

**SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF LAW**  
**LAWYERING SKILLS II – LEGAL WRITING**

Spring 2022

Assistant Professor Jennifer E. Spreng

Contact:

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Office Location: Lesar Law Building Room 212

Class logistics:

Section 003: Tuesdays from 9:00 a.m. – 10:15 a.m.

Section 001: Tuesdays from 11:00 a.m. – 12:15 p.m.

Both: Room 206

Office hours:

I am generally in the office Tuesday afternoons and am available virtually and in person many other times. Feel free to stop by, but to be sure I am available, email ahead for an appointment in person or on Zoom.

Suppose the class began the day the case walked in the door . . . in this class, it does! Meet Dr. Antonio Trujillo and Dean Stephanie Cho, your clients this term. Did Dean Cho violate Dr. Trujillo’s free speech rights when she terminated him from his employment as Assistant Professor at University of Euphoria School of Medicine and Director of the school’s Children’s Eye Clinic for a post on his blog about Covid-19 vaccines? Or was Dr. Trujillo speaking pursuant to his official duties, disrupting university health initiatives, and damaging the school’s reputation? You *advocate*, in Lawyering Skills II: Legal Writing!

**WHAT YOU WILL DO IN THIS CLASS**

1. You will learn the writing forms, content, tone, and creative strategies of persuasive writing as you prepare a summary judgment brief for a federal District Court and an appellate brief for the United States Court of Appeals for the Seventh Circuit.
2. You will hone more advanced intellectual and professional capacities in your “legal toolkit,” particularly synthesizing applicable legal principles, analyzing facts, applying legal principles to facts to solve problems, and communicating your solutions.
3. You will present your professional work to a supervising attorney and take advantage of feedback to meet client and firm goals.
4. You will advocate for clients before the United States District Court for the District of Euphoria and Court of Appeals for the Seventh Circuit orally and in writing.

**You are responsible for complying with this syllabus, especially deadlines!**

## CLASS INFORMATION AND POLICIES

### 1. Books and materials.

a. Required. We will use the following books and materials in this class:

- Linda H. Edwards, *Legal Writing: Process, Analysis, and Organization* (7th ed., Wolters Kluwer 2018). ISBN 9781454895916
- Coleen Barger, *ALWD Guide to Legal Citation* (6th ed., Wolters Kluwer 2017). ISBN 9781454887768

b. Optional. You may find the following resources helpful, and I am happy to work with you to make them productive.

- TEXAS LAW REVIEW, MANUAL ON USAGE & STYLE (15th ed. 2021).

This small and comparatively inexpensive style guide will answer many questions if you do not otherwise have a style guide. I may cite rules to you in feedback and meetings if I know you have it. I will place some copies on reserve in the library if you choose or are unable to purchase.

- RICHARD C. WYDICK & AMY E. SLOAN, PLAIN ENGLISH FOR LAWYERS (6th ed., Carolina Academic Press 2019). ISBN 9781531006990

I understand many of you may already have this helpful book. I may cite rules to you in feedback and meetings if I know you have it.

- THE BLUEBOOK: A UNIFORM SYSTEM OF CITATION (Columbia Law Review Ass'n et al. eds., 21st ed. 2020).

If you would also like to learn to use the Bluebook this term, I can cite rules to you in feedback and facilitate your efforts. The "ICWs" recommended below can also help. Copies are on reserve in the library.

- Lexis-Nexis, Interactive Citation Workstation exercises (ICWs).

If you want a citation refresher for either ALWD or Bluebook, feel free to do the Interactive Citation Workstation exercises on Lexis. No need to buy anything! Note: Some students love ICWs; others find them frustrating. At least try them out. My experience is that all students who do them seriously do learn to use their citation manuals (LEXIS provides ICWs for both citation manuals) and basic citation forms.

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, including the two required study block sessions (January 14 and 21) and the “extra class” necessary to satisfy ABA requirements. See paragraph 3.c below about the opportunities and consequences related to study block attendance. You prove your attendance during a class period by signing the attendance sheet. The absence of your signature on an attendance sheet is conclusive evidence of absence.
3. Grades. There are one hundred (100) points available in this class with exceptions as indicated below. You will earn points for fully and lightly graded assignments, study block attendance, and other matters.

See the “Assignments Due Dates” chart towards the end of this syllabus and the eleven assignment sheets posted on our TWEN course management site. The Assignments Due Dates chart lists all eleven assignments in this class, whether they are lightly or fully graded, and associated point allocations.

a. Lightly graded assignments. The Assignments Due Dates chart indicates lightly graded assignments with an “(L).” These include draft papers and associated individual meetings with me. You will receive feedback and other indications of progress 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 assignments. The Assignments Due Dates chart indicates fully graded assignments with an “(F).” You will receive a numerical score based on the absolute and relative quality of your work. Fully graded assignments are:

20 points =	Final Summary Judgment Brief
40 points =	Final Appellate Brief
10 points =	Oral Argument

c. Study block attendance. Extra credit is available for study block attendance and good faith participation; point deductions may occur for non-attendance. Our class meets for regular study block sessions from 11:00 a.m.—1:00 p.m. on Fridays (see the Class and Study Block Activities Chart attached to this syllabus). The first two study block sessions on January 14 and 21 are **required** as well as an additional class to satisfy ABA requirements. Six other study block sessions are available during the rest of the term. **You should attend at least three**

**more than the required sessions** and ideally even more than that. You will earn a point for every study block session you attend more than three; you will lose a point for every study block session fewer than three that you attend.

d. 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. Assignment deadlines. See the appropriate assignment sheet and the Assignments Due Dates chart for assignment due dates. Each of the assignment sheets also lists the items you must post in the TWEN assignment drobox by the deadline to receive full credit.

a. Late submission. Do not turn in assignments late. You will lose points 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. 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!

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 with or without a penalty but only if you file a Motion for Extension of Time with grounds showing good cause for the exception with a proposed Order, both clearly stating relief requested.

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

c. Process for moving for an extension of time. Forms for a Motion for Extension of Time and proposed Order are available on TWEN. 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 for any other relief you request. You have the responsibility of bringing the

motion to my attention. I am not responsible for responding to motions I overlooked, did not receive, or inadvertently lost.

5. Course Management System. Our course materials, assignments, sign-up sheets, and assignment submission dropboxes will appear on our TWEN course management site. **I will not accept submissions via email except in unusual situations.**

6. Teaching assistants. Our teaching assistants' contact information is as follows:

Elle Basler ([elle.basler@siu.edu](mailto:elle.basler@siu.edu))

Adam Jelovic ([adam.jelovic@siu.edu](mailto:adam.jelovic@siu.edu))

7. 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 II Legal Writing, the Standard means a student must attend **one hundred (100) minutes** of class each week (one classroom hour = fifty (50) minutes). Our regular class sessions are shorter, but we comply with this requirement in our additional classes, study block sessions, individual meetings, and simulated learning activities. The ABA also requires that students in a two-credit course spend **at least four hours** on out-of-class work. You may assume you will spend much more than this bare minimum doing assignments for our class given the nature and importance of the subject.

7. Law School Syllabus Attachment.

**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/>.

**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 [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. Upon completion of a Disability Accommodation Agreement with DSS, students should use the DSS Student Portal to notify their faculty members and the School of Law Registrar's Office of their accommodations.

**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, emotion, 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: (618) 453-2461, or [siucares@siu.edu](mailto:siucares@siu.edu), <https://salukicare.siu.edu/index.php>. At the School of Law, Assistant Dean Judi Ray is also available to help students access university resources. Her email is [judiray@siu.edu](mailto:judiray@siu.edu) and her phone number is 618- 453-3135.

**COVID-19.** SIUC’S policy on face masks and social distancing is consistent with the guidance from the Centers for Disease Control and Prevention and the Illinois Department of Public Health. For up-to-date information, students, faculty, and staff should visit SIUC’s COVID website ([siu.edu/coronavirus](http://siu.edu/coronavirus)), which includes the Saluki Safety Plan. People can also send an email to [pandemicinfo@siu.edu](mailto:pandemicinfo@siu.edu).

8. University Syllabus Attachment. The University’s syllabus attachment is posted in the Syllabus folder on TWEN. Consider it incorporated into this syllabus by reference.

**THIS SYLLABUS IS SUBJECT TO CHANGE AT MY  
SOLE DISCRETION.**

## ASSIGNMENT DUE DATES

NO.	ASSIGNMENT or ACTIVITY	DUE	PTS
<b>1</b>	Memorandum Assignment (L)	<b>Sunday, January 16</b> by 11:59 p.m.	4
<b>2</b>	Sign up for and attend your first individual meeting (L)	<b>Sunday, January 16</b> by 11:59 p.m. – sign up <b>January 17-21</b> – individual meetings	2
<b>3</b>	Draft Argument Section of your Summary Judgment Brief (L)	<b>Sunday, January 23</b> by 11:59 p.m.	5
<b>4</b>	Sign up for and attend your second individual meeting (L)	<b>Sunday, January 23</b> by 11:59 p.m. <b>January 31 – February 4</b> – individual meetings	2
<b>5</b>	Final Summary Judgment Brief (F)	<b>Friday, February 11</b> by 4:30 p.m.	20
<b>6</b>	Appellate Brief Skeleton (L)	<b>Sunday, February 20</b> by 11:59 p.m.	2
<b>7</b>	Draft Appellate Brief Argument section (L)	<b>Sunday, March 13</b> by 11:59 p.m.	5
<b>8</b>	Sign up for and attend your Supervising Attorney Meeting (L)	<b>Sunday, March 13</b> by 11:59 p.m. <b>Wednesday, March 16 – Saturday, March 19</b>	5
<b>9</b>	“Full Brief” Draft with Statement of the Case, Summary of the Argument, and Conclusion (L)	<b>Sunday, March 20</b> by 11:59 p.m.	5
<b>10</b>	Final Appellate Brief (F)	<b>Friday, April 1</b> by 4:30 p.m.	40
<b>11</b>	Oral Arguments (F)	<b>Week of April 18</b>	10

**I urge you all to put ALL dates  
on your calendars NOW.**

## CLASS and STUDY BLOCK ACTIVITIES CHART

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

WEEK	READINGS	ASSIGNMENTS
<p><b>1</b></p> <p>CLASS Tues., Jan. 11</p>	<p style="text-align: center;"><b>INTRODUCTION TO <i>TRUJILLO v. CHO</i></b></p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapter 17</li> </ul> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Garcetti v. Ceballos</i>, Supreme Court of the United States</li> </ul> <p><u>Trujillo v. Cho Litigation File:</u></p> <ul style="list-style-type: none"> <li>✓ Memorandum Assignment Sheet – 1</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ This Syllabus—read it carefully before class.</li> <li>✓ Motion for Summary Judgment, <i>Clark v. Jones</i>—review the form, parts, and their purposes, but you need not read this brief for content</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Whether Dr. Trujillo may have been speaking pursuant to his official duties when he posted his blog post and comments.</li> <li>✓ The role of motions and briefs in the trial court litigation process.</li> <li>✓ What we will do and how we will do it in our class this term.</li> </ul> <p><b>NOTE – SIGN UP on TWEN for an individual meeting with me next week by 11:59 p.m. Sunday, January 16.</b></p> <p>You should be able to find <i>Garcetti</i> and other assigned cases this term with the court information provided; please feel free to contact me if you are not sure you have the correct case.</p>
<p><b>1*</b></p> <p>STUDY BLOCK Fri., Jan. 14</p>	<p style="text-align: center;"><b>THIS STUDY BLOCK SESSION IS REQUIRED Make plans now to attend</b></p> <p style="text-align: center;"><b>STUDY BLOCK Academic Freedom in <i>Trujillo v. Cho</i></b></p> <p><u>Legal Authorities from United States Courts of Appeals:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Renken v. Gregory</i>, Seventh Circuit</li> <li>✓ <i>Webb v. Board of Trustees of Ball State University</i>, Seventh Circuit</li> <li>✓ <i>Adams v. Trustees of University of North Carolina at Wilmington</i>, Fourth Circuit, all except for Parts IV, VI</li> <li>✓ <i>Demers v. Austin</i>, Ninth Circuit.</li> </ul> <p><u>Trujillo v. Cho Litigation File:</u></p> <ul style="list-style-type: none"> <li>✓ Memorandum Assignment Sheet – 1</li> </ul>	<p><b><u>Please come to this study block prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The structure of the law governing whether Dr. Trujillo may have a claim for retaliation in violation of his First Amendment rights.</li> <li>✓ The law that determines whether Dr. Trujillo was speaking pursuant to his official duties when he posted on his blog.</li> <li>✓ Whether Dr. Trujillo might plausibly be entitled to an “academic freedom exception” from the “<i>Garcetti</i> rule.”</li> </ul>

<p style="text-align: center;"><b>2</b></p> <p>CLASS Tues., Jan. 18</p>	<p style="text-align: center;"><b>First individual meetings occur this week.</b></p> <p style="text-align: center;"><b>MOTIONS FOR SUMMARY JUDGMENT</b></p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapter 18</li> </ul> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ Title 42, section 1983 of the United States Code</li> <li>✓ Federal Rule of Civil Procedure 56</li> </ul> <p><u>Trujillo v. Cho Litigation File:</u></p> <ul style="list-style-type: none"> <li>✓ Complaint of Plaintiff, Antonio Trujillo</li> <li>✓ Answer of Defendant, Stephanie Cho</li> <li>✓ Excerpts of Deposition of Plaintiff, Antonio Trujillo with exhibits</li> <li>✓ Excerpts of Deposition of Defendant, Stephanie Cho with exhibits</li> <li>✓ Motion for Summary Judgment assignment sheet from <i>either</i> Penelope Bardem or Daniel Washington (you choose and tell me when you announce your choice of client!)</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Motion for Summary Judgment, <i>Clark v. Jones</i> – review the form, parts, and their purposes, but you need not read this brief for content</li> </ul>	<p><b>DUE – 4 pts: <u>BY 11:59 p.m. SUNDAY, JANUARY 16 on TWEN – 1 – Memorandum Assignment.</u></b> See that Assignment Sheet for more details. Bring a copy of your memorandum to class.</p> <p><b>DUE – 2 pts: <u>BY 11:59 p.m. SUNDAY, JANUARY 16 on TWEN – 2 – Sign up for your First Individual Meeting</u></b> which will occur this week. See the Assignment Sheet for more details.</p> <p><b>DUE – <u>BY 11:59 p.m. THURSDAY, JANUARY 20 on TWEN</u> – Announce your choice of client for the rest of the term.</b> See the TWEN signup sheet for more details.</p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The role and consequences of a motion for summary judgment in the trial court litigation process.</li> <li>✓ The parts of a motion and brief in support or response to a motion for summary judgment.</li> <li>✓ Persuasive voice and advocacy in brief-writing.</li> <li>✓ Reasons why Dean Cho might be entitled to summary judgment and dismissal of Dr. Trujillo’s claims against her.</li> </ul> <p><b>NOTE – SIGN UP for your second individual meeting with me by 11:59 p.m. Sunday, January 23 for individual meetings that will occur starting Monday, January 31.</b></p>
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<p><b>2*</b> STUDY BLOCK Fri., Jan. 21</p>	<p style="text-align: center;"><b>THIS STUDY BLOCK SESSION IS REQUIRED</b> <b>Make plans now to attend</b></p> <p style="text-align: center;"><b>STUDY BLOCK</b> <b>“Charting” the Law and Facts in <i>Trujillo v. Cho</i></b></p> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Garcetti v. Ceballos</i>, Supreme Court of the United States</li> <li>✓ <i>Renken v. Gregory</i>, Seventh Circuit</li> <li>✓ <i>Webb v. Board of Trustees of Ball State University</i>, Seventh Circuit</li> <li>✓ <i>Adams v. University of North Carolina at Wilmington</i>, Fourth Circuit, all except for Parts IV, VI</li> <li>✓ <i>Demers v. Austin</i>, Ninth Circuit.</li> <li>✓ Any additional authorities you have found</li> </ul> <p><u>Taylor v. McDaniel Litigation File:</u></p> <ul style="list-style-type: none"> <li>✓ Complaint of Plaintiff, Antonio Trujillo</li> <li>✓ Answer of Defendant, Stephanie Cho</li> <li>✓ Excerpts of Deposition of Plaintiff, Antonio Trujillo with exhibits</li> <li>✓ Excerpts of Deposition of Defendant, Stephanie Cho with exhibits</li> <li>✓ Motion for Summary Judgment assignment sheet from <i>either</i> Penelope Bardem or Daniel Washington</li> </ul>	<p><u>During this study block we will discuss</u> the following:</p> <ul style="list-style-type: none"> <li>✓ How to organize the law and facts as we know them in <i>Trujillo v. Cho</i> into a chart to help write the brief in support of or opposition to Dean Cho’s motion for summary judgment.</li> <li>✓ What makes facts “relevant” and what “facts” are relevant to the substantive law governing whether Dr. Trujillo was speaking pursuant to his official duties on his blog post and whether he is entitled to an academic freedom exception from the <i>Garcetti</i> rule.</li> <li>✓ How to use charts to form excellent “CRAC” structures in writing.</li> <li>✓ How to use charts to make excellent analogies.</li> <li>✓ Other questions and ideas you have!</li> </ul>
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<p style="text-align: center;"><b>3</b></p> <p>CLASS Tues., Jan. 25</p>	<p style="text-align: center;"><b>REFINING THE ARGUMENT: THE “INVERTED PYRAMID”* and PERFECTING STRUCTURE</b></p> <p>Bring a copy of your draft argument section to class.</p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapters 20, 23.I</li> </ul> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ Title 42, section 1983 of the United States Code</li> <li>✓ Federal Rule of Civil Procedure 56</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Motion for Summary Judgment, <i>Clark v. Jones</i> – for review only</li> </ul> <p>*Or “umbrella section”</p>	<p><b>DUE – 5 pts: BY 11:59 p.m. SUNDAY, JANUARY 23 – 3 – Draft Argument Section of your Motion for Summary Judgment or Memorandum in Response.</b> See the Motion for Summary Judgment Assignment Sheet from your supervising attorney for more details.</p> <p><b>NOTE – 2 pts: BY 11:59 p.m. SUNDAY, JANUARY 23 – 4 - Sign up for your Second Individual Meeting,</b> and then attend the meeting for which you signed up during the week of January 31.</p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How to self-assess your work even before you receive my written feedback.</li> <li>✓ What an “inverted pyramid” or “umbrella section” is, why it is important in a persuasive argument, and how to construct and perfect one.</li> <li>✓ What a “roadmap” is, why it is important in a persuasive argument, and how to construct and perfect one.</li> <li>✓ How pieces of argument we discovered as we wrote fit into the overall structure of the argument section.</li> </ul>
<p style="text-align: center;"><b>3*</b></p> <p>STUDY BLOCK Fri., Jan. 28</p>	<p style="text-align: center;"><b>STUDY BLOCK Perfecting Research and Analysis</b></p> <p>There are cases and articles galore about the “official duties” and “academic freedom exception” issues in our summary judgment briefs. Come to study block and make sure you have found all of the sources you need to make your brief shine and have good ideas about the best arguments for your clients. We may do some searches and during the session that will reveal sources and discuss how to build arguments you may want this weekend as you write.</p> <p>Stay tuned late in the week and block out a couple of hours on Thursday evening – I might suggest you read a case or two for this session</p>	<p><b><u>During this study block we will discuss</u></b> the following:</p> <ul style="list-style-type: none"> <li>✓ Any key cases that tend to be missing from draft argument sections.</li> <li>✓ Doing additional research to flesh out the inverted pyramid of the argument section.</li> <li>✓ How to improve content and presentation of the law, the foundation for high quality arguments, in the “official duties” and “academic freedom exception” sections.</li> <li>✓ Why a court should adopt an academic freedom exception or why not and what authorities can tell you that.</li> </ul>

<p><b>4</b> CLASS Tues, Feb. 1</p>	<p><b>Second individual meetings occur this week.</b></p> <p><b>PERSUASIVE CITATION</b></p> <p><u>ALWD:</u></p> <ul style="list-style-type: none"> <li>✓ TBA</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video – From Citations to Citation Sentences and Clauses</li> <li>✓ Video – Signals</li> <li>✓ Video – Parentheticals</li> </ul> <p>NOTE – If you need to review specific citation forms, I have additional video that may help you; I can help you find the Interactive Citation Workstation on Lexis; and I am happy to meet with you individually.</p>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The correct forms for citation sentences and clauses.</li> <li>✓ The purposes and correct forms for the different citation signals and parentheticals and when you need them.</li> <li>✓ How to use citation to advance your arguments and expand the authorities you can use and persuasive points you can make.</li> <li>✓ Some points of law and arguments that may help in your summary judgment brief with citations attached!</li> </ul>
<p><b>4*</b> STUDY BLOCK Fri., Feb. 4</p>	<p><b>STUDY BLOCK</b> <b>Avoiding Citation and Grammar Snafus and Purging Passive Voice</b></p> <p>About one third or more of the points for your trial brief will be related to grammar, citation, sentence structure, and formatting. Don't leave those points on the table—come to study block and make sure you know how to avoid frequent mistakes and improve your writing.</p> <p>Bring your ALWD, Bluebook, and or style guide as well as all your grammar and citation questions.</p>	<p><b><u>During this study block we will discuss</u></b> the following:</p> <ul style="list-style-type: none"> <li>✓ The Top Ten Grammar Snafus and how to avoid them.</li> <li>✓ Your short and long citation forms.</li> <li>✓ Purging passive voice from your papers – and improving your writing scores in the process.</li> <li>✓ Your questions!</li> </ul>
<p><b>5</b> CLASS Tues, Feb. 8</p>	<p><b>FINALIZING YOUR SUMMARY JUDGMENT BRIEF</b></p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapters 23.II-IV, 24</li> </ul>	<p><b>DUE – 20 pts: <u>BY 4:30 p.m. FRIDAY, FEBRUARY 11 – 5 - Final Summary Judgment Brief.</u></b> See the Assignment Sheet on Canvas for more details.</p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How you will use last few days before the final summary judgment brief is due.</li> <li>✓ Writing the Statement of Facts.</li> <li>✓ How to use checklists to improve editing.</li> <li>✓ Any final questions you may have.</li> </ul>

<p><b>5*</b> NO STUDY BLOCK</p>	<p align="center"><b>NO STUDY BLOCK THIS WEEK</b></p> <p>Work on your Final Summary Judgment Briefs</p> <p>I will be happy to email, meet on Zoom, or meet in the office all week until your papers are due.</p>	
<p><b>6</b> CLASS Tues, Feb. 15</p>	<p align="center"><b>INTRODUCTION TO APPELLATE ADVOCACY</b></p> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Pickering v. Board of Education</i></li> <li>✓ <i>Connick v. Myers</i></li> </ul> <p><u>Trujillo v. Cho Litigation File:</u></p> <ul style="list-style-type: none"> <li>✓ Decision of the United States District Court (see Appendix to the Briefs)</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video – Anatomy of an Appellate Brief</li> <li>✓ Sample briefs</li> <li>✓ Federal Rules of Appellate Procedure and the Circuit Rules of the United States Court of Appeals for the Seventh Circuit</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 District Court’s decision on the motion for summary judgment in <i>Trujillo v. Cho</i>.</li> <li>✓ The process and basis for an appeal in <i>Trujillo v. Cho</i>.</li> <li>✓ The substance and process of preparing an appellate brief.</li> </ul>
<p><b>6*</b> EXTRA CLASS Thurs., Feb. 17</p> <p>Time and place TBA.</p>	<p align="center"><b>“CHARTING” THE LAW and FACTS IN TRUJILLO v. CHO</b></p> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Pickering v. Board of Education</i>, Supreme Court of the United States</li> <li>✓ <i>Rankin v. McPherson</i>, Supreme Court of the United States</li> <li>✓ <i>Meade v. Moraine Valley Community College</i>, Seventh Circuit</li> <li>✓ <i>Piggee v. Carl Sandburg Community College</i>, Seventh Circuit</li> </ul> <p><u>Trujillo v. Cho Litigation File:</u></p> <ul style="list-style-type: none"> <li>✓ All contents of the Appendix to the Briefs</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 assigned cases fit into the structure of the law that governs <i>Trujillo v. Cho</i>.</li> <li>✓ How to organize the law and facts related to whether the subject of speech is a public concern and <i>Pickering</i> balancing into a chart to help write the second part of your appellate brief.</li> <li>✓ Whether Dr. Trujillo’s post is about about matters of public concern and how can we know.</li> <li>✓ How to identify and apply a “factor” and “balancing” test.</li> <li>✓ Other questions and ideas you have!</li> </ul>

<p><b>6*</b> STUDY BLOCK Fri., Feb. 18</p>	<p style="text-align: center;"><b>STUDY BLOCK</b> <b>Creating Your Brief Skeleton</b></p> <p>You have to create your brief skeleton for the assignment due Sunday anyway. Come to study block, learn how to make a brief skeleton, get the tricky Word formatting right, ask questions about your citation forms, and maybe get Sunday's assignment done right during the session!</p> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ Federal Rules of Appellate Procedure and the Circuit Rules of the United States Court of Appeals for the Seventh Circuit</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video – Preparing a Brief Skeleton</li> <li>✓ Sample briefs TBA</li> </ul>	<p><b><u>During this study block we will discuss/do</u></b> the following:</p> <ul style="list-style-type: none"> <li>✓ Translating the court rules and other requirements into a “skeleton” of the brief that you can expand with substance as you write.</li> <li>✓ Start building the brief skeleton due Monday – and maybe you can even complete it during the session!</li> <li>✓ Answer your questions about the law or writing – finishing up charting if needed from the prior class.</li> </ul>
<p><b>7</b> CLASS Tues, Feb. 22</p>	<p style="text-align: center;"><b>THE BRIEF'S ARGUMENT SECTION</b></p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapters 19 and 20</li> </ul> <p><u>Legal Authorities:</u></p> <ul style="list-style-type: none"> <li>✓ Federal Rules of Appellate Procedure and the Circuit Rules of the United States Court of Appeals for the Seventh Circuit</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video – Preparing an Appellate Brief Argument</li> <li>✓ Sample brief sections TBA – read these sections for structures and substance</li> </ul>	<p><b><u>DUE – 2 pts: BY 11:59 p.m. SUNDAY, FEBRUARY 20 – 6 – Appellate Brief Skeleton.</u></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 arguments and structures for both “sides” of the brief’s argument section.</li> <li>✓ How to respond in advance to the arguments you know the “other side” will make.</li> <li>✓ How to structure responses according to the “affirmative-responsive” arguments approach.</li> <li>✓ What the inverted pyramid for the whole argument section should say.</li> </ul>

<p><b>7*</b> STUDY BLOCK Fri., Feb. 25</p>	<p style="text-align: center;"><b>STUDY BLOCK</b> <b>Your Argument Draft and</b> <b>Preparing for the Supervising Attorney Meeting</b></p> <p>Yes, the law and the facts matter, but writing appellate briefs is also a document-production process taking into account input from supervising attorneys. Come to study block and plan how to use time effectively over the next few weeks so you do well on mid-terms, enjoy spring break, and also come back poised to finish a fantastic brief and use your supervising attorney meeting as an important ingredient in your success!</p> <p>And see you on the “other side!”</p> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video – Meeting with Supervising Attorneys</li> </ul>	<p><b><i>During this study block we will discuss/do</i></b> the following:</p> <ul style="list-style-type: none"> <li>✓ Making sure your argument inverted pyramid is letter-perfect.</li> <li>✓ Develop strategies for using time between now and when your draft argument section is due effectively.</li> <li>✓ Plan for your Supervising Attorney Meeting.</li> <li>✓ Answer all questions you have – law, writing, citation, formatting – about the appellate brief.</li> <li>✓ Everything you need to write a successful draft argument and have a productive supervising attorney meeting.</li> </ul>
<p><b>8</b> NO CLASS Tues., Mar. 1</p>	<p style="text-align: center;"><b>MID-TERM WEEK</b> <b>NO CLASS!</b></p>	
<p><b>8*</b> NO STUDY BLOCK Fri., Mar. 4</p>	<p style="text-align: center;"><b>NO STUDY BLOCK</b> <b>HAVE A GREAT SPRING BREAK!</b></p>	
<p><b>9</b> NO CLASS or STUDY BLOCK Mar. 7-11</p>	<p style="text-align: center;"><b>SPRING BREAK</b> <b>NO CLASS or STUDY BLOCK!</b></p>	

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<p><b>10</b> CLASS Tues., Mar. 15</p>	<p><b>Supervising Attorney Meetings occur this week (March 16-19) See Assignment Sheet 8</b></p> <p><b>THE REST OF THE STORY: STATEMENT OF THE CASE, SUMMARY, and CONCLUSION</b></p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapter 22</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video – Meeting with Supervising Attorneys</li> </ul>	<p><b>DUE – 5 pts: <u>BY 11:59 p.m. SUNDAY, MARCH 13</u> – 7 – Draft Appellate Brief Argument section.</b> See the Assignment Sheet for more details.</p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What to include in the Statement of the Case, Summary of the Argument, and Conclusion</li> <li>✓ Making your Statement of Facts tell your client’s story.</li> <li>✓ The relief your client wants.</li> <li>✓ Questions about the Supervising Attorney Meeting.</li> </ul>
<p><b>10*</b> STUDY BLOCK Fri., Mar. 18</p>	<p><b>NO STUDY BLOCK Attend your Supervising Attorney Meeting</b></p>	

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<p><b>11</b> CLASS Tues., Mar. 22</p>	<p><b>DEVELOPING A COMPLETION PLAN: REVISING AND EDITING THE BRIEF</b></p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapters 23 and 24</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Video – Developing a Completion Plan</li> </ul>	<p><b>DUE – 5 pts: <u>BY 11:59 p.m. SUNDAY, MARCH 20 on Canvas – 9 – “Full Brief” Draft with Statement of the Case, Summary of the Argument, and Conclusion.</u></b> See the Assignment Sheet for more details.</p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ What you learned about what you still need to do from your Supervising Attorney Meeting</li> <li>✓ Self-assessing your work and developing a completion plan.</li> <li>✓ The difference between revising and editing and strategies for each.</li> <li>✓ Adding items to an early completion plan “to-do” list that you already know belong there.</li> <li>✓ Using oral argument questions to think about how to make your brief more persuasive.</li> </ul>
<p><b>11*</b> STUDY BLOCK Fri., Mar. 25</p>	<p><b>STUDY BLOCK All Your Questions and All the Answers</b></p> <p>The weekend upcoming is so important for finishing your appellate brief. Come to Study Block and get all your questions answered from Professor Spreng and the teaching assistants!</p>	<p><b><u>During this study block we will discuss/do</u></b> the following:</p> <ul style="list-style-type: none"> <li>✓ Answer all your questions—no subject too large or small.</li> <li>✓ Help you get started on this important finalization weekend.</li> </ul>
<p><b>12</b> CLASS Tues., Mar. 29</p>	<p><b>PRECISION EDITING and FINALIZATION</b></p> <p>No new reading but bring your citation manual(s) and any style guide you use to class.</p>	<p><b>DUE – 40 pts: <u>BY 4:30 p.m. FRIDAY, APRIL 1 – 10 – Final Appellate Brief.</u></b> See the Assignment Sheet for more details.</p> <p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ How the brief should conclude – making sure you are requesting the right relief for your client.</li> <li>✓ Using checklists to improve your editing and finalization processes.</li> <li>✓ Any questions you have before the big day!</li> </ul>

<p><b>11*</b> NO STUDY BLOCK Fri., Apr. 1</p>	<p align="center"><b>NO STUDY BLOCK THIS WEEK</b> <b>Work on your Final Appellate Briefs</b></p> <p>I will be happy to email, meet on Zoom, or meet in the office all week until your papers are due.</p>	
<p><b>12</b> CLASS Tues. Apr. 5</p>	<p align="center"><b>INTRODUCTION TO ORAL ARGUMENT</b></p> <p><u>Edwards Coursebook:</u></p> <ul style="list-style-type: none"> <li>✓ Chapter 25</li> </ul> <p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>✓ Oral Argument Assignment Sheet 11</li> <li>✓ PowerPoint presentation about making oral arguments.</li> <li>✓ Sample Audio and Video of oral arguments – TBA.</li> </ul>	<p><b><u>Please come to class prepared</u></b> to discuss the following:</p> <ul style="list-style-type: none"> <li>✓ The purposes and opportunities in oral argument.</li> <li>✓ The structure and forms of oral arguments.</li> <li>✓ Anticipating and answering judges' questions.</li> <li>✓ Responding to the other side's arguments.</li> <li>✓ What not to do in oral argument.</li> </ul>
<p><b>12*</b> STUDY BLOCK Fri., Apr. 8</p>	<p align="center"><b>STUDY BLOCK</b> <b>Let's Get Ready to Argue!</b></p> <p>Got your introduction, your key arguments, and plans for answering anticipated questions down pat? Come to study block and work on all three alone, with your partner, and/or in a group so you are ready for practice rounds next week.</p>	<p><b><u>During this study block we will discuss/do</u></b> the following:</p> <ul style="list-style-type: none"> <li>✓ Dividing the tasks between partners and getting on the same page.</li> <li>✓ Working on introduction and other parts of the oral argument.</li> <li>✓ Practice some typical questions and figure out the answers.</li> <li>✓ Answer all your questions.</li> </ul>
<p><b>13</b> NO CLASS Tues. Apr. 12</p>	<p align="center"><b>ORAL ARGUMENT PRACTICE</b> <b>NO CLASS!!</b></p>	
<p><b>14</b> NO CLASS Tues. Apr. 19</p>	<p align="center"><b>ORAL ARGUMENTS</b> <b>NO CLASS!!</b></p>	<p><b>DUE – 40 pts: <u>Oral Argument</u> – 11.</b> See the Assignment Sheet for more details about this assignment.</p>

