

# Lawyering Skills II: Legal Writing (“LW”)

Syllabus | Spring 2026 | LAW 510B-951 | Bruegger



## Class Meetings

Tuesday & Thursday: 11:00 am-12:00pm (virtual), or in person with advance notice.  
Make-up classes as scheduled.

## Contact Info

### **Prof. John Bruegger**

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### **Teaching Assistants**

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### **Administrative Assistant**

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## Course Description, Overview & Learning Outcomes<sup>1</sup>

Congratulations on surviving LW I. Now we get to the writing that most people associate with attorneys – advocating for your client. Every good attorney must be an effective advocate. Why? No matter what the practice area, the practice of law requires persuasion on a nearly daily basis: persuading the court to rule in your client’s favor; persuading your colleagues (and supervisors) that a particular position is the most advisable; persuading opposing counsel to take a course of action that’s beneficial to your client; and persuading your client that a particular course of action makes the most sense (or that a course of action should be avoided at all costs).

Not only that, every area of practice requires effective advocacy: (1) successful litigators are able to craft arguments that judges and juries find persuasive; (2) successful transactional attorneys are able to negotiate successful outcomes for their clients; and (3) successful public interest attorneys achieve their clients’ goals by choosing strategies that are the most likely to be successful.

Lawyering Skills II is a continuation of the process of helping students learn the basic skills that all attorneys use in the practice of law. As I indicated last semester, research, writing, and analysis are staples of the legal profession. They represent the basic skills that attorneys perform throughout their careers. You will develop an ability to identify legal issues from a given set of facts, research and analyze those issues, and to share your knowledge with others in the legal profession in a manner that is widely used by attorneys. In this course, you will complete three major writings as well as several exercises (some graded and some ungraded) that will sharpen your research, writing, and analysis as a lawyer-in-training.

You will also be enrolled in Legal Research II this semester and, even though that course meets separately from Lawyering Skills, the two courses are paired, and both your Legal Research Professor (Professor Candle Wester) and I are working collaboratively to ensure that you develop all of the skills necessary to research and write as lawyers do every day.

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<sup>1</sup> The syllabus is likely to change as the semester progresses depending on the speed at which we move through content. Please check D2L to make sure you have the most updated syllabus. If there are any changes to the syllabus, they will be announced.

## **Learning Objectives:**

Students who successfully complete this course should be able to complete the following tasks (some objectives are courtesy of Professor George Mader and Professor Matthew Murrel):

- Students will continue to learn to research and identify sources of primary law and common secondary sources relevant to a given legal dispute.
- Students will recognize the recursive and analytical nature of the legal research process, as it affects one's writing; understand the importance of both law and facts when researching and writing; and understand the mechanics and importance of updating one's research.
- Students will learn the importance of both law and facts in legal analysis, learn to support an argument with appropriate legal authority and logic, and recognize and use various kinds of legal reasoning.
- Students will learn to respect a legal reader's needs by using the conventions that lawyers use to organize a document and learn to establish credibility through attention to detail.
- Students will learn to advocate for a client and communicate complex legal analysis in clear prose.
- Students will draft a trial memorandum, discovery documents, and appellate brief, and they will participate in two oral arguments that effectively, persuasively, and ethically advocate for a particular outcome on a given legal dispute.
- Students will be able to critique structures of power and institutions from the standpoint of embedded privilege and social norms.
- Students will be able to identify and critically reflect upon the various aspects of one's identity.
- Students will be able to apply one's self-awareness of their biases to enact strategies to respond to unconscious and conscious biases.
- Students will be able to effectively employ strategies of active listening, empathy, and effective allyship during classroom discussions and group work.
- Students will be able to critically reflect on their professional identity, recognizing the impact of internal and external factors on their identity.

**This class is closely connected and will share class time and some assignments with the Legal Research course.**

This course complies with the School of Law's Credit Hour Policy and will require **at least 42.5 hours of total work per credit.**

## Laptop Ban Policy (modified for remote classes)

To encourage comprehensive listening and avoid digital distractions, **digital devices such as phones, tablets, e-readers, etc., will not be allowed** during the class session unless an in-class activity is assigned that requires a digital device. Obviously, laptops or desktops are required for Teams connections. I would prefer if you did not connect to the class using a phone. Also, you should plan to take notes in a notebook with a pen, rather than trying to type notes on your computer during class time.

**Students needing accommodations should contact me ASAP.**

## Assigned Materials

- Required Texts
  - Joan M. Rocklin, et al., *An Advocate Persuades*, 2nd ed., Carolina Academic Press, 2022, ISBN: 9781531019112.
  - *The Bluebook: A Uniform System of Citation*, 22nd ed., Harvard Law Review, 2025, ISBN: 9798218574574. (This is the same one I required for LW I)
  - Bryan A. Garner, *The Winning Brief: 100 Tips for Persuasive Briefing in Trial and Appellate Courts*, 3rd ed., Oxford University Press, 2014, ISBN: 9780199378357.
  - Other readings will be distributed via D2L as required.
- Required Technology

- Mastering the Bluebook Interactive Exercises Subscription [Mastering the Bluebook Interactive Exercises 2025-26 Edition: Login](#) [herein MBIE]
  - Class Login Code: 325-089-9134
  - **Discount Code: SIULAW25**
  - *\*yearlong subscription may used in LWII as well*
- A laptop, desktop, or other appropriate device for accessing class sessions, with a webcam and microphone.
- D2L page for assignments, announcements, and more.

## Grading & Assessment Methods

This course is required to adhere to the mandatory [first year grade distribution](#) (i.e. the 1L curve). *Note: I have seen grade lines forced to be drawn by 1/2 point, so remember each point counts.*

### Graded Assignments

To successfully complete this course, you will have to submit a variety of trial-level documents, discovery documents, an appellate brief, citation modules, other exercises, a citation exam, and two oral arguments. The class will be paired off in opposing counsel roles, with half representing plaintiffs and half the defendants. The assignments will be scored as follows:

- Persuasive Argument Section, Complaint, Answer, and Discovery Requests. These will all be graded on a rubric of 5, 3, or 1.
- Trial Memorandum of Law 1 (50 points) You will be assigned to draft a memorandum of law in support of **or** in opposition of a motion. The memorandum of law must be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. The memo may not exceed 10 double-spaced pages in length (including the caption and certificate of service). If you turn in a longer, I will stop reading (and grading) at the end of page 10.

- Oral Argument (trial memorandum 1) (5 points) You will appear before a trial judge and argue for or against the Motion. The oral arguments will be limited to 5 minutes per side, with no rebuttal time available.
- Trial Memorandum 2 (100 points) The final paper in this course will be an Motion for Summary Judgment and Memorandum (trial brief). This exercise will take place under the jurisdiction of a real United States District Court. The form and format of your brief will be informed by the Federal Rules of Civil Procedure and the Circuit Rules for the U.S. Court of Appeals.
- Oral Argument (trial memo 2) (15 points) You will appear before a panel of judges and argue in support of or in opposition to an appeal that will be provided to you later in the course. The oral arguments will be limited to 15 minutes per side, with rebuttal time available for the party bringing the appeal.
- Citation Modules on MBIE and Assigned Exercises (2 points each; 10-15 over the semester) Students will receive 2 points for on-time, complete modules with a score at least 5/10 by the second attempt. Completed citation modules receiving 4/10 or less will receive 1 point. **Students who turn in the citation modules and other exercises late or not at all will receive zero points.**
- Citation Exam (15 points) You will demonstrate your ability to cite in Bluebook form again. The exam will occur in class. The exam must be completed on MBIE platform during the scheduled class and will cover topics from the modules assigned this semester (15 questions in total). Students with accommodations should be able to take the exam at OAA – more information to come.
- Participation & Professionalism Points (5 points) As future attorneys, you are expected to maintain professionalism throughout your personal and professional lives. I expect the same in class. If a student is not prepared to discuss assigned materials when called upon or fails to actively participate in class activities, the student will be marked absent for that class, and the student's grade may be lowered. Students may have a maximum of four absences (partial or total).

#### Attendance, Participation & Professionalism

- Active participation and professionalism – 5pts. As future attorneys, you are expected to maintain professionalism throughout your personal and professional lives. I expect the same in class.

- If a student is not prepared to discuss assigned materials when called upon or fails to actively participate in class activities, the student will be marked absent for that class, and the student's grade may be lowered. Students may have a maximum of four absences (partial or total) as per Simmons Law School policy.

All written assignments come with detailed instructions and, unless otherwise noted, must be submitted on D2L as a MICROSOFT WORD DOC on the due date. Do not submit documents in other file formats because I won't be able to open them, and they will be marked late until corrected. Usually, the due date is **11:59 p.m. on the due date** unless the syllabus and D2L reflect any differences. You will receive feedback that reflects your performance with detailed suggestions for improvement. Failure to complete any assignment fully can affect whether you receive a passing grade for the course.

## Assignment Due Dates & Late Policy

Deadlines are taken extremely seriously in the practice of law. Everyone from your supervising attorney, your client, the government, and the courts expect you to meet deadlines without delay or seeking extensions. Missing a deadline in law is one of the few things that is almost automatic malpractice. **Therefore, in this class, due dates and times are strictly enforced.** All assignments are to be turned in by the deadlines set in D2L. It is up to you to keep up with D2L and understand the deadlines. Extensions are generally not granted and will be given only for extreme circumstances that are clearly beyond your control. If you are not in class on a day that a written assignment is due, it is still your responsibility to make sure that your assignment is turned in on time.

If any *pass/fail assignment* is late without a granted extension, zero points will be awarded for the assignment.

If any *graded assignment* is late without a granted extension, **three penalty points** against total semester points will be imposed for each such late assignment at the moment it is late. If it is handed in more than an hour past the deadline, **three additional points will be deducted and then another three for each twenty-four hours thereafter** until all semester points are exhausted. If the assignment is due on Tuesday at 11:59 p.m., turning it in on Wednesday at 12:00 a.m. means it is late.

Unless otherwise noted, assignments are to be submitted via D2L by the due date and time. These should be WRITTEN and SUBMITTED using MICROSOFT WORD DOC – **not Google Docs or iOS Pages**. Other formats do not have the required formatting features that the legal professional requires and will cause serious issues when converting (trust me, I have seen it over and over). Microsoft Word has the needed features and is FREE. [Download Microsoft 365 for free through SIU](#). **Turning in the assignment in the wrong format will result in a late penalty until corrected.**

**Also, I strongly recommend not waiting until the last minute to turn in assignments. Many students will be using D2L to turn in assignments, which could cause the system to lag or glitch. If you wait until the last minute and the system glitches, your assignment will be late.**

The important dates for the major written assignments are:

January 21: **Persuasive Argument Section** of Langston/Rivera Brief due 9am via D2L

January 26: **Complaint** Due 9am via D2L and email to opposing counsel

February 2: **Answer and Motion** Due 9am via D2L and email to opposing counsel

February 18: **Motion to Transfer Venue and Memorandum** due 9am via D2L and email to opposing counsel

March 23: **Discovery Requests** due 9am via D2L and email to opposing counsel

April 8: **Motion for Summary Judgment and Memorandum** due 9am via D2L and email to opposing counsel

*\*\*and changes will be noted in class and via D2L*

In addition to the major writing assignments, you will be required to participate in **two oral arguments**, one following the submission of your first trial memorandum (Week 7) and the second following your second trial memorandum (Week 14). You will argue against a classmate, and you will be expected to appear in courtroom attire for both arguments. Other, small assignments and citation modules are listed in the syllabus and on D2L.



## Class Participation

As a law student, I expect that you will come to class having read the material for the day and ready to participate in the class discussion. Students will be called on in class, often without advance notice (“cold-called,” also called the “Socratic Method”), so be prepared to help me discuss the concepts, cases, and applications each class. Everyone is expected to participate in class discussion, and you are always free to raise your hand and volunteer an answer, offer a helpful observation, or ask a question. Many students are anxious about the Socratic method, but you will quickly learn that discussing ideas with your classmates and me strengthens your understanding. Law school is a learning laboratory, and we can all learn from each other.

## Attendance

Legal Writing II generally meets twice a week: On Tuesday and Thursday from 11:00 am -12:00 pm. As specified in the Rules of the Southern Illinois University School of Law, “regular attendance to class meetings in all courses is expected and required of all students in accordance with the rule to be announced by the professor at the beginning of each course. Attendance will be taken in class and attendance records will be kept. Violation of this rule shall subject the student to penalties ....”

Students may have no more than a maximum of **four absences** (partial or total) for any reason. The attendance requirement is not subject to modification by a professor, nor may a professor excuse an absence. If the absences allowed under this provision have been exhausted, the Associate Dean for Academic Affairs may grant leave and relief from the regular attendance requirement in extraordinary circumstances, including but not limited to: (1) military service; (2) representing the law school at a moot court, mock trial, law review, or official function; (3) jury duty; (4) religious observances; (5) the birth of a child; (6) the death of an immediate family member to include grandparents; (7) major non-elective surgery or a prolonged hospital stay; or (8) to comply with federal or state antidiscrimination laws, other applicable laws, or SIU policies.

It is expected that students will review the slides and materials and view the recording of any classes they missed and come to Office Hours with questions.

## Recording Policy

For the benefit of students who are unable to attend a particular class due to an unavoidable circumstance, it is my hope that class sessions will be recorded and made available for viewing. Students must request the recordings directly from me. I will post the class PowerPoint slides each week to D2L. During weeks when I am unavailable for our regular class sessions, I will either schedule a make-up class, or I will record a lecture for you to watch. These recordings and materials are not to be shared with students outside the class.

All other recordings of the class are prohibited. Unauthorized recordings and unauthorized access to recordings will be governed by the School of Law Honor Code, § II.E.1.g.

## General Guidelines & Collaboration Policy

**There are no group projects in this class.** You must do your own work on the assignments. The actual expression of your responses to the assignments must be your own. Do not copy anyone's answers (including AI) or share your work with others. Copying answers or ideas violates the Honor Code.

As we will discuss in class, plagiarism results when you use another's work and submit that work as your own. This rule applies not only to copying work by other students, but also to copying language and ideas from other sources, including treatises and cases. How to avoid:

1. Acknowledge direct use of a source's words with quotation marks and a citation.
2. Acknowledge any paraphrase of a source's words with a citation.
3. Acknowledge direct use of a source's idea with a citation.
4. Use quotations sparingly, and denote them by using quotation marks and a citation.
5. Do not copy/use someone else's or AI's response to the assignment.

### A. Dishonest Citation

*You will be penalized for dishonest citation. Dishonest citation means—*

- Citing a source that does not support the proposition asserted.

- Altering or omitting language in a quotation without indicating the alteration or omission. If you quote, you must quote exactly or indicate alterations and omissions.
- Quoting a commercial summary or research aid as if it is the underlying source.

## B. “Talk” collaboration

You may talk with the LW class Teaching Assistants and me about assignments, and it is also permissible to discuss ideas or questions about assignments with other students. You may not—(*except as allowed during in-class group work*)

- write an assignment jointly
- edit another student’s writing
- copy anyone else’s work (including websites that purport to give you copies of assignments)
- use AI’s responses in your writing
- read another student’s writing before it is turned in or before you turn in your assignment

This ban on collaboration includes obtaining written materials from *any* other person or AI and/or communicating with any other person about an assignment. This ban on collaboration applies to both graded and ungraded exercises. If you violate the ban on collaboration policy, you can 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, even if you are cleared of any violation. *When in doubt about how to proceed, ask me or a TA.* **When in doubt, paraphrase and cite everything, and do not use the work of fellow students, online assignment websites, or generative AI.**

## C. Ban on Plagiarism and Collaboration

Plagiarism is the act of taking someone else’s work, ideas, or words and passing them off as your own without crediting the source. **Plagiarism is not permitted in this course.** You must acknowledge the use (direct or indirect) of an outside source by using citation.

You are also not allowed to collaborate on assignments in this course. This means you may not obtain written material or communicate with anyone (including your fellow students) about an assignment except me (your professor) and any of my TAs. This includes, but is not limited to, writing an assignment jointly, editing another student's work, copying anyone else's work, reading another student's work before it is turned in or before you turn in your assignment.

**\*\*Note that I consider using AI (ChatGPT, Grammarly, etc.) to be improper collaboration.**

**\*\*All submissions will be run through an AI/Plagiarism checking software (Yes, really, and no, you can't outsmart it).**

**Whether you believe AI will be an important part of the practice of law in the future, you need to learn these research and writing skills on your own. Do not be like these lawyers:**

Sara Merken, *Lawyer who used flawed AI case citations says sanctions unwarranted in whistleblower case*, Reuters (Aug. 27, 2024) <https://www.reuters.com/legal/transactional/lawyer-who-used-flawed-ai-case-citations-says-sanctions-unwarranted-2024-08-27/>;

Sam Skolnik, *Lawyer Sanctioned Over AI-Hallucinated Case Cites, Quotations*, Bloomberg Law (Nov. 26, 2024) <https://news.bloomberglaw.com/litigation/lawyer-sanctioned-over-ai-hallucinated-case-cites-quotations>;

John Russel, *Sanctions ordered for lawyers who relied on ChatGPT artificial intelligence to prepare court brief*, Courthouse News Service (June 22, 2023) <https://www.courthousenews.com/sanctions-ordered-for-lawyers-who-relied-on-chatgpt-artificial-intelligence-to-prepare-court-brief/>;

Golriz Chrostowski, *ANALYSIS: Sanctions for Fake Generative AI Cites Harm Clients*, Bloomberg Law (April 3, 2024) <https://news.bloomberglaw.com/bloomberg-law-analysis/analysis-sanctions-for-fake-generative-ai-cites-harm-clients> (“... attorneys should be very careful with their use of generative AI. One misstep may mean a call to their malpractice insurer.”).

If I find that you have plagiarized or collaborated while working on an assignment, you will receive zero points for that assignment, lose professionalism points, and possibly incur other penalties. You will be reported and may be found in violation of the school's Honor Code, which can lead to serious penalties, including expulsion. Note that an Honor Code investigation may be reported to the Bar Examiners.

**If you have any questions about this policy, ask me. It is not worth it to plagiarize or collaborate.**

***\*\*\*Note: if there is any deviation from the class collaboration policy (for example, if I add a group work assignment later), the instructions on the assignment will be clear about what is allowed.***

## Accessibility Statement

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 bring the agreements for each course to the School of Law Registrar's Office to ensure the School of Law provides the proper classroom and examination accommodations.

## Course Standards

When you became a lawyer, you entered a profession requiring ethical behavior, professional competence, the ability to meet deadlines, and an awareness of rules. You will be expected to maintain the following standards in this class.

## Failure to Follow Instructions Counts against You

Each assignment has detailed instructions. If you are uncertain about what to do, do not guess. Seek clarification or discuss the assignment with me. Point deductions will be made if instructions are not followed. You will not be allowed to redo assignments.

## Lateness Counts against You

Due dates and times are firm and are strictly enforced. Late assignments will receive a point deduction. If a student repeatedly submits late assignments, I will alert the Associate Dean for Academic Affairs, which will then contact the student directly.

## D2L & MBIE

Assignments, announcements, and other notices will be posted on the D2L platform. You are responsible for familiarizing yourself with the information posted on D2L prior to the examination. All assignments will be posted on D2L. Citation assignments will not be posted on D2L. Instead, all check the syllabus and go to the MBIE platform for those assignments.

## AI Tools Policy

In this class, it is a violation of the honor code to misrepresent work that you submit or exchange with your instructor, including work produced by a generative AI tool such as ChatGPT, by characterizing that work as your own. In this class, you may not use generative AI for any writing task, including without limitation for generating text or images, outlining, grammar checks, revision to achieve a certain word count, or revision of organization.

The above ban on collaboration includes obtaining written materials from any other person or generated artificial intelligence and/or communicating with any other person about an assignment. This ban on collaboration applies to both graded and ungraded exercises. If you violate the ban on collaboration policy, you can 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, even if you are cleared of any violation. When in doubt about how to proceed, ask me.

## Office Hours

Since this class is primarily remote, I do not have the same “open door” office policy other professors may; however, I have set aside time (listed on page 1 above) just for the purpose of meeting with 1L students. Office hours are an open forum, and everyone is invited in groups. Do not plan to discuss personal items or anything you are not comfortable sharing with a group. Bring your questions for clarification. I’m also available to meet with students 1-1 by appointment. We can meet in person if I am on campus or via Teams. Please use this [Bookings Link](#) to book a time to meet with me that works best in your schedule. Since I am an active practicing lawyer, I may be unavailable during times that show available on Bookings, so if I can’t meet, I will message you.

## Teaching Assistants & Required Meetings

### A. Teaching Assistants

Jarrick Honn (2L), [jarrick.honn@siu.edu](mailto:jarrick.honn@siu.edu), (831) 917-6414, Office: 0266B

### B. Required Meetings:

Unlike in LW I, you are not required to meet with me throughout the semester with respect to your assignments. However, I strongly encourage each of you to meet with me as often as you feel is necessary to discuss classroom policies, assignment requirements, grading, and feedback on your assignments.

## Course Plan & Assignments

The below course plan will list the readings and assignments due on each class day. Dates marked in light pink are *outside* of normal class meetings. Assignments must be submitted in Word Document format through D2L. This plan is likely to change. Updates will be posted on D2L and announced in class. Any readings not from ALW will be on the internet or in the Course Homepage in D2L. **Course Outline & Assignments:**<sup>2</sup>

Date	Topic	Reading Due	Assignment Due
<b>Week 1</b>			
1.1 January 12	<b>CREACC Survives Persuasive Writing</b>	Read the Syllabus, review CREACC, IRAC, etc.	
1.2 January 14	<b>What Persuades the Court? Legal Theory and Theme</b>	AAP: Chapter One (pp. 5-15), Chapter 4 (pp. 83-93); skim sample Motion for Summary Judgment, Memorandum of Law in Support, and Memorandum of Law in Opposition (pp. 389-416).  Other Reading: review the checklist at <a href="https://www.law.cuny.edu/academics/academic-resources-support/legal-writing-center/student-resources/drafting-briefs-to-a-court/#1619040340700-cc0a834f-69eaaeb9-17b2fcdd-43a4ac80-1b39d12a-5e5d">https://www.law.cuny.edu/academics/academic-resources-support/legal-writing-center/student-resources/drafting-briefs-to-a-court/#1619040340700-cc0a834f-69eaaeb9-17b2fcdd-43a4ac80-1b39d12a-5e5d</a>	
1.3 January 16	<b>Anatomy of a Civil Action &amp;</b>	AAP: (Appendix A – A Litigation Overview, pp. 369-384); BB: B12.1.1 & R12.1.2	<b>MBIE Module 14 &amp;15 Statutes</b>



<b>MAKE UP CLASS</b>	<b>Intro to Complaints</b>		
<b>Week 2</b>			
<b>2.1 January 19 MLK DAY</b>	<b>NO CLASS</b>		
<b>2.2 January 21</b>	<b>Complaint Drafting &amp; Revising</b>	<p>Reading: FRCP 8; <i>Bell Atl. Corp. v. Twombly</i>, 550 U.S. 544, 127 S. Ct. 1955 (2007); <i>Ashcroft v. Iqbal</i>, 556 U.S. 662, 129 S. Ct. 1937 (2009).</p> <p>Other reading: Schuyler Frashier, <i>A Tale of Two Procedures: Federal and Illinois Pleading Requirements</i>, 46 SIU L.J. 589 (2022).</p> <p>In-Class Activity: Revising a Complaint</p>	<b>Persuasive Argument Section of Langston/Rivera Brief Due 9:00am D2L</b>
<b>Week 3</b>			
<b>3.1 January 26</b>	<b>Filing Motions &amp; Answering Complaints</b>	<p>AAP: 182-200, Reading TBD – will be posted on D2L</p> <p>Other reading: <a href="#">Federal Rules of Civil Procedure, Rule 37(a)</a>.</p>	<b>Complaint DUE 9am D2L &amp; to Opposing Counsel</b>
<b>3.2 January 28</b>	<b>Answer Drafting &amp; Revising</b>	<p>Reading TBD – will be posted on D2L</p> <p>BB: B11, p. 61-62 string citations</p> <p>In-Class Activity: Revising Answers to a Complaint</p>	<b>MBIE Module 18 Constitutions &amp; 30 String Citations</b>

<b>Week 4</b>			
<b>4.1 February 2</b>	<b>Persuasive Memos to the Court: Rule Refresher</b>	AAP: 53-82	<b>Answer &amp; Motion DUE 9am D2L &amp; to Opposing Counsel</b>
<b>4.2 February 4</b>	<b>Statement of the Case</b>	AAP: 273-302; BB: B16 In-Class Activity: Evaluating a Story	<b>MBIE Module 24 Periodicals</b>
<b>Week 5</b>			
<b>5.1 February 9</b>	<b>Persuasive Arguments</b>	AAP: 95-123	
<b>5.2 February 11</b>	<b>Refining Persuasive Arguments</b>	AAP: 125-148; BB: p. 62-66 signals and parentheticals Tentative in-class Exercise	<b>MBIE: Module 31 Signals &amp; 32 Explanatory Parenetical</b>
<b>Week 6</b>			
<b>6.1 February 16</b>	<b>Catch Up &amp; TBD</b>	Reading TBD – will be posted on D2L	
<b>6.2 February 18</b>	<b>In Class Writing Workshop</b>		<b>Motion &amp; Memo 1 DUE via D2L &amp; Opposing Counsel 4pm</b>

<b>Week 7</b>			
<b>7.1 February 23</b>	<b>Oral Argument Basics &amp; Local Rules</b>		
<b>7.2 February 25</b>	<i>No Legal Writing Class – only Mini Oral Argument</i>	SIGN UP WITH OPPOSING COUNSEL FOR MINI ORAL ARGUMENT SLOTS – Slots will be available Feb. 25 & 26.	<b>Mini Oral Argument on Memo 1</b>
<b>Week 8 MIDTERMS March 2-6 – NO LEGAL WRITING CLASSES</b>			
<b>Week 9 SPRING BREAK March 9-13 NO LEGAL WRITING CLASSES</b>			
<b>Week 10</b>			
<b>10.1 March 16</b>	<b>Discovery Requests</b>	Reading TBD – will be posted on D2L <a href="#">What Is Discovery in a Civil Case? - HG.org</a>	<b>. MBIE: Module 25 Treatises &amp; Books</b>
<b>10.2 March 18</b>	<b>Answering Discovery Requests</b>	Reading TBD – will be posted on D2L	<b>Due Friday 3/23 9am – Discovery Requests Due to Opposing Counsel &amp; D2L</b>
<b>Week 11</b>			
<b>11.1 March 23</b>	<b>MSJ: How to structure procedure into legal argument;</b>	AAP: 27-52  **recommended to read 53-82 as well for more discussion on structing your argument	

	<b>Organization &amp; Roadmaps</b>		
<b>11.2 March 25</b>	<b>Writing a Memorandum of Law in Support of a Motion</b>	!	<b>MBIE Module 29 Litigation Documents</b>
<b>Week 12</b>			
<b>12.1 March 30</b>	<b>In-Class Editing Exercise</b>	AAP: 161-177	
<b>12.2 April 1</b>	<b>Standard of Review</b>	AAP: 229-238	
<b>Week 13</b>			
<b>13.1 April 6</b>	<b>Effective Style &amp; Citing Authority</b>	AAP: 149-160  Other reading: <a href="https://tarlton.law.utexas.edu/bluebook-legal-citation/short-form">https://tarlton.law.utexas.edu/bluebook-legal-citation/short-form</a> (discussing short form citation)  <i>Tentative in-class Exercise</i>	<b>Deadline to submit Moot Court Consent Form</b>
<b>13.2 April 8</b>	<b>Oral Argument Advanced</b>	AAP: 305-323, 331-345	<b>MSJ Motion &amp; Memo Due 9am on D2L &amp; to Opposing Counsel</b>

<b>Week 14</b>			
14.1 April 13	<b>ORAL ARGUMENTS</b>	<b>AS SCHEDULED ALL WEEK</b>	
14.2 April 15	<b>ORAL ARGUMENTS</b>	<b>AS SCHEDULED ALL WEEK</b>	
<b>Week 15</b>			
15.1 April 20 Joint class 1:30- 2:30pm	Appellate Review & Brief Introduction	AAP: 227-229, 239-246 JOINT CLASSES from 1:30-2:30pm	
15.2 April 22	Bluebook Exam	IN CLASS	
<b>Week 16 &amp; 17 FINAL EXAMS – NO CLASSES</b>			

*This Syllabus incorporates by reference the [Provost Syllabus Attachment](#) and the below Law School Syllabus Attachment.*