LAWYERING PROCESS I

FALL 2020

COURSE NO. 900

SECTION 11(Professor Kelly)

COURSE GUIDELINES AND SYLLABUS

Class Times

Tuesdays and Thursdays

Tuesday, August 11, 2020, through Thursday, November 4, 2020

8:30 am-10:00 am

online via Zoom

(and in Law School Room 210, if circumstances permit)

Professor Mary Q. Kelly

Date: August 4, 2020
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SECTION ONE: THE PROFESSOR AND OFFICE HOURS

NAME: Mary Q. Kelly, Ph.D., J.D. (Professor)

EMAIL: mary.kelly@tmsslw.tsu.edu

PHONE NUMBER: 713-313-5688

ZOOM INFORMATION: ID for all Zoom events: [to be provided]
Password for all Zoom events: [to be provided]

TWEN Password: court (lower case)

OFFICE HOURS: Tuesdays 1:30-3:00
Thursdays 1:30-3:00
(Other times by appointment only)

Office hours will be online until further notice. The Professor will maintain an open Zoom meeting during office hours.

CLASS FORMAT: Class meetings for LP I Section 11 are initially conducted exclusively via Zoom, synchronously, and managed with TWEN support. The Professor and Section 11 students (Students, in this syllabus) will use TWEN for informative email communications, course material posts, course assignment posts, assignment submissions, and some, but not all, grade assignments. Students must sign up for the Section 11 TWEN page before the start of Law School classes. Students must register for a free Zoom account at www.zoom.us.

In accordance with Law School policy, all Section 11 classes will be recorded and posted on TWEN. If in-person classes resume this semester, about half the class will attend live and the other half will participate remotely. The groups will rotate, as described in this paragraph. Those Section 11 Students, about half the class, who are assigned to attend a particular class session live in person must bring their computers and headphones to the class. The other half of Section 11 Students will be assigned to attend remotely, via Zoom, and will receive the same instruction at the same time as the in-class group. The two Student groups assigned to live or remote attendance will alternate. See Policies and Procedures, starting on page 14, for more details.

NOTE FROM THE PROFESSOR: Welcome to LP I, Section 11! I look forward to working with you this school year. My goal is for you to succeed in becoming an excellent lawyer and legal writer. If you are having a hard time with the course material, please reach out to me or our class Writing Advisor.

Email is the best way to reach me. You can email me anytime, and I will reply to you as soon as possible. Please be sure to state “LP Question” in the email Subject line so your
message stands out among my emails. If you email a question about class material or assignments, I will likely respond to the entire class so that everyone has equal access to the information provided in the response. In any such event, I will not reveal the identity of the student who posed the question.

–Prof Kelly
SECTION TWO: COURSE BOOKS AND MATERIALS

The required materials for LP I are three texts and one online program:


3. The Bluebook: A Uniform System of Citation, 21st Edition.

4. Core Grammar for Lawyers (an online grammar instructional program; see page 10 for additional details)

The highly recommended textbooks for this course, for LP II, and future Law School courses, are:


These course textbooks are available at Texas Southern University’s Bookstore in the Student Life Center. Some of the books are also available from other sources, such as Amazon. Students should purchase the texts before classes begin and check for the correct edition number. Except for Black’s Law Dictionary, Students may not use an old edition, as text changes from prior editions can be significant. The class will be using some of the texts immediately.

Additional required course materials will be posted on TWEN. Students should print out and keep all the course materials in a dedicated binder or folder.
SECTION THREE: COURSE DESCRIPTION AND OBJECTIVES

1. **Goal.** The primary goal of LP I is to teach Students basic lawyering skills that are critical to the lawyering process. These skills will equip law students how to address the legal issues that they will encounter as a law student, summer intern, or practicing lawyer. The course will essentially teach Students how to think like a lawyer and how to communicate their analyses and arguments effectively in writing.

2. **Skill Development.** In law practice, every case will be somewhat different from other cases. Frequently, a new case may not be related to any of a lawyer’s substantive law school coursework or prior practice experience. A lawyer who has developed basic lawyering skills, however, should be able to effectively advocate for a client, no matter what the legal issues are. Again, the goal of LP I and its companion, LP II, is to help Students develop those foundational skills.

3. **Becoming Practice-Ready.** By the end of LP I and Students should be on their way to being practice-ready, meaning they should be able to perform any legal task typically assigned to a first-year law student intern, including finding the applicable law, applying that law to the facts presented, and conveying a well-reasoned analysis of the fact situation in a legal document.

4. **Legal Skills.** In general, this course will focus on the basics of the following skills:

   **4.1. General Legal Writing skills.** Legal writing includes communicating in writing competently, with correct spelling, punctuation, word choice, and phrasing. Completing Core Grammar for Lawyers will help give Students the writing tools needed for them to be competent legal writers. Students will work on mastering grammar rules and ensuring correctness, clarity, conciseness, and well-written English in all their work products.

   **4.2. Legal Analysis and Argument.** Legal analysis includes reading cases, narrowing and expanding holdings, using and distinguishing precedent, synthesizing cases, issue spotting, applying law to facts, interpreting statutes, developing and evaluating legal arguments, and objective and predictive legal writing. In the fall semester, Students will study predictive writing. Students will study persuasive legal writing during the spring semester.

   **4.3. Critical Reading and Thinking.** Critical reading means reading and understanding judicial opinions and legal treatises and understanding the impact the opinions may have on future cases and using case analysis skills and interpreting statutes.

   **4.4. Citation Skills.** Citation skill includes using proper Bluebook and Greenbook citation form.
4.5. **Professionalism.** Law Students must observe professional responsibility in coursework and in legal practice development, and consistently show professional courtesy by being on time, both in attendance and in submitting papers; being prepared for class; and being respectful to classmates and to the Professor.

**SECTION FOUR: STUDENT LEARNING OUTCOMES**

This Section IV provides a detailed list of the student learning outcomes and objectives for the LP I course. The list reflects the key lawyering skills that focused Students will strive to acquire during the Fall semester in LP I, and will continue to learn, develop, and practice during the Spring semester in LP II. Students will continue to hone their skills learned in LP in their second and third years of law school.

1. **Understanding of the United States Legal System.** Students will be able to:
   1.1. Understand the federal and state court systems (with emphasis on the Texas courts) and how they interrelate;
   1.2. Understand how to distinguish between primary, secondary, mandatory, and persuasive authority.

2. **Critical Reading and Thinking.** Students will be able to:
   2.1. Read, understand, and evaluate cases by:
       a. Identifying the elements of a reported opinion: procedural facts, legally relevant facts, issues, holdings, reasonings, policies, legal rules, and disposition;
       b. Synthesizing a line of related opinions;
   2.2. Read, understand, and evaluate statutes and regulations.

3. **Professionalism.** Students will be able to:
   3.1. Understand a lawyer’s professional responsibility as it relates to legal communications;
   3.2. Recognize and address ethical issues and responsibilities.

4. **Legal Problem Solving.** Students will be able to:
   4.1. Identify and analyze legal issues in simple and complex fact situations;
   4.2. Conduct research efficiently, identify the relevant controlling and advisory legal authority and policy, and properly cite to legal authority;
   4.3. Use their understanding of relevant legal authority to predict answers to the legal issues or questions presented;
   4.4. Identify potential alternatives to achieve the client’s goal;
4.5. Identify unresolved legal and factual issues.

5. **Legal Analysis.** Students will be able to make effective legal arguments by:
   
   5.1. Identifying the relevant legal issues;
   
   5.2. Identifying the relevant facts, authority (cases, statutes, and/or regulations), and policy;
   
   5.3. Developing, elaborating, and evaluating legal theories relevant to the client’s situation;
   
   5.4. Accurately formulating and applying authority and rules (or principles of law) to the client’s situation;
   
   5.5. Supporting the client’s position by analogizing to favorable facts, authority, and policy;
   
   5.6. Distinguishing unfavorable facts, authority, and policy from the client’s position;
   
   5.7. Articulating clear inferences for factual support.

6. **Legal Writing.** Students will be able to:
   
   6.1. Identify the need and purpose of legal documents, assess the perspective of the recipient of the communication, and use reliable communication practices and principles;
   
   6.2. Communicate and explain their analysis and position effectively in writing to colleagues, supervisors, clients, or judges by:
      
      a. Organizing and expressing ideas with precision, clarity, logic, and economy;
      
      b. Using correct grammar, syntax, and punctuation;
   
   6.3. Draft the legal documents that communicate clearly and comply with applicable rules and formatting requirements:
      
      a. Predictive memorandum;
      
      b. Client letter and client email;
      
      c. Practice Multi-State Performance Test exercise;
      
      d. Persuasive trial brief;
      
      e. Professional resume and cover letter.
SECTION FIVE: GRADING

General Grading Information

1. **Course Format**: Lawyering Process I is a three-credit hour course. The course consists of two basic components: (1) Legal Analysis and Writing and (2) Legal Research.

2. **Final Grade**: A Student’s final grade will be based on point components, as follows:

   - **Legal Analysis and Writing (this LP I class)**: 800 points
   - **Legal Research Class**: 200 points
   - **TOTAL**: 1000 points

A Student’s grade for LP I will be based on the cumulative total of the scores earned for the following assignments:

- **Writing Assignment #1**: 100 points
- **Writing Assignment #2**: 150 points
- **Writing Assignment #3**: 300 points
- **Core Grammar for Lawyers**: 50 points
- **Other LP I Assignments (total)**: 170 points
- **Participation, Professionalism, and Attendance**: 30 points
- **TOTAL**: 800 points

“Other LP I Assignments” include, but are not limited to, legal analysis exercises, citation assignments, case briefs, tests, case charts, resume and cover letter preparation, and quizzes. A total of 170 points are assigned to this category. If the class is not assigned exercises or quizzes to account for all 170 points, everyone will get the remaining points.

Finally, in the interest of Law School fairness, all LP classes adhere to the following mandatory curve, as reflected in the current Student Rules and Regulations:

- **A**: 10-13%
- **B**: 25-34%
- **C**: 35-45%
- **D/F**: 0-08%

Please note that 53% of the class will receive a grade of “C” or below. As Students consider a reasonable grade outcome for LP, they should keep in mind the required grade spread.
SECTION SIX: ACCOMMODATIONS AND EMERGENCIES

6.1. Accommodations. Students who require special accommodations must please fill out the necessary forms with the Dean's office. The application and documentation for accommodations will remain confidential. Students seeking accommodations should apply promptly so that they may be allowed accommodations as soon as the Law School has been made aware of their situations. Please see: http://www.tsulaw.edu/academics/18SuAccommodationsInformationWeb.pdf

Any Student who has emergency or otherwise needs special accommodation (such as a deadline extension or a note taker), must contact Dean Virgie Mouton (Student Affairs) to get approval for accommodations, and then contact the Professor. The Student must contact Dean Mouton and notify the Professor before the related assignment connected to the accommodation request is due.

Dean Mouton
Assistant Dean for Student Development and Academic Support
Phone: 713.313.7909
Email: vmouton@tmslaw.tsu.edu

SECTION SEVEN: WELLNESS RESOURCES.

7.1. Law School Wellness Resources.

Students usually find that Law School is demanding, difficult, and all-consuming. Preparing for class, drafting assignments, and studying for exams can take up every moment in a Law Student’s life. To succeed in Law School, Students must commit to devote all their time and energy to those time-consuming efforts. Almost all Law Students who make that commitment do succeed, and the Law School administration and faculty, including the LP I Professor, care deeply and want each Student to succeed.

Many Students arrive in Law School after having had a pretty easy time in their undergraduate educations. They were good students and grades came readily. Typically, Students find that keeping up with just one Law School course can require as much work as keeping up with an entire semester load of undergrad courses. Remember—Law School is a professional school, and it prepares Students to practice an honorable learned profession. Lawyers must show society that they know how to work to fairly represent clients, and their law degree and bar passage evidence those abilities. Law School, in short, is not easy because it prepares Students for a special, recognized professional status.

Despite having good intentions and performing hard work, some Law Students struggle with the course load and may benefit from extra care. A Student who is struggling should reach out for help to Dean Mouton. Her contact information is provided in Section Six above.
7.2 Other Wellness Resources.

1. **Counseling Center.** The University’s Counseling Center (in the Student Health Center) offers confidential counseling, crisis intervention, grief counseling, outreach, and referral services to all enrolled students. Students may contact the Counseling Center through


   or by calling **713.313.7804** during business hours (Mon.-Fri., 8-5).

   For an emergency after business hours, **call 911**.

   For a non-emergency crisis after business hours, **call 713.313.7863**.

2. **TLAP.** The Texas Lawyers Assistance Program (TLAP), an affiliate of the State Bar of Texas, is another great resource for both practicing lawyers and law students. TLAP offers confidential crisis counseling, referrals, and peer assistance relating to alcohol and drug abuse, mental health, and wellness. Students may contact TLAP through [https://www.tlaphelps.org/](https://www.tlaphelps.org/)

   or by calling **800.343.8527**. The phone service is available **24/7**.

3. **The Professor.** The LP I Professor is also available if a Student needs a sounding board or would like to discuss any other type of Law School problem. Contact the Professor during Zoom office hours or by email.
SECTION EIGHT: PARTICIPATION, PROFESSIONALISM, AND ATTENDANCE

8.1. Class Participation Expected. In LP I and in other Law School classes, engaged professional class participation is expected from Students, and each Student’s final LP course grade will consider class participation. “Participation, Professionalism, and Attentiveness” points (“PPA points”) will be deducted from the 30-point maximum for the following types of nonparticipation:

1. lack of class preparation;
2. lack of active participation in class discussions or exercises;
3. display of disrespect to the Professor or another Student, such as talking or inappropriately viewing a phone when another person is speaking;
4. missing, without giving reasonable prior notice, a scheduled or mandatory conference with the Professor. (Note: Except in emergency cases, “reasonable prior notice” is notice given to the Professor at least 24 hours before the scheduled meeting time);
5. failing to timely sign up for a mandatory conference, as instructed;
6. writing an incorrect exam number on an anonymous assignment or posting an anonymous assignment under an incorrect number;
7. excessive tardiness; and
8. display of immature or unprofessional conduct.

8.2. Examples of “immature or unprofessional conduct” include, but are not limited to,

1. making outbursts, such as loud sighing, during class;
2. walking out of class, without excuse, after class has begun;
3. permitting a cell phone or other electronic device to ring during class;
4. surfing the internet; viewing material on a laptop or smart electronic device unrelated to class;
5. using profanity or offensive language during class; and
6. engaging in a verbal or physical altercation in the Professor’s presence.
8.3. **General Conduct Guide.** In gauging what constitutes unprofessional conduct, a Student should consider whether the conduct in question would be acceptable in a court of law. If it would not be tolerated, is should not be done in any law classroom.

SECTION NINE: **CORE GRAMMAR FOR LAWYERS**

9.1. **The CGL Course.**

1. **High Standards of Legal Writing.** Formal written English is the standard for American legal writing. Written legal communications—correspondence, memoranda, court pleadings, briefs, reports, regulatory summaries—all impart consequences for their intended audiences on the legal issue addressed. It is critical for Students to get in the habit of demonstrating excellent legal writing early in their legal education. Unlike firing off a text message to a friend, where misspellings, absence of punctuation, verbal jargon, and incomplete sentences may serve to get the sender’s point across, in legal writing, every statement must correctly convey to the person addressed and any other reader, such as the court, exactly what the writer intended.

2. **No Errors.** In legal writing there can be no spelling or punctuation errors, and the grammar, phrasing, and citation must be clear, concise, and correct. What the legal writer states matters in regard to the particular legal issues discussed, and the reader should not be expected to guess to decipher the message intended to be conveyed. Weak writing also suggests to the reader that the writer may not care about the written piece or have the tools to deal with the issues at hand. The reader may wonder why the lawyer charges for weak, careless, or inexact writing.

3. **CGL.** LP exercises and assignments provide instruction and practice in writing legal communications well. For additional instruction, the LP course includes an excellent program: the Core Grammar for Lawyers (CGL), an online program of grammar and punctuation instruction and review. The program, designed and published by Carolina Academic Press (CAP), is comprised of twenty-four lessons and related practice exercises. Each LP I student must complete the online CGL course—and pass the CGL post-test with a score of 75—before the end of the semester. Successful completion of CGL earns each Student 50 points for LP I.

4. **Program Structure.** The CGL program is structured to provide formal grammar and writing review for legal writers at all levels of competency and allow each student to proceed at an instructional pace suited to that student. Depending on the taker’s existing skill level, each lesson typically requires between one and two hours to complete. Some students have strong grammar backgrounds and sail through the lessons; others may be encountering the subject of a lesson for the first time and consequently will require more study time for mastery. The 75 required post-test score may be attempted repeatedly.

5. **Excellent Course.** The CGL course is taken by law students and practicing lawyers throughout the U.S. CGL is first rate—in the legal field there is no better review course. The course is updated every year to take into account changed preferences in legal style. The writing skills learned and reviewed in CGL will help in LP, in other Law School courses, and in the practice of law.
6. **Registration is active for one year.** CGL online registration is good for one calendar year.

7. **Three parts of CGL.** The CGL course includes three parts:

   7.1. a **diagnostic pre-test**, to help registrants see the registrant’s current level of competence;

   7.2. **twenty-four lessons**; and

   7.3. a **post-test**, to measure whether one has mastered the lessons. Students in LP I must complete the post-test with a score of at least 75 to complete the CGL course. The details for registering are provided in the next subsections.

9.2. **Registering for CGL.**

   Each student must register and pay individually for CGL.

   **Cost:** Registration for CGL for TMSL students is $30.00 (The $30 fee is a discounted fee for TMSL students.)

   **Registration:** Registrants must carefully follow these steps:


   2. Complete the registration form. Be sure to select- “Texas” for the state, and “Texas Southern University – T. Marshall School of Law” for the school.


   4. Payment—enter credit card information where requested, verify the purchase, and continue to create a Core Grammar for Lawyers account.

   5. **IMPORTANT—Class Code**—enter the correct Class Code for LP Section 11: **320-206-8754**. Entering the CGL Class Code is important for a registrant to get credit for completing the course!

9.3. **Completing Core Grammar for Lawyers**

   1. **Pretest and exemptions.** After completing the registration, the Student should start the CGL course. The first step is to **complete the Diagnostic Pretest**. Satisfactory completion of a lesson in the pretest will earn the registrant a “book.” The book indicates mastery of the material in that lesson and exempts the registrant from taking that lesson.

   2. **Completion of “Books.”** After taking the pretest, a registrant must complete each lesson in sequence. A “book” is earned, and appears on the “shelf,” upon completion of each
subject lesson and is added to any exemption books. A registrant must restart the lesson on a subject if a mistake is made.

3. Post-test. After completing all the books, take the post-test. Students in LP must score at least 75 on the post-test to pass the CGL course and to earn the 50 CGL points for LP I. The post-test may be repeated an unlimited number of times to achieve the minimum score of 75.

4. 5 p.m. Oct.16 Deadline for CGL. LP I students must complete all twenty-four CGL lessons and complete the post-test with a minimum score of 75 by 5:00 p.m. on Friday, October 16, 2020. No exceptions.

5. Pace of CGL. Students should work at the paces that best fit their schedules. The LP Professors recommend completing at least three CGL lessons each week—more if the Student can handle them. Students should not try to fit in the lessons at the last minute.

6. Points. CGL completion counts 50 points in LP I, and to earn those 50 points, students must complete the post-test with a score of at least 75 by the October 16, 2020 deadline. Students who are late, or score lower than 75, receive zero points for CGL.

7. Bonus! Any LP I student who scores 95 points or higher on the CGL post-test will receive 10 points of extra credit toward the LP I 800-point total in addition to the 50 points for completing CGL. (95 is a rare achievement, but some students have the ability.)

8. Professor Monitors CGL. Each LP I Professor will monitor students’ progress and scores on CGL on the program website. The Professor will be able to observe completions and scores. Students do not need to report their course completion—the Professor will know from the online source.
### FALL SEMESTER 2020 (Modified 13-Week Schedule)

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<td>Labor Day (NO CLASSES)</td>
<td>Monday</td>
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<td>Purge of all unpaid course selections</td>
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<td>Mid Term Examinations</td>
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<td>Last Day to Drop a Class with grade of”W”</td>
<td>Friday</td>
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<td>Last Day of Classes</td>
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<td>First Year Professors’ Grades due</td>
<td>Wednesday</td>
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<td>Reading Period (NO CLASS)</td>
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<td>Final Examinations</td>
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<td>Commencement Exercises</td>
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### SPRING SEMESTER 2021

**TBA**

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Please note that the calendar events and/or dates are subject to change.

Updated July 13, 2020
SECTION ELEVEN: POLICIES AND PROCEDURES

11.1. Requirements for Online Class

1. Synchronous classes. All classes will be held synchronously at the date and time specified in the syllabus. All Section 11 classes will be held online. At some point this semester, on-campus classes might resume, where some students will attend particular class sessions on campus and others will attend off campus. In the event on-campus classes resume, Section 11 will be taught in Room 211.

2. Attendance taken. The same attendance and participation rules and expectations apply for on-campus and off-campus class sessions. The Professor will take attendance for every class and will record all class sessions. Students should have their video on during class so attendance can be verified. If a problem occurs and video is unavailable, the Student should let the Professor know as soon as possible.

3. If in classroom. Any Student attending class on campus, regardless of whether the Professor is in the assigned classroom or online, must be in our physical classroom during class and must have a computer and headphones with you.

4. Avoid distractions. Any Student attending a class off campus should be in a space with minimal distractions and interferences. The Student should be able to access LP I course materials. Online Students should pay attention to surroundings to avoid anything embarrassing or noisy. Notifications on computer and phone must be silenced. Those who are in shared spaces should try to avoid having a pet or a person walk in the room and should maintain a professional environment as nearly as possible.

5. No mike unless speaking. While observing a Zoom class, a Student should turn on the video camera but mute the microphone. The microphone should be on only when a Student speaks in class.

6. Dress for class. Treat the online class as a professional environment. Students should dress as they would for class (no pajamas!) and work at a desk or table in a lighted area. Students should not connect while driving in a car or out for a walk.

7. Zoom codes. You can access our online Zoom class with meeting code [to be provided] and password [to be provided]. Students should log in and be ready to go before class time.

8. Rejoin if cut off. If technical difficulties occur during class, Students should check emails for further instructions. Please be patient and expect technical difficulties, as most participants are new to video conferencing. A Student who experiences technical problems should rejoin the Zoom class as soon as soon as able.

9. Desktop or laptop. If possible, Students should use a desktop or laptop computer rather than a mobile device. The connection will be better, the video will be more stable, and using a mobile device for a Zoom class will consume an enormous amount of data. Zoom classes drain the battery, so class participants should be sure to have a full battery or power cord nearby for class.
11.2. Class Preparation

To maximize the Law School learning experience, Students should complete the reading and writing assignments in the course Syllabus no later than the date that the assignments appear on the Syllabus. For instance, if under the date “Tuesday, August 11, 2020,” the schedule states “read pages 1-20 in A Lawyer Writes,” the Student should have completed this reading before the Student enters the class on that day. Please note that reading and writing assignments are subject to change, and notice will be given in advance for any alterations to assignments.

11.3. Exam Numbers

In order to preserve grading anonymity, Students are required to submit certain assignments for LP identified with assigned personal exam numbers rather than names. Students must adhere to the instructions given with each assignment. In general, Students will use three different exam numbers over the course of the semester, one for each of the three major writing assignments. Students can obtain exam numbers from the Registrar’s Office. Any changes to the exam number policy or schedule will be announced in class, sent by e-mail, or posted on TWEN. Students will not need an exam number to post their daily assignments unless the Professor specifies otherwise.

11.4. Writing Assignments

1. Overview of Major Writing Assignments: Students in LP I will complete three major writing assignments in the fall semester—Writing Assignments One, Two, and Three. Each such assignment will be an objective memorandum. Students must use an anonymous EXAM NUMBER when submitting each of these assignments, a different number for each of the three. Students will NOT place their names on any of the major graded writing assignments, as Student anonymity must be preserved during the grading process. Students must comply with all formatting requirements for each of these assignments.

   For Writing Assignment One (WA#1) and Writing Assignment Two (A#2), Students will generally be graded both on form and substance. Students must complete these assignments to the best of their ability, and will receive detailed, individualized critique on each assignment. As with the other major assignments, Writing Assignment Three (WA#3) will be graded both on form and substance. WA #3 is the final performance exam or assessment” in LP I; thus, Students will not receive any individualized critique of WA#3. It is imperative that Students work diligently on WA #1 and WA #2 so that they are ready for the final assignment in LP I.

2. Shorter Writing Assignments: In addition to the major writing assignments, Students will complete shorter writing assignments that will assist with honing analytical and writing skills. Some of these assignments may be given in class under timed conditions. Careful attention to the shorter, lower-point assignments will help prepare Students for the higher-stakes major writing assignments.

3. Personal Resume and Cover Letter: Each student must timely prepare a personal resume and a personal cover letter in appropriate format for submitting the resume, whenever the occasion arises, to any prospective employer. Instruction on the writing of these instruments—the resume and cover letter—will be provided by career placement experts in the Law School’s Office of
Career, Professional Development and Diversity Initiatives. Those experts know what prospective employers are looking for and will give guidance on describing qualifications and experience to make a Student’s resume stand out. The drafted resumes and cover letters will be graded as part of the LP I grade.

11.5. Assessment

The LP I course is designed to help Students learn the skills and develop the techniques required for practicing law effectively, efficiently, and ethically. LP I assignments are structured to provide instruction and practice in applying basic lawyering techniques, then to analyze the strengths and weaknesses of the applied techniques, and finally, as the semester progresses, to refine the learned techniques. The practices, analyses, and refinements mirror what Students will experience in law practice, whether as interns or as recent graduates. Course work will receive continual assessment in LP I so Students can improve their legal writing. Just as in law practice, LP I Students will encounter three basic types of assessment.

First, Students will receive assessment from those assigning the work. In LP I, this first level of assessment is faculty assessment—by the Section’s writing advisor or by the Professor. Students will receive individual, written critiques on WA #1 and WA #2, and typical problems on those assignments will be discussed in class. Students will also receive critiques from the Professor in mandatory individual conferences after their submission of WA #2. Throughout the semester, the Professor will provide individual and group critiques on various other practice exercises and on shorter writing assignments.

Second, Students will engage in peer assessment with their classmates in group review and critique exercises, in collaborative writing assignments, and in group discussions throughout the semester.

Third, and perhaps most important, Students will engage in self-assessment. In response to faculty and peer assessment, Students will assess their own work to reflect on their skill sets and make corrections and adjustments where necessary. The Professor will also provide other opportunities for self-assessment, such as writing samples or checklists designed to help Students edit.
11.6. Paper Formatting Requirements

The formatting requirements for written work in LP are based on the general rules for filing documents in most state and federal courts. The requirements apply to the major writing assignments, WA ## 1-3, and when specified, to other written assignments. The Professor will strictly enforce format requirements to ensure that all students have an equal amount of space in which to convey their ideas. **Point scores will be deducted if Students violate formatting requirements.** The formatting requirements also help preserve anonymity on papers.

The formatting requirements for submitted Student work include:

a. **Word.** All documents must be typed using Microsoft Word and uploaded as a Word file.

b. **Plain paper; TNR; one-side.** All documents must be typed in Times New Roman font and, if a hard copy is required to be submitted, the copy must be on plain white, 8-1/2” x 11” paper, printed on one side only and in compliance with all formatting requirements.

c. **12-point font.** The font size of the text must be 12-point and any footnotes may be no smaller than 10-point.

b. **Headers and footers.** Headers and footers, including page numbers, must be in the same font type and size as the text.

e. **Margins.** Papers must have one-inch margins on both sides and at the top and bottom. No text or typing may be in the one-inch white space of the margins.

f. **Double-spaced.** Text must be double-spaced. Footnotes, block quotes, and headings must be single-spaced.

g. **One or two spaces between sentences.** Legal editors differ: some prefer one space between sentences, but many law firm partners, courts, and corporate officials prefer two spaces. (Spacing between sentences refers to how many times the space bar is tapped after a sentence concludes.) LP I Students may choose to use either one space or two between sentences, but the selected choice must be made consistently or be subject to deduction of points for inconsistency. The spacing rule applies to the spacing between citation sentences.

h. **Tabs.** Tabs, such as those which mark a new paragraph, must be ½ inch wide.

i. **Pagination.** Each assignment must be consecutively paginated at the bottom center of each page.

j. **No meta-data.** Any personal identifying meta data from a document submitted electronically must be removed to preserve the anonymity of the submitting Student.

k. **Stapling.** All pages of the hard copy of any assignment must be stapled together in the upper left-hand corner.

l. **Section number.** Include “Section 11, LP I” next to the writer’s exam number.
11.7. Consequences for Late or Over-Length Assignments

1. Late Submission of Assignments: Because failure to timely submit a legal document in real life can have detrimental, irreversible, and sometimes fatal consequences, it is important that Students learn early the importance of submitting assignments on time and avoid serious grade damage.

Students will be required to upload most, if not all, assignments on TWEN and will receive email confirmation from TWEN. If no confirmation is received, the document was not been successfully uploaded and must be submitted again. Students should not wait until the very last minute to submit an assignment online, as the wait could result in a late submission for the assignment. Finally, it is a Student’s responsibility to prove that an assignment was submitted on TWEN by the deadline. Confirmation emails should therefore be retained.

In the world of law practice, lateness has serious consequences. Similarly, lateness has serious consequences in LP I and other law classes. If an assignment is turned in less than one hour late, 10% of the available points for that assignment are deducted before the paper is graded. If an assignment is turned in more than one hour late but less than twenty-four hours late, a further 10%, for a total of 20%, will be deducted before the paper is graded. The same rule will apply for subsequent days until no points remain available for the assignment.

2. Submission of Over-Length Writing Assignments: Each major writing assignment will have a maximum page limit that I will enforce strictly. For each page or portion thereof that exceeds the page limit, you will receive a 10% reduction in your grade. In addition, I will not review any pages that exceed the page limit. If your paper does not comply with the font or margin requirement, I will consider it to have exceeded the page limit and will adjust the score for the assignment accordingly. Furthermore, you will lose points on a writing assignment for any other violations of the formatting rules. Please review these rules carefully.

3. Submitting an Assignment Multiple Times: If you submit an assignment multiple times, I will grade only the one turned in last. If the last one turned in is late, the assignment will be considered late, and I will deduct points accordingly.

Attendance

Class attendance is mandatory. Attendance will be taken at the beginning of each class. Per the Student Rules and Regulations, for this three-hour course, you will be permitted three absences. Tardiness will not be permitted and will be considered an absence, as will dismissal from class for misconduct or lack of proper preparation. Please see the Student Rules and Regulations for information on grade reduction and further details on absences. The class attendance rule is strictly enforced. In addition, please review the Covid-19 Policy (see pages 20-21) for further information regarding the Attendance Policy.
Collaboration

You may discuss some of your assignments with your colleagues in your section of Lawyering Process I. You are all likely to learn from each other and will benefit more from the course if you approach it in a collegial manner. Indeed, this is consistent with the real-life-practice of law, as it is not uncommon to discuss and test some ideas with colleagues. However, your final written product on all of these assignments must be your own. Moreover, no person can review or revise your work—this includes writing advisors, classmates, family members, lawyers, and writing labs or student resources (either on the TMSL or main campus), and every other person. When you are writing or outlining your writing assignments, you may not work directly with another person and may not discuss specific language you are putting on paper, the precise structure of your writing, etc. I should never see two papers that make the exact same arguments, follow an identical substructure, have substantially identical sentences, etc. Doing so is a violation of school policy, and the matter will be forwarded to the Dean for appropriate action. In addition, you will receive zero points for that assignment and may receive an F in the course on this basis alone, regardless of your points on other assignments.

I will inform you when collaboration on an assignment is permitted. If I do not announce that you may discuss your assignment with your colleagues, you are to assume that collaboration with them (or anyone else for that matter) is not allowed. Exchanging ideas with others on an assignment where collaboration is prohibited will be considered cheating and have dire consequences. If you are unclear whether collaboration is allowed on a particular assignment, please ask me.

Plagiarism

Plagiarism in any form is strictly prohibited and will not be tolerated. You may not plagiarize any other written work, including, but not limited to, another student’s writing, a sample, a document from a law firm, something you find on the internet, or any document filed with any court. Doing so is a violation of school policy, and the matter will be forwarded to the Dean for appropriate action. In addition, you will receive zero points for that assignment and may receive an F in the course on this basis alone, regardless of your points on other assignments.

Gun Policy

State law permits you to carry a concealed firearm on campus into areas that have not been designated as gun-free zones, provided that you have a Texas license to carry a concealed gun. My office and any space in which I work or meet with students is a gun-free zone; thus, it is unlawful to carry a firearm inside these spaces irrespective of whether you have a license to carry. Bringing a firearm into my office or any other designated gun-free zone on campus could lead to criminal charges and/or expulsion from this university. For a complete list of the gun-free areas on campus and the rules governing campus carry at this university, please visit Texas Southern University’s website.
HEALTH AND SAFETY ON CAMPUS

1. Students are expected to continuously self-screen for the symptoms of COVID-19. The Center for Disease Control has a list of COVID-19 symptoms: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html. If you begin to show symptoms, notify your professor and leave the classroom. Limit contact with other individuals on campus, and contact your healthcare provider for further guidance.

2. If, before coming to campus, a student exhibits any symptoms of COVID-19 or does not feel well, the student should not attend class in person. The student should immediately notify the Assistant Dean for Student Development (virgie.mouton@tmslaw.tsu.edu) and attend classes online.

3. Students who have been sick with COVID-19 symptoms, have tested positive for COVID-19, or have been potentially exposed to someone with COVID-19 should attend classes online until they are cleared by their healthcare provider. The following is taken from the TSU & Coronavirus FAQs, http://www.tsu.edu/about/administration/marketing-and-communications/coronavirus/faqs.html:

Those who have recently traveled internationally or believe they have been exposed to the virus and are experiencing influenza-like illness, with fever greater than 100.3, and symptoms, including cough, body aches, severe sore throat or runny nose, should seek medical attention, especially if symptoms worsen.

**Students should contact TSU Health Services (713-313-7173) and identify themselves as having flu-like symptoms to obtain further recommendations and guidance.** Students should also consult with their regular health care provider or seek treatment at a local health center if they are overseas. Please call ahead to your health care provider to notify them of the reason for your visit.

For additional information about COVID-19, including signs and symptoms, transmission and risk of exposure, and what to do if you are exhibiting symptoms, please refer to the resources section. The CDC’s website and Texas Department of State Health Services (DSHS) will also issue guidance for those planning to travel or who have recently returned.
4. While on campus and in classrooms, students should observe the rules for social distancing, social health etiquette, and general cleanliness.
   a. Students should practice hand hygiene, cough etiquette, and general cleanliness.
   b. Students should maintain at least 6 feet separation in all directions from other individuals.
   c. Face coverings (over the nose and mouth) are required for all students. Students without a face covering will not be allowed to enter the classroom. Students with an approved exemption and who notify their professor before the start of class may be allowed to wear a face shield instead of a face mask.
   d. Students should wash or disinfect their hands before each class and after any physical interaction with other persons in the classroom.
   e. Students should maintain classroom cleanliness. Students should create a clean classroom environment by putting away unnecessary personal items and cleaning their seating area intermittently.
   f. Students should not expect to enter the Law Building on a day other than the designated day for in-person attendance for an enrolled course. Entry will be permitted only if administration can determine that the maximum occupancy for COVID-19 social distance protocol has not been exceeded.
   g. Students who do not comply with the rules for social distancing, social health etiquette, and general cleanliness may be subject to discipline up to expulsion from law school.

ATTENDANCE POLICY
5. Students are required to attend classes consistent with the format of the enrolled course.
   a. Hybrid—instruction for courses in this format is delivered in person and simultaneously online. Enrolled students are divided into groups and required to attend weekly in-person classes on the weekday(s) predetermined by administration for the designated group. Students may only attend in-person classes on the administration-determined day to ensure that all enrolled students are guaranteed a physical seat for the class. Other class days for the week are to be attended online. Students who have COVID-related health and safety concerns in attending in-person classes must obtain a remote-instruction waiver from the Office of Student Affairs. The waiver can be requested for the entire semester or temporarily, based upon the personal circumstance of the affected student.
   b. Online—instruction for courses in this format is delivered 100% online.
   c. For the 100% online course and the hybrid course online instruction component, both the American Bar Association and the Law School rules obligate the professor to obtain assurance that the person who logs into the course online, participates in class, takes quizzes and exams, and engages in collaborative exercises is the student enrolled in the course. Without being limited to the following methods of attendance verification, professors may require attendance to be contingent upon confirmation of identity via webcam or require webcams to remain on for the entire class period.
**LAWYERING PROCESS I SYLLABUS, FALL 2020**

**WEEK 1**

**TUESDAY, AUGUST 11, 2020 (Class 1)**

**Topic:** Introduction to Legal Writing and Legal Analysis; How to Read a Case; Case Briefing

**Read:**
- Course Guidelines and Syllabus (posted on TWEN)
- Writing in a Legal Context (posted on TWEN)
- A Lawyer Writes Ch. 1 (How Attorneys Communicate), pp. 33-34 (Reading for Comprehension), Section 3.2 (pp. 45-59) (Reading Judicial Opinions)
- The Critical Legal Thinker’s Case Briefing Model (posted on TWEN)
- How to Brief a Case (posted on TWEN)
- Decoding the Dress Code (posted on TWEN) (have available for an in-class exercise)

**In-Class Exercise:** Decoding the Dress Code: Sheila’s Tube Top Exercise

**Written Homework (due Thurs., 8/13):** Brief Eilers v. McCoy (posted on TWEN) (use one of the briefing models suggested by The Critical Legal Thinker’s Case Briefing Model or How to Brief a Case).
*Post on TWEN by 8:00 a.m.*

**THURSDAY, AUGUST 13, 2020 (Class 2)**

**Topic:** Case Briefing (cont’d); Pre-Writing: Overview of the Four Stages of the Pre-Writing Process and Understanding the Story

**Read:**
- The Pre-Writing Handbook for Law Students (PWH) Ch. 1, Ch. 2 (pp. 9-16)

**Due:**
- Eilers v. Coy case brief.
*Post on TWEN by 8:00 a.m.*

**In-Class Exercise:** Review and brief together Eilers v. Coy

**Written Homework (due Tues., 8/18):** Brief Shipley and Monroe (PWH Ch. 6).
*Post on TWEN by 8:00 a.m.*
WEEK 2

TUESDAY, AUGUST 18, 2020 (Class 3)

Topic: Pre-Writing: Reading and Assessing the Relevant Authorities; Overview of Sources of Law with a Focus on Judicial Opinions

Read: PWH Ch. 5 (pp. 9-16, skip Figure 5-3)
PWH Ch. 6 pp. 61-78 (complete exercises 6-1 (p. 65), 6-2 (p. 73), and 6-3 (p. 77))
A Lawyer Writes Ch. 2 (Sources and Systems of the Law)
Court Systems and Weight of Authority (posted on TWEN)

Due: (1) Shipley and Monroe briefs. Post on TWEN by 8:00 a.m.
(2) Print a copy of Legal Vocabulary Matching Exercise (posted on TWEN) for use in class.

In-Class Exercise: Review Shipley and Monroe case briefs
Legal vocabulary and matching sources of law

Written Homework (due Thurs., 8/20): Prepare the analogical paradigm for the Eilers case using Worksheet: Analogical Paradigm to Approach Cases and an attached fact pattern (posted on TWEN).
Post on TWEN by 8:00 a.m.
THURSDAY, AUGUST 20, 2020 (Class 4)

Topic: Rule-Based Reasoning and Analogical Reasoning; Pre-Writing: Building a Bridge Between Reading and Analysis, Analyzing the Narrow Issues

Read: Rule-Based Reasoning; Analogical Reasoning (posted on TWEN)

A Lawyer Writes Section 8.1 (pp. 143-46) (Applying the Law: Rule-Based Reasoning), Section 8.2 (pp. 147-61) (Applying the Law: Analogical Reasoning)

PWH Ch. 7 (pp. 103-15) and Ch. 8 (pp. 119-31)  
Fact pattern for use with Eilers Analogical Paradigm (posted on TWEN)

Due:  
(1) Eilers Analogical Paradigm. Post on TWEN by 8:00 a.m.

(2) Print a copy of Worksheet: Analogical Paradigm Approach to Cases (posted on TWEN) for use in class.

In-Class Exercise: Analogical Paradigm (Monroe/Segway facts)

Post on TWEN by 8:00 a.m.
WEEK 3

TUESDAY, AUGUST 25, 2020 (Class 5)

Writing Assignment #1 Assigned

Topic: Writing Assignment #1; Pre-Writing: Moving from Pre-Writing to Writing; Organizing and Analyzing Your Research; Outlining; The Big Picture Parts and Principles of the Predictive Memo

Read: Writing Assignment #1 Materials, including Hillis v. McCall (posted on TWEN)
A Lawyer Writes Ch. 5 (pp. 73-90) (Organizing Your Legal Writing)
PWH Ch. 9
Predictive Writing Notes—Part I (posted on TWEN)

Due: Brief of Hillis v. McCall.
Post on TWEN by 8:00 a.m.

In-Class Exercise: Review Hillis brief
Charting WA1 facts and the Hillis case. Refer to PWH Figures 7.1 and 7.2 (pp. 110-11) as a guide

Written Homework (due Thurs., 8/27): Prepare written answer to Legal Analysis Exercise 3 (posted on TWEN).
Post on TWEN by 8:00 a.m.

THURSDAY, AUGUST 27, 2020 (Class 6)

Topic: Big Picture Parts of a Memo (cont’d); Introduction to Analysis with Emphasis on CRAC and CRRPAC, including Counterargument and Rebuttal

Read: A Lawyer Writes Ch. 6 (One Legal Argument) and pp. 99-100 (Explaining the Law)

Due: Written answer to Legal Analysis Exercise 3.
Post on TWEN by 8:00 a.m.

In-Class Exercise: Discuss Legal Analysis Exercise 3.

Written Homework (due Tues., 9/1): Legal Analysis Take-Home Quiz.
Post on TWEN by 8:00 a.m.
WEEK 4

Obtain your first anonymous exam number for this class. You will use this number for WA#1.

TUESDAY, SEPTEMBER 1, 2020 (Class 7)

Topic: Finding Your Argument, Developing Your Analysis, and Identifying the Governing Rule (the R in CRAC and CRRPAC); Identifying Rule Tests (sometimes referred to as “subrules”)

Read: A Lawyer Writes Ch. 4 (Finding Your Argument) & Section 7.1 (pp. 101-12) (Explaining the Law: Rules)

How to Derive a Test (posted on TWEN)

Guidance on How to Generate a Test from Precedent (Eilers) (posted on TWEN)

Generating Tests for Shipley and Monroe worksheets (posted on TWEN)

Watch Rule Synthesis video: https://www.lawschoolplaybook.com/new-blog-1

Due: (1) Print a copy of Generating Tests for Shipley and Monroe (posted on TWEN) for use in class.

(2) Legal Analysis Take-Home Quiz.
Post on TWEN by 8:00 a.m.

In-Class Exercise: Draft a test for Shipley using worksheet posted on TWEN.

Written Homework (due Thurs., 9/3):

(1) Draft a rule, a test, and a rule statement for Monroe (using the worksheet posted on TWEN).
Post on TWEN by 8:00 a.m.

(2) Legal Analysis Exercise 11 (posted on TWEN) using a CRAC-organized analysis.
Post on TWEN by 8:00 a.m.
THURSDAY, SEPTEMBER 3, 2020 (Class 8)

Topic: Identifying Tests (cont’d); Introduction to Citation; Open Discussion for WA#1

Due: 
(1) A rule, test, and rule statement for Monroe.
   *Post on TWEN by 8:00 a.m.*

(2) Your written answer to Legal Analysis Exercise 11.
   *Post on TWEN by 8:00 a.m.*

(3) Bring Bluebook to class.

In-Class Exercise: Review rule, test, and rule statement for Monroe
   Substantive review of Ex. 11
   Citation exercises
WEEK 5

MONDAY, SEPTEMBER 7, 2020: WRITING ASSIGNMENT #1 DUE ON TWEN BY 8:00 a.m. IDENTIFY YOUR PAPER WITH ONLY YOUR ANONYMOUS EXAM NUMBER.

TUESDAY, SEPTEMBER 8, 2020 (Class 9)

Topic: Discussion of Writing Assignment #2; Refresher on Memo Parts and CRRPAC; How to Write Discussion Conclusions (the first and last C in CRAC and CRRPAC); How to Write Rules [with a focus on rule paragraphs] (R in CRAC and CRRPAC)

Read: Writing Assignment #2 (posted on TWEN)
A Lawyer Writes Ch. 9 (pp. 179-84) (Conclusions to One Legal Argument)
Rule and Explanation (posted on TWEN)

Due: Print a copy of Rules Exercise (posted on TWEN) for use in class.

In-Class Exercise: Rules Exercise

Written Homework (due Thurs., 9/10): Segway problem—(a) introductory conclusion and (b) rules paragraph based on statute, Shipley, and Monroe.
Post on TWEN by 8:00 a.m.

THURSDAY, SEPTEMBER 10, 2020 (Class 10)

Topic: Explaining the Law Through Case Illustrations (Rule Proofs) (RP in CRRPAC)

Read: A Lawyer Writes Section 7.2 (pp.113-32) (Explaining the Law: Case Illustrations)

Due: (1) Segway problem—(a) introductory conclusion and (b) rules paragraph based on statute, Shipley, and Monroe.
Post on TWEN by 8:00 a.m.
(2) Print a copy of Rule Proof Exercise (posted on TWEN) for use in class.

In-Class Exercise: Rule Proof Exercise

Written Homework (due Tues., 9/15):
(1) Segway problem—case illustration/rule proof of Monroe.
Post on TWEN by 8:00 a.m.
(2) Full chart of all WA2 cases. Make sure you include all relevant facts, rules and subrules, and the court’s holding and reasoning.

*Post on TWEN by 8:00 a.m.*

**WEEK 6**

*Obtain your second anonymous exam number for the 9/15 class. You will use the second number for WA#2.*

**TUESDAY, SEPTEMBER 15, 2020 (Class 11)**

**Topic:** Writing Your Application, including Affirmative Arguments and Counterargument and Rebuttal (A in CRRPAC)

**Read:** Application, Counterargument, and Rebuttal (posted on TWEN)

A Lawyer Writes Section 8.3 (pp. 163-74) (Applying the Law: Counter-Analyses); Section 8.4 (pp. 174-77) (Applying the Law: Organizing Your Application of the Law)

**Due:**

1. Segway problem—case illustration/rule proof of Monroe.

*Post on TWEN by 8:00 a.m.*

2. Full chart of all WA2 cases. Make sure you include all relevant facts, rules and subrules, and the court’s holding and reasoning. Post on TWEN by 8:00 a.m.

3. Print a copy of Affirmative Argument Exercise (posted on TWEN) for use in class.

**In-Class Exercise:** Affirmative Argument Exercise

**Written Homework (due Thurs., 9/17):** Segway problem—(a) application section (including affirmative argument and counterargument/rebuttal) and (b) final conclusion.

*Post on TWEN by 8:00 a.m.*

**NOTE THAT THE DEADLINE FOR COMPLETING ALL 24 MODULES OF CORE GRAMMAR FOR LAWYERS AND THE POST-TEST IS IN ONE MONTH, FRIDAY, OCT. 16.**
THURSDAY, SEPTEMBER 17, 2020 (Class 12)

**Topic:** Writing Your Application, including Affirmative Argument and Counterargument/Rebuttal (A in CRRPAC) (cont’d)

**Due:**
1. Segway problem—(a) application section (including affirmative argument and counterargument/rebuttal) and (b) final conclusion. Post on TWEN by 8:00 a.m.
2. Print a copy of Counterargument and Rebuttal Exercise (posted on TWEN) for use in class.
3. Print a copy of CRRPAC Labeling In-Class Exercise (posted on TWEN) for use in class.

**In-Class Exercise:** Counterargument and Rebuttal Exercise  
CRRPAC Labeling In-Class Exercise

**Written Homework (due Tues., 9/22):** CRRPAC Homework Exercise (posted on TWEN).  
*Post on TWEN by 8:00 a.m.*
WEEK 7

TUESDAY, SEPTEMBER 22, 2020 (Class 13)

Topic: Common Problems on WA#1; Introducing and Connecting Legal Arguments (Roadmap Paragraphs and Application Headings); How to Structure WA2; Statement of Facts

Read: A Lawyer Writes Ch. 12 (The Discussion Section: Introducing and Connecting Legal Arguments)
Predictive Writing Notes Part II (posted on TWEN)
WA2 Outline Template (posted on TWEN)
A Lawyer Writes Ch. 14 (Statement of Facts)
Statement of Facts (posted on TWEN)

Due: (1) CRRPAC Homework Exercise.
Post on TWEN by 8:00 a.m.
(2) Print a copy of Statement of Facts In-Class Exercise (posted on TWEN) for use in class.
(3) Print a copy of Roadmaps Exercise (posted on TWEN) for use in class.

In-Class Exercise: Statement of Facts In-Class Exercise

Written Homework (due Thurs., 9/24):
(1) Segway problem—statement of facts. Post on TWEN by 8:00 a.m.
(2) Statement of Facts Homework Exercise (posted on TWEN).
Post on TWEN by 8:00 a.m.
THURSDAY, SEPTEMBER 24, 2020 (Class 14)

Topic: Statement of Facts (cont’d); Question Presented and Brief Answer; Working with Multiple Authorities and Synthesizing Rules

Read: A Lawyer Writes Ch. 13 (Question Presented and Brief Answer)

Question Presented and Brief Answer (posted on TWEN)

Synthesizing Cases: Rule Synthesis (do NOT do the exercises) (posted on TWEN)

Due:
(1) Segway problem—statement of facts. Post on TWEN by 8:00 a.m.
(2) Statement of Facts Homework Exercise. Post on TWEN by 8:00 a.m.
(3) Print a copy of Synthesis In-Class Exercise (posted on TWEN) for use in class.

In-Class Exercise: Synthesis In-Class Exercise

Written Homework (due Tues., 9/29):
(1) Segway problem—question presented and brief answer.

   Post on TWEN by 8:00 a.m.

(2) Outline of QP/BA, Statement of Facts, and Discussion Section (including affirmative arguments, counterargument, and rebuttal) for WA2.

   Post on TWEN by 8:00 a.m.
WEEK 8

TUESDAY, SEPTEMBER 29, 2020 (Class 15)

Topic: Question Presented and Brief Answer (cont’d); The Memo’s Heading, Introduction, and Conclusion Section; Citation Revisited (Review Basic Case Citation, Multiple Authorities, Short Forms)

Read: Bluebook Rule B.1.1 (Citation Sentences & Clauses), B.10.1-B10.3 (Full Citation of Cases), B.10.2 (Short Citation Form)

The Memo’s Heading, Introduction, and Conclusion Section (posted on TWEN)

Due: (1) Segway problem—question presented and brief answer.

Post on TWEN by 8:00 a.m.

(2) Outline of QP/BA, Statement of Facts, and Discussion Section (including affirmative arguments, counterargument, and rebuttal) for WA2.

Post on TWEN by 8:00 a.m.

(3) Bring Bluebook to class.

(4) Print a copy of Question Presented/Brief Answer Exercise (posted on TWEN) for use in class.

In-Class Exercise: Question Presented and Brief Answer Exercise

Prepare correct citations for all WA2 cases

Written Homework (due Thurs., 10/1): Complete draft of WA#2 to edit and polish in class
THURSDAY, OCTOBER 1, 2020 (Class 16)

Topic: Editing and Polishing Your Memo; WA#2 Work Day

Read: A Lawyer Writes, Section 7.3 (pp. 133-39) (Explaining the Law: Citing and Avoiding Plagiarism)
A Lawyer Writes, Ch. 16 (Editing and Polishing)
Editing and Polishing Checklist for WA#2 (posted on TWEN)
Client’s Case Dismissed After Attorney Filed Key Document 19 Minutes Late (posted on TWEN)
Firm’s Late Motion Filing (By a Minute) Proves Costly (posted on TWEN)

Due: (1) Complete draft of WA#2 to edit and polish in class.
(2) Printed copy of Editing and Polishing Checklist for WA#2 (posted on TWEN) for use in class.

In-Class Exercise: Editing and polishing WA#2

FRIDAY, OCTOBER 2, 2020

WRITING ASSIGNMENT # 2 DUE AT MIDNIGHT ON TWEN. USE YOUR SECOND EXAM NUMBER TO IDENTIFY YOUR WA #2. DO NOT USE YOUR NAME.
WEEK 9

Mid-Terms Week
Conference Week

TUESDAY, OCTOBER 6, 2020 (Class 17)

Writing Assignment #3 Assigned

Topic: Essay Exam Writing Workshop

Read: Essay Exams Writing Workshop Materials (posted on TWEN)

In-Class Exercise: Practice Essay Exam

Written Homework (due Thurs., 10/8): Cover letter and resume notes from the materials provided by the Office of Career, Professional Development & Diversity Initiatives (posted on TWEN).

WA3 Timeline: Read all of WA#3 materials, including the cases (posted on TWEN)

THURSDAY, OCTOBER 8, 2020 (Class 18)

Topic: Resume and Cover Letter Writing Workshop

Read: Resume and Cover Letter Writing Workshop Materials (posted on TWEN)

In-Class Exercise: Work on Resume and Cover Letter

Written Homework (due Fri., 10/23): Prepare cover letter and resume and submit to the Office of Career, Professional Development & Diversity Initiatives, following their instructions, by 5:00 p.m.

WA3 Timeline: Start briefing WA3 cases.
WEEK 10

Obtain your third anonymous exam number for this class. You will use the third number for WA#3.

PLEASE NOTE! THE DEADLINE FOR COMPLETING ALL 24 MODULES OF CORE GRAMMAR FOR LAWYERS AND THE POST-TEST IS THIS FRIDAY, OCT. 16., AT 5:00 P.M. NO EXCEPTIONS WILL BE GRANTED. IF ALL THE WORK IS NOT COMPLETED BY 5:00 P.M., YOU WILL RECEIVE ZERO POINTS FOR CORE GRAMMAR.

TUESDAY, OCTOBER 13, 2020 (Class 19)

Topic: Discussion of Writing Assignment #3; Peer Editing

Read: Peer Editing Materials (posted on TWEN)

Due: (1) Printout of Peer Editing Materials (posted on TWEN) for use in class.
     (2) Printout of the paper you will be peer editing. Details forthcoming.

In-Class Exercise: Peer Editing

Written Homework (due Thurs., 10/15): WA#3 Case Chart.
     Post on TWEN by 8:00 a.m.

WA3 Timeline: Start charting WA3 cases

THURSDAY, OCTOBER 15, 2020 (Class 20)

Topic: WA#3 Quiz; Common Problems on WA#2; WA#2 Self-Improvement
In-Class Exercise

Due: (1) WA#3 Case Chart.
     Post on TWEN by 8:00 a.m.
     (3) Bring WA#2 materials to class for an in-class exercise.

In-Class Exercise: WA#2 Self-Improvement Exercise

WA3 Timeline: By October 15, you should have charted all the cases, identified the governing rules and subrules, and outlined your entire discussion section, including arguments, counter-arguments, and rebuttal for WA#3.
FRIDAY, OCTOBER 16, 2020

Due: All LP I Students must have completed all 24 modules of Core Grammar for Lawyers and passed the post-test with at least a score of 75 by 5:00 p.m. on this Friday, October 16, 2020. For successfully completing CGL, you will receive 50 points toward the LP I total. But please remember—no exceptions will be granted. If all the work is not completed by 5:00 p.m., you will receive NO POINTS for the Core Grammar component of LP I.

WEEK 11

TUESDAY, OCTOBER 20, 2020 (Class 21)

Topic: Analysis Revisited: In-Depth CRAC Discussion and CRRPAC Review

Due: Printed copy of In-Class Legal Analysis Exercise for use in class.

In-Class Exercise: In-Class Legal Analysis Exercise

Post on TWEN by 8:00 a.m.

WA3 Timeline: By October 20, you should have begun to draft WA#3.

THURSDAY, OCTOBER 22, 2020 (Class 22)

Topic: Rule Synthesis Revisited

Read: Synthesizing Cases: Rule Synthesis (posted on TWEN)

Due: Exercise V-2 on page 105 of Synthesizing Cases: Rule Synthesis (posted on TWEN).
Post on TWEN by 8:00 a.m.

In-Class Exercise: Exercise V-3 from Synthesizing Cases: Rule Synthesis

Written Homework (due Fri., 10/23): Cover letter and resume are due to the Office of Career, Professional Development & Diversity Initiatives, following their instructions, by 5:00 p.m.

FRIDAY, OCTOBER 23, 2020

Due: Cover letter and resume. Submit to the Office of Career, Professional Development & Diversity Initiatives, following their instructions, by 5:00 p.m.
WEEK 12

TUESDAY, OCTOBER 27, 2020 (Class 23)

Topic:  Advanced Citation (Signals, Parentheticals, Quotations)

Read:   Bluebook Rule B1.2 (Introductory Signals), Rule B5.1-B5.3 (Quotations)

Due:    (1) Bring Bluebook to class.

(2) Printed copy of Citation In-Class Exercises (posted on TWEN) for use in class.

In-Class Exercise:  Citation In-Class Exercises

Written Homework (due Tues., 10/29):  Citation Homework Exercise.  
Post on TWEN by 8:00 a.m.

WA3 Timeline:  By October 27, you should have a complete rough draft of all WA#3 sections.

THURSDAY, OCTOBER 29, 2020 (Class 24)

Topic:  Why Legal Writing Editing Is Important: Editing, Proofreading, and Polishing Review; Targeted Grammar and Writing Mechanics Lesson

Read:  Editing and Polishing Checklist for WA#3 (on TWEN)  
Supplemental Grammar Materials (on TWEN)

Due:    (1) Citation Homework Exercise. Post on TWEN by 8:00 AM.

(2) Printed copy of WA#3 draft for use in class.

(3) Printed copy of Editing and Polishing Checklist for WA#3 (posted on TWEN) for use in class.

In-Class Exercise:  WA#3 Editing Workshop
WEEK 13

TUESDAY, NOVEMBER 3, 2020 (Class 25)

Topic: Review of any topic you may have found confusing or may have misunderstood.

WEDNESDAY, NOVEMBER 4, 2020

WRITING ASSIGNMENT # 3 (Final Exam)
DUE ON TWEN BY 8:00 a.m. USE A NEW EXAM NUMBER FOR IDENTIFICATION.

Congratulations, you have almost finished your first semester of law school! Study hard to prepare for all your final exams and do well. May you have a good break.