



TEXAS SOUTHERN UNIVERSITY
THURGOOD MARSHALL SCHOOL *of* LAW

LAWYERING PROCESS I

COURSE No. 900

SECTIONS 9

FALL 2021

COURSE GUIDELINES AND
SYLLABUS

Class Times

Tuesdays and Thursdays

Section 9: 3:30 – 4:45 in Room 208

PROFESSOR TARA N. LONG, ESQ.

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THE PROFESSOR AND OFFICE HOURS

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Phone Number: 713.313.4470
Zoom Information: ID for all Zoom events: 799 157 4618
Office Hours: Wednesdays 10:00 am to 1:00 p.m.
(All other times by appointment only)

Office hours may occasionally be held by Zoom. Use the Zoom ID listed above.

Class Format

I use TWEN for classroom management, email, posting course materials and grades, and assignment submission. You must sign up for my TWEN page for sections two and eight. Our classes will be held synchronously, at the assigned date and time, on campus.

You must also register for a free Zoom account at www.zoom.us. We will use Zoom for Wednesday office hours, some mandatory conferences, and, in the event of a class make-up, we may use Zoom for class. Policies and Procedures, starting on page 14, for more details.

Note from the Professor

Welcome! I look forward to working with you this school year. My goal is for you to succeed. If you are having a hard time with the course material, please reach out to me.

Email is the best way to reach me. You can email me anytime, and I will reply to you as soon as possible. If you email a question about class material or assignments, I may need to respond to the entire class so that everyone has equal access to information. In that event, I will not reveal the identity of the student who posed the question.

COURSE BOOKS AND MATERIALS

The *required* materials for this course are:

1. Coughlin, Malmud, & Patrick, A Lawyer Writes, 3rd Edition
2. Hill, Shu, and Vukadin, The Legal Memo: 50 Exercises for Mastery, 1st Edition
3. The Bluebook: A Uniform System of Citation, 21st Edition
4. Fall Course Reader (I will provide a digital copy, but you may also buy a bound copy from the Copy Center)
5. Core Grammar for Lawyers (an online grammar instructional program; see page 10 for additional details)

The *highly recommended* textbooks for this course are:

6. Garner, The Redbook: A Manual on Legal Style, 4th Edition
7. Black's Law Dictionary

These books 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. Make sure you check the edition number to purchase the correct book (you may not use an old edition for required materials). If you have not already done so, you should purchase the required books right away. We will be using some of them immediately.

Occasionally, I will post required course materials on TWEN. I strongly suggest that you get a large three-ringed binder to keep all class materials organized.

COURSE DESCRIPTION AND OBJECTIVES

The primary goal of this course is to teach you basic lawyering skills that are critical to the lawyering process. These skills will equip you to address legal issues that you will encounter as a law student, summer intern, or practicing lawyer. The course will essentially teach you how to think like a lawyer and how to communicate your analysis and arguments in writing effectively.

In your law practice, every case will be somewhat different. Frequently, a new case may not be related to any of your substantive law school coursework or your prior practice experience. However, if you have developed a set of basic lawyering skills and know the process of lawyering, you should be able to effectively advocate for your client, no matter what the legal issues are. Again, the goal of this course is to teach those foundational skills.

By the end of this course, you should be on your way to being practice-ready, meaning you should be able to perform any legal task typically assigned to a first-year law student intern, including finding applicable law, applying that law to any set of facts, and conveying a well-reasoned analysis in a legal document.

In general, this course will focus on the basics of the following skills:

1. **Legal analysis and writing.** Coursework will include reading cases, narrowing and expanding holdings, using and distinguishing precedent, synthesizing cases, identifying legal issues, applying law to facts, interpreting statutes, developing and evaluating legal arguments, and writing objective/predictive analyses. In the fall semester, we will study predictive writing. We will study persuasive legal writing during the spring semester.
2. **General writing skills.** Students will learn the importance of being able to communicate in writing competently with correct spelling, punctuation, word choice, and phrasing. Completing Core Grammar for Lawyers will give students the writing tools needed for them to be competent legal writers. We will work on writing skills, style, and grammar rules to produce well-written legal documents that are clear and concise.
3. **Critical reading and thinking.** Students will learn to read and understand judicial opinions and the impact the opinions may have on future cases, using the case analysis skills discussed above. Students will also learn to interpret statutes.
4. **Citation skills.** Students will learn proper Bluebook and Greenbook citation form.
5. **Professionalism.** Students will learn to recognize professional responsibility in legal writing, and to show professional courtesy by being on time, prepared for class, respectful to classmates and the professor, and timely submitting assignments.

STUDENT LEARNING OUTCOMES

The following list provides a more detailed description of the student learning outcomes and objectives for this course. This list reflects the key lawyering skills that you will acquire during the fall semester in Lawyering Process I, and will continue to learn, develop, and practice during the spring semester in Lawyering Process II. You will continue to hone these skills in your second and third year 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 relate to each other;
 - 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:
 - 2.1.1 Identifying the elements of a reported opinion—procedural facts, legally relevant facts, issue, holding, reasoning, policies, legal rules, and disposition;
 - 2.1.2 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 legal issues;
 - 5.2 Identifying the relevant facts, authority (cases, statutes, and/or regulations), and policy;
 - 5.3 Developing, evaluating, and elaborating on 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 Supporting the client's position by 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 communication's recipient, 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:
 - 6.2.1 Organizing and expressing ideas with precision, clarity, logic, and economy;
 - 6.2.2 Using proper grammar, syntax, and punctuation.
 - 6.3 Draft the following legal documents that communicate clearly and comply with applicable rules and formatting requirements:
 - 6.3.1 Predictive memoranda;
 - 6.3.2 Client letter and client email;
 - 6.3.3 Persuasive trial brief;
 - 6.3.4 Professional resume and cover letter;
 - 6.3.5 Response to Multi-State Performance Test exercise.

GRADING

General Grading Information

1. **Course Format.** Lawyering Process I is a three-credit hour course. The course consists of two basic components: legal analysis, legal writing, and legal research.

2. **Final Grade.** Final grades will be based on the following:

2.1	Legal Analysis and Writing (this class)	800 points
2.2	Legal Research	<u>200 points</u>

TOTAL: 1000 points

3. **Grade Components.** Grades for this class will be based on the cumulative total of the scores received for the following:

3.1	Writing Assignment #1	50 points
3.2	Writing Assignment #2	100 points
3.3	Writing Assignment #3	350 points
3.4	Core Grammar for Lawyers	50 points
3.5	Other Assignments (total)	200 points
3.6	Participation, Professionalism, and Attendance	<u>50 points</u>

TOTAL: 800 points

4. **“Other Assignments”** include but are not limited to legal analysis exercises, citation assignments, case briefs, tests, case charts, resume and cover letter preparation, and quizzes. I have allocated 200 points for this category. If we end up not using all these points, everyone will receive those remaining points.

5. **Participation, Professionalism, and Attendance.** Class participation and attendance will be considered in determining your final course grade. “Participation, Professionalism, and Attentiveness” points (“PPA points”) **will be deducted** for the following: not being prepared for class; not actively participating in class discussions or exercises; being disrespectful to me or your classmates (for example, talking or looking at your phone when one of us is speaking); missing a scheduled or mandatory conference with me without providing adequate notice beforehand (at least 24 hours before the scheduled meeting except in emergency situations); failing to timely sign up for a mandatory conference as instructed; writing the wrong exam number on an anonymous assignment; excessive tardiness; and displaying immature or unprofessional conduct. Examples of “immature or unprofessional conduct” include but are not limited to: sighing out loud in class or making other inappropriate outbursts; walking in and out of class after instruction has begun (unless you have a medical problem and have received an accommodation from the Dean of Students); permitting your cell phone or other electronic

device to ring during class; surfing the internet; viewing material on your laptop or smart electronic device unrelated to class; using profanity or offensive language during class; and engaging in a verbal/physical altercation in my presence. Generally, in gauging what constitutes unprofessional behavior, consider whether your conduct would be acceptable in a court of law. If it would not be tolerated, please do not do it in my classroom.

6. **Mandatory Curve.** All LP classes are required to 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 the only way for these ranges to add up to 100 is to award the maximum in each category, such that 53% of the class receives a grade of “C” or below. As you consider a reasonable grade outcome for this class, please keep this in mind.

CORE GRAMMAR FOR LAWYERS

Core Grammar for Lawyers (CGL) is an online program of grammar and punctuation instruction and review. It is comprised of twenty-four lessons and related practice exercises. You must complete the online course—and pass the post-test—before the end of the semester. The program is structured to allow you to proceed at your own instructional pace. Depending on your existing skill level, each lesson takes typically between one and two hours to complete.

The CGL course is designed to provide formal grammar and writing review for legal writers of all levels. The course is taken by law students and practicing lawyers throughout the U.S. The writing skills learned through CGL will help in LP and other law school courses, and ultimately, in the practice of law. The CGL program is good for one year.

The CGL online course includes three parts: (1) a diagnostic pre-test to assess your present level of competence; (2) twenty-four lessons; and (3) a post-test, to measure whether you have mastered the lessons. You must complete the post-test with a score of at least 75 to complete the CGL course. See below for more details.

Registering for Core Grammar for Lawyers

Each student must register individually for CGL.

1. **Cost:** Registration for CGL for TMSL students is \$32.00 (The \$32 fee is a discounted fee for TMSL students.)
2. **Registration:** Please carefully follow these steps:
 - 2.1. Go to <http://www.coregrammar.com/getcgl>
 - 2.2. Complete the registration form. Be sure to select “Texas” for your state, and “Texas Southern University – T. Marshall School of Law” for your school.
 - 2.3. Access Code—on the payment page, enter **TSULAW21** in the Access Code field. The Access Code provides a twenty percent off the price (you will pay \$32).
 - 2.4. Payment—enter credit card information where requested, verify the purchase, and continue to create a Core Grammar for Lawyers account.
 - 2.5. **IMPORTANT—Class Code—enter your LP Section’s CGL Class Code** (including hyphens). The CGL Class Code is important for you to get credit for completing the course.

Section 9 CGL number: 321-206-8665

Completing Core Grammar for Lawyers

All lessons and a score of 75 or above on the post-test are due

by November 5, 2021, at 11:59 p.m.

After completing the registration, it is time to start. Begin using CGL by completing the Diagnostic Pretest. **You may not opt out of the pretest.** Satisfactory completion of one or more lessons in the pretest will earn you “books” indicating you know the material in those books and will exempt you from taking those lessons.

After completing the pretest, complete each lesson in sequence. Each completed lesson earns a “book.”

After completing each book, take the post-test. You must score at least 75 to pass the CGL course. You may take the post-test an unlimited number of times to achieve the minimum score.

You must complete all twenty-four CGL lessons and **pass the post-test with a minimum score of 75 by 11:59 p.m. on Friday, November 5, 2021. No exceptions.** I recommend completing at least three CGL lessons each week—more if possible. Do not try to fit them all in at the last minute.

CGL is worth 50 points in this class, and to earn those 50 points, you must complete the post-test with a score of at least 75 by the deadline. If you are late or score less than 75 on the post-test, you will receive zero points. **Students who complete CGL on time and score 95 points on the post-test will receive 10 points of extra credit in addition to the 50 points for completing CGL.**

ACCOMMODATIONS AND EMERGENCIES

The TMSL administrative process for student accommodations will be carried out by the TSU Student Accessibility Services Office (SASO). Managed by Director Sharron Benavides, SASO specializes in accommodation services and will provide efficient and professional services to Thurgood Law students who may need accommodations.

New Accommodation Requests

1. Students must have a diagnosed disability and authentic documentation to apply for services.
2. Once the applicant's disability information is received, SASO will contact the student to schedule an Intake appointment (virtual) for the student to self-report any disability challenges/barriers associated with the condition that impacts functioning abilities in the learning environment.
3. SASO will next determine the student's eligibility status and accommodation plan based on the disability, historical documentation, and self-reporting data. SASO will send a notification letter indicating the applicant's service status. The notification letter requires the applicant's signature.
4. Upon receipt of the signed notification letter, SASO will forward a copy of the accommodation letter to the student, with instruction on how to complete the accommodation process.
5. Students must meet with each Instructor to discuss how accommodations will be implemented. The student and Instructor must sign the accommodation letter. The student will return a copy of the signed accommodation letter to SASO electronically. The signed accommodation letter is used for advocacy purposes if accommodation concerns are reported.

COVID-Related Accommodations

TSU is completely re-opening for the Fall 2021 academic term for synchronous (in-person) courses. COVID-related protocols for the Fall 2021 academic term will support the quarantine time range for students who test positive or are exposed to COVID during the Fall 2021 semester. Documentation is required.

1. COVID accommodations will be processed for those who report testing positive or exposure to COVID. Documentation is required.
2. Students will quarantine for 10 days.
3. Students must submit Release of Care documentation from a licensed health care professional to Student Accessibility Services Office (SASO), return to class, and discuss missed assignment/exam make up plans with Instructors. Students will not engage in class activities during the quarantine period.

4. Students must communicate if more time is needed. Documentation is required to support additional time needs.

Instructors cannot re-teach the course for excessive absences. Students are encouraged to seek assistance from the Instructor and pursue tutoring. It is anticipated that students will engage in self-study during the absence time.

Accommodation services are not to fundamentally alter course formats, requirements, standards, or guidelines. Consequently, no remote or online attendance or learning modalities will occur for in-person courses for the Fall 2021 academic term.

If you have questions, please contact SASO via email DisabilityServices@tsu.edu or phone 713.313.4210.

WELLNESS RESOURCES

Law school is hard. If you are struggling, I encourage you to seek help. If you see someone else struggling, encourage that person to reach out. We must take care of ourselves and each other.

Associate Dean Ratra works with students to resolve issues that might impact their course of study. You can reach her by calling or stopping into the Dean's suite or by email at miamy.ratra@tsu.edu.

As part of your tuition, TSU's University Counseling Center (in the Student Health Center) offers confidential counseling and support, crisis intervention, grief counseling, outreach, and referral services to all enrolled students. Contact the counseling center through <http://students.tsu.edu/departments/university-counseling-center/> or by calling 713.313.7804 during business hours (Monday-Friday, 8:00 a.m.-5:00 p.m.). For an emergency after business hours, call 911. For a non-emergency crisis after business hours, call 713.313.7863.

The Texas Lawyers Assistance Program from the State Bar of Texas is an amazing resource, not only for practicing lawyers but specifically for law students as well. TLAP offers confidential crisis counseling, referrals, and peer assistance relating to alcohol and drug abuse, mental health issues, and wellness. Contact TLAP through <https://www.tlaphelps.org> or by calling 800.343.8527 (available 24/7).

I am available if you need a sounding board or have any other type of problem you need to discuss. Please drop in during office hours or email me.

COURSE POLICIES AND PROCEDURES

1. Class Preparation

To maximize your learning experience, you should complete the reading and writing assignments in the Syllabus no later than the date the assignments are due. For instance, if under the date “Tuesday, August 17, 2021,” it says read pages 1-20 in A Lawyer Writes, you should have done this reading before class on that day. Please note that reading and writing assignments are subject to change, and sufficient notice will be given in advance for any alterations to assignments.

2. Exam Numbers

You will be required to use an exam number when submitting certain assignments for this class. You must adhere to the instructions given with each assignment. In general, you will use three different exam numbers over the course of the fall semester (corresponding to each of the three major writing assignments). You 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. You will not need an exam number to post your daily assignments unless I tell you otherwise.

3. Writing Assignments

3.1 **Overview of Major Writing Assignments.** You will complete three major writing assignments in the fall semester—Writing Assignments 1, 2, and 3. All will be an objective memorandum. You must use an **anonymous exam number** when submitting each of these assignments. **DO NOT** put your name on any of these graded writing assignments, as we must preserve your anonymity during the grading process. Also, remember that you must comply with all formatting requirements for each of these assignments.

For Writing Assignment 1 and Writing Assignment 2, you will generally be graded both on form and substance. You must complete these assignments to the very best of your ability, and I will provide detailed, individualized critique on each one. As with the other major assignments, Writing Assignment 3 will be graded both on form and substance. Writing Assignment 3 will be your final performance exam in Lawyering Process I; thus, you may not receive as much individualized critique on this assignment. It is imperative that you work diligently on Writing Assignments 1 and 2 so that you are ready for the final assignment in this course.

3.2 **Shorter Writing Assignments.** In addition to your major writing assignments, you will complete shorter writing assignments that will help develop your analytical and writing skills. Some of these assignments may be given in class under timed conditions. Hard work on these shorter, lower-point assignments will help prepare you for the higher-stakes major writing assignments.

3.3 **Personal Resume and Cover Letter.** Each student must timely prepare a personal resume and a personal cover letter for submitting the resume 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 and Professional Development. Your resume and cover letter will be graded by the Office of Career and Professional Development and this grade will be included in the grade calculation for Lawyering Process I.

4. Assessment

This course is designed to help you acquire and develop the skills to practice law effectively, efficiently, and ethically. To help you meet that goal, I have designed assignments to allow you to practice a skill, analyze your own strengths and weaknesses according to individualized critique and in-class discussion, and then refine your skills as the semester progresses. In this way, the course mirrors what you will experience in practice, whether as an intern or as a recent graduate.

4.1 **Faculty Assessment.** Just as in practice, you will encounter three basic ways to assess and thereby be able to improve upon your work. First, you will receive a faculty assessment from me. I will provide individual, written critique on Writing Assignments 1 and 2, and we will discuss common problems on those assignments in class. I will also provide critique in mandatory individual conferences after Writing Assignment 2 and any other time upon request. Throughout the semester, I will provide individual and group critique on various other practice exercises and shorter writing assignments. You may revise any assignment for additional critique (but no points credit).

4.2 **Writing Advisor Assessment.** You may at times receive individualized written or oral critique on exercises from one of my writing advisors. If you feel that a writing advisor has provided advice that is inconsistent with something that I have said in class, you should defer to me. You are ultimately responsible for your own work; thus, if you are presented with conflicting advice, it is your responsibility to seek clarification from me.

4.3 **Peer Assessment.** Our class will engage in peer assessment. You will have the opportunity to receive comments from your classmates in a variety of ways throughout the semester. We will engage in some peer review and critique exercises, collaborative writing assignments, and group discussions throughout the year.

4.4 **Self-Assessment.** Finally, and perhaps most importantly, you will engage in self-assessment. In response to faculty and peer assessment, you will assess your work to reflect on your development and make adjustments where necessary. I will provide other opportunities for self-assessment as well. For example, I will provide writing samples and checklists designed to help you edit and refine your work by comparing your work to the exemplars. Likewise, I will provide model answers or annotated responses to short writing exercises for which you did not receive individualized critique. As with the other forms of self-assessment, it will be up to you to make the most of this type of assessment.

5. Paper Formatting Requirements

The following formatting requirements for this course are based on the general rules for filing documents in most state and federal courts and apply to the major writing assignments, namely Writing Assignments 1-3. I will strictly enforce format requirements to ensure that all students have an equal amount of space in which to convey their ideas and learn from their mistakes. **You will lose points for violating these formatting requirements.** These formatting requirements will also help preserve your anonymity on the papers. If you have any questions regarding these guidelines or the guidelines on any individual assignments, please ask me. The formatting requirements are as follows:

5.1 **Microsoft Word.** All documents must be typed using Microsoft Word and uploaded to TWEN as a Word file. Do not upload an assignment as a .pdf.

5.2 **Type Font.** All documents must be typed in Times New Roman font and, if a physical copy is turned in, submitted on plain white, 8-1/2 x 11-inch paper (double-sided preferred).

5.3 **Font size.** The font size must be 12-point font and footnotes (if any) may be no smaller than 10-point font.

5.4 **Header and Footer Font.** Headers and footers (including page numbers) must be in the proper font type and size as well.

5.5 **Margins.** Papers must have one-inch margins on both sides and at the top and bottom. This means no typing of any sort should be in the one-inch white space of the margins.

5.6 **Spacing.** Text must be double-spaced. Footnotes, block quotes, and headings must be single-spaced.

5.7 **Spacing Between Sentences.** Some legal writers prefer one space between sentences, and others prefer two. By spacing between sentences, I mean how many times you hit the space bar after the sentence concludes. I have found that many lawyers and judges prefer two spaces. You may choose whether to use one space or two between sentences, but whichever you choose, you must be consistent. You will lose points for inconsistency. Note, this includes the spacing between citation sentences.

5.8 **Tabs.** Tabs, such as those used to begin a new paragraph, must be one-half inch in length.

5.9 **Page Numbers.** Each assignment must be consecutively paginated at the bottom of each page (centered).

5.10 **Remove Meta Data.** Please remove individually identifying meta data from any document you electronically turn in, so the anonymity of the grading process is preserved.

5.11 **Editing.** Print a hard copy of your assignment and check to verify compliance with these format requirements.

5.12 **Hard Copies.** You are required to turn in hard copies of some assignments. If a hard copy of your assignment is turned in, all pages of the assignment must be stapled together (in the upper left-hand corner).

6. Consequences for Late or Over-Length Assignments

6.1 **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 to learn early in your legal education the importance of submitting assignments on time. Please turn in assignments on time to avoid serious damage to your grade.

You will be required to upload most, if not all, of your assignments on TWEN. Whenever you have successfully uploaded a document to TWEN, you will receive an email confirmation from TWEN. If you do not receive this confirmation, this means that your document has not been successfully uploaded and you need to try it again. Accordingly, do not wait until the very last minute to submit an assignment online, as this could result in a late submission for the assignment. Finally, it is your responsibility to prove that you submitted an assignment on TWEN by the deadline; thus, for your own protection, you should save your TWEN confirmation emails.

In the practice of law, lateness has serious consequences. Similarly, lateness will have serious consequences in class. If an assignment is turned in less than one hour late, 10% of the available points will be deducted before any other deductions. If an assignment is turned in more than one hour late but less than twenty-four hours, an additional 10% will be deducted before any other deductions. Accordingly, there will be a 20% late penalty for papers more than one-hour late on the first day. Each subsequent day will receive an additional 10% penalty until no points remain.

6.2 **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 of a page 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.

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

7. Attendance

Class attendance is mandatory. I will take attendance 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.

8. 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 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 you may not discuss specific language you are putting on paper, the precise structure of your writing, or any other details of your writing assignment. 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.**

9. 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.

10. Gun Policy

State law permits you to carry a concealed firearm on campus into areas that have not been designated as gun-free zones. 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. 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.

11. Online Class (if needed)

2.1 All classes will be held in person on the date and time specified in the syllabus. If our class must switch to an online forum for any reason, this online class policy will apply.

2.2 The same attendance and participation rules and expectations apply for on-campus and off-campus class sessions. The school requires me to take attendance for every class. I encourage you to have your video on during class. I must be able to verify your attendance. If you are unable to use your video, please let me know.

2.3 If you attend class on campus, regardless of whether I am teaching in our classroom or online, you must be in our physical classroom during class and have a computer and headphones with you.

2.4 If you attend class off campus, you should be in a space with minimal distractions and interferences and be able to access your course materials. Silence notifications on your computer and phone. We must all do our best to maintain a professional environment.

2.5 When you join the Zoom class, turn your video camera on if you are able but mute your microphone. Turn on your microphone only when you speak in class.

2.6 Treat the online class as a professional environment. Do not join a Zoom class while engaging in other activities, such as driving a car or taking a walk.

2.7 You can access our online **Zoom** class with **meeting code 799 -157-4618**. You must be logged in and ready to go before class begins so that we can begin class on time.

2.8 If technical difficulties occur during class, please check your email for further instructions. Please be patient and expect technical difficulties. If you experience technical problems, please rejoin our Zoom class as soon as you are able.

2.9 If possible, 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.



THURGOOD MARSHALL SCHOOL OF LAW

COVID-19 INFORMATION SHEET

HEALTH AND SAFETY ON CAMPUS

1. The University does not require COVID-19 vaccination as a condition for attending school. As a protective measure, students are encouraged to get vaccinated. The St. Luke's vaccination clinic, located on campus in the Nabrit Science Building, is open and accessible to the entire University community, Monday-Friday, 9 a.m. – 7 p.m. There is no cost for the vaccination.

2. Students are expected to continuously self-screen for the symptoms of COVID-19. If you have symptoms and are not fully vaccinated, you should call the Student Health Center at (713) 313-7173. Please remember to exercise caution and be courteous of your fellow students.

3. Students who experience a medical emergency on campus should call (713) 313-7000. If off campus, call 911. Please inform the dispatch operator if you are experiencing shortness of breath, difficulty breathing, coughing, or have a fever.

4. Students who are unable to attend classes for health reasons, including those relating to COVID-19, should immediately contact the Associate Dean of Student Services, Amy Ratra (miami.ratra@tsu.edu), for further guidance.

5. Students who contract the COVID-19 virus must report the information to the Associate Dean of Student Services, Amy Ratra, and the Student Accessibility Services Office (SASO), by phone at 713-313-4210 or by email at disabilityservices@tsu.edu.

6. Students who contract the COVID-19 virus will be required to quarantine under the advice of Student Accessibility Services Office (SASO). Such students are required to submit Release of Care documentation from a licensed health care professional to SASO and notify the Associate Dean of Student Services, Amy Ratra, before they return to the law school.

7. While on campus and in classrooms, students are encouraged to conduct themselves in a manner conducive to the health and safety of the entire TSU community.

7.1 Students should practice hand hygiene, cough etiquette, and general cleanliness.

7.2 Face coverings (over the nose and mouth) are not required as per the guidelines from the State of Texas. However, students are strongly encouraged to wear face coverings (over the nose and mouth) while in the law school building.

7.3 Students should wash or disinfect their hands before each class and after physical interaction with other persons in the classroom.

7.4 Students should maintain classroom cleanliness. Students should create a clean classroom environment by putting away unnecessary personal items and cleaning their seating area intermittently.

7.5 Students who do not conduct themselves on campus in a manner conducive to the health and safety of those with whom they come in contact may be subject to discipline up to expulsion from law school.

ATTENDANCE POLICY

1. Law school classes will be fully in-person this fall. The law school attendance policy will be strictly enforced.

2. Students who contract the COVID-19 virus will be barred from attending in-person classes until submitting Release of Care documentation from a licensed health care professional to Student Accessibility Services Office (SASO). Such students will be required to study and keep up with the prescribed readings.

3. Students who are excused from in-person class attendance because they contracted the COVID-19 virus should designate a student in each of their classes to make audio recordings of the lectures. Professors are required to allow such recordings to be made. Furthermore, professors are required to meet with such students to answer questions about the materials covered during their COVID-19-related absence.

UNIVERSITY RESOURCES

1. COVID-19 Testing

1.1 Located in H&PE 109

1.2 Hours: Tuesday – Thursday, 8 a.m. – 11:30 p.m. No appointments are necessary.

1.3 Results will be available within 24 hours if the test is taken by 11:30 a.m.

2. St. Luke's vaccination clinic

2.1 Open and accessible to all University personnel and community.

2.2 Hours: Monday – Friday, 9 a.m. – 7 p.m. in the Nabrit Science Building.

3. Student Health Services

3.1 Hours: Monday – Friday, 8 a.m. – 5 p.m., by appointment only.

3.2 A nurse is available at 713.313.7173, Monday – Friday, 8:00 a.m. – 5:00 p.m., to schedule appointments.

3.3 Appointments will be scheduled virtually and in-person, as needed.

3.4 If you are currently enrolled and need a copy of your immunization record go to <https://tsu.medicatconnect.com>.

3.5 If you are off campus but in the local area and need assistance, contact the Harris County Health Department COVID-19 hotline: www.ReadyHarris.org. If you do not have internet availability, call (832) 927-7575 or the Houston Health Department COVID-19 Call Center at (832) -393-4220.

4. University Counseling Center

4.1 The University Counseling Center (UCC) is providing convenient Telemental Health Services to all students.

4.2 Students may call 713-313-7800 to request an appointment. If someone does not answer, please leave your T-Number, name, and a contact number. Students may also complete this form to request an appointment, and someone will contact them during business hours:

https://forms.office.com/Pages/ResponsePage.aspx?id=ViJL72KUK0Su4urH7Z-1ZFNJ2YNoWsVPstLk4r8W_X1UOUk2SUxMRVoyVEdQTVkzV09YRVBLNU5OTy4u

4.3 Students may receive a call from a blocked or private number, please answer, as it may be your counselor trying to contact you.

4.4 If a student experiences a crisis outside of regular business hours, the student can call 833.848.1765.

4.5 Other resources for support outside of the UCC include:

4.5.1 Crisis text line – Text Steve to 741-741.

4.5.2 National Suicide Hotline – 800.273.TALK (8255).



THURGOOD MARSHALL SCHOOL OF LAW

TITLE IX POLICY

Texas Southern University is committed to fostering a safe learning environment. As a professor, one of my responsibilities is to foster a safe learning environment in class. Federal Title IX regulations and Texas Southern University prohibit discrimination based on sex, which includes sexual harassment, sexual violence and misconduct, dating violence, domestic violence, and stalking. Because these incidents can undermine a student's academic success, the university encourages students who have experienced sexual conduct prohibited by this policy to report these incidents when they happen to the university's Title IX coordinator or University Confidential Resource so that the students can get the help they may need.

My goal is for students to comfortable sharing information related to their life experiences in classroom discussions, in written work, and in one-to-one meetings. I will seek to keep private any information shared to the greatest extent possible. However, I also have a mandatory responsibility to notify the university's Title IX coordinator when I become aware of incidents of prohibited conduct that violate the university's Title IX policy. If a student chooses to share with me about having survived sexualized or intimate partner violence including rape, sexual assault, dating violence, domestic violence or stalking, Texas Southern University requires me to share this information with the university's Title IX coordinator.

Students may also speak confidentially to the University Counseling Center. Please feel free to visit the center's website, www.tsu.edu/ucc, for more information about their services. Also, students may speak with the university's Title IX coordinator by calling 713.313.1371 or emailing titleix@tsu.edu.

ACADEMIC CALENDAR



THURGOOD MARSHALL SCHOOL OF LAW

TEXAS SOUTHERN UNIVERSITY
ACADEMIC CALENDAR 2021 – 2022

FALL SEMESTER 2021

FALL SEMESTER 2021 (SEVENTY DAYS OF CLASSES)

Orientation	Monday-Friday	August 9-13, 2021
First Day of Class	Monday	August 16, 2021
Last Day to ADD/DROP	Wednesday	August 18, 2021
Labor Day (NO CLASSES)	Monday	September 6, 2021
<i>Purge of all unpaid course selections</i>	Wednesday	September 15, 2021
Mid Term Examinations	Monday – Friday	October 11-15, 2021
Last Day to Drop a Class	Friday	November 5, 2021
Last Day of Classes	Tuesday	November 23, 2021
First Year Professors' Grades due	Tuesday	November 23, 2021
Reading Period	Wednesday	November 24, 2021
Thanksgiving Holiday	Thursday – Friday	November 25-26, 2021
Reading Period	Saturday- Sunday	November 27-28, 2021
Final Examinations	Monday - Friday	November 29–Dec. 10, 2021
Commencement Exercises	Saturday	December 11, 2021

Spring Semester 2022 TBD

LAWYERING PROCESS I SYLLABUS

FALL 2021

WEEK 1

TUESDAY, AUGUST 17, 2021 (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)
A Lawyer Writes Ch. 1, pp. 3-14 (How Attorneys Communicate); Ch. 3, pp. 33-34 (Reading for Comprehension); Section 3.2, pp. 45-59 (Reading Judicial Opinions)
Course Reader, pp. 1-9, 48-55 (Writing in a Legal Context; The Critical Legal Thinker's Case Briefing Model; How to Brief a Case; Decoding the Dress Code)

In-Class Exercise: Decoding the Dress Code—Sheila's Tube Top Exercise
Review Tube Top Exercise

THURSDAY, AUGUST 19, 2021 (Class 2)

Topic: **Case Briefing (cont'd); Brief Introduction to Reading Statutes**

Read: A Lawyer Writes Section 3.1, pp. 35-43 (Reading Statutes)
Course Reader, pp. 10-17, 56-58 (Segway problem materials excerpted from Graham and Felsenburg, The Pre-Writing Handbook for Law Students; *Eilers v. McCoy*)

In-Class Exercises: Brief Shipley
Break out groups—brief Monroe
Review Monroe briefs

Written Homework Assigned (due Tues., 8/24): Brief *Eilers v. McCoy*. Post on TWEN by 8:00 a.m.

WEEK 2

TUESDAY, AUGUST 24, 2021 (Class 3)

Topic: Overview of Sources of Law with a Focus on Judicial Opinions

Read: A Lawyer Writes Ch. 2, pp. 15-31 (Sources and Systems of the Law)
Course Reader, pp. 59-65 (The Importance of Precedent; Court Systems and Weight of Authority; Federal and State Court Structures; Map of Texas Appellate Court Districts; Legal Vocabulary Matching Exercise)

Due: (1) Brief of *Eilers v. McCoy*. Post on TWEN by 8:00 a.m. and bring a hard copy to class.
(2) Print a copy of Legal Vocabulary Matching Exercise (Course Reader, p. 65)

In-Class Exercises: Trade and grade *Eilers* case brief
Legal Vocabulary Matching Exercise

THURSDAY, AUGUST 26, 2021 (Class 4)

Writing Assignment 1 Assigned

Topic: Writing Assignment 1 Overview; The Big Picture Parts and Principles of a Predictive Memo; Introduction to Rule-Based Reasoning with Emphasis on CRAC, including Counterargument and Rebuttal

Read: Course Reader, p. 66 (Rule-Based Reasoning)
A Lawyer Writes Ch. 8, pp. 141-42 (Applying the Law); Section 8.1, pp. 143-46 (Applying the Law: Rule-Based Reasoning)
Writing Assignment 1 Materials (posted on TWEN)
The Legal Memo, p. 106 (Exercise 39—read only)

In-Class Exercise: Break out groups: complete Ex. 39 from The Legal Memo
Review Ex. 39

Written Homework Assigned (due Tues., 8/31): Brief of *Writing Assignment 1 Case* (TBD) (included in Writing Assignment 1 Materials). Post on TWEN by 8:00 a.m.

WEEK 3

Obtain your first anonymous exam number for this class to use for Writing Assignment 1.

TUESDAY, AUGUST 31, 2021 (Class 5)

Topic: Rule Based Reasoning (cont'd); Outlining; Charting

Read: A Lawyer Writes Ch. 5, pp. 73-90 (Organizing Your Legal Writing)
Course Reader, pp. 18-25, 26-37, 89-91 (Analogical Categories and Charting, excerpted from The Pre-Writing Handbook; Predictive Writing Notes—Part I; The Synthesis Chart)

Due: Brief of *Writing Assignment 1 Case*. Post on TWEN by 8:00 a.m. and bring a hard copy to class.

In-Class Exercises: Trade and grade brief of *Writing Assignment 1 Case*

Chart Segway facts using *Shipley* and *Monroe*

Break out groups—Chart Writing Assignment 1 facts and the *Writing Assignment 1 case*

Review *Writing Assignment 1 Case* and fact chart

THURSDAY, SEPTEMBER 2, 2021 (Class 6)

Topic: Introduction to Analogical Reasoning with Emphasis on CRRPAC, including Counterargument and Rebuttal

Read: A Lawyer Writes Ch. 6, pp. 93-97 (One Legal Argument); Section 8.2, pp. 147-61 (Applying the Law: Analogical Reasoning)
Course Reader, pp. 67-70 (Analogical Reasoning; Analogical Paradigm Fact Pattern; Analogical Paradigm to Approach Cases Worksheet)

Due: Print two copies of Analogical Paradigm Approach to Cases Worksheet for use in class.

In-Class Exercises: *Eilers* Analogical Paradigm using Fact Pattern and Analogical Paradigm to Approach Cases Worksheet

Break out groups—*Monroe* Analogical Paradigm (using Segway materials and Analogical Paradigm Worksheet)

Written Homework Assigned (due Tues., 9/7): Brief *2nd Writing Assignment 1 Case* (posted on TWEN). Post on TWEN by 8:00 a.m.

WEEK 4

TUESDAY, SEPTEMBER 7, 2021 (Class 7)

Topic: **Finding Your Argument, Developing Your Analysis, and Identifying the Governing Rule (the R in CRAC and CRRPAC); Identifying Subrules (also known as Tests)**

Read: A Lawyer Writes Ch. 4, pp. 61-72 (Finding Your Argument); Ch. 7, pp. 99-100 (Explaining the Law); Section 7.1, pp. 101-12 (Explaining the Law: Rules)

Course Reader, pp. 71-80 (How to Derive a Test; Guidance on How to Generate a Test from Precedent (*Eilers*); How to Derive a Test Worksheet (to use with *Shiple*y and *Monroe* cases))

Due: (1) Brief of *2nd Writing Assignment 1 Case*. Post on TWEN by 8:00 a.m. and bring a hard copy to class.

(2) Print two copies of How to Derive a Test Worksheet (Course Reader, pp. 79-80) for use in class.

In-Class Exercises: Trade and grade *2nd Writing Assignment 1 Case* brief
Review *Monroe* Analogical Paradigm
How to Generate a Test from Precedent (*Eilers*)
Break out groups—How to Derive a Test from *Shiple*y and *Monroe*

THURSDAY, SEPTEMBER 9, 2021 (Class 8)

Topic: **Rules (cont'd); Writing a Rule Paragraph**

Read: Course Reader, pp. 81-88 (Writing an Objective Rule Section, excerpted from Barton and Smith, Handbook for the New Legal Writer)

A Legal Memo Ch. 5.C, pp. 63-67 (Rule and Explanation; Ex. 21—read only)

In-Class Exercises: Review *Shiple*y and *Monroe* rule, test, and rule statement
Segway problem—draft a rule paragraph based on the statute, *Shiple*y, and *Monroe*
Review Segway rule paragraph (if time permits)
Break out groups—Ex. 21 from A Legal Memo

Written Homework Assigned (due Tues., 9/14): Write an answer for Legal Analysis Exercise 3 (posted on TWEN). Post the answer on TWEN by 8:00 a.m.

WEEK 5

TUESDAY, SEPTEMBER 14, 2021 (Class 9)

- Topic:** Explaining the Law Through Rule Proofs (also known as Case Illustrations) (RP in CRRPAC)
- Read:** A Lawyer Writes Section 7.2, pp. 113-32 (Explaining the Law: Case Illustrations)
A Legal Memo Ch. 5.C, pp. 71-72 (Ex. 23—read only)
Legal Analysis Exercise 3 (posted on TWEN)
- Due:** Written answer to Legal Analysis Exercise 3. Post on TWEN by 8:00 a.m. and bring a hard copy to class.
- In-Class Exercises:** Trade and grade Legal Analysis Ex. 3
Break out groups—Ex. 23 from A Legal Memo
Review Ex. 23
Segway problem—draft a *Monroe* rule proof paragraph
Review *Monroe* rule proof paragraph (if time permits)

THURSDAY, SEPTEMBER 16, 2021 (Class 10)

- Topic:** Writing Your Application, including Affirmative Arguments and Counterargument/Rebuttal (A in CRAC and CRRPAC)
- Read:** A Lawyer Writes Section 8.3, pp. 163-74 (Applying the Law: Counter-Analyses); Section 8.4, pp. 175-77 (Applying the Law: Organizing Your Application of the Law)
The Legal Memo Ch. 5, pp. 49-50; Ch. 5-D, pp. 91-93 (Application); pp. 97-98 (Ex. 35—read only); Ch. 5-E, 119-20 (Counterargument, and Rebuttal)
- In-Class Exercises:** Break out groups—Ex. 35 from A Legal Memo
Review Ex. 35
Segway problem—draft an application section
Review Segway application section (if time permits)
- Written Homework Assigned (due Tues., 9/21):** Written answer for Legal Analysis Ex. 11. Post the answer on TWEN by 8:00 a.m.

WEEK 6

TUESDAY, SEPTEMBER 21, 2021 (Class 11)

- Topic:** Catch-up; Writing Discussion Conclusions (the first and last C in CRAC and CRRPAC)
- Read:** A Lawyer Writes Ch. 9, pp. 179-84 (Conclusions to One Legal Argument)
A Legal Memo Ch. 5.B, pp. 57-60 (Discussion Conclusions; Ex. 19—read only)
Course Reader, pp. 44-46 (CRRPAC Labeling Exercise)
Legal Analysis Exercise 11 (posted on TWEN)
- Due:** Written answer to Legal Analysis Exercise 11. Post on TWEN by 8:00 a.m. and bring a hard copy to class.
- In-Class Exercises:** Trade and grade Ex. 11
Break out groups—CRRPAC Labeling Exercise and Ex. 19 from A Legal Memo
Segway problem—draft opening and closing conclusions

THURSDAY, SEPTEMBER 23, 2021 (Class 12)

- Topic:** Introduction to Citation; Segway Analysis Overview; Writing Assignment 1 Open Discussion
- Due:** (1) Bring Bluebook to class
(2) Bring all Writing Assignment 1 materials to class
(3) Print a hard copy of the complete Segway analysis and bring to class
- In-Class Exercises:** Trade and grade Segway analysis (full CRRPAC)
Break out groups—citation exercises
Review citation exercises

REMINDER: Writing Assignment 1 is due on Monday, September 27.

WEEK 7

MONDAY, SEPTEMBER 27, 2021

WRITING ASSIGNMENT 1 IS DUE ON TWEN BY 8:00 A.M. USE ONLY YOUR ANONYMOUS EXAM NUMBER.

TUESDAY, SEPTEMBER 28, 2021 (Class 13)

Writing Assignment 2 Assigned

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 Assigned (due Thurs., 9/30): write an answer to practice essay question (posted on TWEN). Post on TWEN by 8:00 a.m.

Written Homework Assigned (due Fri., 10/8): Prepare cover letter and resume and submit to the Office of Career and Professional Development, following their instructions, by 5:00 p.m.

THURSDAY, SEPTEMBER 30, 2021 (Class 14)

Topic: **Essay Exam Writing Workshop**

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

Due: Written answer to practice essay question. Post on TWEN by 8:00 a.m. and bring a hard copy to class.

In-Class Exercise: Practice essay exam review

Written Homework Assigned (due Tues., 10/5): Mini briefs (or “book briefs”) of all Writing Assignment 2 cases (you have already briefed two of these cases). Bring to class on Tuesday, October 5 (do not post on TWEN).

WEEK 8

TUESDAY, OCTOBER 5, 2021 (Class 15)

Topic: **Writing Assignment 1 Common Problems; Discussion of Writing Assignment 2; Refresher on Memo Parts and CRRPAC; How to Structure Writing Assignment 2; Case Charting**

Read: Writing Assignment 2 materials and cases (posted on TWEN)

Course Reader, pp. 47 (Memorandum Outline)

Due: (1) Mini-briefs (or “book briefs”) of all Writing Assignment 2 cases. Bring to class (do not post on TWEN).

(2) Bring all Writing Assignment 2 materials to class.

In-Class Exercise: Work period for Writing Assignment 2 case chart

Written Homework Assigned (due Tues., 10/12): Full chart of all Writing Assignment 2 cases. Include all relevant facts, rules and subrules, and the court’s holding and reasoning. Post on TWEN by 8:00 a.m.

WEEK 8 (cont'd)

THURSDAY, OCTOBER 7, 2021 (Class 16)

Topic: **Rules Review—Working with Multiple Authorities and Synthesizing Rules; Introducing and Connecting Legal Arguments (Roadmap Paragraphs and Application Headings)**

Read: Course Reader, pp. 93-95 (A Rule Synthesis Exercise)

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

A Lawyer Writes Ch. 12, pp. 211-27 (The Discussion Section: Introducing and Connecting Legal Arguments)

A Legal Memo Ch. 5.A, pp. 51-53 (Roadmap; Ex. 17—read only)

In-Class Exercises: A Rule Synthesis Exercise

Break out groups—answer Ex. 17 from A Legal Memo

Review Synthesis Exercise and Ex. 17

REMINDER: Full chart of all Writing Assignment 2 cases due on Tuesday, October 12. Include all relevant facts, rules and subrules, and the court's holding and reasoning. Post the chart on TWEN by 8:00 a.m.

FRIDAY, OCTOBER 8, 2021

Due: Cover letter and resume are due to the Office of Career and Professional Development, following their instructions, by 5:00 p.m.

REMINDER: all 24 modules of Core Grammar for Lawyers and a post-test score of at least 75 are due on or before November 4 at 11:59 p.m.

WEEK 9

Midterms Week

Obtain a second anonymous exam number to use for Writing Assignment 2.

TUESDAY, OCTOBER 12, 2021 (Class 17)

Topic: **Writing an Analogical Argument; Review of Affirmative Argument and Counterargument/Rebuttal (A in CRRPAC)**

Read: A Legal Memo pp. 113-15 (Exercise 43—read only); pp. 125-26 (Ex. 47—read only)

Due: Full chart of all Writing Assignment 2 cases. Post on TWEN by 8:00 a.m.

In-Class Exercises: Ex. 43 from A Legal Memo
Ex. 47 from A Legal Memo
Review Exercises 43 and 47

THURSDAY, OCTOBER 14, 2021 (Class 18)

Topic: **Statement of Facts**

Read: A Lawyer Writes Ch. 14, pp. 245-53 (Statement of Facts)
A Legal Memo Ch. 4, pp. 33-36 (Statement of Facts; Ex. 9—read only);

In-Class Exercises: Break out groups—answer Ex. 9 from A Legal Memo

Review Exercise 9

Segway problem—draft the statement of facts

Written Homework Assigned (due Tues., Oct. 19): Outline of Statement of Facts and Discussion Section (including affirmative arguments, counterargument, and rebuttal for both issues) for WA2. Post on TWEN by 8:00 a.m.

WEEK 10

TUESDAY, OCTOBER 19, 2021 (Class 19)

Topic: **Question Presented and Brief Answer; The Memo’s Heading, Introduction, and Conclusion Section**

Read: A Lawyer Writes Ch. 13, pp. 229-44 (Question Presented and Brief Answer)

A Legal Memo Ch. 3, pp. 13-15 (Question Presented and Brief Answer); pp. 25-27 (Ex. 6—read only); Ch. 2, pp. 7-8 (Heading and Introduction); Ch. 6, p. 129 (Memo Conclusion)

Course Reader, pp. 38-43 (Predictive Writing Notes Part II)

Due: Outline of Statement of Facts and Discussion Section (including affirmative arguments, counterarguments, and rebuttals for both issues) for WA2. Post on TWEN by 8:00 a.m.

In-Class Exercises: Break out groups: Ex. 6 Part A and Part B from A Legal Memo
Review Ex. 6

Segway problem—draft the question presented and brief answer

Upload Class Assignment (due Thurs., Oct. 21): Upload the Segway statement of facts, question presented, and brief answer to TWEN by 8:00 a.m.

THURSDAY, OCTOBER 21, 2021 (Class 20)

Topic: **Citation Revisited (Review Basic Case Citation, Multiple Authorities, Short Forms); Editing and Polishing the Memo**

Read: Bluebook Rule B.1.1 (Citation Sentences & Clauses); B.10.1-B10.1.3 (Full Case Citations); B.10.2 (Short Case Citations)

A Lawyer Writes, Section 7.3, pp. 133-39 (Explaining the Law: Citing and Avoiding Plagiarism); Ch. 16, pp. 259-83 (Editing & Polishing)

Editing and Polishing Checklist for WA2 (posted on TWEN)

Due: Upload the Segway statement of facts, question presented, and brief answer to TWEN by 8:00 a.m.

In-Class Exercise: Trade and grade Segway statement of facts, question presented, and brief answer

Break out groups—prepare correct citations for all Writing Assignment 2 cases

REMINDER: Writing Assignment 2 is due on Monday, October 25.

WEEK 11

MONDAY, OCTOBER 25, 2021

WRITING ASSIGNMENT 2 DUE ON TWEN BY 8:00 A.M. USE ONLY YOUR ANONYMOUS EXAM NUMBER.

TUESDAY, OCTOBER 26, 2021 (Class 21)

Writing Assignment 3 Assigned

Topic: Discussion of Writing Assignment 3; Peer Editing

Read: Writing Assignment 3 Materials

Peer Editing Materials (posted on TWEN)

Due: (1) Bring a hard copy of Peer Editing Materials to use in class.

(2) Bring a hard copy of your Writing Assignment 2 Memo.

In-Class Exercise: Peer Editing

Written Homework Assigned (due Nov. 2, 2021): Writing Assignment 3 Case Chart. Include all relevant facts, rules and subrules, and the court's holding and reasoning. Post the chart on TWEN by 8:00 a.m.

WA3 Timeline: Start charting WA3 cases

Conference Week begins

THURSDAY, OCTOBER 28 (Class 22)

NO CLASS

Mandatory Conferences in lieu of class

WEEK 12

Conference Week (cont'd)

TUESDAY, NOVEMBER 2, 2021 (Class 23) (All LP classes meet at 8:00 a.m.)

Topic: Writing Assignment 3 Quiz; Writing Assignment 3 Workday

ALL CLASSES WILL TAKE THE QUIZ AT 8:00 A.M.

Due: Writing Assignment 3 Case Chart. Post on TWEN by 8:00 a.m.

THURSDAY, NOVEMBER 4, 2021 (Class 24)

NO CLASS

Mandatory conferences in lieu of class

WA3 Timeline: by November 4, you should have charted all cases, identified governing rules and subrules, and outlined your entire discission section (including arguments, counterarguments, and rebuttals for WA3)

FRIDAY, NOVEMBER 5, 2021

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 11:59 p.m. by this date. No exceptions will be granted. If all the work is not completed by 11:59 p.m., you will receive zero points.

WEEK 13

Obtain a third anonymous exam number to use for Writing Assignment 3.

TUESDAY, NOVEMBER 9, 2021 (Class 25)

Topic: Common Problems on Writing Assignment 2; Analysis Revisited: In-Depth CRAC Discussion and CRRPAC Review

In-Class Exercise: Newspaper Read and Response Exercise with Writing Prompt

WA3 Timeline: by November 9, you should have begun to draft WA3.

THURSDAY, NOVEMBER 11, 2021 (Class 26)

Topic: Rule Synthesis Revisited; Writing Style Review

Read: Course Reader, pp. 96-101 (Synthesizing Cases: Rule Synthesis)

In-Class Exercise: Exercises V-2 and V-3 from Synthesizing Cases

WEEK 14

TUESDAY, NOVEMBER 16, 2021 (Class 27)

Topic: **Advanced Citation (Signals, Parentheticals, Quotations)**

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

Due: Bring Bluebook to class.

In-Class Exercise: Citation Exercises

WA3 Timeline: by Wednesday, November 17, you should have a complete rough draft of all WA3 sections.

THURSDAY, NOVEMBER 18, 2021 (Class 28)

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

Read: Editing and Polishing Checklist for Writing Assignment 3 (posted on TWEN)
Course Reader, pp. 104-115 (Supplemental Grammar Materials)

Due: (1) Bring a hard copy of Writing Assignment 3 draft for use in class.
(3) Bring a hard copy of Editing and Polishing Checklist for Writing Assignment 3 (posted on TWEN) for use in class.

In-Class Exercise: Writing Assignment 3 Editing Workshop

WEEK 15

TUESDAY, NOVEMBER 23, 2021 (Class 29)

Topic: Writing Style Review; Writing Assignment 3 Workday

In-Class Exercise: Writing Style Exercises

WEDNESDAY, NOVEMBER 24, 2021

WRITING ASSIGNMENT 3 (Final Exam) DUE ON TWEN BY 11:59 P.M. USE ONLY A NEW EXAM NUMBER.

Congratulations! Your first semester of Lawyering Process is complete. Good luck with finals and have a great break!