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| **Thurgood Marshall School of Law** | **Spring 2018** |
| **Appellate Litigation** | **Professor Marie Jamison** |

**A. Course and Professor Information**

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| ***Course***: | Appellate Litigation, Section 6 |
| ***Class meeting time***: | Wednesdays  5:00 p.m. – 6:50 p.m. |
| ***Classroom***: | Room 210 |
| ***Professor***: | Marie Jamison |
|  | mjamison.tmsl@gmail |
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**B. Textbooks and Other Resources**

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| ***Required***: | * Beazley, *A Practical Guide to Appellate Advocacy*   (4th Edition) |
|  | * *The Bluebook, A Uniform System of Citation*   (20th Edition) |
|  | * *The Greenbook, Texas Rules of Form*   (12th Edition) |
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| ***Highly recommended***: | * The Redbook: A Manual on Legal Style   (3rd Edition) |
|  | * O’Connor’s Texas Civil Appeals (2017) |
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\* Handouts and other materials will be supplied periodically.

**C. Course description**.

This class will focus on appellate procedure, writing, and advocacy. You will continue to develop the legal writing and research skills you learned in Lawyering Process and learn how to write an appellate brief. This class focuses on professionalism, appellate procedure, the appellate brief, and oral argument.

***Professionalism***: This is a professional law school and you are entering a learned profession. A primary objective of this class is to help you understand the duties and responsibilities of your chosen profession.

***Appellate Procedure***: We will focus on the Texas Rules of Appellate Procedure and appellate authority that govern appeals in Texas. We will focus on the appellate process and rules of procedure. By the end of the course, you will have a good understanding of the appellate system and its procedural rules. Although we will focus on Texas civil appeals, we will devote a lecture to criminal appeals.

***Appellate Brief***: Your main project in this class will be drafting an appellate brief. The skills you develop drafting the brief will apply throughout your career, even if you do not practice appellate law.

***Appellate Argument***: You will participate in oral argument on your brief. Argument will be done in teams of two people, with two teams arguing against each other. I will assign the team members and which teams argue against each other. On each team, one student will argue issue one and the other will argue issue two. You can decide among yourselves who will argue which issue, or I will decide if no agreement can be reached. You will argue the side that you brief. Each student will argue ten minutes (with the appellant able to reserve up to three minutes for rebuttal). Thus, the total argument time will be 40 minutes. Although students will argue together, students will be judged solely on their individual performance.

**D. Grading**, **Assignments, and Extra Credit**

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| **Assignment** | **Total Possible Points** | **Percentage of Grade** |
| Quiz 1 | 100 | 10% |
| Quiz 2 | 100 | 10% |
| Oral Argument Observation | 50 | 5% |
| Temporary Relief Motion | 50 | 5% |
| Appellate Brief |  |  |
| Case list/research notebook | 100 | 10% |
| Brief outline | 50 | 5% |
| Rough draft | 100 | 10% |
| Final brief | 250 | 25% |
| Oral Argument | 200 | 20% |
| Total: | 1000 | 100% |

\* ***Extra credit***. Earn (1) up to 50 extra points for a bench brief and (2) up to 25 extra

points if you attend argument in person for the oral argument observation assignment.

\* ***Late assignments***. I will not accept an assignment that is more than 24 hours late. If an assignment is turned in more than one hour late but less than 24 hours late, 30% of the possible points will be deducted from the assignment.

\* I will not accept or grade an assignment if it is not submitted at the place and in the manner indicated in the assignment instructions. An assignment that is improperly submitted is late.

**E. Class Policies & Procedures**

Be prepared at the beginning of each class. Read and analyze the assigned cases and book material. Be prepared to present and discuss the facts and issues in the reading assignments.

Class attendance is mandatory, and attendance is taken at the beginning of each class. I encourage you to be early, not just on time.

Our classroom is a place of mutual respect for the goals that each person has in the class. Questions are encouraged. If you do not wish to ask a question during class, by all means stop me after class or email me to set up a time to talk. You may also email me your questions.

Classroom conduct is a matter of common sense. Students sometimes engage in distracting behavior because they do not realize the effect of their conduct. However, in the practice of law, attorneys frequently have to maintain their composure or appear to be interested, even when they feel like expressing negative emotions or are in fact not interested. The law school classroom is an excellent place to practice these skills. **Please do not engage in the following behaviors during class: side conversations, phone calls, texting, social media, surfing the Internet, leaving class and returning (unless it is an emergency), eating, wearing headphones, or engaging in any other distracting behavior**.

**D. Tentative Course Schedule and Assignments**

| **Date** | **Assignment deadlines** | **Class Topic** | **Reading** |
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| Wednesday  January 10 |  | Overview of class, Texas appellate courts, appellate process, appellate court jurisdiction and initiating an appeal. |  |
| Wednesday  January 17 |  | School closed. |  |
| Wednesday  January 24 |  | Texas Rules of Appellate Procedure, local rules, types of appeals, initiating and perfecting an appeal and corresponding deadlines, initiating an original proceeding, preserving error, and appellate relief. | * Read assigned cases prior to class. |
| Wednesday  January 31 | In-class quiz | Appellate motions, suspending execution of judgment, the appellate record, standards of review, the briefs, and researching.  **First quiz** over appellate jurisdiction, types of appeals, appellate deadlines, orig. proceedings, and preserving error.  **Motion assignment**, due Wednesday, Feb. 7 by 5:00 p.m. | * Read assigned cases prior to class. * Beazley, 2.3-2.6, 3.1-3.6, 6.1-6.6. |
| Wednesday  February 7 | Motion Assignment due at 5:00 pm in class | Continue the briefs and researching. Introductory statements and outlining brief argument.  Assign case and appellate positions with appellate packets.  **Case list assignment**, due Monday, Feb. 21. | * Handouts (tables, parties, statements of jurisdiction and the case, and request for oral argument). * Beazley, 4.1.5, 8.1-8.6, 9.1-9.5. |
| Wednesday  February 14 |  | The briefs, argument, and response briefs.  **Rough draft assignment**, due Mar. 7.  **Oral argument observation assignment**, due April 11. | * Read assigned cases prior to class. * Handouts (statement of facts, argument, and appendix). * Beazley, 5.1-5.4, 8.1. |
| Wednesday  February 21 | Case list due at 5:00 p.m. in class. | Texas Supreme Court (petitions, briefs on the merits, mandamus, and certified questions). | * Read assigned cases prior to class. |
| Wednesday  February 28 |  | Guest speaker to discuss criminal appeals. |  |
| Wednesday  March 7 | Outline due at 5:00 p.m. in class. | Supplemental and reply briefs, submission, and amicus briefs. Go over rough drafts.  **Final brief assignment**, due on Monday April 2. | * Read assigned cases prior to class. * Handouts (good briefs and bad briefs). |
| Wednesday  March 21 |  | Catch-up day.  **Second quiz** over criminal appeals and Texas Supreme Court jurisdiction. |  |
| Wednesday  March 28 | Rough draft due at 5:00 p.m. in class. | Catch-up day and begin oral argument. | Beazley, Chapter 13. |
| Wednesday  April 4 |  | Oral argument, bench brief, dress, and argument outline. | Beazley, Chapters 11 and 12. |
| Wednesday  April 11 | Oral argument observation due at 5:00 p.m. in class. | Guest speaker.  Open conference second half of class. |  |
| Wednesday  April 18 | Final brief due at 5:00 p.m. in class. | Open period and assign dates for arguments. |  |
| Wednesday  April 25 |  | Oral Arguments. |  |
| Finals week |  | Oral Arguments. |  |