

**University of Florida Levin College of Law**  
**Legal Writing I**  
**Course Syllabus & Guidelines Law 5792**  
Professor Snelgro  
Fall 2025  
Mondays & Wednesdays, Section 117D  
3pm-3:55pm  
Holland Hall 270

Welcome to Legal Writing! This is the first half of a two-part course; both parts are required for graduation. This will be one of the most important courses you will take during your first year of law school. In this course, you will build foundational skills that carry over into every other class. You will learn to read and analyze law and to predict and assess outcomes like a practicing attorney. Your success in this course depends on your preparation and engagement. Show up ready to work, ask questions, attend office hours, and connect with your teaching assistants. We are here to support you, and we want to see you succeed.

**PROF. SNELGRO CONTACT**

Office: Holland Hall 370D

Email: [carlos@law.ufl.edu](mailto:carlos@law.ufl.edu) (my law school email is the best way to reach me)

**TEACHING ASSISTANTS**

Samuel Barragan [samuelbarragan@ufl.edu](mailto:samuelbarragan@ufl.edu)

Denice Gonzalez [gonzalezdenice@ufl.edu](mailto:gonzalezdenice@ufl.edu)

Isabel Shier [ishier@ufl.edu](mailto:ishier@ufl.edu)

Jessica Ellingsworth [jellingsworth@ufl.edu](mailto:jellingsworth@ufl.edu)

**COURSE COMMUNICATION**

I will post all course-related materials on my Canvas page. I may also email you at your “law.ufl.edu” e-mail account. Please check both Canvas and your law school e-mail regularly for course updates and information.

**OFFICE HOURS & AVAILABILITY**

I encourage you to visit with me outside of class. If you see me in my office and my door is open, feel free to stop in. I am available every **Tuesday, Wednesday, and Thursday from 1:15-2:45pm** (unless I inform you otherwise) or by appointment. *Note: Office hours and other conferences will not be held (with me or with your TA) within the 24-hour period prior to graded-assignment due dates nor in the 24-hour period after grades are released for grade assignments.*

## **INCLUSION**

You belong here, as do your classmates. You belong here if you had great teachers and positive experiences of schooling. You belong here if schools and society have marginalized you and your community. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Atheist, Secular Humanist, or Pagan, or if you adhere to another faith or no faith. You belong here if you are still figuring out what and who you are. You belong here if you are a person of color, or “white,” or perceived to be white, or mixed, or perceived to be a bunch of things that you are not. You belong here if you have an exceptionality or disability, are differently-abled, or are neurotypical. You belong here if you identify as cisgender or gender nonconforming or LGBTQIA, or if you are still learning what some of those terms mean. You belong here no matter what language you grew up speaking. You belong here if your parent was a lawyer or if you were the first one in your family to graduate from high school. Whatever your appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, respectful, rigorous, and just toward the others who are also here. I look forward to getting to know you better and learning more about your story and how it brought you here.

## **REQUIRED TEXTBOOKS & PLATFORMS**

1. Coughlin, Rocklin, and Patrick, *A Lawyer Writes: A Practical Guide to Legal Analysis* (3d ed.)
2. The Bluebook: *A Uniform System of Citation* (22d ed.)
3. Other materials I may post on Canvas
4. McKinney and Rose, *Core Grammar for Lawyers* (Online software; see notes below for how to access)
  - **To access:** Go to <https://coregrammarforlawyers.com/> in your browser.
  - 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.
  - On the payment page, enter "UFL2025" in the Access Code field. Your discounted price will appear immediately. You need to purchase a
  - one-year subscription.
  - Enter your credit card information below, verify the purchase, and continue to create your Core Grammar for Lawyers account.
  - To activate your subscription, enter this exact Class Code (which is unique for our section):
    - Mon/Wed: **325-072-8751**
    - Tue/Thurs: **325-072-8733**
  - You will be able to start using CGL immediately.

#### 5. LEXIS/NEXIS INTERACTIVE CITATION WORKSTATION (“ICW”)

- This is a free online platform that tests Bluebook citation proficiency. Becoming familiar with the nuances of Bluebook citation form is critical to becoming a strong legal writer. Be sure you understand why each correct answer is correct.
- ICW exercises are tracked online.
- Prior to beginning the exercises, select my name to ensure I have access to your certificates of completion.
- You will have five attempts to answer each question correctly and should strive for 100% but are only required to achieve a minimum score of 70% to receive credit.

#### **ADDITIONAL RESOURCES (Optional)**

- Linda Barris, *Understanding and Mastering the Bluebook* (3d ed. 2015)
- Richard C. Wydick & Amy Sloan, *Plain English for Lawyers* (6th ed. 2019)
- Bryan A. Garner, *Redbook: A Manual on Legal Style* (4th ed. 2018)
- Deborah Cupples & Margaret Temple Smith, *Grammar, Punctuation & Style: A Quick Guide for Lawyers & Other Writers* (2013).

#### **LEARNING OUTCOMES**

This class is designed to help you achieve specific learning goals. By the end of the course, you should be able to do the following:

- 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 good grammar, syntax, punctuation, and document formatting techniques;
- Use legal citation correctly; and,
- Revise, edit, and proofread your legal writing.

- Use AI-generated drafts (WHEN PERMITTED) where appropriate to increase efficiency, while critically analyzing, fact checking, and editing the same to ensure high-quality end products.

### **CLASS PARTICIPATION**

This is an interactive course, not a lecture course. You will learn the material best by engaging in class discussions and activities, so please be prepared for that. Class time is an investment, and you will get out what you put in. Stay focused by silencing your cell phones and only using your lap-top for class-related purposes.

### **CLASS ATTENDANCE**

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, which can be found [here](#), require regular and punctual class attendance.

Teaching assistants will take roll during each class period. 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 reduction of your final grade.

### **Religious Holidays, Illness, Extenuating Circumstances, and Emergencies:**

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 appropriate accommodations 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 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 – available on our Canvas Page.
2. Email me no more than ten days after the missed class and include the following:
  - a. A statement that you watched the video in full.
  - b. Three things you learned by watching the video.

- c. Any in-class exercise that you can complete independently (modify as needed).

### **CLASS RECORDINGS**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal 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. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is 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 guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide 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. 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 and Student Conduct Code

### **ELECTRONICS**

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, and the like do not distract you – e.g., turn your notifications off. During class, please do not visit any sites other than class materials or sites I may direct you to. 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 do plan to have your phone and computer available; however, you may 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; do not mistake this for license to do the same.

## ZOOM

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.

## SEMESTER’S ASSIGNMENTS, WEIGHT OF ASSIGNMENTS & PARTICIPATION

Memo 1 = 20 %

Memo 2 = 35 %

Final Exam = 35 %

Participation & Professionalism\* = 10%

*\*Participation & Professionalism include the following:*

- **Attendance** – Be on time and present for class (1 point).
- **Assignments** – Complete Writing Assignments #1–5 and all Core Grammar work. If you turn everything in, you’ll receive full credit for good faith effort (5 points).
- **Preparation** – Come prepared for class, your partner meetings, and individual conferences (1 point).
- **Communication** – Maintain professionalism in all communication with me, your TAs, and your classmates (1 point).
- **Conferences** – Attend all required meetings with me and your TAs on time (1 point).
- **Other Work** – Submit all ungraded assignments on time (1 point).

## GRADING CRITERIA

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 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	2.0
(Satisfactory)	
C-	1.67

D+	1.33
D (Poor)	1.0
D-	0.67
E (Failure)	0.0

## **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. Please know that my feedback is always intended to help you grow as a future lawyer and never to criticize you.

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” 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 may 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.

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. 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 at least 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.

## **CLASS & ASSIGNMENT PREPARATION, SUBMISSION, and ACADEMIC HONESTY**

### ***ABA Out-of-Class Hours Requirement***

Consistent with the American Bar Association Standard 310, you should spend *at least* 4 hours per week *preparing* for this 2-credit course. My expectation is that you have read the assigned materials before coming to class and completed any required work. This includes reading the textbook, any relevant cases assigned, as well as any additional materials posted on Canvas.

### ***Unauthorized Collaboration with Other People or AI***

All work you submit in this class must be your own independent work, unless I have specified that an assignment is “collaborative.” Where I have indicated an assignment as “collaborative,” please closely follow my directions about how and with whom you may collaborate.

For all other work, 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 written assignments represent your own work. Written work must be done independently. Your written work 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.

Unless I instruct otherwise you may not use large language models (LLMs) or generative artificial intelligence (for example, Chat GPT, Claude, Gemini, and Omni) to assist you with any of our assignments. This includes the generative text feature of Grammarly. However, you may use both Word and Grammarly for non-generative features such as grammar, spelling, syntax, and punctuation support, for all assignments in my course. While I encourage you to use the non-generative features of Word and Grammarly, as the author, you remain solely responsible for all choices you make in your document. In addition to my course rules, the UF Law Honor Code also prohibits students from using artificial intelligence unless it is authorized by the



professor for the particular assignment.

This policy is in place because each student must master the fundamentals of legal research, reasoning, and expression before being able to effectively evaluate the output of any AI system. In addition, these platforms may be inaccurate and biased. On inaccuracy, they make stuff up – even quotes and citations. Another concern is bias. While attorneys swear an oath to set aside their personal prejudices, biases, and beliefs to faithfully uphold the law and represent their clients, generative artificial intelligence is the product of programming devised by humans who did not have to swear such an oath.

### ***Assignment Submission and Late Policy***

Lawyers *must* be organized and punctual: failing to meet a deadline can create disastrous results for your client and can harm your reputation in the legal community. 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. Key assignment due dates and times are on the syllabus. **Please read the syllabus carefully and mark your calendars accordingly.** I may announce additional assignments or assignment details during class – please pay attention to these announcements.

If you turn in an assignment late (according to Canvas' timestamp), your grade *for that assignment* will be lowered by 10 points 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.** 10 points is a *major* deduction and it is rarely in a student's interest to hold an assignment past the due date in hopes of making additional progress on it.

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.

### ***Classroom Ethos and Professionalism***

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. This is even more important in the case of controversial issues and other topics that may elicit strong emotions. I encourage each of us to:

- commit to self-examination of our values and assumptions;

- speak honestly, thoughtfully, and respectfully;
- listen carefully and respectfully;
- reserve the right to change our mind and allow for others to do the same; and
- allow ourselves and each other to verbalize ideas and to push the boundaries of logic and reasoning both as a means of exploring our beliefs as well as a method of sharpening our skills as lawyers.
- 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.

If you have questions about professionalism, please ask.

### ***Formatting, Plagiarism, and Proofreading***

All assignments are to be submitted electronically via our Canvas page in Word. In addition to any formatting requirements specific to an assignment, documents should conform to the following standards:

- one-inch margins on all sides of your page
- Double-space text (except for footnotes)
- Left-justify text
- Do not use a page number on the first page; all other pages should be numbered at the bottom, center, in a matching font and point-size
- Use Book Antiqua 13-point font
- Use underlining, not *italics*, for Bluebook citations.

**Plagiarism** is an Honor Code violation. Sources must be acknowledged, not only when you quote 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. When you cite a case directly, you are representing to the court that you read the opinion and that the opinion supports the proposition you are asserting. The headnotes, syllabus, and synopsis of a case are not part of the court opinion. Never cite to or quote from the headnotes, syllabus, or synopsis of a case.

**Proofreading** is essential because 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. You should also double-check the accuracy of your pinpoint citations against the original sources.

### **COURSE EVALUATIONS:**

At the end of the semester, you will be expected to provide professional and respectful feedback about this course through an online evaluation. You can find guidance on how to give appropriate feedback [here](#). When the evaluation opens, you will receive an email from GatorEvals with the link; you will also be able to see the link in Canvas. I will allot class time for you to complete your evaluation.

### **OTHER HELPFUL INFORMATION & RESOURCES**

#### ***Disability Accommodations***

If you have a disability or medical condition and need to request accommodations, please visit the Disability Resource Center (DRC) at <https://disability.ufl.edu/students/accommodations/>.

#### ***Policies To Prevent the Spread of Illnesses:***

We are all expected to follow policies and requirements that the University of Florida may issue with respect to preventing the spread of illnesses. In addition, as a matter of civility and professionalism, please respect the health and wellbeing of your colleagues and professors by doing your part to prevent the spread of illness. Thank you for meeting these expectations and for helping to keep the law school community healthy.

Information about the UF Student Health Center is available [here](#).

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 Assistant Dean for Academic Affairs – Dean Brian Mitchell and his team will support you. Contact [gatoraid@law.ufl.edu](mailto:gatoraid@law.ufl.edu) or contact Dean Mitchell directly at [mitchell@law.ufl.edu](mailto:mitchell@law.ufl.edu).

UF LAW STUDENT LIFE WEBPAGE:

The law school's [Student Life](#) page is a tremendous resource for both law school and university resources and services and includes the following:

- 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)
- 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 is stressful, particularly in your first semester. 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 food pantry. Learn more [here](#). Should you find yourself needing assistance with other basic needs, please notify me or the Student Life and Career Services Office, which Senior Assistant Dean Janice Shaw leads. You can email [gatoraid@law.ufl.edu](mailto:gatoraid@law.ufl.edu) or contact Dean Shaw directly at [shaw@law.ufl.edu](mailto:shaw@law.ufl.edu).

Psychological needs and unexpected personal challenges may also 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 of the 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](mailto:rettinger@ufl.edu)

Student Life Phone: 352-273-0620

**UF 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](mailto: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:** Find the healthcare you need, including free vaccines.

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/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, UFAlert, 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/>

## COURSE CALENDAR

Class Date	Topic(s)	Reading(s)	Work Due by 11:59pm the night <i>before</i> class (unless otherwise noted)	Work Assigned for Next Class
Class 1 Aug. 18th	Introduction to Legal Writing & How Attorneys Communicate	ALW, Chapter 1; Syllabus (read in its entirety)	Record a 2 minute introduction of yourself and upload to Canvas	Complete Core Grammar for Lawyers Pretest
<b>* CGL Pre-Test: Complete in CGL (nothing to upload to Canvas) by Weds. 8/20 at 11:59 p.m.</b>				
Class 2 Aug. 20	Sources & Systems of Law; Reading Case Law & Constructing Rules	ALW, Ch. 2, 8.1, 8.2; (Canvas) <a href="#">How to Read a Legal Op.</a> by Orin Kerr	Core Grammar for Lawyers Pretest	Case briefs for McBoyle, Welch, & Duran
Class 3 Aug. 25	Statutes and Constructing Legal Rules	ALW, Chapter 3.1 Reading Statutes Chapter 11 Section III(B) (pp. 199-205)	Case briefs for McBoyle, Welch, & Duran	Green Grocer Homework in Canvas
Class 4 Aug. 27	Case Illustrations	ALW, Chapter 6 (skim for now) Chapter 7.2	Green Grocer Homework in Canvas	Read Case File #1
<b>No Class Labor Day Sep. 1</b>				
<b>Extra Class Sep. 2</b>	Case Illustrations Intro. to Case File #1 Intro. to Writing Assign. #1 (WA#1)	<i>This class will be asynchronous. You will not report to class. Instead you will watch a pre-recorded lecture</i>	N/A	Case Illustrations for McBoyle, Welch & Duran
Class 5 Sep. 3	Structure of a Legal Memo	ALW, Chapters 4 & 5	Case Illustrations	Read Memo Template

	Finding Your Argument Organizing Legal Authority		for McBoyle, Welch & Duran	
Class 6 Sep. 8	One Legal Argument Explaining the Law	ALW, Chapters 6 & 7	Read Memo Template (nothing to submit)	TBD
Extra Class Sep. 10 12pm-1pm (location TBD)	One Legal Argument Cont. Applying the Law	ALW, Chapters 8 & 9	TBD	
Class 7 Sep. 10	Statutory Analysis Discussion Section Cont.	ALW, Chapters 11 & 12		WA#1 Draft (do not upload, bring to next class)
<b>All CGL Modules &amp; Post-Test (w/ min. score of 85%) (complete in CGL; no Canvas upload) Due Friday. 9/12 by 11:59 p.m.</b>				
Class 8 Sep. 15	Intro. to Citations	Bluebook, pages 1-31 Florida Rule of Appellate Procedure 9.800 Citation Memo for WA#2	N/A	ICW #1 and #2
<p align="center"> <b>Extra Class*</b>  <b>Wednesday, Sep. 17</b>  <b>First DCA</b>  <b>Judicial Guest Speaker*</b>  <b>Judge and Room TBD</b>  <b>*Req'd.</b>  <b>12:15 p.m. to 1:00 p.m.</b>  <b>Lunch will <u>not</u> be served; please bring your lunch.</b> </p>				

Class 9 Sep. 17	Q&A for Memo 1	N/A	WA#1 Draft (do not upload, bring to class)	
<b>*WA#1/Memo 1 Discussion Section ONLY: Upload by Fri. 9/19, 11:59 p.m. 20% of Grade (20 points)</b>				
Class 10 Sep. 22	Citations Workshop		ICW #1 and #2 (no Canvas upload)	
*Extra Class Sep. 24 12pm-1pm (location TBD)	Shifting Your Analysis: Writing a Client Letter	ALW Chapter 17	N/A	Draft Client Letter (no Canvas upload)
Class 11 Sep. 24	Client Letters Continued Editing AI Drafts	TBD	Bring draft of Client Letter to class (no Canvas upload)	
Class 12 Sep. 29	Introduction to Case File #2  Introduction to WA#2  Getting Organized	<i>Asynchronous Class and Assignment (includes charting cases for WA#2)</i>		
Class 13 Oct. 1	Assessing & Selecting Case Law  Outlining Arguments	Re-read Cases for WA#2		Begin your outline by drafting point headings for WA#2. Slot in cases where you have determined them be helpful to your argument. You will continue to work on this and flesh this out over the next few weeks.
<b>WA#4</b>				



<b>Upload Client Letter by 11:59pm on Friday, Oct. 3</b>				
Class 14 Oct. 6	Perfect Point Headings	Supplemental Reading in Canvas TBD		Draft point headings & outline (no canvas upload yet)
Class 15 Oct. 8	Question Presented Brief Answer	ALW, Chapter 13		Draft your QP & BA  Outline for WA#2. Should include QP, BA, PH, cases slotted with brief description of how you will use each case
<b>WA #5 Final Outline for Memo 2</b> <b>Sunday, October 12 by 11:59pm</b> <b>(Final Outline should include QP, BA, PH, cases slotted with description of how you will use each case)</b>				
Class 16 Oct. 13	Statement of Facts	ALW, Chapter 14		Draft your Statement of Facts
Class 17 Oct. 15	Counterarguments & Conclusion	ALW, Chapter 15 (chapter 10 optional)	Draft Statement of Facts	
Class 18 Oct. 20	Q&A	N/A		
Class 19 Oct. 22	Editing & Polishing			
<b>Full Memo 2/WA#2</b> <b>Due by 11:59pm on Sunday, Oct. 26</b>				
Class 20 Oct. 27	Professional Emails	ALW, Chapter 18; Supplemental Materials in Canvas (possible additions)		Professional Email/Text
Class 21 Oct. 28	Evaluations Final Project Tips		Professional Email/Text	Meeting Preparation TBD
Class 22 Nov. 3	Final Project Prep/Mock Final			
Class 23 Nov. 5	<b>No Class</b>  <b>1. Attend Individual Conference to Review WA#2</b>  <b>2. Attend “attorney meeting” to present your work to supervising attorney (TA)</b>			

Class 24 Nov. 10	<p style="text-align: center;"><b>No Class</b></p> <p style="text-align: center;"><b>1. Attend Individual Conference to Review WA#2</b></p> <p style="text-align: center;"><b>2. Attend “attorney meeting” to present your work to supervising attorney (TA)</b></p>			
Class 25 Nov. 12	Using Winter Break to Your Advantage  Tips from Our TAs Re: Judicial Internship Applications, Researching and Applying for Summer Jobs, Transitioning to LW II – Persuasive Writing			
Nov. 14	<b>Final Project/WA#3 (Memorandum &amp; Multiple Choice/Short Answer)</b>			

**DISCLAIMER:** This syllabus represents my current plans. As we proceed through the term, these plans may need to change to enhance learning opportunities as well as in response to factors internal or external to our course. Such changes are not unusual and should be expected.