

LEGAL WRITING FALL 2025 SYLLABUS

Professor Donna L. Eng

LAW 5792, CLASS 13017, SECTION V

2 CREDIT HOURS

CLASS TIME: MONDAYS AND WEDNESDAYS: 3:00-3:55 PM

CLASS LOCATION: HOLLAND HALL 355C

PROFESSOR CONTACT INFORMATION

Email: eng@law.ufl.edu

Office Phone: 352.273.0756

Office: HOL 370B

OFFICE HOURS:

Mondays, Tuesdays, and Wednesdays: 4:00-5:00 p.m. You may make an appointment on Canvas or walk in. (Note: Canvas appointment slots will be given priority).

I am also happy to meet with you by special appointment. Please email me at eng@law.ufl.edu to set a special appointment time. Please come to my during office hours! I may also hold extended/extra office hours and special class times during the weeks before assignments are due. This will ensure that all students wanting to see me can do so. Please refer to our Canvas page for further information regarding office hours.

Please keep in touch with me! Email is the best way to reach me. I try to respond to emails as quickly as I can, but please take note: emails received after business hours may get a response the next day. Please do not hesitate to reach out to me by email or in person anytime you ever have any questions regarding the course or a specific assignment.

Note: No conferences will be held with me or your TA within the 24 hours prior to an assignment due date, or within the 24 hours after a grade is released for graded assignment. I also reserve the right to modify this 24 hour rule as necessary.

TAs FOR THIS CLASS AND THEIR EMAIL ADDRESSES:

Daniel Gregorio: d.gregorio@ufl.edu

William Liberman: william.liberman@ufl.edu

Britney Megnath: britneymegnath@ufl.edu

Olivia Salazar: oliviasalazar@ufl.edu

COURSE WEBSITE: <https://elearning.ufl.edu/>. You are responsible for reviewing the page for course updates and for accessing course content.

REQUIRED TEXTBOOKS:

Coughlin, Rocklin, and Patrick, *A Lawyer Writes: A Practical Guide to Legal Analysis* (4th ed.)

McKinney and Rose, *Core Grammar for Lawyers* (Online software; see notes below for how to access)

The Bluebook: *A Uniform System of Citation* (Twenty-second ed.)

Other materials I choose to post on Canvas

SUGGESTED TEXTBOOKS:

Deborah Cupples & Margaret Temple Smith, *Grammar, Punctuation & Style: A Quick Guide for Lawyers & Other Writers* (2013).

Richard C. Wydick, *Plain English for Lawyers* (any edition).

William Strunk Jr. and E.B. White, *The Elements of Style* (4th ed.).

INFORMATION ON ACCESSING ONLINE TEXT CORE GRAMMAR FOR LAWYERS:

1. Go to <https://coregrammarforlawyers.com/> in your browser.
2. Complete the form and be sure to select "FL" for your state and "University of Florida - F.G. Levin College of Law" for your school.
3. On the payment page, enter "**UFLL2025**" in the Access Code field. Your discounted price will appear immediately. You need to purchase a one-year subscription.
4. Enter your credit card information, verify the purchase, and continue to create your Core Grammar for Lawyers account.
5. To activate your subscription, enter this exact Class Code (which is unique for our section): **325-072-0903**. (Our class is titled **Legal Writing I Fall 2025, LAW 5792-13017, Section V (Mon/Wed 3-3:55 pm)**).
6. You will be able to start using Core Grammar for Lawyers ("CGL") immediately. However, **no later than Wednesday, August 20, 2025, at 11:59 p.m.**, you must take the Pre-Test (available on a link from the home page or "Bookshelf"). Please allow two hours for this pre-test.
7. All modules must be completed and post-test must be completed (with a minimum score of 85%) by **Sunday, September 28, 2025, at 11:59 p.m.**

INFORMATION REGARDING LEXIS/NEXIS INTERACTIVE CITATION WORKSTATION ("ICW"):

1. This is a free online platform that tests Bluebook citation proficiency.
2. ICW exercises are tracked online and must be completed no later than the deadlines specified below. For each exercise, you must achieve a minimum score of 70% to receive credit. For each exercise, if you submit your exercise on time and achieve 70% or better, you will receive full credit for that exercise.
3. Prior to beginning the exercises, select my name and the ICW TA's name, to ensure we have access to your certificates of completion.
4. You will have five attempts to answer each question correctly and should strive for 100%. Becoming familiar with the nuances of the Bluebook is critical to becoming a strong legal writer. Be sure you understand why each correct answer is correct.
5. While you may request resets at any time, please note that requests made outside of normal business hours may not be responded to until the next day. Please request re-sets at least 24 hours prior to the due date. I will assign a TA to perform the resets for you. A module will be reset only one time.

COURSE DESCRIPTION:

First half of a two-part course, both required for graduation. Includes emphasis on written legal analysis and preparation of predictive legal writing for fellow attorneys and clients.

COURSE OBJECTIVES AND GOALS:

Welcome to Legal Writing I! I am excited to partner with you early in your law school career. You may notice that learning legal writing is like learning a new writing *language* with its own rules, structures, customs, and expectations. The primary objective of this 2-credit course is to teach you how to perform a rigorous analysis of a legal problem and express that analysis effectively in writing.

If you devote yourself to doing the best work you can, at the end of the semester you should be able to:

- Demonstrate an understanding of the U.S. legal system and how lawyers use law to advise clients and resolve legal problems;
- Apply ethical and professional obligations in crafting your written work;
- Identify legal issues affecting a client's situation;
- Review facts and evaluate their relevance to a client's legal situation;
- Analyze, interpret, and use statutes and case law to construct legal arguments;
- Apply legal rules to relevant client facts, analogizing and distinguishing precedent;
- Write an analysis of a legal issue predicting its outcome;
- Use effective organizational techniques;
- Write effective topic sentences, transitions, and paragraphs;
- Write precisely, clearly, and concisely;
- Use proper grammar, syntax, punctuation, and document formatting techniques;
- Use legal citation correctly;

- Revise, edit, and proofread your legal writing.
- Use AI-generated first drafts where appropriate to increase efficiency, while critically analyzing, fact checking, and editing the same to ensure high-quality end products.

Note: You will learn how to conduct legal research in a separate course. However, your research professor and I will collaborate, and one of your research exercises will require you to locate authority to use in a memorandum for my class. We will provide more details as they become relevant.

It is anticipated that you will spend at least two hours out of class reading and preparing for in class assignments for every 1 hour in class.

***KEY DEADLINES:**

Core Grammar Pre-test: 11:59 p.m. on Wednesday, 8/20

WA#1 (Discussion section of memo): 11:59 p.m. on Saturday, 9/20

Core Grammar Post-test: 11:59 p.m. on Sunday, 9/28

WA#2 (full memo): 11:59 p.m. on Saturday, 10/25

ICW exercises 1, 2, and 3: 11:59 p.m. on Monday 9/29

ICW exercise 5: 11:59 p.m. on Sunday 10/12

ICW exercise 9: 11:59 p.m. on Wednesday 10/30

Final Project: afternoon of Friday 11/14 (in person)

*see course schedule for other smaller assignment deadlines

PROFESSIONALISM:

I expect professionalism at all times, both in class discussions and in your written submissions. Regarding class discussions, professionalism requires you to speak civilly and treat those with different viewpoints with respect. With respect to written assignments, professionalism requires you to write, revise, and proofread multiple times before turning in any assignment. Please be advised that spelling, grammar, and typographical errors reflect a lack of professionalism in the practice of law. Your path to professionalism starts now.

Punctuality and classroom behavior is also part of professionalism. Please be on time to class and do not leave early absent extenuating circumstances. As a law student and future lawyer, you are expected to conduct yourself with professionalism in the classroom and in all course-related activities. This includes common courtesy in the classroom such as minimizing the number of times you get up to leave class, as well as in all email messages, threaded discussions, and chats. Please silence cell phones and computer notifications and minimize any other class disruption. If you must leave the classroom during class, please be sure to close the door quietly.

COURSE, LAW SCHOOL, AND UNIVERSITY POLICIES:

CLASS ATTENDANCE POLICY:

Attendance in class is required by both the ABA and the Law School. Attendance will be taken at each class meeting. Students are responsible for ensuring that they are not recorded as absent if they come in late. A student who fails to meet the attendance requirement will be dropped from the course. The law

school's policy on attendance can be found here: [UF Law Student Handbook and Academic Policies - Levin College of Law](#).

This is a skills-based course, which means that your attendance is essential to achieving the course objectives. Your active and consistent participation in class discussions and exercises is expected and required. ABA standards and the law school policy require regular and punctual class attendance.

While you should plan to attend all class periods, you are permitted two unexcused absences without penalty.

- More than six unexcused absences will result in a failing grade in the course.
- More than two unexcused absences will likely result in a reduction of your final grade.
- Excessive tardiness will likely result in a grade penalty.

If you have a religious holiday that falls on a class date or assignment due date, please contact me well in advance of that holiday to arrange an accommodation and to obtain an excused absence.

If you are ill or have other critical extenuating circumstances that prevent you from being in class, you must contact me by email prior to the start of class to request an excused absence. In the case of an emergency that prevents you from contacting me prior to class, you must contact me as soon as possible thereafter to request an excused absence. If I grant your request, you will need to complete the following steps before I will convert your unexcused absence to an excused absence:

1. Watch the class recording—link available on our Canvas Page.
2. No more than ten days after the missed class, send me an email with the following information:
 - a. A statement that you watched the video in full
 - b. Any in-class exercise that you can complete independently (modify as needed)
 - c. If there is no in-class exercise that you can complete independently, note three things you learned by watching the video.

ASSIGNMENT PREPARATION/SUBMISSION AND GROUP WORK POLICIES:

Students will be divided into groups for some activities including case discussions, peer reviews, and research assignments. Each group will have an assigned TA who will assist students with in-class exercises and out-of-class assignments. TAs are 2Ls and 3Ls who did particularly well in their first-year legal writing courses. They are a tremendous resource to you. I encourage you to speak with your assigned TA regularly. Groups will be announced soon, and TAs will communicate regarding their availability. The class TAs are named on page 1 of this syllabus.

Feedback

This course includes simulations to engage you in experiences similar to those that lawyers face in practice. Starting next summer, you will receive feedback from supervising lawyers. Learning how to receive, process, and incorporate that feedback is critical to both your development as a legal analyst and communicator and to your success in future courses, internships, and legal practice. To that end, you will receive multiple types of feedback on your work over the course of the semester. Feedback may be written or oral and may be individualized or provided in a global format. Specifically:

- Graded (Assessed) Assignments: every Graded Assignment will receive individualized written feedback.
- Other Assignments: Other Assignments may receive individualized written feedback or written or oral feedback in the form of a global memorandum or global debriefing that addresses general themes present across the section's submitted assignments.
- Individual Conferences: you will attend both voluntary and mandatory one-on-one meetings with your Teaching Assistants and with me during which you will be able to ask questions and receive oral feedback.
- In-class Activities: you will receive oral feedback from me, your Teaching Assistants, and/or your peers during in-class exercises and activities.
- Office Hours: my office hours, your Teaching Assistants' office hours, and participating in Writing Workshops are great ways to receive feedback.

What should you expect from feedback? You should not expect me (or your Teaching Assistants) to comment exhaustively on every aspect of your work, act as your editors, or give you "The Answer." You should expect that feedback will be constructive, probative, and in furtherance of the assignment's and the course's learning objectives. Although we are here to guide you through the legal research, analysis, writing, and citation process, you are ultimately responsible for the quality of your own work product.

To be up front with you, this class will probably be the first time you receive feedback in law school, and it will certainly be the 1L class with the most feedback. Please try to accept feedback as a sign of respect and with a growth mindset—as evidence of the commentor's confidence in your ability to strengthen your skills and improve your work. It is very normal for feedback to feel personal, but I want to encourage you not to see feedback as a criticism of you because it is not. Review feedback when you are mentally ready for it: approach it objectively rather than defensively; take time (at a minimum 24 hours) to fully process it before asking questions; and, once you have processed the feedback, ask questions to confirm you understand how to implement the feedback. If you take one thing from this paragraph, let it be this:

My feedback is always intended to help you grow as a future lawyer and never to criticize you.

On occasion, you may also be asked to provide feedback to your colleagues. Please provide feedback with care and candor.

Assignment Submission and Late Policy

Lawyers must be organized: failing to meet a deadline can create disastrous results for your client. If you are not yet in the habit of keeping a personal calendar, please start now.

Unless otherwise stated in Canvas or on the syllabus, your assignments must be turned in on Canvas. Assignments may be due on class days or non-class days and on weekends or weekdays. Most assignments are due by 11:59 p.m.; however, there may be assignments due at other times of day. **Please read the syllabus carefully and mark your calendars accordingly. I will use the Canvas time stamp, which will mark your assignment late at even one second past the deadline. Submit early to avoid issues.**

If you turn in an assignment late, your grade *for that assignment* will be lowered by 10% per day (24-hour period from the time the assignment is due). Assignments will not be accepted if they are more than three days late. Final Project: your final project is a 3-hour, in-person, closed book, no-AI project. The software will prompt you to submit your material on time and you must do so.

Emergencies happen. For writing assignments other than the final project, if you have an extraordinary circumstance outside of your control, please contact me in advance of the deadline or, if the emergency prevents you from doing so, as soon as possible thereafter. Contacting me does not guarantee a particular result. Computer and electronic platform problems, internet connectivity issues, car trouble, traffic, and the like should be foreseen by you. Please plan your time accordingly. To maintain anonymity in the grading process, any such requests related to the final project should be made to **Student Affairs**, not to me.

Punctuality and Professionalism

Punctuality is part of professionalism. I will promptly begin class at the designated start time. Please be on time to class and do not leave early absent extenuating circumstances. As a law student and future lawyer, you are expected to conduct yourself with professionalism in the classroom and in all course-related activities. This includes common courtesy in the classroom as well as in all email messages, threaded discussions, and chats. Please silence cell phones and computer notifications and minimize any other class disruptions.

In addition to completing each written assignment, you will need to revise and proofread your documents numerous times before submitting them, just as you would in the practice of law.

In all course activities, students are expected to participate in good faith. If you have questions about professionalism, do not hesitate to ask me directly either during class, or during a visit to my office.

COMPLIANCE WITH UF HONOR CODE:

Academic Honesty and Plagiarism

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Law Honor Code located here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/additional-information/honor-code-and-committee/honor-code>. The Honor Code explains in detail what conduct constitutes plagiarism and the consequences for it. Ignorance of the rules is not a defense. The UF Law Honor Code also prohibits use of artificial intelligence, unless I expressly authorize you to use it.

Regarding “Generative AI,” you may use generative AI only when I have expressly allowed you to do so in written assignment instructions or other written communication and you must follow the given instructions, precisely. At present, I consider **generative AI** to mean any technology tool that is a large language model that can be prompted to generate or synthesize text. Examples are Lexis+AI, CoPilot, ChatGPT (all versions), Claude, Gemini, CoCounsel, Spellbook, and Grammarly Go. You may use tools with “Extractive AI” on all assignments. At present, I consider **extractive AI** to include Grammarly (spelling and grammar only, without generative AI), Word's Editor, “traditional” Lexis or Westlaw, and Google (or similar online natural language research tools). If you have a question about whether a particular tool is allowed, it is your responsibility to discuss it with me. I reserve the right to make changes to this policy, and, if I do, I will do so in writing.

When permitted to use any AI (extractive or generative), you must verify all content and citations. You are wholly responsible for doing so. You are also wholly responsible for the style, tone, and format of the document and for following any additional AI-use instructions I have provided to you for that assignment.

All work you submit in this class must be your own. For the written assignments up to the final project, you may discuss cases and ideas with your classmates; doing so is often helpful in refining and testing your interpretation and analysis. However, the UF Law Honor Code requires that your assignments represent your own work. Written work must be done independently. Your written work product may be shown only to me and to your TA, unless I expressly authorized otherwise; for example, I may authorize you to share your work product with a particular student for purposes of completing a peer review. Unauthorized collaboration on writing assignments (with anyone—UF Law affiliated or not) is a UF Law Honor Code violation. In addition, giving your work to another student violates the collaboration policy as much as taking work from another student does.

Additional restriction regarding the final project: If the LW professors release any of the material for the final project in advance of the final, you may not discuss any aspect of that material or the project with anyone except Student Affairs personnel responsible for the scheduling and integrity of the law school's final projects. If a problem arises during the final project period, to maintain anonymity in the grading process, please reach out to Student Affairs, not to me. If you violate these instructions, you may fail this course and may be prohibited from sitting for the bar.

ACCOMMODATING STUDENTS WITH DISABILITIES: Students with long- or short-term disabilities who experience learning barriers and would like to request academic accommodations must first register with the Disability Resource Center (DRC). Click [here](#) to get started with the DRC. Accommodations are not retroactive and obtaining your letter may take time; therefore, if you would like to learn more about accommodations or are interested in applying for them, please follow this procedure as early as possible in the semester. If you are approved for accommodations, you will receive an accommodation letter, which you must present to the Assistant Dean for Academic Affairs (Assistant Dean Brian Mitchell). If you prefer to use your accommodations only on the final project, you may provide the letter only to Dean Mitchell. If, however, you would like me to grant any accommodations during the term, you must email your letter to me and arrange to meet with me to discuss your accommodations and to sign any remaining forms. Please schedule a meeting with me, as early as possible in the semester, to review your accommodations and to discuss your needs.

Please understand that I cannot grant accommodations retroactively, nor can I grant accommodations that are not approved through this process. Students may access information about various resources on the UF Law Student Resources Canvas page, available at <https://ufl.instructure.com/courses/427635>.

EXAM DELAYS AND ACCOMMODATIONS:

The law school policy on exam delays and accommodations can be found here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/forms-applications/exam-delays-accommodations-form#:~:text=Students%20are%20responsible%20for%20submitting,sound%20discretion%20of%20the%20administration.>

OBSERVANCE OF RELIGIOUS HOLIDAYS:

UF Law respects students' observance of religious holidays. The University policy can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.

- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

DISCOURSE AND THE CLASSROOM ETHOS:

As a law student and future lawyer, I expect that you will be able to engage in rigorous discourse and critical evaluation of texts and arguments, while also demonstrating civility and respect for others. Please be prepared to “represent” a client’s position with which you do not personally agree.

ELECTRONICS POLICY:

While I recommend taking notes by hand, if you prefer, you may use a laptop or tablet to take notes or to engage in class activities only. Please do whatever is necessary to ensure that notifications, emails, group chats, texts, and the like do not distract you during class. Also, please do not visit any sites other than class materials or sites I may direct you to during class. Internet surfing is not only detrimental to your learning, but it may distract those around you. I may revisit or revise this policy as needed.

We will be using computers and cell phones in class frequently, so plan to have your phone and laptop available; however, please do not communicate with one another during class via electronics unless specifically instructed to do so. TAs may need to communicate with one another during class via electronics; please do not mistake this for license to do the same.

ZOOM POLICY:

Please comply with the following during Zoom sessions:

- Cameras are required to remain on during the entire session.
- If you are in a group session, please use the “raise hand” feature to ask questions.
- Please mute yourself except when you are speaking.
- Dress appropriately—as you would during an in-person class or meeting.

RECORDINGS OF CLASS:

I have requested that our class be recorded through the UFIT department. UFIT will be creating a MediaSite channel for our course. I will share the link to this channel with all students in the course by adding a link to the videos in the class Canvas page. The uses and prohibitions delineated by the University for self-made videos apply equally to these MediaSite videos. If you use MediaSite or self-made videos in ways not approved by the University and without my written consent, you may be subject to civil liability, as well as to discipline under the UF Student Honor Code and Student Conduct Code.

State law also permits all students to make their own video and/or audio recordings of all “class lectures,” and professors may not prohibit or interfere with such recordings. A “class lecture” is defined as an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A “class lecture” does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Students may use such recordings only for the following purposes: (1) their own educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil

proceeding. All other purposes are prohibited, and students may not “publish” recorded lectures without the written consent of the instructor. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. “Publish” is defined as sharing, transmitting, circulating, distributing, or providing access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.

ABA OUT-OF-CLASS HOURS REQUIREMENTS:

ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every “classroom hour” of in-class instruction. Each weekly class is approximately 1 hour in length, **requiring at least 2 hours of preparation outside of class** including reading the assigned materials, writing critical analyses, and developing your final paper.

STUDENT COURSE EVALUATIONS:

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

RESOURCES:

ONE-STOP-SHOP STUDENT ASSISTANCE: Gatoraid@law.ufl.edu

OFFICE OF ACADEMIC SERVICES

If you have a need related to academic policies or course concerns, including disability accommodations, the Office of Academic Services, led by Dean Brian Mitchell, will support you. Contact gatoraid@law.ufl.edu or contact Dean Mitchell directly at mitchell@law.ufl.edu.

UF LAW STUDENT RESOURCE GUIDE (CANVAS):

Please familiarize yourself with the law school’s UF Law Student Resource Guide in Canvas. It currently includes sections for:

- Attendance, Registrar, and Financial Aid, Outside Scholarships, Writing Competitions
- Weekly Calendar
- Students Organizations and Journals
- Academic Advising and Career Advising

UF LAW STUDENT LIFE WEBPAGE:

Please familiarize yourself with the law school’s Student Life page on the UF Law website: <https://www.law.ufl.edu/student-life>. It is a tremendous resource for both law school and university resources. Services include:

- Academics (e.g., Schedules, Calendars, Policies, Experiential Learning)
- Campus Logistics (e.g., Reserving a Study Room)

- Technology (e.g., Zoom, Canvas, ExamSoft, Helplines)
- Research Tools (e.g., Law Library, Westlaw, Lexis)
- Diversity & Inclusion (e.g., Statements, Policies, D&I Dean's Information)
- Career and Professional Development (e.g., Advisors, Appointments, Symplicity)
- Health and Safety (e.g., Wellness, Title IX)
- Contact Information (e.g., Law School Departments)
- Community Concerns

MENTAL HEALTH AND WELLBEING:

Law school can be very stressful, particularly in your first year. Knowing when to seek assistance for issues impacting your wellbeing is part of being a professional. At a minimum each of us needs a safe place to live, sufficient food, and access to healthcare.

All members of the UF Community who are experiencing food insecurity are eligible to visit UF's Hitchcock Field & Fork food pantry. Learn more at the website, here: <https://pantry.fieldandfork.ufl.edu/>. Should you find yourself needing assistance with other basic needs, please notify me or the Office of Student Affairs so that we can direct you to appropriate resources. The Office of Student Affairs can be reached at 352-273-0620 or student.svc@law.ufl.edu.

Psychological needs and unexpected personal challenges are also not uncommon and may interfere with academic progress, social development, and emotional wellbeing. The law school and the Gainesville community offer a variety of services to assist you. Some entities equipped to assist include:

UF Law Mental Health Counselor: At UF Law we are fortunate to have a mental health counselor, **Ritzy Ettinger**, who is dedicated to the law school community. Ritzy assists with both crisis and non-crisis services. You may reach out to Ritzy by email or call the Student Life main office.

Name: Ritzy Ettinger

Direct Email: rettinger@ufl.edu

Student Life Phone: 352-273-0620

UF (Main Campus) Counseling & Wellness Center: Provides crisis and non-crisis services.

Phone: 352-392-1575 (UF Crisis Hotline 24 hours/7 days/week)

Website: <https://counseling.ufl.edu/services/crisis/>

UF "U Matter We Care": Provides services if you or someone you know is in distress.

Phone: 352-294-CARE (2273)

Email: umatter@ufl.edu

Website: <https://umatter.ufl.edu>

Alachua County Crisis Center: 24 hr./day crisis and suicide intervention phone counseling for all county residents.

Phone: 352-264-6789

<https://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx>

HEALTH AND SAFETY:

UF Student Health Care Center:

Phone: 352-392-1161

Website: <https://shcc.ufl.edu/>

UF Health Shands Emergency Room/Trauma Center

Phone: 9-1-1 for emergencies

Phone: 352-733-0111

Or go to the emergency room at:

1515 Archer Road, Gainesville, FL 32608

Website: <https://ufhealth.org/uf-health-shands-emergency-room-trauma-center>

University Police Department

Phone: 9-1-1 for emergencies

Phone: 352-392-1111

Website: <https://police.ufl.edu/> (including victim assistance, UFAAlert, self-defense classes, etc.)

Gator Safe App:

For a personal safety toolbox and other helpful links, download the GatorSafe App

<https://police.ufl.edu/services/community-services/gatorsafe-app/>

GRADING/COURSE POLICIES:**INFORMATION ON UF LAW GRADING POLICIES:**

The Levin College of Law's mean and mandatory distributions are posted on the College's website and this class adheres to that posted grading policy. The law school grading policy is available at: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies>

Like all required courses, this course adheres to the law school's mean and mandatory grade distribution, set out here, <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies>, under the tab "grade distribution for required courses."

The following chart describes the specific letter grade/grade point equivalent in place:

Grade	Points
A (Excellent)	4.0
A-	3.67
B+	3.33
B (Good)	3.0
B-	2.67
C +	2.33
C (Satisfactory)	2.0
C-	1.67
D+	1.33
D (Poor)	1.0

D-	0.67
E (Failure)	0.0

The three major graded writing assignments in this course consist of the discussion section of a legal memorandum, a full legal memorandum, and the final project (final exam). The final project will be three-hours, closed book, and in-person. Assignments may entail extensive research, submission of multiple drafts, and meetings with me and your TAs. There will also be additional research assignments, activities, homework, and possible quizzes, which will count toward your participation grade.

GRADING PERCENTAGES FOR WRITING ASSIGNMENTS, FINAL PROJECT, AND CLASS PARTICIPATION/PROFESSIONALISM

Your grade will be determined based on three major writing assignments and participation/professionalism points. The three writing assignments grading percentages is as follows:

- **Writing Assignment 1 (WA#1):** Discussion section of a legal memo, based on fact pattern 1: **20% of grade**
- **Writing Assignment 2 (WA#2):** Full legal memo, based on fact pattern 2: **35% of grade**
- **Final Project:** Memorandum (partial or full-length), based on fact pattern 3, along with a few short answer and/or multiple choice questions: **35% of grade**
- **Class Participation/Professionalism: 10% of grade.** At the end of the semester, when final grades are being calculated, students will be awarded a maximum of 10 Participation Points based on the following:
 - First case illustration exercise (1 point)
 - Timely completion of Core Grammar pre-test (1 point)
 - Timely completion of Core Grammar post-test (1 point)
 - Attendance and participation in all required office hours meetings/conferences with me and your TA (1 point)
 - Timely completion /submission of ICW exercises and Canvas discussion board topics (1 point)
 - Timely completion/submission of robust outline for WA#2 (1 point)
 - Timely completion/submission of assignments which are assigned pre and post WA#1 and #2 (Green Grocer IRAC, case chart for WA#2, client letters, professional emails/texting, and editing (1 point)
 - Class attendance (3 points). No more than 2 unexcused absences are permitted for this class. I will deduct 1 point for each additional unexcused absence.

Grading Standards for Writing Assignments

In conjunction with any assignment-specific standards, the grading standards applied to final assignments will be as follows:

- A or A-:** The paper is excellent in all respects. The analysis presented is persuasive, interesting, and well-reasoned. The writing style is clear, direct, and grammatically correct. The paper is generally free of typos, formatting problems and citation errors.
- B+:** The paper is very good in all respects. By and large, the analysis is persuasive and well-reasoned, the writing style is clear, direct, and grammatically correct, and the paper is free

of typos, formatting problems and citation errors, but the paper lacks some of the sophistication present in an A or A- paper.

B: The paper constitutes a solid, well-reasoned and professional piece of work. The organization, the writing style, the use of citation and the formatting of the paper demonstrate mastery of the basics of persuasive legal writing and citation.

B- or below: The paper is notably deficient in one or more respects: the analysis presented is thin, conclusory, or poorly reasoned; the writing style is unclear, confusing, or difficult to follow; the organization is poor; or the paper suffers from extensive grammatical, formatting or citation errors.

Plagiarism and Quotations

Plagiarism is an Honor Code violation. Sources must be acknowledged, not only when you quote their text, but also when you paraphrase. (Citing the original source when you paraphrase not only avoids plagiarism, but also gives your position more credence by showing that someone else has supported your view.)

Direct quotes must be indicated by quotation marks, and the source should be cited immediately after the quoted passage or at the conclusion of the sentence in which the quoted passage appears. What is within the quotation marks should correspond exactly with the original; any changes should be indicated by square brackets ([]), and any omissions should be indicated by an ellipsis (. . .). Be sure you specifically double-check the accuracy of all quotations against the original sources. **In my course, you may not use the “citation modified” option described in Bluebook Rule B5.3.**

When you cite to a case you are representing that the court opinion supports the proposition you have asserted. The headnotes and syllabus of a case are not part of the court opinion, and if you cite to or quote from them, you betray a fundamental ignorance of what constitutes case law precedent. Never cite to or quote from the headnotes or syllabus of a case.

Proofreading

Careless errors undermine your credibility. Excessive typographical, spelling, format, grammatical, or citation errors may cause a paper to be deemed unsatisfactory, regardless of its substantive merit. Proofreading is essential. Merely proofreading for typographical errors, however, will not reveal inaccuracies in your pinpoint citations. Therefore, you should specifically double-check the accuracy of your pinpoint citations against the original sources.

Formatting Requirements for Writing Assignments

All assignments (except the Final Project) are to be submitted electronically via the course Canvas website, in **Word** format (no .pdfs or Excel spreadsheets). In addition to any formatting requirements specific to an assignment, documents should conform to the following: (1) the text should be double-spaced, except for the headings (which should be single-spaced); (2) all writing assignments this term should be written in **14-point Times New Roman font, double-spaced, with full justification so that the document has smooth edges of text**; (3) each page should be numbered (bottom, center), except for the first page; (4) all legal citations must be underlined (no italics); and, (5) all citations should comply with the rules of *The Bluebook* or the FLORIDA RULES OF APPELLATE PROCEDURE 9.800. With regard to spacing between sentences, you may use either one or two spaces. I always use two, but I recognize that many lawyers now commonly use one. No matter whether you use one or two, please be consistent in your document. Also note that full justification of your document may make it appear as though you have used more than two spaces between sentences. That is acceptable.

PRELIMINARY COURSE SCHEDULE: TOPICS AND ASSIGNMENTS SUBJECT TO CHANGE

Reading: All reading should be completed in advance of the date for which it is assigned. All chapters on the syllabus refer to your assigned textbook. All other material can be found in Canvas; additional reading and reference material may be added to Canvas throughout the term. All assigned material is meant to be read carefully unless I have noted that you may “skim” the material.

Writing Assignments 1 and 2 (WA#1 and WA#2): These assignments must be uploaded to Canvas, in **Word** (no pdfs).

Activities/Homework: We will often engage in activities during class. Some activities will require additional independent work. Please allot regular time within your schedule to complete them. Unless otherwise advised by me, please upload research projects and other homework to Canvas by 11:59 the night before the following class, and please bring them to class (in hard copy or electronic format) for your own use. For example, homework from Class 3 should be completed by 11:59 p.m. the night before the start of Class 4. You will not receive direct feedback on homework, but we will often use it in the following class period; completing it will allow you to participate effectively in class. Occasionally, I may ask you to bring a hard copy of a homework assignment to class for peer review.

DISCLAIMER: This syllabus represents my current plans and objectives. As we proceed through the term, I may need to alter them to enhance your learning opportunities or in response to factors internal or external to our course. Such changes, communicated clearly, are not unusual and should be expected.

Abbreviations in the Course Schedule:

“ALW” refers to Coughlin et al., *A Lawyer Writes*.

“ICW” refers to LEXIS/NEXIS Interactive Citation Workstation

“CGL” refers to *Core Grammar for Lawyers* (Online software)

Pre-Term: 8/14/25: ITL

Fall Classes begin: 8/18/2025

Fall Classes end: 11/19/25

First Assignment due by 11:59 p.m. on August 18, 2025:

- (1) Respond to Discussion Page questions on Canvas titled “Truth, Lie, and Fun Fact;” and,
- (2) Send me a professional email, eng@law.ufl.edu, with answers to the questions listed below. Please address me as “Professor Eng.”
 - a. Do you go by your first name, or you prefer a nickname? Please advise of any nickname.
 - b. Is English your first language? If not, what is your first language?
 - c. Do you have any concerns about this class?

- d. What is your undergraduate school and degree, and how much writing did you do as an undergraduate?
- e. How much do you like reading? If you like to read, what type of reading do you enjoy most?
- f. Are you the first member of your family to attend law school?
- g. Why did you come to law school?
- h. What do you like to do for fun?

COURSE SCHEDULE

ATTENTION: SPECIAL CLASS TIMES on Tuesday 9/2, Wednesday 9/17, Friday 9/19, and Friday 10/24

Note: Holding special classes on dates noted above will allow us to complete our required number of classes before the Final Project on the afternoon of 11/14 (and to finish before the reading period at the end of the semester)

Week 1

Class 1: 8/18: Reading: AWL Ch. 1; Zippy annotated memo in Canvas
Class Topic: How Attorneys Communicate; Gen AI
Activities: Intro to class and each other; finalize seating chart; review Canvas page;
Homework: professional email to Professor Eng; Canvas Discussion board questions

Due Monday 8/18 by 11:59 p.m.: (1) Professional email to Professor Eng (email to: eng@law.ufl.edu) and (2) respond to Canvas Discussion Board question "Truth, Lie, Fun Fact"

Class 2: 8/20: Reading: ALW Ch. 2 and 3 (skim Ch. 3.1 for now)
 How to Read a Legal Opinion by Orin Kerr,
 other Class 2 materials posted in Canvas
 (Green Grocer materials, Zippy annotated memo; Sources of Law,
 Wendy Jammer materials)
Class Topic: Sources and Systems of Law; Reading for Comprehension; Reading
 Caselaw and Constructing Rules; intro to Rule Synthesis in non-legal
 context
Activity:
Homework: **CGL Pre-test and Green Grocer IRAC paragraph**

Due Wednesday 8/20 at 11:59 p.m.: CGL Pre-test due (complete in CGL; nothing to upload in Canvas)

Due Sunday August 24 by 11:59 p.m.: Green Grocer IRAC paragraph (upload to Canvas)

Week 2

Class 3: 8/25: Reading: ALW Ch. 3 and 11, Section III(B) (pgs. 221-227);
 other materials posted in Canvas.

Class Topics: Statutes, Judicial Opinions and Constructing Legal Rules

Activity:

Homework:

Class 4: 8/27: Reading: ALW Ch. 6 and 7.2; Read McBoyle v. United States;
Read Case File #1 in Canvas.
Activity: McBoyle annotated case discussion; HFIHR color coding cases

Bring to class: 4 different colored highlighters and printed copies of McBoyle and Duran cases

Class Topic: Case Illustrations and HFIHR structure

Homework: Duran case illustration - due by 11:59 p.m. on 8/29. (refer to HFIHR handout for format we will use for this class, and ALW Chapter 7.2 (and examples 7.2-B, 7.2-V, 7.2-X as general guides for help in attempting your draft of the case illustration).

Due Friday 8/29 by 11:59 p.m.: Case illustration of Duran case due; upload to Canvas. Also, after uploading your Duran case illustration, print a copy. Label the parts of the case illustration (Hook, Facts, Issue, Holding, Reasoning), and cut the case illustration apart so that you have separate strips of paper for each section. You should have 5 strips total (one strip each for the HFIHR). Bring the labeled, hard copy strips of your case illustration to Class on 9/2.

Week 3

Note * Class 5: Special class on different day and time: TUESDAY 9/2, 3:00-3:55 p.m., Room MLAC 213

**** This class is being scheduled for Tuesday 9/2 in lieu of class on 11/12. Please note that holding a special class time on Tuesday 9/2/205 will allow us to complete our required number of classes before the Final Project on the afternoon of 11/14 and before the reading period at the end of the semester.**

Monday 9/1: Labor Day Holiday-no class-campus closed

***Class 5: 9/2 Special Class: Tuesday, September 2 at 3:00-3:55 p.m in MLAC 213**

Reading: ALW Ch. 6 (skim), Ch. 7.1 and 7.2 (text examples 7.1-G, 7.1-H, 7.1-I, and 7.1-J; and text examples 7.2-B, 7.2-V, 7.2-X); re-read Case File #1 (in Canvas- assigning memo, statute and cases; read several times and be prepared to answer questions about our client's situation).

Bring to Class: The labeled strips of your Duran case illustration.

Activity: De-brief of McBoyle and Duran cases; constructing a Duran case illustration;

Topic: HFIHR handout; Case illustrations and Rule Synthesis; Intro to Case File 1 and WA#1

**** I strongly encourage you all to attend this class in person. However, if you cannot attend, you may watch the class recording. For attendance credit, please email me by 5:00 pm on Thursday 9/4, telling me three things you learned from the class recording. You will need this content for WA#1.**

Class 6: 9/3: Reading: ALW Ch. 4 and 5; review Ch. 7.1 and 7.2

Topic: Structure of Legal Memo; Finding your Argument; Organizing Legal Authority; Rule Synthesis
Activity: Case Chart; Rule Synthesis worksheet (complete on your own, with a partner, or with your TA group to help organize your thoughts for your memo)

Week 4

Class 7: 9/8 Reading: ALW Ch. 6, 7; WA#1 Memo Template (in Canvas)
Topic: One Legal Argument; Explaining the Law
Homework:

Class 8: 9/10 Reading: ALW Ch. 8 (Text Examples 8.4-A and 8.4-B, 8.4-C and D) Ch. 9
Topic: Applying the Law; Counterarguments; Conclusions
Activity:

Week 5:

Note: ** Two special class times this week: (1) 12:15 p.m.-1:05 p.m. on Wednesday, September 17 (attendance required; room TBD) AND (2) 9:00-10:00 am on FRIDAY, September 19 in HOL 382.

**** The special class being scheduled for Friday 9/19 is in lieu of class on 11/14. Please note that holding a special class time on Friday 9/19/2015 will allow us to complete our required number of classes before the Final Project on the afternoon of 11/14 and before the reading period at the end of the semester.**

Class 9: 9/15 Reading: ALW Ch. 11 and 12
Topic: Statutory Analysis, Roadmaps and Point Headings
Homework:

***Class 10: 9/17: 12:15 p.m. to 1:05 p.m.: Attend session with a Judge from Florida's First District Court of Appeal. Room: TBD. Attendance is mandatory, but feel free to bring your lunch. ☺**

Class 11: 9/17 Reading: Bluebook pgs. 1-27; Florida Rule Appellate Procedure 9.800; Citation Memo for WA#2
Topic: Intro. To Citations

***Class 12: 9/19 Friday, 9:00-9:55 a.m. in HOL 382**

Reading: ALW Ch. 16
Topic: Editing and Polishing; passive voice v. active voice
Activity: Q & A for WA#1; class time as drafting time.
Bring to class: copy of draft of WA#1

**** I strongly encourage you all to attend class on Friday 9/19 in person, but you may watch video if you prefer. For attendance credit, please email me by 5:00 pm on Sunday 9/21, telling me three things you learned from the class recording.**

Friday 9/19: extra office hours: 1:00-4:00 pm (no appointment needed; last chance to see Professor Eng in person about WA1)

Due Saturday 9/20 by 11:59 p.m.: WA#1 (Discussion section of memo only; upload into Canvas)

Week 6

Class 13: 9/22 Reading: Bluebook pgs. 1-27 (re-read)
Topic: Citations Workshop
Activity : ICW 1, 2, and 3 (begin in class)
Homework: **complete ICW 1, 2, and 3 by Monday 9/29 at 11:59 p.m.**

Class 14: 9/24 Reading: ALW Ch. 17; skim Case File #2
Topic: Shifting Your Analysis to a Client Letter
Activity:
Homework: **Client letter due by 11:59 p.m. on Friday 9/26 (upload to Canvas)**

Due Friday 9/26 by 11:59 p.m.: Client letter (upload to Canvas). Bring hard copy of client letter to class on 9/29.

Due by Sunday, 9/28 by 11:59 p.m.: All CGL modules and post-test with minimum score of 85% (no Canvas upload)

Week 7

Class 15: 9/29 Reading: Case File #2
Topic: De-brief of client letter (**bring to class**); Editing and Gen AI
Activity: How Well Do you Know Case File #2 and Editing AI drafts

Due Monday 9/29 by 11:59 p.m.: ICW Exercises 1, 2 and 3 (no Canvas upload)

Class 16: 10/1 Reading: **Asynchronous class and assignment;** read Case File #2
Topic: Getting Organized for WA#2
Activity: Case Chart and Rule Synthesis Worksheet (complete on your own, with a partner, or with your TA group to help organize your thoughts for your memo)
Homework: **Case chart for WA#2 due by 11:59 p.m. on Sunday 10/5**

Due Sunday 10/5 by 11:59 p.m.: Case chart for WA#2

Week 8

Class 17: 10/6 Reading: Case File #2; ALW Ch. 8.4 and 12
Topic: Assessing & Selecting Caselaw; Outlining Arguments and Counter-arguments;
Activity: Begin to sketch outline for WA2 (on your own; Point headings and cases)

Class 18: 10/8 Reading: ALW Ch. 12 and any other Supplemental reading in Canvas
Topic: Perfect Point Headings
Activity: On your own, add to your sketch outline to develop a more thorough draft which you can add to and revise over next several weeks. Outline your Argument by drafting point headings for WA2 and slot in cases where you have determined which cases will be helpful to your argument

**** Highly Suggested: Attend Moot Court Final 4 in person Friday, October 10, at 9:45 a.m. in MLAC 106. If you cannot attend, you may watch the video (link to be provided after the event). Note: homework assignment due Sunday, November 9 by 11:59 p.m.:** after attending in person or watching

the video, please complete Canvas Discussion Board questions about the Final Four event. Watching the event will help prepare you for the Spring semester.

Due Sunday 10/12 by 11:59 p.m.: ICW 5 (no Canvas upload)

Week 9

Class 19: 10/13 Reading: ALW Ch. 13
Topic: Question Presented/Brief Answer
Activity: Draft your QP and BA

Class 20: 10/15 Reading: ALW Ch. 14
Topic: Statement of Facts
Activity: Draft your SOF
Homework:

Due Sunday October 19 by 11:59 pm: robust outline of WA# 2 (include SOF, QP, BA, and Discussion with Point Headings for your CREACS and all cases slotted for your CREACs with brief description of how you will use the cases; upload to Canvas)

Week 10

Note: Special Class: 9:00-9:55 am on Friday, October 24 in HOL 382

**** This class is being scheduled for Friday 9/19 in lieu of class on 11/17. Please note that holding a special class time on Friday 10/24/205 will allow us to complete our required number of classes before the Final Project on the afternoon of 11/14 and the reading period at the end of the semester.**

Class 21: 10/20 Reading: ALW Chap. 15, 10 and 8.4 (review)
Topic: Counterarguments; Conclusion to Memo, Policy
Activity:
Homework:

Class 22: 10/22 Reading: ALW Ch. 16; Supplemental material in Canvas
Topic: Editing and Polishing

Class 23: Friday 10/24 , 9:00-9:55 a.m. in HOL 382

Reading:
Topic: Q&A for WA#2
Activity: Class time as drafting time

**** I strongly encourage you all to attend this class in person. However, you may watch video if you prefer. For attendance credit, please email me by 5:00 pm on Sunday, 10/26, telling me three things you learned from the class recording.**

Friday 10/24: extra office hours: 1:00 p.m. to 4:00 p.m. (no appointment needed; last chance to see Professor Eng in person about WA#2)

Due Saturday October 25 by 11:59 pm: WA# 2 (full memo; upload to Canvas)

Week 11

Class 24: 10/27 Reading: Ch. 18
Topic: Professional emails/texting
Homework: **Complete professional email/texting assignment; due by 11:59 pm on Sunday, 11/2 (upload to Canvas).**

Class 25: 10/29 Topic: Evaluations/editing citations/documents shared by colleagues or generated by AI; final project tips
Activity: In class time for course evaluations
Homework: **complete editing assignment by 11:59 p.m. on Sunday, 11/2 (upload to Canvas) (TBD)**

Due Wednesday 10/30 by 11:59 p.m.: ICW 9

Due Sunday 11/2 by 11:59 p.m.: (1) Professional email/texting assignment; and, (2) editing assignment (upload to Canvas) (TBD).

Week 12

Class 26: 11/3 No class. Attend mandatory individual conferences to review your WA#2 (25 min).

Mandatory: sign up for appointment in Canvas.
Additional appointment times available upon request (email Professor Eng).

Class 26: 11/5 No class. Attend mandatory individual conferences to review your WA#2 (25 min).

Mandatory: sign up for appointment in Canvas. Additional appointment times available upon request (email Professor Eng).

Due Sunday November 9 by 11:59 p.m.: finish watching video of Moot Court Final Four (if you did not attend live) and complete Canvas Discussion Board questions about the Moot Court Final Four event.

Week 13

Class 27: 11/10: Topic: Final Project Q&A and TA Talk: How Best to Use Your Winter Break: Judicial Internships, Other Summer Jobs, Co-Curriculars, and more!
Homework: prepare for Final Project (you got this!) and thank your TA



Friday 11/14: Final Project, in-person, afternoon of Friday, November 14 (1:00-4:00 pm). If you receive extra time through the DRC, please block evening as well.

Last updated 8/8/2025; subject to change