

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF LAW
Lawyering Skills: Legal Writing I and Mastering Legal Education I
Fall 2023
Professor Anna M. Vick

Contact:
Anna.vick@siu.edu
Lesar Law Building Room 226
618-751-4644

Office hours:
Mondays and Wednesdays 11:00 a.m. to 2:00 p.m.
Tuesdays and Thursdays 10:00 a.m. to 1:00 p.m.
Fridays 9:00 a.m. to 10:30 a.m.

While the above are my dedicated office hours, feel free to stop in 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 projects and the resulting communication products, such as professional email communication, office memoranda, a client letter, 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!

CLASS INFORMATION AND POLICIES

1. Course Objectives. You will learn to:

- Think, act and communicate like a lawyer.
- Identify legal issues in novice and more advanced legal problems and devise effective strategies for solving those problems.
- Comprehend and analyze case, statutory, and other appropriate primary and secondary legal authorities.
- Synthesize law from case, statutory, and other appropriate primary and secondary authority.
- Apply critical thinking skills to legal authorities and their application to facts to solve legal problems.
- Communicate legal reasoning and solutions to legal problems effectively in objective writing.
- Use legal reasoning effectively in a first client interview.
- Use style manuals and other feedback to improve grammar and sentence structure in legal writing.
- Use citation manuals to craft correct citation forms for legal authority.
- Nurture a developing sense of professional identity in the context of simulated client representation.
- Appreciate how the cultural backgrounds or attributes of the course clients or witnesses may be valuable or integral to an attorney's representation.
- Employ productive academic and professional behaviors to succeed in law school and law practice.
- Take initial steps to plan your entry to the legal profession.

2. 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).
- Gardner, *The Redbook: A Manual on Legal Style* (4th ed.).
- Mary B.Trevor, *Interactive Grammar and Usage & Interactive Legal Citation Assessment*.
- Materials found on D2L.
- 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. You are allowed a maximum of four (4) absences in the Legal Writing course and one (1) absence in the Mastering Legal Education course.

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 and other activities, meeting attendance, 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	120	60
Lightly graded "Writing and Charting" assignments	35	17.5
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. Lightly graded assignments are all assignments other than those marked as "fully graded" assignments. 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 (120 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 (and submission of questions)

20 points = Citation Mid-term
90 points = Project 3.4 Final Office Memorandum

c. Interactive Citation 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 *Bluebook* exercises.

You will need to use your Bluebook carefully. **Citation exercises and video are the primary citation form instruction for the class prior to the Citation Mid-Term.** 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 may take as many as two hours to complete. The TAs for this course are citation wizards and will also help you along the way.

d. Required Individual Meetings (6 points). I welcome opportunities to meet with you about Legal Writing, Mastering Legal Education, or other matters of interest or concern to you. I have an open door policy—if my door is open you are welcome to visit. Accessibility to students is a priority for me, unless I am in another meeting or prepping for class, my door is open.

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) prioritize the interests of clients; 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.

Failure to complete the Career Services Meeting required for Mastering Legal Education could have a negative impact on your professionalism score.

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 and two Mastering Legal Education are asynchronous modules online only. Most, but not all, Mastering Legal Education of the classes are on Fridays. 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 all “Study Group” and individual meetings with your assigned 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 approximately four times during the term to discuss study strategies, examination preparation, legal reasoning methods, peer-to-peer advising issues, and other matters, and you must meet individually from time to time with your Fellow as well. You are always welcome to contact your Fellow for advice or to meet.

You will receive the meeting schedule for required Study Groups and individual meetings at the beginning of the term. Consider that schedule incorporated by reference into this Syllabus.

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 briefing assignments, some case questionnaires, some 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 first and third 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!

e. Career Services Meeting. You must meet once during the term with Director of Career Services, Casey Parker. You will receive further information about this requirement after the term begins.

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! Assignments build on each other in this course; as a result, students who turn in work late or not at all invariably do not do well with subsequent assignments or in the courses overall.

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 making a Motion for Extension of Time and the additional required 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 related 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:

- Lauren Ozenkoski (lauren.ozenkoski@siu.edu)
- Kaitlyn Coffey (kaitlyn.coffey@siu.edu)
- Tim Hogan (timothy.hogan@siu.edu)

All were outstanding performers in Lawyering Skills: Legal Writing in either 2021-22 or 2022-23. 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 a student-run organization of 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.

The Fellows 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 and provide you with necessary schedule and contact information. That Fellow will lead several Study Group meetings each term, meet with you individually, coach you through 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 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 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

SYLLABUS ATTACHMENT

SIU SCHOOL OF LAW – Fall 2023

EMERGENCY PROCEDURES: We ask that you become familiar with **Emergency Preparedness @ SIU**. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts, visit <http://emergency.siu.edu/>.

DISABILITY POLICY. SIU Carbondale is committed to providing an inclusive and accessible experience for all students with disabilities. Disability Support Services coordinates the implementation of accommodations. If you think you may be eligible for accommodations but have not yet obtained approval, please contact DSS immediately at 618-453-5738 or disabilityservices.siu.edu. You may request accommodations at any time, but timely requests help to ensure accommodations are in place when needed. Accommodations and services are determined through an interactive process with students and may involve consideration of specific course design and learning objectives in consultation with faculty. Please send approved accommodations to your faculty through the DSS online portal.

SALUKI CARES. The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students, and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-2461, or siucares@siu.edu, <https://salukicare.siu.edu/>. Associate Dean Doug Lind (dlind@siu.edu, 618-453-8713) and Assistant Dean Judi Ray (judiray@siu.edu, 618-453-8135) are available at the School of Law to help students access university resources.

SAFETY AWARENESS FACTS AND EDUCATION Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>

Assignments Chart

Legal Writing I and Mastering Legal Education I

Assignment	Due	Pts.
Citation Assignment—Case Names (LW)	Sunday, August 27 by 11:59 p.m.	1
Study Schedule (M)	Sunday, August 27 by 11:59 p.m.	1
Case Brief One	Sunday, August 27 by 11:59 p.m.	1
Client Letter (M)	Sunday, September 3 by 11:59 p.m.	4
Outline Chart for Client Letter (M)	Sunday, September 3 by 11:59 p.m.	1
Citation Exercise—Location and Court/Date (LW)	Sunday, September 3 by 11:59 p.m.	2
FIRST INDIVIDUAL MEETING (M/LW)	Week of September 4	2
Case Questionnaire #1 (M)	Wednesday, September 6 by 11:59 p.m.	1
Client Letter Self-assessment (M)	Wednesday, September 6 by 11:59 p.m.	2
Outline Chart Part A for Closed Memo Issue One (M)	Sunday, September 10 by 11:59 p.m.	1
Draft Closed Memo (Issue One) Discussion Section (LW)	Sunday, September 10 by 11:59 p.m.	4
Citation Exercise—Federal Statutes (LW)	Sunday, September 10 by 11:59 p.m.	1
Case Questionnaire #2 (LW)	Sunday, September 10 by 11:59 p.m.	1
Closed Memo (Issue One) Discussion Section Self-assessment (M)	Tuesday, September 12 by 11:59 p.m.	2
Outline Chart Part B for Closed Memo (Issue One) (LW)	Sunday, September 17 by 11:59 p.m.	1
Citation Exercise—Case short forms	Sunday, September 17 by 11:59 p.m.	2
Final Closed Memo (Issue One) (LW)	Sunday, September 24 by 11:59 p.m.	5
Citation Exercise	Sunday, September 24 by 11:59 p.m.	1
SECOND INDIVIDUAL MEETING (M/LW)	Week of October 2	2
Outline Excerpt (M)	Thursday, September 28 by 11:59 p.m.	2
Simulated Midterm Exam Self-assessment (M)	Friday, September 29 by 11:59 p.m.	2
Outline Chart A for Closed Memo (Issue Two) (LW)	Sunday, October 1 by 11:59 p.m.	2
Case Questionnaire #3 (LW)	Sunday, October 1 by 11:59 p.m.	1
Citation Exercise—Signals and Parentheticals	Sunday, October 1 by 11:59 p.m.	2
Draft Closed Memo (Issue Two) Discussion Section (LW)	Wednesday, October 4 by 11:59 p.m.	4
Closed Memo (Issue Two) Discussion Section Self-Assessment (LW)	Thursday, October 5 by 11:59 p.m.	3
CITATION MIDTERM (LW) F	Week of October 8 th (see exam schedule)	20
Full Closed Memo (Issues One and Two) (LW)	Sunday, October 22 by 11:59 p.m.	5

Client Interview (LW) (F)	October 23 rd through October 26 th	8
Client Interview Questions (LW) (F)	Tuesday, October 24 by 11:59 p.m.	2
Case Questionnaire #4 (M)	Tuesday, October 24 by 11:59 p.m.	1
Open Memo Outline Chart (M)	Sunday, November 5 by 11:59 p.m.	1
Open Memo—Draft Discussion Section (LW)	Sunday, November 5 by 11:59 p.m.	4
Open Memo Self-assessment (M)	Tuesday, November 7 by 11:59 p.m.	3
THIRD INDIVIDUAL MEETING (LW)	November 8 th through November 17 th	2
Final Open Memo (LW) (F)	Monday, November 27 by 11:59 p.m.	90
Email Assignment (LW)	Wednesday, November 29 by 11:59 p.m.	2
Career Services Meeting	As assigned	
Professionalism	As assigned	10

LEGAL WRITING CLASS ACTIVITIES CHART

CLASS	READINGS	ASSIGNMENTS
<p>Week One:</p> <p>Tuesday, August 22, 2023</p> <p><i>Introduction to Legal Writing</i></p>	<p style="text-align: center;"><u>Readings</u></p> <p><input type="checkbox"/> <i>Legal Writing</i>, pages 1-25 and 35-52</p> <p><input type="checkbox"/> <i>The Redbook</i> 389-395</p>	<p style="text-align: center;"><u>Due</u></p> <p><input type="checkbox"/> Brief</p> <p style="text-align: center;"><u>In-Class</u></p> <p><input type="checkbox"/> How to understand a case</p>
<p>Week One:</p> <p>Thursday, August 24, 2023</p> <p><i>Understanding a Statute</i></p>	<p style="text-align: center;"><u>Readings</u></p> <p><input type="checkbox"/> <i>Legal Writing</i>, pgs. 27-33 and 69-78</p> <p><input type="checkbox"/> Theft statute</p> <p><input type="checkbox"/> Client Letter Assignment</p>	<p style="text-align: center;"><u>Due</u></p> <p><input type="checkbox"/> Sign up for First Individual Meeting by Friday, September 1, 2023, at 11:59 p.m. via D2L.</p> <p style="text-align: center;"><u>In-Class</u></p> <p><input type="checkbox"/> How does one violate theft statute?</p> <p><input type="checkbox"/> What have you learned about your client this far?</p> <p><input type="checkbox"/> What is a legal citation?</p> <p><input type="checkbox"/> The form and process of preparing an Client Letter.</p> <p><input type="checkbox"/> How do you explain the law in your own words?</p> <p><input type="checkbox"/> Is explaining the statute itself enough?</p>
<p>Week Two</p> <p>Tuesday, August 29, 2023</p> <p><i>Communicating with Clients: Part One a Letter</i></p>	<p style="text-align: center;"><u>Readings</u></p> <p><input type="checkbox"/> <i>Legal Writing</i>, pgs. 201-212</p>	<p style="text-align: center;"><u>Due</u></p> <p><input type="checkbox"/> Citation Exercise due Sunday, August 27, 2023, by 11:59 p.m. via D2L</p>

		<input type="checkbox"/> Study Schedule due Sunday, August 27, 2023, by 11:59 p.m. via D2L <input type="checkbox"/> Case Brief due Sunday, August 27, 2023, by 11:59 p.m. via D2L <input type="checkbox"/> Sign up for First Individual Meeting by Friday, September 1, 2023, at 11:59 p.m. via D2L. <p style="text-align: center;"><u>In-Class</u></p> <input type="checkbox"/> What an “element is” and the “elements” of theft statute. <input type="checkbox"/> What “relevant” and “relevant evidence” mean (hint – look them up in Black’s Law Dictionary before class to find profession-specific definitions!). <input type="checkbox"/> How lawyers prove things and how they know what they need to prove. <input type="checkbox"/> Creating a chart of the law to help know what to show to prove someone violated the theft statute. <input type="checkbox"/> Building an attorney/client relationship <input type="checkbox"/> Effective communication with clients <input type="checkbox"/> Eliminating personal bias when communicating with clients
Week Two	<u>Readings</u>	<u>Due</u>
Thursday, August 31, 2023	<input type="checkbox"/> <i>Legal Writing</i> , pgs. 115-119, and 125-131	<input type="checkbox"/> Client Letter due by Sunday, September 3,

<p><i>Introduction to the Office Memo</i></p> <p><i>And Structure!</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Redbook</i>, pgs. 397-410 <input type="checkbox"/> Closed Memo (Issue One) Assignment 	<p>2023, at 11:59 p.m. via D2L</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline Chart for Client Letter due Sunday, September 3, 2023, at 11:59 p.m. <input type="checkbox"/> Citation Exercise due Sunday, September 3, 2023, at 11:59 p.m. <p style="text-align: center;"><u>In-Class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The requirements and steps to complete the Closed Memo (Issue One) Assignment <input type="checkbox"/> What is an “inference” (hint: look it up in Black’s Law Dictionary before class, too!)? <input type="checkbox"/> A process for legal problem-solving: applying law to facts. <input type="checkbox"/> Charting the law and facts to solve problems. <input type="checkbox"/> “Read and write across the chart” to convert an Outline Chart to a document that expresses the solution to a problem. <input type="checkbox"/> Why do we state the law first in a legal argument and then show application?
<p>Week Three</p> <p>Tuesday, September 5, 2023</p> <p><i>Structure! And, Recognizing and Using Feedback</i></p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Legal Writing</i>, pgs. 135-144 <input type="checkbox"/> Client Letter Self-Assessment 	<p style="text-align: center;"><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Case Questionnaire #1 due Wednesday, September 6, 2023, by 11:59 p.m.

<p><i>*note that this class will combine elements of LW and MLE</i></p> <p><i>Individual Conferences this Week</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Closed Memo Part I Assignment Memorandum <input type="checkbox"/> Theft Statute <input type="checkbox"/> Police Reports <p>NOTE: Make sure that you have your Client Letter and associated Outline Chart with you in class</p> <p><i>Individual Conferences this Week</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Client Letter Assignment Self-Assessment due September 6, 2023, at 11:59 p.m. <input type="checkbox"/> Attend First Individual Meeting, 9/4 through 9/8 <p style="text-align: center;"><u>In-Class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The “Signature Method” for preparing legal documents. <input type="checkbox"/> Types of feedback you may receive in law school. <input type="checkbox"/> Identifying “feedback” from class, from impressions of knowledge after class, and when summarizing notes. <input type="checkbox"/> How to use feedback from professors, TAs, colleagues and others to improve your work in all classes. <input type="checkbox"/> Using exemplars to learn how to assess and improve your own writing. <input type="checkbox"/> How to learn from each other: comparing client answers for strengths and weaknesses. <input type="checkbox"/> The directions and requirements for the Closed Memorandum.
<p>Week Three</p> <p>Thursday, September 7, 2023</p>	<p style="text-align: center;"><u>Readings</u></p> <p><i>Legal Writing</i>, pgs. 145-162</p>	<p style="text-align: center;"><u>Due</u></p>

<p><i>Advanced Structure</i></p>		<ul style="list-style-type: none"> <input type="checkbox"/> Attend First Individual Meeting, 9/4 through 9/8 <input type="checkbox"/> Outline Chart Part A for Closed Memo (Issue One) due September 10, 2023, by 11:59 p.m. <input type="checkbox"/> Closed Memo Discussion Section for Issue One due September 10, 2023, by 11:59 p.m. via D2L. <input type="checkbox"/> Citation Exercise due Sunday, September 10, 2023, by 11:59 p.m. <input type="checkbox"/> Case Questionnaire #2 due Sunday, September 10, 2023, by 11:59 p.m. <p style="text-align: center;"><u>In-Class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What do the cases for the close memo add to your understanding of the statute? <input type="checkbox"/> How to chart cases—specifically, how “case facts,” holdings, and reasoning fit into an Outline Chart (hint: they DON’T belong in the “Relevant Facts” column). <input type="checkbox"/> What facts in this case are “relevant” to the legal principles gleaned from the case?
<p>Week Four</p> <p>Tuesday, September 12, 2023</p> <p><i>A Plan for Writing</i></p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Legal Writing</i>, pgs. 91-111 <input type="checkbox"/> Additional Cases as assigned on D2L 	<p style="text-align: center;"><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Closed Memo Discussion Section Self-assessment due Tuesday, September 12, 2023, by 11:59 p.m.

		<p><u>In-Class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Feedback to improve <input type="checkbox"/> Building out the law with additional cases <input type="checkbox"/> How charting/outlining for legal writing translates to your other courses
<p>Week Four</p> <p>Thursday, September 14, 2023</p> <p><i>CREAC</i></p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Legal Writing</i>, Chapter 18 <input type="checkbox"/> Additional readings as assigned on D2L 	<p><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline Chart Part B for Closed Memo (Issue One) due Sunday, September 17, 2023, by 11:59 p.m. <input type="checkbox"/> Citation assignment due Sunday, September 17, 2023, by 11:59 p.m. <p><u>In-Class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How case illustrations help readers understand statements of law and explanation. <input type="checkbox"/> Case illustrations as the foundation of analogies between case law and the problem facts. <input type="checkbox"/> “Stating the law” starting with the rule/principle, then explanation, and then an appropriate case illustration. <input type="checkbox"/> Facts-holding-reasoning as the “default” method of case illustration. <input type="checkbox"/> Drafting effective case illustrations to support application of law to fact in primarily rule-based reasoning.

Week 5	<u>Readings</u>	<u>In-Class</u>
Tuesday, September 19, 2023 <i>Citing and Quoting</i>	<input type="checkbox"/> <i>Legal Writing</i> , pgs. 189-198 <input type="checkbox"/> <i>The Redbook</i> , pgs. 155-183	<input type="checkbox"/> Improving citation and writing
Week 5	<u>Readings</u>	<u>Due</u>
Thursday, September 21, 2023 <i>Selecting Authority I</i>	<input type="checkbox"/> <i>Legal Writing</i> , pgs. 53-62	<input type="checkbox"/> Final Closed Memo Issue One due on September 24, 2023, by 11:59 p.m. via D2L <input type="checkbox"/> Citation Exercise due Sunday, September 24, 2023, by 11:59 p.m.
Week Six	<u>Readings</u>	<u>Due</u>
Tuesday, September 26, 2023 <i>Paragraphs and Sentences</i> <i>Effective Style and Editing</i>	<i>Legal Writing</i> , pgs. 165-187 Chapter 21 and 22	<input type="checkbox"/> Sign up for Second Individual Meeting by September 29, 2023, at 11:59 p.m. via D2L <u>In-Class</u> <input type="checkbox"/> The purposes of different paragraphs in a section or subsection of legal writing. <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

		<p>and why active voice is so very superior.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying passive voice with “by” and “to be” vocabulary. <input type="checkbox"/> Reordering sentences to eliminate passive voice and improve the communicative quality of your writing
<p>Week Six</p> <p>Thursday, September 28, 2023</p> <p><i>Issue II of the Closed Memo</i></p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Close Memo Issue Two Assignment Sheet <input type="checkbox"/> Kidnapping Statute <input type="checkbox"/> Additional caselaw 	<p style="text-align: center;"><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sign up for Second Individual Meeting by September 29, 2023, at 11:59 p.m. via D2L <input type="checkbox"/> Outline Chart A for Closed Memo (Issue Two) due Sunday, October 1, 2023, by 11:59 p.m. <input type="checkbox"/> Case Questionnaire #3 due Sunday, October 1, 2023, by 11:59 p.m. <p style="text-align: center;"><u>In-Class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adding new charges and new elements <input type="checkbox"/>
<p>Week Seven</p> <p>Tuesday, October 3, 2023</p> <p><i>Issue II of the Closed Memo Continued</i></p> <p><i>Individual Conferences this Week</i></p>	<p style="text-align: center;"><u>Readings</u></p> <p>Kidnapping Statute</p> <p>Additional Caselaw</p> <p><i>Individual Conferences this Week</i></p>	<p style="text-align: center;"><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend Second Individual Conference 10/2 through 10/5 <input type="checkbox"/> Draft Closed Memo (Issue Two) Discussion section due Wednesday, October 4, by 11:59 p.m.
Week Seven	<u>Readings</u>	<u>Due</u>

<p>Thursday, October 5, 2023</p> <p><i>Writing Class and Exams</i></p> <p><i>Individual Conferences this Week</i></p>	<p><i>Legal Writing</i>, pgs.</p> <p><i>Individual Conferences this Week</i></p>	<p><input type="checkbox"/> Attend Second Individual Conference 10/2 through 10/5</p> <p><input type="checkbox"/> Closed Memo (Issue Two) Discussion Section Self-assessment due Thursday, October 5, 2023, by 11:59 p.m.</p> <p><u>In-Class</u></p> <p><input type="checkbox"/> How to use what you have learned here on exams</p>
<p>Week Eight</p> <p>1L Midterm Week</p> <p>Monday, October 9, 2023, through Friday October 13, 2023</p> <p>CITATION EXAM THIS WEEK—NO CLASS</p>	<p>1L Midterm Week</p> <p>Monday, October 9, 2023, through Friday October 13, 2023</p> <p>CITATION EXAM THIS WEEK—NO CLASS</p>	<p>1L Midterm Week</p> <p>Monday, October 9, 2023, through Friday October 13, 2023</p> <p>CITATION EXAM THIS WEEK—NO CLASS</p>
<p>Week Nine</p> <p>Tuesday, October 17, 2023</p> <p><i>Finishing up the Closed Memo</i></p>	<p><u>Readings</u></p> <p><input type="checkbox"/> <i>Legal Writing</i>, Chapter 14</p> <p><input type="checkbox"/> Additional materials as assigned</p>	<p><u>Due</u></p> <p><input type="checkbox"/> Sign up for Client Interviews by Thursday, October 19, 2023, at 12:00 p.m.</p> <p><u>In-Class</u></p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> How to write effective “Brief Answers”</p>

		<input type="checkbox"/> What facts belong in the “Facts” section of an office memorandum and how an Outline Chart can help identify them. <input type="checkbox"/> How to use headers to signpost the structure of the paper to the reader and serve as a substantive outline. <input type="checkbox"/> How to use strong topic/thesis statements to help the reader understand your agenda for each paragraph, whether a paragraph of law or application.
<p>Week Nine</p> <p>Thursday, October 19, 2023</p> <p><i>Open Memo Assignment: A Bigger Project</i></p> <p><i>and</i></p> <p><i>Communicating with Clients: Part Two the Interview</i></p>	<p style="text-align: center;"><u>Readings</u></p> <input type="checkbox"/> Open Memo Assignment Sheet <input type="checkbox"/> <i>Legal Writing</i> , pgs. 121-124	<p style="text-align: center;"><u>Due</u></p> <p style="text-align: center;"><u>In-class</u></p> <input type="checkbox"/> How to plan for the open memo and how it differs from the closed memo <input type="checkbox"/> Our new client and the purpose of the interview. <input type="checkbox"/> Requirements for the Open Memo. <input type="checkbox"/> The structure and purpose of a client interview. <input type="checkbox"/> Preparing for a client interview. <input type="checkbox"/> How an Outline Chart can help us determine what to ask our client and how to take notes during the interview <input type="checkbox"/> Full Closed Memo due Sunday, October 22, 2023, by 11:59 p.m. via D2L

<p>Week Ten</p> <p>Client Interviews</p> <p>Monday, October 23, 2023, through Wednesday, October 25, 2023</p> <p>NO CLASS ON TUESDAY, OCTOBER 24, 2023</p>		<p><u>DUE</u></p> <p><input type="checkbox"/> Case Questionnaire #4 due Tuesday, October 24, 2023, by 11:59 p.m.</p> <p><input type="checkbox"/> Client Interview Questions due Tuesday October 24, 2023, by 11:59 p.m.</p> <p><input type="checkbox"/> Attend Client Interview</p>
<p>Week Ten</p> <p>Thursday, October 26, 2023</p> <p><i>Research for Writing and Authorities (Getting started)</i></p>	<p><u>Readings</u></p> <p><input type="checkbox"/> <i>Legal Writing</i>, pgs. 53-67</p> <p><input type="checkbox"/> Make sure you have access to Westlaw</p>	<p><u>In-class</u></p> <p><input type="checkbox"/> How to research the open memo question</p> <p><input type="checkbox"/> How to know if your authorities are “good”</p>
<p>Week Eleven</p> <p>Tuesday, October 31, 2023</p> <p><i>Organizing Multiple, Related Issues</i></p>	<p><u>Readings</u></p> <p><input type="checkbox"/> As assigned through D2L</p>	<p><u>In-class</u></p> <p><input type="checkbox"/> How many parts the Open Memo Discussion section will have.</p> <p><input type="checkbox"/> Affirmative and responsive arguments.</p>
<p>Week Eleven</p> <p>Thursday, November 2, 2023</p> <p><i>Selecting Authorities II</i></p>	<p><u>Readings</u></p> <p><input type="checkbox"/> <i>Legal Writing</i>, pgs. 53-67</p> <p><input type="checkbox"/> Bring a copy of your authorities to class</p>	<p><u>Due</u></p> <p><input type="checkbox"/> Open Memo Outline with authorities due November 5, 2023, by 11:59 p.m.</p> <p><input type="checkbox"/> Draft of Open Memo Discussion Section due November 5, 2023, by 11:59 p.m. via D2L</p>

		<p><u>In-Class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What the “umbrella” section (or inverted pyramid) and roadmap should include? <input type="checkbox"/> Crafting full-sentence headers for office memoranda.
<p>Week Twelve</p> <p>Tuesday, November 7, 2023</p> <p><i>Advanced Citation!</i></p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Legal Writing</i>, Chapter 23 <p><u>Supplemental Materials</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> “Citation Sentences and Clauses” video <input type="checkbox"/> “Introduction to Signals” video <input type="checkbox"/> “Introduction to Parentheticals” video 	<p><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sign up for Third Individual Conference by November 7, 2023, at 12:00 p.m. via D2L <p><u>In-class</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How the Self-Assessment will be a little bit different from the past. <input type="checkbox"/> What it means to say that a citation or citation string is really a “sentence.” <input type="checkbox"/> How “signals” explain the association between a citation and textual material and when to use them. <input type="checkbox"/> How and why to craft different types of parentheticals to add both required information and supportive content to your citations. <input type="checkbox"/> How and why to use “string” citations.
<p>Week Twelve</p> <p>Thursday, November 9, 2023</p>		<p><u>Due</u></p>

<p><i>Planning to Complete the Open Memo</i></p> <p><i>Individual Conferences Start</i></p>	<p><i>Individual Conferences Start</i></p>	<p><input type="checkbox"/> Attend Third Individual Conference 11/8 through 11/17</p> <p><u>In-class</u></p> <p><input type="checkbox"/> How to be a good “project manager” for the Open Memo.</p> <p><input type="checkbox"/> The criteria for an excellent Open Memo as converted into grading points.</p> <p><input type="checkbox"/> Tasks necessary to complete the open memo and how long they will take.</p> <p><input type="checkbox"/> “Revising” versus “precision editing.”</p> <p><input type="checkbox"/> When you should “stop writing” and “start revising/editing.”</p> <p><input type="checkbox"/> Developing a “completion plan” to produce a high-quality Open Memo.</p> <p><input type="checkbox"/> Frequent editing issues.</p>
<p>Week Thirteen</p> <p>Tuesday, November 14, 2023</p> <p><i>Reviewing and Editing the Open Memo (Macro)</i></p>		<p><u>In-class</u></p> <p><input type="checkbox"/> Checking for CREAC</p> <p><input type="checkbox"/> Checking for Umbrella Paragraphs</p> <p><input type="checkbox"/> Where’s the roadmap?</p>
<p>Week Thirteen</p> <p>Thursday, November 16, 2023</p> <p><i>Reviewing and Editing the Open Memo (Micro)</i></p>	<p><u>Readings</u></p> <p><input type="checkbox"/> <i>Legal Writing</i>, Chapters 21 and 22</p> <p><u>Supplemental Materials</u></p>	<p><u>In-class</u> (look familiar?)</p> <p><input type="checkbox"/> The purposes of different paragraphs in a section or subsection of legal writing.</p>

	<input type="checkbox"/> “Passive Voice and How to Eliminate It” video <input type="checkbox"/> Tenielle Fordyce-Ruff, <i>Five Tips to Combat Verbosity</i> <input type="checkbox"/> Megan McAlpin, <i>Finding and Fixing the Passive Voice</i>	<input type="checkbox"/> The purpose of starting sentences with topic/thesis statements. <input type="checkbox"/> Structuring and dividing paragraphs of law and application with 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 improve the communicative quality of your writing.
Week Fourteen Thanksgiving Break Monday, November 20, 2023 through Friday, November 24, 2023 NO CLASS	NO CLASS	NO CLASS
Monday, November 27, 2023, Final Full Open Memo Due by 11:59 p.m.	Monday, November 27, 2023, Final Full Open Memo Due by 11:59 p.m.	Monday, November 27, 2023, Final Full Open Memo Due by 11:59 p.m.
Week Fifteen Tuesday, November 28, 2023 <i>Could it be an email?</i>	<u>Readings</u> <input type="checkbox"/> <i>Legal Writing</i> , pgs. 209-212 <input type="checkbox"/> <i>The Redbook</i> , pgs. 411-418	<u>Due</u> <input type="checkbox"/> Email Assignment due Wednesday, November 29, 2023, at 11:59 p.m. via D2L
Week Fifteen		

Thursday, November 30, 2023 <i>Legal Writing I Wrap-up</i>		
---	--	--

MASTERING LEGAL EDUCATION CLASS ACTIVITIES CHART

CLASS	READINGS	ASSIGNMENTS
<p>Week One</p> <p>Friday, August 25, 2023</p> <p><i>Introduction to Mastering Legal Education</i></p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Eduardo Briceno, <i>The Power of Belief: Mindset and Success</i>, TED Talk <input type="checkbox"/> Review your Orientation Oath <input type="checkbox"/> Review the qualifications and eligibility requirements to be a member of the Illinois bar (Illinois Supreme Court Rules 701 and 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"/> How to organize your time to achieve “success,” “professional development,” and “personal fulfillment” this term. <input type="checkbox"/> The “shape” of the semester and what to expect. <input type="checkbox"/> What your “Study Schedule” should contain. <input type="checkbox"/> Best practices for pre-class preparation, during-class performance, and post-class improvement.
<p>Week Two</p> <p>Friday, September 1, 2023</p> <p><i>Learning like lawyers...in law school</i></p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Legal Reasoning</i>, Chapters 5 & 6. <input type="checkbox"/> Eduardo Briceño, <i>How to Get Better at the Things You Care About</i>, TED Talk. https://youtu.be/YKACzIrog24 (see D2L for recording) <input type="checkbox"/> Cases as assigned on D2L 	<p style="text-align: center;"><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Client Letter Outline Chart due September 3, 2023, at 11:59 p.m. via D2L <input type="checkbox"/> Client Letter due September 3, 2023, at 11:59 p.m. via D2L <p style="text-align: center;"><u>In-Class Discussion</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How lawyers learn: legal reasoning and its steps. <input type="checkbox"/> How the steps of legal reasoning translate, Preparation-Performance-Improvement, and the

		<p>Signature Method integrate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your case brief and what that case holds. <input type="checkbox"/> Adding law from to the Outline Chart from the prior class and how building the law column of an Outline Chart is similar to “outlining” a class in law school. <input type="checkbox"/> How to recognize and prepare to receive and use feedback well.
<p>Week Three</p> <p>Friday, September 8, 2023</p> <p><i>Recognizing and using feedback</i></p> <p><i>Charting and Writing the Answer to a Legal Problem</i></p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Client Letter Self-Assessment <input type="checkbox"/> Closed Memo Part I Assignment Memorandum <input type="checkbox"/> <i>Legal Writing</i>, Chapters 8, 10.2, 16, 17.1-.2 <input type="checkbox"/> All authorities for the Client Letter and the Closed Memo Part I <input type="checkbox"/> Police Reports <p>NOTE: Make sure that you have your Client Letter and associated Outline Chart with you in class</p>	<p style="text-align: center;"><u>Due</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Case Questionnaire #1 due September 6, 2023, at 11:59 p.m. via D2L <input type="checkbox"/> Client Letter Self-Assessment due September 6, 2023, at 11:59 p.m. <p style="text-align: center;"><u>In-Class Discussion</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The “Signature Method” for preparing legal documents. <input type="checkbox"/> Types of feedback you may receive in law school. <input type="checkbox"/> Identifying “feedback” from class, from impressions of knowledge after class, and when summarizing notes.

		<input type="checkbox"/> How to use feedback from professors, TAs, colleagues and others to improve your work in all classes. <input type="checkbox"/> Using exemplars to learn how to assess and improve your own writing. <input type="checkbox"/> How to learn from each other: comparing client answers for strengths and weaknesses. <input type="checkbox"/> The directions and requirements for the Closed Memorandum. <input type="checkbox"/> “Writing across the chart” to write a CRAC-structured legal argument. <input type="checkbox"/> How to show rule-based application of law to fact in a legal argument. <input type="checkbox"/> What is an “umbrella paragraph” or in different words, an “inverted pyramid”?
Week Four Friday, September 15, 2023 <i>Creating an Outline of the Law</i>	<u>Readings</u> <input type="checkbox"/> Issue Two Closed Memo Assignment Sheet Outline Chart Assignment Sheet <input type="checkbox"/> All authorities for the Closed Memo	<u>In-Class Discussion</u> <input type="checkbox"/> The main parts of the Outline Chart for Issue One the Closed Memo Assignment. <input type="checkbox"/> The elements of kidnapping and where they fit on the Outline Chart. <input type="checkbox"/> Explanation of the elements and other legal

		<p>principles from the cases that belong in the Outline Chart.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How the Outline and Law columns for the Closed Memo compare to “outlines” and “outlining” in other classes
<p>Week Five</p> <p>Friday, September 22, 2023</p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and bring your Project 1.3 Outline Chart and draft Memorandum to class <input type="checkbox"/> Model examination question, scratch paper, and answer with rubric 	<p style="text-align: center;"><u>In-Class Discussion</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What “taking exams” will be like. <input type="checkbox"/> Whether you should adjust your Study Schedule to take exam preparation into account. <input type="checkbox"/> Key characteristics and structures in your Outline Chart and draft Memorandum for examination purposes. <input type="checkbox"/> Key characteristics and structures in the model examination scratch paper and answer. <input type="checkbox"/> How the writing class products are similar and different from the model examination products. <input type="checkbox"/> Why and how preparing an Outline Chart is similar to preparing outlines for examinations. <input type="checkbox"/> How to turn pieces of the Signature Method for practice documents into a Signature Method for examination preparation and writing.

<p>Week Six</p> <p>Friday, September 29, 2023</p> <p><i>Simulating a Midterm Exam</i></p>	<p><u>Readings</u></p> <p>In this class you will take a simulated mid-term examination and debrief the experience. Before midnight, you will self-assess your performance. Prepare for the exam and be ready to start the simulated exam when class begins.</p>	<p><u>Due</u></p> <p><input type="checkbox"/> Simulated Midterm Self-assessment due September 29, 2023, at 11:59 p.m. via D2L</p> <p><u>In-Class Discussion</u></p> <p><input type="checkbox"/> Taking a simulated mid-term examination and “the experience” of doing so.</p> <p><input type="checkbox"/> Debriefing the simulated mid-term examination and your preparation.</p> <p><input type="checkbox"/> Assessing your performance on a mid-term examination.</p>
<p>Week Seven</p> <p>Friday, October 6, 2023</p> <p><i>Multiple Choice Strategies</i></p>		
<p>Optional sessions will be held on other Fridays throughout the semester.</p>		