their goals better in the dispute resolution process before King Solomon?
<p>“Introduction to Mastering Legal Education”</p> <p>Week 1: Wednesday, August 24, 2022 (M)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review your Orientation Oath <input type="checkbox"/> Review Illinois Supreme Court Rules 701, 703, 704, 708 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The power of growth mindset in law school. <input type="checkbox"/> Organizing your time to achieve “success,” “professional development,” and “personal fulfillment” this term. <input type="checkbox"/> What should your “Study Schedule” contain?

		<input type="checkbox"/> Best practices for pre-class preparation, during-class performance, and post-class improvement.
<p>“Euphoria City’s Aggressive Panhandling Ordinance”</p> <p>Week 1: Thursday, August 25, 2022 (LW)</p>	<input type="checkbox"/> Chapter 14.1 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4 th ed. 2019)	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> What conduct does Euphoria City’s Aggressive Panhandling Ordinance forbid and permit?
	<input type="checkbox"/> Euphoria City “Aggressive Panhandling” Ordinance	<input type="checkbox"/> The form and process of preparing an Office Memorandum.
	<input type="checkbox"/> “Preparing an Office Memorandum” Video	<input type="checkbox"/> How can you memorialize your ideas about King Solomon’s decision in an Office Memorandum?
	<input type="checkbox"/> “Formatting a Document” Video	<input type="checkbox"/> Why do we state law and then apply that law to facts in that order when making legal arguments?
<p><u>Due Sunday, August 28, 2022 by 11:59 p.m.</u></p>		<input type="checkbox"/> Judgment of Solomon Office Memorandum (LW)
		<input type="checkbox"/> Ex 27 and Ex 1 in Mastering <i>The Bluebook</i> Interactive Exercises (LW)
		<input type="checkbox"/> Brief One – possession (M)
		<input type="checkbox"/> Study Schedule (M)
<p>FIRST STUDY GROUP MEETING AUGUST 20TH THROUGH SEPTEMBER 5TH</p>		
<p>“Analyzing Law and Facts”</p> <p>Week 2: Tuesday, August 30, 2022 (LW)</p>	<input type="checkbox"/> Chapters 2 and 4 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4 th ed. 2019)	<p style="text-align: center;"><u>DUE</u></p> <input type="checkbox"/> Sign up on D2L <u>by September 4th</u> for your First Individual Meeting with Professor Vick

	<ul style="list-style-type: none"> <input type="checkbox"/> Ch.2, Parts A, C; Ch. 1, Part G in Linda J. Barris <u>Understanding and Mastering The Bluebook</u> (4th ed. 2020) <input type="checkbox"/> Euphoria City “Aggressive Panhandling” Ordinance. <input type="checkbox"/> St. Louis Aggressive Panhandling Ordinance <input type="checkbox"/> “Shelter: America’s Homeless Veterans” video linked on D2L 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How long is “eight feet”, really? <input type="checkbox"/> What does the Euphoria City Aggressive Panhandling Ordinance permit? What doesn’t it permit? <input type="checkbox"/> Euphoria City’s Ordinance vs. St. Louis’s Ordinance <input type="checkbox"/> The “elements” of a violation of the Euphoria Aggressive Panhandling Ordinance. <input type="checkbox"/> How do we know if someone violates the Euphoria Aggressive Panhandling Ordinance? <input type="checkbox"/> What does the word “relevant” mean?
<p>“Learning Like Lawyers”</p> <p>Week 2: Wednesday, September 1, 2022 (M)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 5 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019) <input type="checkbox"/> Review your brief of <i>People v. Bogan</i> <input type="checkbox"/> Checklist for <i>People v. Bogan</i> 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Your brief <i>People v. Bogan</i> (Brief 1) and how it compares to the checklist. <input type="checkbox"/> How lawyers learn: legal reasoning and its steps. <input type="checkbox"/> How do the steps of legal reasoning translate to Preparation-Performance-Improvement and the Signature Method? <input type="checkbox"/> Using professional tools such as citation manuals, style guides, dictionaries and hornbooks for active, purposive learning <input type="checkbox"/> Recognizing, receiving, and using feedback.

<p>“Solving Legal Problems”</p> <p>Week 2: Thursday, September 2, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Project Assignment Sheet <input type="checkbox"/> Definition of “consent” in Black’s Law Dictionary—Do you remember it from “Lawyering Fundamentals”? <input type="checkbox"/> Definition of “relevant” from Black’s Law Dictionary 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The requirements and steps to complete the Pre-Project. <input type="checkbox"/> What makes a fact a “relevant” or “legally significant”? <input type="checkbox"/> What is an “inference”? <input type="checkbox"/> A process for legal problem-solving: applying law to facts. <input type="checkbox"/> Charting the law and facts to solve problems about panhandling in Euphoria City. <input type="checkbox"/> “Writing across the chart” to convert an Outline Chart to a document that expresses the solution to a problem in writing. <input type="checkbox"/> Why do we state the law first in a legal argument and then show application?
<p><u>Due Sunday, September 4, 2022 by 11:59 p.m.</u></p>		<ul style="list-style-type: none"> <input type="checkbox"/> Sign up and prepare for your First Individual Meeting with Professor Vick. We will discuss your study schedule, your Judgment of Solomon Office Memo, and your Pre-Project Chart and Office Memo <input type="checkbox"/> Pre-Project Outline Chart and Memorandum (LW) <input type="checkbox"/> Ex 2, 3, and 4 in Mastering <i>The Bluebook</i> Interactive Exercises (LW) <input type="checkbox"/> Briefs Two – possession (M)
<p>“Analyzing Possession Law”</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapters 3, 6, and 8 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019) 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p>

<p>Week 3: Tuesday, September 6, 2022 (LW)</p> <p>FIRST INDIVIDUAL MEETING WEEK</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ch.2, Part A, Part B.1, Part B.2, Part C in Linda J. Barris <u>Understanding and Mastering <i>The Bluebook</i></u> (4th ed. 2020) <input type="checkbox"/> Project 1 Assignment Memorandum <input type="checkbox"/> Euph. St. Code 39-17-417 <input type="checkbox"/> <i>People v. Adams</i> <input type="checkbox"/> <i>People v. Bogan</i> <input type="checkbox"/> <i>People v. Moore</i> <input type="checkbox"/> Police Report <input type="checkbox"/> “Anatomy of a Case Report” (Video) 	<ul style="list-style-type: none"> <input type="checkbox"/> The “Signature Method” for preparing legal documents. <input type="checkbox"/> The directions and requirements for the Project 1 Draft Memorandum. <input type="checkbox"/> <input type="checkbox"/> The elements of Euph. St. Code 39-17-417. <input type="checkbox"/> How does the law tell us that Mack Strong constructively possessed the marijuana according to <i>People v. Bogan</i>? <input type="checkbox"/> What do <i>People v. Adams</i> and <i>People v. Moore</i> add to our understanding of how to determine if someone constructively possessed marijuana? <input type="checkbox"/> How to chart cases? Specifically, how do “case facts,” holdings, and reasoning fit into an Outline Chart?
<p>“Gathering and Using Feedback about Learning in Law School”</p> <p>Week 3: Wednesday, September 7, 2022 (M)</p> <p>FIRST INDIVIDUAL MEETING WEEK</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>People v. Moore</i> <input type="checkbox"/> Your brief of <i>People v. Moore</i> <input type="checkbox"/> Your Pre-Project Office Memorandum 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sources/types of feedback in law school. <input type="checkbox"/> Identifying “feedback” from class, from impressions of knowledge after class, and when summarizing notes. <input type="checkbox"/> How useful was your <i>People v. Moore</i> brief based on prior LW class meeting? <input type="checkbox"/> Receiving written feedback and how to use it for learning and improvement. <input type="checkbox"/> Giving yourself feedback (“self-assessing”) on your Pre-Project paper.

		<input type="checkbox"/> Using professor’s or Fellow’s oral and written feedback.
<p>“Charting and Writing About Possession Law Problems”</p> <p>Week 3: Thursday, September 8, 2022 (LW)</p> <p>FIRST INDIVIDUAL MEETING WEEK</p>	<input type="checkbox"/> Chapters 10, 16, 17.1-17.2 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4 th ed. 2019) <input type="checkbox"/> Project 1 Assignment Memorandum	<p style="text-align: center;"><u>DUE</u></p> <p><input type="checkbox"/> Submit Pre-Project Self-Assessment on September 8, 2022 by 11:59 p.m. via D2L</p> <p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> “Hierarchy” and “weight” of judicial authority - what case opinions “control” or don’t. <input type="checkbox"/> The difference between “facts” and “evidence.” <input type="checkbox"/> The difference between “facts” and “conclusions about the facts.” <input type="checkbox"/> What does the word “analogous” mean? (hint: Blacks Law Dictionary may help, but a standard English dictionary may help more!). <input type="checkbox"/> What facts in the police report are “relevant”? Where do they belong on an Outline Chart? <input type="checkbox"/> “Reading across the chart” to write a well-structured CRAC or CREAC legal argument. <input type="checkbox"/> Rule-based application of law to fact in a legal argument. <input type="checkbox"/> What is an “inverted pyramid”? What should say in this Office Memorandum?
		<input type="checkbox"/> Project 1: Outline Chart (M)

Due Sunday, September 11, 2022 by 11:59 p.m.

- Project 1: Draft Possession Memorandum (LW)
- Ex 5 and 6 in Mastering *The Bluebook* Interactive Exercises (LW)
- Brief Three (M)
- Sign up for your Second Individual Meeting with Professor Vick

Weeks 4 through 9

Unit Two

“Communicating with Colleagues and Clients”

SECOND STUDY GROUP MEETING SEPTEMBER 12TH THROUGH 18TH

DUE

“Writing to the Client: Content”

- Chapter 7 in Richard K. Neumann, Jr. et al. Legal Writing (4th ed. 2019)
- Chapter 2, Parts A, B.4, B.5 and B.6, and C; Ch. 1, Part E in Linda J. Barris Understanding and Mastering *The Bluebook* (4th ed. 2020)
- Project 2 Introductory Memorandum
- Project 2.1 Client Letter Assignment Sheet
- Euphoria City Aggressive Panhandling Ordinance
- Statement of Legislative Need for Euphoria City Code § 22-13
- Map of Downtown Euphoria City
- Gresham v. Peterson*

Submit Project 1 Self-Assessment on September 13, 2022 by 11:59 p.m. via D2L (M)

IN-CLASS DISCUSSION

- Our new client, Mack Strong, and his story.
- Directions and requirements for the Project 2.1 Client Letter assignment. What comes next in the case from here?
- What does the First Amendment say?
- Does a panhandling ordinance violate the First Amendment?
- How does policy influence judicial opinions and our writing?
- What is “legislative history”?

Week 4: Tuesday, September 13, 2022 (LW)

<p>“Charting a Legal Problem”</p> <p>Week 4: Wednesday, September 14, 2022 (M)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Project 2.1 Client Letter Assignment Sheet <input type="checkbox"/> Euphoria City Aggressive Panhandling Ordinance <input type="checkbox"/> Statement of Legislative Need for Euphoria City Code § 22-13 <input type="checkbox"/> Map of Downtown Euphoria City <input type="checkbox"/> <i>Gresham v. Peterson</i> 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The difficulty in identifying relevant facts in problems about constitutional challenges. <input type="checkbox"/> What facts are relevant to the parts of the legal standard announced in <i>Gresham v. Peterson</i>? <input type="checkbox"/> Preparing an Outline Chart for Project 2.1. <input type="checkbox"/> If <i>Gresham</i> controls, is the Euphoria City Aggressive Panhandling Ordinance constitutional? Why or why not?
<p>“Writing to the Client: Form and Purpose”</p> <p>Week 4: Thursday, September 15, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 25 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019) <input type="checkbox"/> Illinois Supreme Court Rules 1.4 and 1.6 <input type="checkbox"/> Sample client letters <input type="checkbox"/> James W. Martin, <i>How to Write Letters Nonlawyers Will Read</i> <input type="checkbox"/> Gretchen Viney, <i>Writing a Professional Letter</i> 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The professional requirement of keeping the client informed. <input type="checkbox"/> The proper format of a professional letter from an attorney and its legal significance. <input type="checkbox"/> The purpose and significance of a client opinion letter. <input type="checkbox"/> The substantive parts of an opinion letter and how they compare to an office memorandum. <input type="checkbox"/> The tone and rhetorical style of an opinion letter and how they compare to an office memorandum. <input type="checkbox"/> How to use your Project 2.1 Client Letter Outline Chart to prepare your letter to Maria Strong.

Due Sunday, September 18, 2022 by 11:59 p.m.

- Project 2.1: Outline Chart (M)
- Project 2.1: Draft Client Letter (LW)
- Project 1 Self-Assessment (LW)
- Ex 7 and 8 in Mastering *The Bluebook* Interactive Exercises (LW)
- Brief Four (M)
- Prepare for your Second Individual Meeting with Professor Vick. We will discuss your Project 1 Draft Memorandum, your Project 2.1 Client Letter Draft and revisions to your study schedule.

“Introduction to the Fourth Amendment”

Week 5: Tuesday, September 20, 2022 (LW)

SECOND INDIVIDUAL MEETING WEEK

- Chapters 17.3 and 18 in Richard K. Neumann, Jr. et al. Legal Writing (4th ed. 2019)
- Chapter 2, Part G; Ch. 3, Parts A, C; Ch. 1, Parts C and G in Linda J. Barris Understanding and Mastering *The Bluebook* (4th ed. 2020)
- Project 2.2 Assignment Sheet
- Project 2.3 Assignment Sheet
- Project 2.4-2.5 Assignment Sheet
- Mack Strong’s Motion to Suppress
- Fourth Amendment of the United States Constitution

DUE

Submit Project 2.1 Self-Assessment on September 20, 2022 by 11:59 p.m. via D2L (M)

IN-CLASS DISCUSSION

- The “Signature Method” for preparing legal documents.
- Upcoming litigation activities and how they fit together in our representation.
- The significance and authoritativeness of concurring and dissenting opinions.
- What a “motion” and “Motion to Suppress” are and how “the other side’s arguments” fit in to predictive analysis.
- Analyzing the text of the Fourth Amendment (Hint: it’s not a “statute”)

	<input type="checkbox"/> <i>Katz v. United States</i> (give the concurring opinion special attention)	<p>but some of the methods of analyzing the Fourth Amendment are like ones we use with statutes).</p> <input type="checkbox"/> The facts, holding, and reasoning of <i>Katz</i> and what it “stands for.”
<p>“Charting and Writing on Examinations”</p> <p>Week 5: Wednesday, September 21, 2022</p> <p>SECOND INDIVIDUAL MEETING WEEK</p>	<input type="checkbox"/> Review and bring your Project 1 Outline Chart and draft Memorandum to class (Project 1)	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> What will “taking exams” will be like?
<p>“Open Fields and Abandonment”</p>	<input type="checkbox"/> Project 2.4-2.5 Assignment Sheet	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p>

<p>Week 5: Thursday, September 22, 2022 (LW)</p> <p>SECOND INDIVIDUAL MEETING WEEK</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mack Strong’s Motion to Suppress <input type="checkbox"/> <i>Oliver v. United States</i> <input type="checkbox"/> <i>California v. Greenwood</i> <input type="checkbox"/> Searches and Seizures: Arrests and Confessions § 8.17 	<ul style="list-style-type: none"> <input type="checkbox"/> What must be true of an expectation of privacy to give rise to Fourth Amendment protection. <input type="checkbox"/> What is the “open fields doctrine”? How does it affect the legality of a search of a campsite such as Mack Strong’s? <input type="checkbox"/> Do people have Fourth Amendment protections related to items they abandon or discard? <input type="checkbox"/> How the law from Oliver and Greenwood fits together with Katz. <input type="checkbox"/> How to determine if a search violates someone’s Fourth Amendment rights.
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<p><u>Due Sunday, September 25, 2022 by 11:59 p.m.</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Project 2.2: Final Office Memorandum (Possession) (LW) <input type="checkbox"/> Outline Excerpt (M) <input type="checkbox"/> Ex 13, Ex 14, and Ex 15 in Mastering <i>The Bluebook</i> Interactive Exercises (LW)
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<p>THIRD STUDY GROUP MEETING SEPTEMBER 26TH THROUGH OCTOBER 2ND</p>
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<p>“Interviewing the Client”</p> <p>Week 6: Tuesday, September 27, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 15 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019) <input type="checkbox"/> Chapter 3, Parts A and C; Chapter 4 Linda J. Barris - <u>Understanding and Mastering <i>The Bluebook</i></u> (4th ed. 2020) <input type="checkbox"/> Illinois Supreme Court Rule 1.6 	<p style="text-align: center;"><u>DUE</u></p> <div style="background-color: #90ee90; padding: 5px;"> <p><input type="checkbox"/> Sign up for your Client Interview with your partner by 11:59 p.m. on Thursday, September 29.</p> </div> <p><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What must be true of an expectation of privacy to give rise to Fourth Amendment protection?
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	<ul style="list-style-type: none"> <input type="checkbox"/> Project 2 Introduction Memorandum <input type="checkbox"/> Projects 2.4-2.5 Assignment Sheet <input type="checkbox"/> “Interviewing the Client” video 	<ul style="list-style-type: none"> <input type="checkbox"/> Why we are interviewing Mack Strong? <input type="checkbox"/> How do we know what we need to learn from the interview process? <input type="checkbox"/> Process of interviewing a client and what happens in the interview. <input type="checkbox"/> Preparing for a client interview. <input type="checkbox"/> What duties of confidentiality do lawyers have to clients who reveal information in interviews?
<p>“Simulating a Midterm Examination”</p> <p>Week 6: Wednesday, September 28, 2022 (M)</p>	<p>In this class you will take a simulated mid-term examination, debrief the experience, and assess your answers. Prepare for the exam and be ready to start the simulated exam when class begins.</p>	
<p>“What questions should ask at a client interview?”</p> <p>Week 6: Thursday, September 29, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Katz v. United States</i> <input type="checkbox"/> <i>Oliver v. United States</i> <input type="checkbox"/> <i>California v. Greenwood</i> <input type="checkbox"/> Searches and Seizures: Arrests and Confessions § 8.17 <input type="checkbox"/> Have your Project 1 Outline Chart in class 	<p style="text-align: center;"><u>DUE</u></p> <p style="background-color: yellow;"><input type="checkbox"/> Submit Practice Midterm Self-assessment by 11:59 p.m. on Thursday, September 29, 2022</p> <p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What facts do we already know that belong in the Project 2.4 Outline Chart? <input type="checkbox"/> What information would be good to know given the law and other facts in the Outline Chart? <input type="checkbox"/> Challenges of showing “knowledge” and how a client can help. <input type="checkbox"/> Using these insights to identify questions to ask Mack Strong. <input type="checkbox"/> Drafting effective case illustrations to support application of law to fact.

<p>Due Sunday, October 2, 2022 by 11:59 p.m.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project 2.3 – Final Client Letter (LW) <input type="checkbox"/> Project 2.4 – Pre-Interview Outline Chart (M) <input type="checkbox"/> Ex 16, Ex 17, and Ex 18 in Mastering <i>The Bluebook</i> Interactive Exercises (LW) 		
<p>“Assessing the Practice Midterm”</p> <p>Week 7: Tuesday, October 4, 2022 (M)</p> <p>NOTE THAT THIS MASTERING LEGAL EDUCATION CLASS IS ON A TUESDAY.</p> <p>CLIENT INTERVIEW WEEK</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Your Practice Mid-term answer and accompanying documents (e.g., your outline/chart of your answer). <input type="checkbox"/> Your self-assessment of the Practice Mid-term 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessing your Practice Mid-term answer against a “sample” answer. <input type="checkbox"/> Learning 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. <input type="checkbox"/> Planning for “after the mid-term period” – reviewing exams, using exam results as feedback, and shifting to final examination study.
<p>“Debriefing the Client Interview”</p> <p>Week 7: Wednesday, October 5, 2022 (LW)</p> <p>CLIENT INTERVIEW WEEK</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Interview Transcript (watch for this to be posted after the last scheduled Client Interview) 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What are your impressions of the Client Interview process? What worked and what could work better? <input type="checkbox"/> What relevant information did you learn from Mack Strong in the transcript? <input type="checkbox"/> Do you believe Mack Strong “knowingly possessed” the marijuana and/or could be convicted at trial? <input type="checkbox"/> Finalizing the Project 2.4 Outline Chart.

		<input type="checkbox"/> What are your initial impressions of appropriate answers to the issues in Project 2.5?
<p>“Writing the Project 2.5 Discussion Section”</p> <p>Week 7: Thursday, October 6, 2022 (LW)</p> <p>CLIENT INTERVIEW WEEK</p>	<input type="checkbox"/> Chapters 19 and 20 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4 th ed. 2019) <input type="checkbox"/> Chapter 9, Parts A, B and C; Chapter 2; Chapter 3 Linda J. Barris <u>Understanding and Mastering The Bluebook</u> (4 th ed. 2020) <input type="checkbox"/> All required authorities for Project 2.5 <input type="checkbox"/> Client Interview Transcript	<p style="text-align: center;"><u>DUE</u></p> <p><input type="checkbox"/> Submit Project 2.4 (Post-interview Outline Chart) by 11:59 p.m. on Thursday, October 6, 2022</p> <p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> What is an “umbrella” section (or inverted pyramid)? What is a roadmap? How do you construct them for Project 2.5? <input type="checkbox"/> Drafting effective case illustrations to support application of law to fact. <input type="checkbox"/> 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. <input type="checkbox"/> How do lawyers use inferences about facts in their arguments? <input type="checkbox"/> Constructing a larger argument from a group of rule-based, deductive, or analogical arguments. <input type="checkbox"/> How do counter arguments or predictions fit into application of law to fact? How can they make the main arguments or predictions stronger?
<p><u>Due Sunday, October 9, 2022 by 11:59 p.m.</u></p>		<input type="checkbox"/> Ex 31, Ex 32, and Ex 33 in Mastering <i>The Bluebook</i> Interactive Exercises (LW)

<p>“Midterm Week”</p> <p>Week 8: October 10th through October 14th</p>			<p>CITATION MIDTERM EXAMINATION</p>			<p>ALL CITATION EXERCISES MUST BE COMPLETED PRIOR TO RECEIVING ACCESS TO THE MIDTERM EXAM</p>		
<p><u>Due Sunday, October 16, 2022 by 11:59 p.m.</u></p>			<p><input type="checkbox"/> Project 2.5 – Draft Fourth Amendment Discussion section (LW)</p>					
<p>“The Rest of the Story”</p> <p>Week 9: Tuesday, October 18, 2022 (LW)</p>			<p><input type="checkbox"/> Chapter 14 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019)</p>			<p><u>IN-CLASS DISCUSSION</u></p> <p><input type="checkbox"/> Content questions for Project 2.6 in light of work on Project 2.5.</p> <p><input type="checkbox"/> Improving rule-based application, case illustrations, and analogies.</p> <p><input type="checkbox"/> Perfecting the Project 2.5 umbrella structures (inverted pyramids and roadmaps).</p>		
<p>“Improving Legal Analysis and Application”</p> <p>Week 9: Wednesday, October 19, 2022 (M)</p>						<p><u>DUE</u></p> <p>Submit Brief Five and Project 2.5 Self-Assessment by 11:59 p.m. on Wednesday, October 19</p> <p><u>IN-CLASS DISCUSSION</u></p> <p><input type="checkbox"/> Why do 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?</p> <p><input type="checkbox"/> Writing effective “Brief Answers”</p> <p><input type="checkbox"/> What facts belong in the “Facts” section of an office memorandum and</p>		

		<p>how an Outline Chart can help identify them?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using headers to signpost the structure of the paper to the reader and serve as a substantive outline.
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Weeks 9 through 14	UNIT THREE	“THE FINAL MEMORANDUM”
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<p>“Introduction to Project Three”</p> <p>Week 9: Thursday, October 20, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Project 3.1 Assignment Sheet <input type="checkbox"/> Euphoria City Aggressive Panhandling Ordinance, Euph. City Code § 22-13 <input type="checkbox"/> First Amendment of the United States Constitution <input type="checkbox"/> <i>Ward v. Rock Against Racism</i> <input type="checkbox"/> <i>New York Times</i> article “Rock Music Is Loud” <input type="checkbox"/> <i>New York Times</i> article “Second Guessing the First Amendment” <input type="checkbox"/> Recommended: <i>Ward v. Rock Against Racism</i> oral argument 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The facts, holdings, and reasoning of <i>Ward v. Rock Against Racism</i>. <input type="checkbox"/> Applying the reasoning in <i>Ward v. Rock Against Racism</i> – including the test <i>Ward</i> announces <input type="checkbox"/> If the only applicable law is <i>Ward</i>, what are the analytical steps we would take to determine if the Euphoria City Aggressive Panhandling Ordinance is constitutional? <input type="checkbox"/> Hypothetical questions the justices asked in the <i>New York Times</i> articles and oral argument.
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<p><u>Due Sunday, October 23, 2022 by 11:59 p.m.</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Submit Brief Six via D2L by 11:59 on October 23, 2022
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<p>“Analyzing the Law for Project Three”</p> <p>Week 10: Tuesday, October 25, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 7 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019) <input type="checkbox"/> Euphoria City Aggressive Panhandling Ordinance <input type="checkbox"/> <i>Hill v. Colorado</i> 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The facts, holding, and reasoning of <i>Hill v. Colorado</i>. <input type="checkbox"/> How does the Colorado statute in <i>Hill</i> compare to the Euphoria City Aggressive Panhandling Ordinance?
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	<input type="checkbox"/> Col. Rev. Stat. Ann. § 18-9-122 – find this statute on Westlaw or Lexis and review prior to class	<input type="checkbox"/> What “public policies” concerned the <i>Hill</i> Court and the justices who did not join the majority opinion? <input type="checkbox"/> How does <i>Hill</i> change (or not) the analytical steps we would take to determine if the Euphoria City Aggressive Panhandling Ordinance is constitutional? <input type="checkbox"/> The structured law appropriate for an Outline Chart for Project 3.1.
<p>“Analyzing the Law for Project Three”</p> <p>Week 10: Wednesday, October 26, 2022 (M)</p>	<input type="checkbox"/> Euphoria City Aggressive Panhandling Ordinance, Euph. City Code § 22-13 <input type="checkbox"/> <i>Reed v. Town of Gilbert</i> <input type="checkbox"/> <i>Hill v. Colorado</i>	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> Facts, holding and reasoning of <i>Reed v. Town of Gilbert</i> . <input type="checkbox"/> What does <i>Reed</i> add to the “Law” column for the Outline Chart for the Client Interview? <input type="checkbox"/> What are “over”- and “under”-inclusivity? <input type="checkbox"/> What should the Law column for a Project 3.1 Outline Chart contain?
<p>“Analyzing the Law for Project Three”</p> <p>Week 10: Thursday, October 27, 2022 (LW)</p>	<input type="checkbox"/> Euphoria City Aggressive Panhandling Ordinance, Euph. City Code § 22-13 <input type="checkbox"/> <i>Thayer v. City of Worcester</i> <input type="checkbox"/> <i>Reed v. Town of Gilbert</i> <input type="checkbox"/> <i>Hill v. Colorado</i> <input type="checkbox"/> <i>Ward v. Rock Against Racism</i>	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> What should the Law column for a Project 3.1 Outline Chart contain? <input type="checkbox"/> Solving a problem about whether a panhandling ordinance is unconstitutional. <input type="checkbox"/> The real differences between strict and intermediate scrutiny. <input type="checkbox"/> Any final issues on the Project 2.6 assignment.

Due Sunday, October 30, 2022 by 11:59 p.m.

Submit Project 2.6—Final Fourth Amendment Office Memorandum via D2L by 11:59 on October 30, 2022

**FOURTH STUDY GROUP
MEETING OCTOBER 31ST
THROUGH NOVEMBER 6TH**

“Structuring the Project 3.1”

Week 11: Tuesday, November 1, 2022 (LW)

- Euphoria City Aggressive Panhandling Ordinance
- Reed v. Town of Gilbert*
- Hill v. Colorado*
- Ward v. Rock Against Racism*
- Thayer v. City of Worcester*

IN-CLASS DISCUSSION

- The relationship between the first issue (content based versus content neutral regulation) and the second (application of scrutiny).
- Affirmative and responsive relationships between arguments the Ordinance is content based and content neutral
- Affirmative and responsive relationships between arguments applying strict versus intermediate scrutiny
- What major sections and subsections should the Project 3.1 draft Discussion include?
- What the “umbrella” section (or inverted pyramid) and roadmap should include?

“Charting Complex Law/Fact Relationships”

Week 11: Wednesday, November 2, 2022 (M)

- Euphoria City Aggressive Panhandling Ordinance
- Reed v. Town of Gilbert*
- Hill v. Colorado*
- Ward v. Rock Against Racism*
- Thayer v. City of Worcester*

IN-CLASS DISCUSSION

- What authorities, facts or items of evidence are relevant to parts of the law and tests from *Ward*, *Hill*, and *Reed*?
- Does the Euphoria City Aggressive Panhandling Ordinance regulate speech or conduct?

		<input type="checkbox"/> What are the words in the Aggressive Panhandling Ordinance that show it is content based or content neutral? <input type="checkbox"/> How does the Statement of Legislative Need impact the application of intermediate or strict scrutiny?
“From Citations to Citation Sentences and Clauses” Week 11: Thursday, November 3, 2022 (LW)	<input type="checkbox"/> Chapter 22 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4 th ed. 2019) <input type="checkbox"/> “Citation Sentences and Clauses” Video <input type="checkbox"/> “Signals” Video <input type="checkbox"/> “Parentheticals” Video	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> What does it mean to say that a citation or citation string is really a “sentence”? <input type="checkbox"/> How do “signals” explain the association between a citation and textual material and when to use them? <input type="checkbox"/> Crafting different types of parentheticals to add key information and supportive content to your citations. <input type="checkbox"/> Using “string” citations.
<u>Due Sunday, November 6, 2022 by 11:59 p.m.</u>		<input type="checkbox"/> Submit Project 3.1—Outline Chart and Project 3.1—Draft Discussion Section via D2L by 11:59 on November 6, 2022 <input type="checkbox"/> Sign up for Third Individual Meeting
NO CLASS!!!! ELECTION DAY TUESDAY, NOVEMBER 8, 2022		
“Examination Preparation and Strategies”		<u>DUE</u>

<p>Week 12: Wednesday, November 9, 2022 (M)</p>		<p><input type="checkbox"/> Submit Project 3.1 Self-Assessment via D2L by 11:59 on November 9, 11:59 p.m.</p> <p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Practicing for specific subject matter examinations. <input type="checkbox"/> When do final examinations occur and how should you use the time between now and then to maximize learning and success? <input type="checkbox"/> What do upper class students suggest as positive study strategies and tactics? <input type="checkbox"/> What items should you include in a checklist for studying for a final?
<p>“Effective Legal Writing I: Improving Sentences (Purpose and Structure)”</p> <p>Week 12: Thursday, November 10, 2022 (LW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 21 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019) <input type="checkbox"/> Passive Voice and How to Eliminate It video <input type="checkbox"/> Tanielle Fordyce-Ruff, <i>Five Tips to Combat Verbosity</i> <input type="checkbox"/> Megan McAlpin, <i>Finding and Fixing the Passive Voice</i> 	<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The purposes of different paragraphs in a section or subsection of legal writing. <input type="checkbox"/> Communicating effectively when readers read the first sentence of paragraphs and little else. <input type="checkbox"/> The purpose of starting sentences with topic/thesis statements. <input type="checkbox"/> Structuring and dividing paragraphs of law and application with application thesis statements. <input type="checkbox"/> The difference between active and passive voice and why active voice is so very superior. <input type="checkbox"/> Identifying passive voice with “by” and “to be” vocabulary. <input type="checkbox"/> Reordering sentences to eliminate passive voice and improving the communication quality of your writing.

Week Thirteen: November 14th through November 18th

☐ Prepare for your Third Individual Meeting with Professor Vick. We will discuss your Project 3.1 First Amendment Discussion Draft

<p>“Planning to Complete Project 3.2”</p> <p>Week 13: Tuesday, November 15, 2022 (LW)</p> <p>THIRD INDIVIDUAL MEETING WEEK</p>	<p>☐ Grade Tally Sheet for Project 3.2</p>	<p><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> ☐ Being a good “project manager” for Project 3.2. ☐ The criteria for an excellent Project 3.2 Office Memorandum as converted into grading points. ☐ Tasks necessary to complete Project 3.2 and how long they will take. ☐ “Revising” versus “precision editing.” ☐ When you should “stop writing” and “start revising/editing.” ☐ Developing a “completion plan” to produce a high-quality Project 3.2 Office Memorandum.
<p>“Examination Preparation Strategies”</p> <p>Week 13: Wednesday, November 16, 2022 (M)</p> <p>THIRD INDIVIDUAL MEETING WEEK</p>		
<p>“Effective Legal Writing II: Editing for Grammar and Style”</p> <p>Week 13: Thursday, November 17, 2022 (LW)</p> <p>THIRD INDIVIDUAL MEETING WEEK</p>	<p>☐ Chapter 23 in Richard K. Neumann, Jr. et al. <u>Legal Writing</u> (4th ed. 2019)</p>	<p><u>IN-CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> ☐ Top Ten Grammar Snafus from law students ☐ Noun-pronoun agreement and gender neutral writing

		<input type="checkbox"/> If you must use quotations, how to get the form right
NO CLASS!! THANKSGIVING BREAK MONDAY, NOVEMBER, 21, 2022 THROUGH FRIDAY, NOVEMBER 25, 2022		
“Precision Editing” Week 14: Tuesday, November 29, 2022 (LW)		<p style="text-align: center;"><u>IN-CLASS DISCUSSION</u></p> <input type="checkbox"/> Using checklists to perfect your legal writing
NO CLASS!! Wednesday, November 30, 2022 and Thursday, December 1, 2022		
<u>Due Friday, December 2, 2022 by 11:59 p.m.</u>		<input type="checkbox"/> Submit Project 3.2—Final First Amendment Office Memorandum via D2L

