

**As of August 12, 2023**

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

Fall 2023

Professor Jennifer E. Spreng

Contact:

jennifer.spreng@siu.edu  
Lesar Law Building Room 212

Combined Class Logistics:

Tuesday and Thursdays – 11:00-noon, Room 206  
Friday – 10:30-11:20, Room 202

Office hours:

For now, Tuesdays and Thursdays from noon to 1:00 p.m. – subject to change  
I am also very happy to see students by appointment at other times.

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 office memoranda and a client interview. Mastering Legal Education applies the signature method to learning in law school and examinations, so you maximize your success with both.

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

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

## **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).
- Texas Law Review, *Manual on Usage and Style* (15th ed. 2020).

- LexisNexis, Interactive Citation Workstation – accessible through Lexis Advance; you will receive more information during Orientation.
- Video excerpts of Jin Park on Desire2Learn in our “Start Here” module.
- Strongly recommended: *Black’s Law Dictionary* (11th ed.) – 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 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
<b>TOTAL</b>	<b>200</b>	<b>100</b>

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 (55 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 (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

20 points = Citation Mid-term

90 points = Project 3.4 Final Office Memorandum

c. Interactive Citation Workstation exercises (9 points). Learning how to use a legal citation manual and basic citation forms are vital to legal writing and law practice. To help, you will complete nine (9) Lexis Interactive Citation Workstation *Bluebook* exercises. Introductory video for many of the ICWs will be available within the “Citation Exercises and Supporting Materials” module to get you started and our Teaching Assistants and I will help you as you go. To start, you must sign up for my class in Lexis, one of the legal research databases SIU will provide you with credentials to access at Orientation. Sign-up directions, other links, directions for the exercises and instructional videos are in the “Citation Exercises and Supporting Materials” module on D2L and in some cases, in the weekly class modules. **The first exercise is due the Sunday after classes begin**, so give yourself plenty of time to orient yourself to the exercises and their requirements.

You will receive one (1) point for each exercise you complete with a score of seventy (70) percent by the due dates in the Assignments Chart below. You will have five (5) attempts to reach the passing score; you must request that either a TA or I “reset” an exercise to attempt it more than once. You will need to use your Bluebook carefully, with guidance from the resources listed above, to reach a passing score for each exercise. If you do not reach a passing score, you will receive a fraction of a point proportional to the number of questions correct; failing to reach a passing score for most exercises will be sufficient to decrease your ultimate grade in this course. **Citation exercises and video are the primary citation form practice for the class prior to the Citation Mid-Term; in-class activity, feedback, and individual meetings will be the primary citation use teaching.** First, though, learning form will improve your use. If you do not learn to use your Bluebook to perfect citations, you will receive lower scores on both fully and lightly graded assignments as well as the Citation Mid-Term. Be aware that especially early in your study of legal citation, some of these exercises will take as many as two hours to complete.

d. Required Individual Meetings (6 points). I welcome opportunities to meet with you in-person or on 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. **Remember that professionalism goes beyond in-class activities and communication with professors but is also necessary in your interactions with peers and Teaching Assistants.**

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 and writing assignments, examination-taking 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 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:

- Michael Hall (michael.a.hall@siu.edu) (Senior Teaching Assistant)
- Allison Cozart (allison.cozart@siu.edu)
- Haley Spiewak (haley.spiewak@siu.edu)
- Caitlin Tippy (caitlin.tippy@siu.edu)
- Jessica Visage (jessica.visage@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 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, University Code of Conduct and assistance from other persons or artificial intelligence tools on class assignments. 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, including work produced in whole or in part with artificial intelligence, 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 or obtain written materials from any other person on any work product you turn in, including other lawyers, other students, *or any artificial intelligence tool such as ChatGPT*, unless I give you permission. You may always consult our course teaching assistants or I for help on assignments.

If you violate the policy stated above, you will receive a failing grade on that assignment. You also may be found in violation of the Honor Code, which can lead to serious penalties, including expulsion. An Honor Code investigation must also be reported to the Bar Examiners for any state where you apply for membership, even if you are cleared of any violation, **which may put your eventual bar membership in jeopardy.**

If you have any questions regarding the Honor Code, Code of Conduct or either's application to any of your activities in this class or anything related to this policy, 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 discuss or read case or other questionnaires (usually the first part of all numbered projects). You may not collaborate during the charting or writing process, except to the extent that you are partnered with another student, and **you may not read the written work of**

**another student or permit another student to read your written work until after both of you have turned in the work in.** 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**

**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](http://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](mailto:siucares@siu.edu), <https://salukicare.siu.edu/>. Associate Dean Doug Lind ([dlind@siu.edu](mailto:dlind@siu.edu), 618-453-8713) and Assistant Dean Judi Ray ([judiray@siu.edu](mailto: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>

# Syllabus Attachment

Fall 2023

MISSION STATEMENT FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

*SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.*

## IMPORTANT DATES:

Semester Classes Begin: .....08/21/2023  
Last day to add full-term course (without Dean's signature): .....08/27/2023  
Last day to withdraw from the University with a full refund: .....09/01/2023  
Last day to drop a full-term course for a credit/refund: .....09/03/2023  
Last day to drop a full-term course (W grade, no refund): .....10/29/2023  
Final examinations: .....12/11–12/15/2023

*Note: Please verify the above dates with the Registrar calendar and find more detailed information on deadlines at <http://registrar.siu.edu/calendars>. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at <http://registrar.siu.edu/schedclass/index.php>*

## FALL SEMESTER HOLIDAYS:

Labor Day 09/04/2023  
Thanksgiving Break 11/18-11/26/2023

**DIVERSITY:** Southern Illinois University Carbondale's goal is to provide a welcoming campus where all of our students, faculty and staff can study and work in a respectful, positive environment free from racism and intimidation. For more information visit: <http://diversity.siu.edu>. Additional [informational flyer](#).

**DISABILITY SUPPORT SERVICES:** 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 <https://disabilityservices.siu.edu>. You may request accommodations at any time, but timely requests help to insure 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.

**MILITARY COMMUNITY:** There are complexities of being a member of the military community and also a student, and military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at <http://veterans.siu.edu/>.

**STUDENT MULTICULTURAL RESOURCE CENTER:** The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in the Student Services Building Room 140, to see the resources available and discover ways you can get involved on the campus. Visit us at <https://smrc.siu.edu/>.

**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, SIUC 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: Call (618) 453-2461, email [siucares@siu.edu](mailto:siucares@siu.edu), or <http://salukicare.siu.edu/>.

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**SIU COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** Mental health counseling services are available by calling [CAPS](#) at (618) 453-5371. CAPS offers confidential same-day services and ongoing counseling. For after hours crisis care, students are encouraged to call 988, 911, or present to their nearest emergency room.

**WITHDRAWAL POLICY (Undergraduate Only):** Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar's office. For the proper procedures to follow when dropping courses and when withdrawing from SIUC visit: <http://registrar.siu.edu/students/withdrawal.php>.

**SIUC'S EARLY WARNING INTERVENTION PROGRAM (EWIP):** Students enrolled in courses participating in SIUC's Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the University Core Curriculum's Overview webpage: <https://corecurriculum.siu.edu/for-faculty/>.

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

## CATALOGS:

[catalog.siu.edu](http://catalog.siu.edu)  
[gradcatalog.siu.edu](http://gradcatalog.siu.edu) - Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog.

## CENTER FOR LEARNING AND SUPPORT SERVICES:

Tutoring: <https://clss.siu.edu/>  
Math Labs: <http://math.siu.edu/courses/course-help.php>

**WRITING CENTER:** <http://write.siu.edu/>

**PLAGIARISM:** See the Student Conduct Code: <http://srr.siu.edu/student-conduct-code/>

**INCOMPLETE POLICY (Undergraduate Only):** <http://registrar.siu.edu/grades/incomplete.php>

**REPEAT POLICY:** <http://registrar.siu.edu/students/repeatclasses.php>

**MORRIS LIBRARY HOURS:** <https://libcal.lib.siu.edu/hours/>

**ADVISEMENT:** <http://advisement.siu.edu/>

**SIU ONLINE:** <https://online.siu.edu/>

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Need additional help with an issue? Visit **SALUKI SOLUTION FINDER** at <http://solutionfinder.siu.edu/>

<p style="text-align: center;"><b>ASSIGNMENTS CHART</b>  <b>Legal Writing and Mastering Legal Education</b></p>		
<b>ASSIGNMENT</b>	<b>DUE</b>	<b>PTS</b>
<b>Orientation Writing Assignment (LW-L)</b>	<b>TUESDAY, August 22 by the start of class</b>	<b>1</b>
<b>Judgment of Solomon Office Memorandum (LW-L)</b>	<b>Sunday, August 27 by 11:59 p.m.</b>	<b>2</b>
ICW 1 – Case names	Sunday, August 27 by 11:59 p.m.	1
<b>Project 1.1 part 1 – Brief (<i>Henderson</i>) (M-L)</b>	<b>Sunday, August 27 by 11:59 p.m.</b>	<b>1</b>
<b>Study Schedule (M-L)</b>	<b>Sunday, August 27 by 11:59 p.m.</b>	<b>1</b>
<b>Project 1.2 – Outline Chart (M-L)</b>	<b>Sunday, September 3 by 11:59 p.m.</b>	<b>1</b>
<b>Project 1.2 - Initial Office Memorandum (M-L)</b>	<b>Sunday, September 3 by 11:59 p.m.</b>	<b>4</b>
ICWs 2 & 3 – Location and Court/Date	Sunday, September 3 by 11:59 p.m.	2
FIRST INDIVIDUAL MEETING (M/LW)	Week of September 4	2
<b>Project 1.1 part 2 – Case Questionnaire (LW/M-L)</b>	<b>TUESday, September 5 by 11:59 p.m.</b>	<b>1</b>
<b>Project 1.2 Self-Assessment (M-L)</b>	<b>TUESday, September 5 by 11:59 p.m.</b>	<b>2</b>
<b>Project 1.3 – Outline Chart (M-L)</b>	<b>Sunday, September 10 by 11:59 p.m.</b>	<b>1</b>
<b>Project 1.3 – Draft Discussion Section (LW-L)</b>	<b>Sunday, September 10 by 11:59 p.m.</b>	<b>4</b>
ICW 6 – Federal Statute Citations	Sunday, September 10 by 11:59 p.m.	1
<b>Project 2.1 – Textual Construction and Case Questionnaire (LW-L)</b>	<b>Sunday, September 10 by 11:59 p.m.</b>	<b>1</b>
<b>Project 1.3 Self-Assessment (LW-L)</b>	<b>TUESday, September 12 by 11:59 p.m.</b>	<b>2</b>
<b>Project 2.2 part 1 – Pre-Interview Outline Chart (LW-L)</b>	<b>Sunday, September 17 by 11:59 p.m.</b>	<b>1</b>
ICW 5 – Case Short Forms Illinois citation exercise	Sunday, September 17 by 11:59 p.m.	2
SECOND INDIVIDUAL MEETING (LW)	Week of September 18	2
<b>Project 1.4 – Final Office Memorandum (LW-L)</b>	<b>Sunday, September 24 by 11:59 p.m.</b>	<b>5</b>



ICW 10 – Prior and Subsequent History	Sunday, September 24 by 11:59 p.m.	1
CLIENT INTERVIEW (LW-F)	Week of September 25	10
Outline Excerpt (M-L)	THURSDay, September 28 by 11:59 p.m.	2
Simulated Mid-Term Exam Self Assessment (M-L)	FRIday, September 29 by 11:59 p.m.	2
Project 2.2 part 2 – Post-Interview Outline Chart (LW-L)	Sunday, October 1 by 11:59 p.m.	2
Project 2.3 – Draft Discussion Section (LW-L)	Sunday, October 1 by 11:59 p.m.	4
ICWs 11 & 12 – Signals and Parentheticals	Sunday, October 1 by 11:59 p.m.	2
Project 2.3 Self-Assessment (LW-L)	TUESday, October 3 by 11:59 p.m.	3
CITATION MID-TERM (LW-F)	Mid-term week – see school schedules	20
Project 3.1 part 1 – Textual Construction and Case Questionnaire (LW-L)	WEDNESday, October 18 by 11:59 p.m.	1
Project 2.4 – Final Office Memorandum (LW-L)	Sunday, October 22 by 11:59 p.m.	5
Project 3.1 part 2 – Textual Construction and Case Questionnaire (LW-L)	MONday, October 23 by 11:59 p.m.	1
Project 3.2 – Outline Chart (LW-L)	Sunday, October 29 by 11:59 p.m.	1
Outlining Assignment (M-L)	Friday, November 3 by 11:59 p.m.	n/a
Project 3.3 – Draft Discussion section (LW-L)	Sunday, November 5 by 11:59 p.m.	4
Project 3.3 Self-Assessment (LW-L)	TUESday, November 7 by 11:59 p.m.	3
Multiple Choice Assignment (M-L)	Friday, November 10 by 11:59 p.m.	n/a
THIRD INDIVIDUAL MEETING (LW/M)	Week of November 13	2
Project 3.4 – FINAL OFFICE MEMORANDUM (LW-F)	FRIDAY, December 1 by 4:30 p.m.	90
Career Services Meeting (M-L)	As assigned	
Professionalism	As applicable	10
<b>TOTAL</b>		<b>200</b>

LW = Legal Writing

M = Mastering Legal Education

L = Lightly Graded

F = Fully Graded

**Yellow** – Lightly Graded Writing and Charting assignments

**Blue** – Lightly Graded Skills and Assessment assignments

**Green** – Fully Graded assignments

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

## CLASS ACTIVITIES CHART

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

CLASS	READINGS	ASSIGNMENTS
<b>Unit One: Immersion in Legal Reasoning and Writing</b>		
<b>Week</b> <b>O</b> Orientation	<b>GETTING STARTED</b>  Orientation Week will give you a good opportunity to get prepared not just for law school but also for Legal Writing.  <u>Complete the following prior to the first class:</u> <ul style="list-style-type: none"> <li>✓ Read all materials in the “Start Here” D2L module</li> <li>✓ Sign up for the Lexis Interactive Citation Workshop (ICW)</li> <li>✓ Take the Syllabus Quiz</li> <li>✓ Complete the Orientation Writing Assignment</li> </ul>	
<b>Week</b> <b>1</b> LW Tues., Aug. 22	<b>LW – INTRODUCTION TO LEGAL WRITING</b>  <u>Coursebook:</u> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 1</li> </ul> <u>Supplemental Materials:</u> <ul style="list-style-type: none"> <li>✓ Orientation Writing Assignment (“The Judgment of Solomon”)</li> <li>✓ All the materials in the D2L “Start Here” module</li> </ul> <p style="color: red;">Please sign up for the Lexis Interactive Citation Workshop (ICW) by the beginning of this class.</p>	<b>DUE – TUESDAY, August 22 by the time class begins on D2L</b> – Orientation Writing Assignment (LW-L) (“The Judgment of Solomon”).  <u>Please come to class prepared</u> to discuss the following: <ul style="list-style-type: none"> <li>✓ Whether King Solomon awarded the baby to the correct woman and why.</li> <li>✓ What authority(ies) or principle(s) King Solomon relied on in making his decision.</li> <li>✓ How lawyers could have helped the women present their cases and meet their goals better in the dispute resolution process before King Solomon.</li> </ul>

<p><b>Week</b></p> <p><b>1</b></p> <p>LW</p> <p>Thurs., Aug. 24</p>	<p><b>LW – THE ALIEN IN POSSESSION BAN</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 4, 14.1</li> <li>✓ 18 U.S.C. § 922(g)(5)</li> <li>✓ “Preparing an Office Memorandum” video</li> <li>✓ “Formatting a Document” video</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How to know if someone violates 18 U.S.C. § 922(g)(5).</li> <li>✓ What you learned about Eric Cho, who will be either your client or the defendant in your prosecution this term, from the Start Here materials.</li> <li>✓ What a legal citation is and how to use a federal code section citation to navigate the U.S.C.</li> <li>✓ The form and process of preparing an Office Memorandum.</li> <li>✓ How you can memorialize your ideas about King Solomon’s decision in an Office Memorandum.</li> <li>✓ Why we state law and then apply that law to facts in that order when making legal arguments.</li> </ul>
<p>Thurs., Aug. 24</p>	<p><b>INTRODUCTION TO THE BLUEBOOK</b>  <b>Noon to 12:45 p.m.</b>  <b>Location: TBA</b></p> <p>Stay after class for the TAs’ introduction to the <i>Bluebook</i> and advice on how to “tab” it to help you succeed with your ICW exercises, including one this weekend, and citation generally!</p>	
<p><b>Week</b></p> <p><b>1</b></p> <p>M</p> <p>Fri., Aug. 25</p>	<p><b>M – INTRODUCTION TO MASTERING LEGAL EDUCATION</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>✓ Eduardo Briceño, <i>The Power of Belief: Mindset and Success</i>, TED Talk, <a href="https://youtu.be/_X0mgOOSpLU">https://youtu.be/_X0mgOOSpLU</a> (see D2L for recording)</li> <li>✓ Review your Orientation Oath</li> <li>✓ Review the qualifications and eligibility requirements to be a member of the Illinois bar in Illinois Supreme Court Rules 701 and 708.</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The power of growth mindset in law school.</li> <li>✓ How to organize your time to achieve “success,” “professional development,” and “personal fulfillment” this term.</li> <li>✓ The “shape” of the semester and what to expect.</li> <li>✓ What your “Study Schedule” should contain.</li> <li>✓ Best practices for pre-class preparation, during-class performance, and post-class improvement.</li> </ul>

<p><b>Week</b></p> <p><b>2</b></p> <p>LW</p> <p>Tues., Aug. 29</p>	<p><b>LW - ANALYZING LAW AND FACTS</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 2 &amp; 3</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 1.2 Assignment Sheet</li> <li>✓ 18 U.S.C. § 922(g)(5)</li> <li>✓ 18 U.S.C. § 924(a)(8)</li> </ul> <p><b>Sign up for your First Individual Meeting with me by Sept. 3 at 11:59 p.m.</b></p>	<p><b>DUE – SUNDAY, August 27 by 11:59 p.m.:</b></p> <ul style="list-style-type: none"> <li>✓ Judgment of Solomon Office Memorandum (LW-L)</li> <li>✓ ICW 1 – Case names</li> <li>✓ Project 1.1 part 1 Brief (<i>Henderson</i>) (M-L)</li> <li>✓ Study Schedule (M-L)</li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What an “element is” and the “elements” of 18 U.S.C. § 922(g)(5).</li> <li>✓ What “relevant” and “relevant evidence” mean (hint – look them up in Black’s Law Dictionary before class to find profession-specific definitions!).</li> <li>✓ How lawyers prove things and how they know what they need to prove.</li> <li>✓ Creating a chart of the law to help know what to show to prove someone violated § 922(g)(5).</li> <li>✓ Whether you can possess a gun in the way § 922(g)(5) forbids without knowing it.</li> <li>✓ The sentence someone who violates § 922(g)(5) would receive.</li> </ul>
<p><b>Week</b></p> <p><b>2</b></p> <p>LW</p> <p>Thurs., Aug. 31</p>	<p><b>LW - SOLVING LEGAL PROBLEMS</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 1.2 Assignment Sheet</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The requirements and steps to complete Project 1.2.</li> <li>✓ What an “inference” is (hint: look it up in Black’s Law Dictionary before class, too!).</li> <li>✓ A process for legal problem-solving: applying law to facts.</li> <li>✓ How to chart the law and facts to solve problems about gun possession.</li> <li>✓ How “read and write across the chart” to convert an Outline Chart to a document that expresses the solution to a problem.</li> <li>✓ Why we state the law first in a legal argument and then show application.</li> </ul>

<p><b>Week</b></p> <p><b>2</b></p> <p>M</p> <p>Fri., Sept. 1</p>	<p><b>M - LEARNING LIKE LAWYERS . . . IN LAW SCHOOL</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 5 &amp; 6.</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Eduardo Briceño, <i>How to Get Better at the Things You Care About</i>, TED Talk. <a href="https://youtu.be/YKACzlrog24">https://youtu.be/YKACzlrog24</a> (see D2L for recording)</li> <li>✓ <i>Henderson v. United States</i></li> <li>✓ Your brief of <i>Henderson v. United States</i></li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How lawyers learn: legal reasoning and its steps.</li> <li>✓ How the steps of legal reasoning translate, Preparation-Performance-Improvement, and the Signature Method integrate.</li> <li>✓ Your brief of <i>Henderson v. United States</i> and what that case holds.</li> <li>✓ Adding law from <i>Henderson</i> 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.</li> <li>✓ How to recognize and prepare to receive and use feedback well.</li> </ul>
	<p><b>OPTIONAL:</b></p> <p><b>TAs and FRIENDS</b></p> <p><b>Friday, September 1 from 11:30-12:30 p.m.</b></p> <p><b>Location: TBA</b></p> <p>Want the inside skinny on Legal Writing and Mastering Legal Education with Professor Spreng? The TAs and friends will spill all at this meeting and give you great ideas for success in these courses and law school in general.</p> <p>Lunch on !</p>	
<p><b>WEEK THREE – Sept. 4-8</b></p> <p><b>First Individual Meeting (LW/M)</b></p> <p>Sign up by September 3, 2023 at 11:59 p.m.</p> <p>Be prepared to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Eduardo Briceño, <i>How to Get Better at the Things You Care About</i>, TED Talk. <a href="https://youtu.be/YKACzlrog24">https://youtu.be/YKACzlrog24</a> - please watch before your meeting</li> <li>✓ Your Study Schedule</li> <li>✓ Your Judgment of Solomon Office Memorandum</li> <li>✓ Your Project 1.2 Chart and Office Memorandum</li> </ul>		

<p><b>Week</b></p> <p><b>3</b></p> <p><b>M</b></p> <p>Tues., Sept. 5</p> <p><b>First Individual Meeting week</b></p>	<p><b>M – RECOGNIZING AND USING FEEDBACK</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 1.2 Self-Assessment and exemplars (to be posted Monday)</li> <li>✓ Project 1.3 Assignment Memorandum</li> <li>✓ 18 U.S.C. § 922(g)(5)</li> <li>✓ Police Reports</li> </ul> <p>NOTE: Make sure that you have your Project 1.2 Outline Chart and Office Memorandum in class with you.</p>	<p><b>DUE – <u>SUNDAY, September 3 by 11:59 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>✓ Project 1.2 Outline Chart</li> <li>✓ Project 1.2 Memorandum</li> <li>✓ ICW 2 &amp; 3 – Case Location and Court/Date</li> </ul> <p><b>DUE – <u>WEDNESDAY, September 6 by 11:59 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>✓ Project 1.1 part 2 – Case Questionnaire (M-L)</li> <li>✓ Project 1.2 Self-Assessment (M-L)</li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The “Signature Method” for preparing legal documents.</li> <li>✓ Types of feedback you may receive in law school.</li> <li>✓ Identifying “feedback” from class, from impressions of knowledge after class, and when summarizing notes.</li> <li>✓ How to use feedback from professors, TAs, colleagues, and others to improve your work in all classes.</li> <li>✓ Using exemplar answers to Project 1.2 to learn how to assess and improve your own writing.</li> <li>✓ Which of the exemplar answers to Project 1.2 is “better,” why, and how you could improve both.</li> <li>✓ The directions and requirements for the Project 1.3 Draft Memorandum.</li> </ul>
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<p><b>Week</b> <b>3</b> LW Thurs., Sept. 7</p> <p><b>First Individual Meeting week</b></p>	<p><b>LW – ANALYZING POSSESSION LAW</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 10, 16, 17.1-.2</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 1.3 Assignment Memorandum</li> <li>✓ All authorities listed in the assignment memorandum for Project 1.3</li> <li>✓ Police Reports</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ “Hierarchy” and “weight” of judicial authority – what case opinions “control” or don’t.</li> <li>✓ What <i>United States v. Griffin</i> holds is the correct method for determining if someone who lives with someone else in the same residence constructively possesses a gun.</li> <li>✓ What the cases for Project 1.3 add to your understanding of how to determine if someone constructively possessed marijuana.</li> <li>✓ How to chart cases—specifically, how “case facts,” holdings, and reasoning fit into an Outline Chart (hint: they DON’T belong in the “Relevant Facts” column).</li> <li>✓ What facts in Eric Cho’s case are “relevant” to the legal principles that determine whether someone constructively possesses.</li> </ul>
<p><b>Week</b> <b>3</b> M Fri., Sept. 8 10:15 a.m.</p> <p><b>First Individual Meeting week</b></p>	<p><b>LW – CHARTING AND WRITING THE ANSWER TO A LEGAL PROBLEM</b></p> <p><b>This class will begin at 10:15 a.m.</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapters 8, 10.2, 16, 17.1-.2</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 1.3 Assignment Memorandum</li> <li>✓ All authorities for Projects 1.1, 1.2 and 1.3</li> <li>✓ Police Reports</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The difference between “facts” and “evidence.”</li> <li>✓ The difference between “facts” and “conclusions about the facts.”</li> <li>✓ The “facts” in the police reports that are “relevant” to the law in Eric Cho’s case and where they belong on an Outline Chart.</li> <li>✓ “Writing across the chart” to write a CRAC-structured legal argument.</li> <li>✓ How to show rule-based application of law to fact in a legal argument.</li> <li>✓ What an “umbrella paragraph” or in different words, an “inverted pyramid,” is and what it should say in this Office Memorandum.</li> </ul>



	<p style="text-align: center;"><b>OPTIONAL:</b>  <b>CHARTING SESSION FOR PROJECT 1.3</b>  <b>Friday, September 8 from 11:15-noon</b>  <b>Location: TBA</b></p> <p>If you attend the Charting session scheduled above and turn in a chart that resembles the one produced in the session, that chart will satisfy your Project 1.3 assignment.</p>	
<b>Unit Two: Communicating with Colleagues and Clients</b>		
<p><b>Week</b>   <b>4</b>   LW  Tues.,  Sept. 12</p>	<p><b>LW – PREPARING FOR A CLIENT INTERVIEW I</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 7, 15</li> </ul> <p>NOTE: as you work on Project 2.1, <b>think about what Congress, regulators, and judges were trying to achieve</b> with these authorities in light of the insights in chapter 7; maybe you can even identify sentences in the authorities that seem to be stating “policy”! Guess what? – those will be sentences and ideas that could belong center stage in your Project 2 assignments.</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 2 Introductory Memorandum</li> <li>✓ Project 2.2 Client Interview Outline Chart Assignment Sheet</li> <li>✓ All authorities from Project 2.1</li> <li>✓ Illinois Supreme Court Rules 1.4 and 1.6</li> </ul> <p><b>Sign up for your Client Interview with your partner by 11:59 p.m. on Thursday, September 14.</b></p>	<p><b>DUE – <u>SUNDAY, Sept. 10 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 1.3 – Outline Chart (M-L)</b></li> <li>✓ <b>Project 1.3 – Draft Possession Discussion section (LW-L)</b></li> <li>✓ <b>ICW 6 – Federal Statute citations</b> (note: this ICW will help you with citations in your draft discussion section, so you may wish to work on it first).</li> </ul> <p><b>DUE – <u>MONDAY, September 11 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.1 – Textual Construction and Case Questionnaire (LW-L)</b></li> </ul> <p><b>DUE – <u>TUESDAY, September 12 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 1.3 Self-Assessment (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Our new client, Eric Cho, why we are interviewing him, and what Project 2 requires.</li> <li>✓ The structure and purpose of a client interview.</li> <li>✓ How to prepare for a client interview.</li> <li>✓ How an Outline Chart can help us determine what to ask Eric Cho and take notes during the interview.</li> <li>✓ The relationship between an indicted offense and a defense.</li> <li>✓ What the elements of a “justification” defense are and what each one means.</li> </ul>

<p><b>Week</b></p> <p><b>4</b></p> <p>LW Thurs., Sept. 14</p>	<p><b>LW – PREPARING FOR A CLIENT INTERVIEW II</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video: “Interviewing the Client”</li> <li>✓ Project 2 Introductory Memorandum</li> <li>✓ Project 2.2 Client Interview Outline Chart Assignment Sheet</li> <li>✓ All authorities from Project 2.1</li> </ul>	<p><b>DUE – THURSDAY, September 14 by 11:59 p.m. –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Sign up for your Client Interview time with your partner</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How to prepare for a client interview.</li> <li>✓ The three branches of government and the law that comes from each.</li> <li>✓ How a person may enter the United States legally or illegally and how that person may come to be here illegally according to the excerpted statutes and regulations.</li> <li>✓ What the “DACA Memorandum” is and what it means.</li> <li>✓ Whether someone who has “DACA protection” is legally in this country.</li> <li>✓ How the United States Code sections, regulations, and DACA Memorandum fit together in a structure of the law.</li> <li>✓ What questions would be good to ask Eric Cho to determine if he is present illegally or unlawfully or has a possible justification defense to the possession charge based on the legal authorities for Project 2.</li> </ul>
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<p><b>Week</b></p> <p><b>4</b></p> <p>M</p> <p>Fri.,</p> <p>Sept. 15</p>	<p><b>M – CREATING AN “OUTLINE” OF LAW</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 2.2 Client Interview Outline Chart Assignment Sheet</li> <li>✓ All authorities from Projects 1 and 2.1</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The main parts of the Outline Chart for Project 2.2-1.</li> <li>✓ The elements of constructive possession and where they fit on the Outline Chart.</li> <li>✓ Where the law about whether a person is legally in the United States or not belongs on the Outline Chart.</li> <li>✓ The elements of the justification defense and where they fit on the Outline Chart.</li> <li>✓ Explanation of the elements and other legal principles from the cases that belong in the Outline Chart.</li> <li>✓ What the Outline Chart indicates would be important to ask Eric Cho in the client interview.</li> <li>✓ How the Outline and Law columns for Project 2.2-1 compare to “outlines” and “outlining” in other classes.</li> </ul>
<p><b>WEEK FIVE – Sept. 18-23</b></p> <p><b>Second Individual Meeting (LW)</b></p> <p>Sign up by September 10, 2023 at 11:59 p.m.</p> <p>Be prepared to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Your Project 1.3 paper</li> </ul>		

<p><b>Week</b> <b>5</b> LW Tues., Sept. 19</p> <p><b>Second Individual Meeting</b></p>	<p><b>LW – WRITING CASE ILLUSTRATIONS</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 18</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ All Project 2 authorities</li> <li>✓ Your Project 1.3 paper.</li> </ul>	<p><b>DUE - SUNDAY, September 17 by 11:59 p.m. –</b></p> <ul style="list-style-type: none"> <li>✓ ICW 5 – Case Short Forms</li> <li>✓ Illinois Citation exercise</li> <li>✓ Project 2.2-1 – Pre-Interview Outline Chart (LW-L)</li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How case illustrations help readers understand statements of law and explanation.</li> <li>✓ Case illustrations as the foundation of analogies between case law and the problem facts.</li> <li>✓ “Stating the law” starting with the rule/principle, then explanation, and then an appropriate case illustration.</li> <li>✓ Facts-holding-reasoning as the “default” method of case illustration.</li> <li>✓ Drafting effective case illustrations to support application of law to fact in primarily rule-based reasoning.</li> </ul>
<p><b>Week</b> <b>5</b> LW Wed., Sept. 20 1:30-2:30 p.m.</p> <p><b>Second Individual Meeting</b></p>	<p><b>LW – ANALOGICAL REASONING</b> <b>Note special time for this class:</b> <b>Wednesday, September 20, 1:30-2:30 p.m.</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 10</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ All Project 2 authorities</li> <li>✓ Your Project 1.3 paper.</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What “analogical reasoning” is and its relationship to stare decisis and precedent.</li> <li>✓ The fact-to-fact method of analogical reasoning.</li> <li>✓ “Writing analogies” – combining a case illustration with the fact-to-fact method in writing to show that a judge should come to the same conclusion about an element in Eric Cho’s case as in a prior case.</li> <li>✓ Where case illustrations and/or analogies may be helpful in Projects 1.4 and 2.3/2.4.</li> </ul>

<p><b>Week</b> <b>5</b> M Thurs., Sept. 21</p> <p>11:00- 11:50 a.m.</p> <p><b>Second Individual Meeting</b></p>	<p><b>M - CHARTING AND WRITING ON EXAMINATIONS</b></p> <p><b>Note special time for this class: Thursday, September 21, 11:00-11:50 a.m.</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Review and bring your Project 1.3 Outline Chart and draft Memorandum to class</li> <li>✓ Model examination question, scratch paper, and answer with rubric</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What “taking exams” will be like.</li> <li>✓ Whether you should adjust your Study Schedule to take exam preparation into account.</li> <li>✓ Key characteristics and structures in your possession Outline Chart and draft Memorandum for examination purposes.</li> <li>✓ Key characteristics and structures in the model examination scratch paper and answer.</li> <li>✓ How the writing class products are similar and different from the model examination products.</li> <li>✓ Why and how preparing an Outline Chart is similar to preparing outlines for examinations.</li> <li>✓ How to turn pieces of the Signature Method for practice documents into a Signature Method for examination preparation and writing.</li> </ul>
<p><b>Week</b> <b>6</b> LW Tues., Sept. 26</p> <p><b>Client Interview Week</b></p>	<p><b>NO CLASS!</b></p> <p><b>Attend your Client Interview instead</b></p>	<p><b>DUE - <u>SUNDAY, September 24 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 1.4 – Final Office Memorandum (LW-L)</b></li> <li>✓ <b>ICW 10 – Prior and Subsequent History</b></li> </ul>

<p><b>Week</b> <b>6</b> LW Thurs., Sept. 28</p> <p><b>Client Interview Week</b></p>	<p><b>LW – WRITING ABOUT WHAT YOU LEARNED IN THE CLIENT INTERVIEW</b></p> <p><u>Coursebooks:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 17, 19</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 2.3 Assignment Sheet</li> <li>✓ Client Interview Transcript</li> <li>✓ All Project 2 authorities</li> </ul>	<p><b>DUE - THURSDAY, September 28 by 11:59 p.m. –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Outline Excerpt (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What happened in client interviews!</li> <li>✓ Did Eric Cho constructively possess the gun?</li> <li>✓ Is Eric Cho illegally or unlawfully in the United States?</li> <li>✓ Does Eric Cho have a justification defense if a jury would otherwise find him guilty?</li> <li>✓ What should your Project 2.3 inverted pyramid contain?</li> <li>✓ Forming federal statute and regulation citations for Project 2.3.</li> <li>✓ Case illustrations and analogies for Project 2.3.</li> </ul>
<p><b>Week</b> <b>6</b> M Fri., Sept. 29</p>	<p><b>M - SIMULATING A MID-TERM EXAMINATION</b></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><b>DUE - FRIDAY, September 29 by 11:59 p.m. –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Simulated Mid-term Self-Assessment (M-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to do/discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Taking a simulated mid-term examination and “the experience” of doing so.</li> <li>✓ Debriefing the simulated mid-term examination and your preparation.</li> <li>✓ Assessing your performance on a mid-term examination.</li> </ul>
<p><b>Week</b> <b>6</b> LW Fri., Sept. 29</p>	<p><b>OPTIONAL:</b> <b>CHARTING SESSION FOR PROJECT 2.2 part 2</b> <b>Friday, September 29 from 11:30-12:30 p.m.</b> <b>Location: TBA</b></p> <p>If you attend the Charting session scheduled above and turn in a chart that resembles the one produced in the session, that chart will satisfy your Project 2.2 part 2 assignment.</p>	

<b>Week</b> <b>7</b> LW Tues., Oct. 3	<b>LW – WRITING PROJECT 2.4</b>  <u>Supplemental Materials:</u> <ul style="list-style-type: none"> <li>✓ Client Interview Transcript</li> <li>✓ All Project 2 authorities</li> <li>✓ Your Project 1.4 paper.</li> <li>✓ Your Project 2.3 paper.</li> </ul>	<b>DUE - SUNDAY, October 1 by 11:59 p.m. –</b> <ul style="list-style-type: none"> <li>✓ Project 2.2 part 2 – Post-Interview Outline Chart (LW-L)</li> <li>✓ Project 2.3 – Draft Discussion section (LW-L)</li> <li>✓ ICWs 12 &amp; 13 – Signals and Parentheticals</li> </ul> <b>DUE - TUESDAY, October 3 by 11:59 p.m. –</b> <ul style="list-style-type: none"> <li>✓ Project 2.3 Self-Assessment (LW-L)</li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Writing analogies – combining a case illustration with the fact-to-fact method in writing.</li> <li>✓ Showing distinctions between cases and problem facts.</li> <li>✓ “Arguing both sides” in application - refuting counterarguments to show that your position is the strongest.</li> </ul>
<b>Week</b> <b>7</b> LW Thurs., Oct. 5	<b>LW – REVIEW FOR THE CITATION MID-TERM</b>  <b>No new reading but be sure to bring your Bluebook to class!</b>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Key citation principles and common errors in anticipation of the citation mid-term.</li> <li>✓ When signals (and parentheticals) are important in legal citation.</li> </ul>
<b>Week</b> <b>7</b> M Fri., Oct. 6	<b>M - NO CLASS!</b>  Make sure to note the asynchronous modules to complete in the second half of the term.	
<b>Week</b> <b>8</b>	<b>MID-TERM WEEK</b> <b>Citation Mid-term (LW-F)</b> See the “Semester Information” webpage for scheduling information.	

<p><b>Week</b> <b>9</b> LW Tues., Oct. 17</p>	<p><b>LW – THE REST OF THE STORY: WRITING THE PROJECT 2.4 MEMORANDUM</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 14</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Why most attorneys write the “Issues,” “Brief Answers” and “Facts” sections of their office memoranda last, even though all three sections come before the “Discussion” section.</li> <li>✓ How to write effective “Brief Answers”</li> <li>✓ What facts belong in the “Facts” section of an office memorandum and how an Outline Chart can help identify them.</li> <li>✓ How to use headers to signpost the structure of the paper to the reader and serve as a substantive outline.</li> <li>✓ How to use strong topic/thesis statements to help the reader understand your agenda for each paragraph, whether a paragraph of law or application.</li> </ul>
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## Unit Three – The Final Memorandum

<p><b>Week</b></p> <p><b>9</b></p> <p>LW Thurs., Oct. 19</p>	<p style="text-align: center;"><b>LW - INTRODUCTION TO PROJECT THREE</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Project 3 Memorandum</li> <li>✓ Projects 3.2 and 3.3 Assignment Sheets</li> <li>✓ The United States Constitution (see Project 3 authorities file on D2L)</li> <li>✓ Second Amendment (in Constitution)</li> <li>✓ All Project 3.1 part 1 authorities</li> </ul> <p>Important Note: You will find a PDF reader that allows you to search the document helpful for Project 3.1 part 1 and many of your analysis/research activities for the rest of the year.</p>	<p><b>DUE - <u>WEDNESDAY, October 18 by 11:59 p.m.</u> –</b></p> <p>✓ <b>Project 3.1 part 1 – Textual Construction and Case Questionnaire (LW-L)</b></p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The Project 3 assignment and what it requires.</li> <li>✓ The words of the Second Amendment and what they mean.</li> <li>✓ The words “the people” and “right of the people” in other parts of the Constitution</li> <li>✓ The “method” <i>Range v. Attorney General</i> outlines for analyzing whether subsections of 18 U.S.C. § 922(g) comply with the Second Amendment under new Supreme Court of the United States decisions.</li> <li>✓ The criteria from <i>United States v. Verdugo-Urquidez</i> for determining if an alien is “one of the people” with rights of the people guaranteed in the Bill of Rights.</li> <li>✓ How the method from <i>Range</i> and criteria from <i>Verdugo-Urquidez</i> would apply to Eric Cho and therefore whether he might be “one of the people” with Second Amendment rights.</li> </ul>
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<p><b>Week</b> <b>9</b> LW Fri., Oct. 20</p>	<p><b>LW – MORE ANALYZING THE LAW FOR PROJECT THREE</b></p> <p><i>Note: This class is a make up for the final class of the term and will take place from 10:30-11:30 a.m.</i></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Projects 3.2 and 3.3 Assignment Sheets</li> <li>✓ The Constitution of the United States (see Project 3 authorities file on D2L)</li> <li>✓ Second Amendment (in Constitution)</li> <li>✓ All Project 3.1 part 1 authorities</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The facts, holding, and reasoning from <i>United States v. Meza-Rodriguez</i> and whether the case is analogous to Eric Cho's.</li> <li>✓ How the reasoning in <i>United States v. Jimenez-Shilon</i> is different from the reasoning in <i>Meza-Rodriguez</i> and why.</li> <li>✓ Can Eric Cho show that he is "one of the people" with Second Amendment rights and the Second Amendment presumptively protects his conduct?</li> <li>✓ Even if Eric Cho can show the Second Amendment protects him, can the government demonstrate that section 922(g)(5) is constitutional because it is consistent with the Nation's historical tradition of firearm regulation as explained in <i>Range</i>?</li> </ul>
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<p><b>Week</b> <b>10</b> LW Tues., Oct. 24</p>	<p><b>LW – MORE ANALYZING THE LAW FOR PROJECT THREE</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 7</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Second and Fourth Amendments</li> <li>✓ All Project 3.1 parts 1 and 2 authorities</li> </ul>	<p><b>DUE - <u>SUNDAY, October 22 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 2.4 – Final Office Memorandum (LW-L)</b></li> </ul> <p><b>DUE - <u>MONDAY, October 23 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 3.1 part 2 – Textual Construction and Case Questionnaire (LW-L)</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What <i>United States v. Huitron-Guizar</i>, <i>United States v. Carpio-Leon</i> and <i>United States v. Portillo-Munoz</i> add, if anything, to the analysis of whether Eric Cho is “one of the people” with Second Amendment protections.</li> <li>✓ Why interpretation of “the people” in the Fourth Amendment could determine what “the people” in the Second Amendment means.</li> <li>✓ The difference between an affirmative and a protective right.</li> <li>✓ The facts, holding, and reasoning of <i>Martinez-Aguero v. Gonzalez</i>.</li> <li>✓ Whether the Fourth Amendment <i>Martinez-Aguero</i> case is analogous to Eric Cho’s case so that whether a person not here legally has Fourth Amendment rights possibly determines if that person has Second Amendment rights also.</li> <li>✓ Whether the fact that Eric Cho was protecting his American citizen wife and other citizens could have an impact on whether he is “one of the people” with Second Amendment rights and the role “policy” can play in legal reasoning.</li> </ul>
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<b>Week 10</b> LW Thurs., Oct. 26	<b>LW – EVEN MORE (!! ) ANALYZING THE LAW FOR PROJECT THREE</b>  <u>Supplemental Materials:</u> <ul style="list-style-type: none"> <li>✓ All Project 3 authorities</li> <li>✓ DACA Memorandum</li> </ul>	<b><u>Please come to class prepared</u></b> to discuss the following: <ul style="list-style-type: none"> <li>✓ The impact of Eric Cho’s DACA status on whether he is one of “the people,” if any.</li> <li>✓ The different types of reasons Eric Cho either is or is not one of the people: textual, structural, and precedent.</li> <li>✓ The structured law the Law column for a Project 3.2 Outline Chart should contain.</li> </ul>
<b>Week 10</b> LW Fri., Oct. 27	<b>OPTIONAL: CHARTING SESSION FOR PROJECT 3.2</b> <b>Friday, October 27 from 10:15-11:15 p.m.</b> <b>Location: TBA</b>  If you attend the Charting session scheduled above and turn in a chart that resembles the one produced in the session, that chart will satisfy your Project 3.2 assignment.	
<b>Week 11</b> LW Tues., Oct. 31	<b>LW - STRUCTURING AND WRITING THE PROJECT 3.3 DISCUSSION</b>  <u>Supplemental Materials:</u> <ul style="list-style-type: none"> <li>✓ All authorities required for Project 3</li> </ul>	<b>DUE - <u>SUNDAY, October 29 by 11:59 p.m.</u> –</b>  <ul style="list-style-type: none"> <li>✓ <b>Project 3.2 – Outline Chart (LW-L)</b></li> </ul> <b><u>Please come to class prepared</u></b> to discuss the following: <ul style="list-style-type: none"> <li>✓ How many parts the Project 3.3 Discussion section will have.</li> <li>✓ Affirmative and responsive arguments for whether the text of the Second Amendment determines whether Eric Cho is one of the people the Second Amendment protects.</li> <li>✓ Affirmative and responsive arguments for whether precedent determines whether Eric Cho is one of the people the Second Amendment protects.</li> </ul>

<p><b>Week</b> <b>11</b> LW Thurs., Nov. 2</p>	<p><b>LW - STRUCTURING AND WRITING THE PROJECT 3.3 DISCUSSION II</b></p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ All authorities required for Project 3</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Affirmative and responsive arguments for whether use of “the people” in other parts of the Constitution, particularly but not solely the Fourth Amendment, determines whether Eric Cho is one of the people the Second Amendment protects.</li> <li>✓ What the “umbrella” section (or inverted pyramid) and roadmap should include?</li> <li>✓ Crafting full-sentence headers for office memoranda.</li> </ul>
<p><b>Week</b> <b>11</b> <b>M</b></p>	<p><b>M - ASSIGNMENT</b> <b>OUTLINING FOR FINAL EXAMINATIONS</b></p> <p>No in-person class will occur on Friday, November 3.</p>	<p><b>DUE - <u>FRIDAY, November 3 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Assignment – Outlining for Final Examinations</b></li> </ul>
<p><b>Week</b> <b>12</b> LW Tues., Nov. 7</p>	<p><b>LW - FROM CITATIONS TO CITATION SENTENCES AND CLAUSES</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 23</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ “Citation Sentences and Clauses” video</li> <li>✓ “Introduction to Signals” video</li> <li>✓ “Introduction to Parentheticals” video</li> </ul>	<p><b>DUE – <u>SUNDAY, November 5 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 3.3 – Draft Discussion section (LW-L)</b></li> <li>✓ <b>Sign up for Third Individual Meeting</b></li> </ul> <p><b>DUE – <u>TUESDAY, November 7 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Project 3.3 Self-Assessment</b></li> </ul> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How the Project 3.3 Self-Assessment will be a little bit different from the past.</li> <li>✓ What it means to say that a citation or citation string is really a “sentence.”</li> <li>✓ How “signals” explain the association between a citation and textual material and when to use them.</li> <li>✓ How and why to craft different types of parentheticals to add both required information and supportive content to your citations.</li> <li>✓ How and why to use “string” citations.</li> </ul>

<p><b>Week</b> <b>12</b> LW Thurs., Nov. 9</p>	<p><b>LW – EFFECTIVE LEGAL WRITING I: IMPROVING SENTENCE STRUCTURE FOR PURPOSE</b></p> <p><u>Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Neumann, Simon &amp; Painter-Thorne, chapter 21, 22</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ “Passive Voice and How to Eliminate It” video</li> <li>✓ Tenielle Fordyce-Ruff, <i>Five Tips to Combat Verbosity</i></li> <li>✓ Megan McAlpin, <i>Finding and Fixing the Passive Voice</i></li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The purposes of different paragraphs in a section or subsection of legal writing.</li> <li>✓ The purpose of starting sentences with topic/thesis statements.</li> <li>✓ Structuring and dividing paragraphs of law and application with application thesis statements.</li> <li>✓ The difference between active and passive voice and why active voice is so very superior.</li> <li>✓ Identifying passive voice with “by” and “to be” vocabulary.</li> <li>✓ Reordering sentences to eliminate passive voice and improve the communicative quality of your writing.</li> </ul>
<p><b>Week</b> <b>12</b> <b>M</b></p>	<p><b>M - ASSIGNMENT</b> <b>ANSWERING MULTIPLE CHOICE QUESTIONS</b></p> <p>No in-person class will occur on Friday, November 10.</p>	<p><b>DUE - <u>FRIDAY, November 10 by 11:59 p.m.</u> –</b></p> <ul style="list-style-type: none"> <li>✓ <b>Assignment – Answering Multiple Choice Questions (M-L)</b></li> </ul>
<p><b>WEEK THIRTEEN – Nov. 13-17</b> <b>Third Individual Meeting (LW/M)</b> Sign up by Sunday, November 5, 2023 at 11:59 p.m. Be prepared to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Your Project 3.3 Draft Discussion section</li> </ul>		

<b>Week</b> <b>13</b> LW Tues., Nov. 14  <b>Third Individual Meeting week</b>	<b>LW - PLANNING TO COMPLETE PROJECT 3.4</b>  <u>Supplemental Materials:</u> <ul style="list-style-type: none"> <li>✓ Grade Tally Sheet for Project 3.4—you may receive this document in class.</li> </ul>	<b><u>Please come to class prepared</u></b> to discuss the following: <ul style="list-style-type: none"> <li>✓ How to be a good “project manager” for Project 3.4.</li> <li>✓ The criteria for an excellent Project 3.4 Office Memorandum as converted into grading points.</li> <li>✓ Tasks necessary to complete Project 3.4 and how long they will take.</li> <li>✓ “Revising” versus “precision editing.”</li> <li>✓ When you should “stop writing” and “start revising/editing.”</li> <li>✓ Developing a “completion plan” to produce a high-quality Project 3.4 Office Memorandum.</li> <li>✓ Frequent editing issues.</li> </ul>
<b>Week</b> <b>13</b> LW Thurs., Nov. 16  <b>Third Individual Meeting week</b>	<b>LW - EFFECTIVE LEGAL WRITING II: EDITING FOR GRAMMAR AND STYLE</b>	<b><u>Please come to class prepared</u></b> to discuss the following: <ul style="list-style-type: none"> <li>✓ Top Ten Grammar Snafus from law students</li> <li>✓ Noun-pronoun agreement and gender-neutral writing</li> <li>✓ If you must use quotations, how to get the form right!</li> </ul>
	<b>THANKSGIVING BREAK</b>  <b>NO CLASS!!</b>	
<b>Week</b> <b>14</b> LW Tues., Nov. 28	<b>LW - PRECISION EDITING</b>	<b><u>Please come to class prepared</u></b> to discuss the following: <ul style="list-style-type: none"> <li>✓ Using checklists to perfect your legal writing.</li> </ul>

<b>Week</b> <b>14</b> LW Thur., Nov. 30	<b>LW – NO CLASS!</b>	
<b>Week</b> <b>14</b> M Fri., Dec. 1	<b>M – NO CLASS!!</b>	<b>DUE - <u>FRIDAY, December 1 by 4:30 p.m.</u> –</b>  <b>✓ Project 3.4 – Final Office Memorandum (LW-F)</b>