

# LEGAL WRITING I

Professor Kolinsky

LAW 5792, Section W

Fall 2025, Tuesdays and Thursdays 10:45am to 11:40am

Holland Hall 360

Welcome to Legal Writing! Your success in this class will depend largely on you showing up and doing the work. Prepare for class, attend class, be on time, submit assignments on time, and conduct yourself both inside and outside of class with professionalism and civility in all manners of communication. The technical requirements of legal writing and communication will come with time and practice. This is not a one and done class; these are skills you will carry forward as you continue through law school and into practice. Participate, practice, and try to be patient as both you and your colleagues learn how to think, write, and communicate “like a lawyer.”<sup>1</sup>

|                                     |                                       |                  |
|-------------------------------------|---------------------------------------|------------------|
| Drop-In Office Hours <sup>2</sup> : | Tuesday                               | 4:00pm to 5:00pm |
|                                     | Wednesday                             | 1:00pm to 4:00pm |
|                                     | Thursday                              | 1:00pm to 2:00pm |
|                                     | (or request an appointment via email) |                  |

|                      |  |
|----------------------|--|
| Contact Information: | <a href="mailto:kolinsky@law.ufl.edu">kolinsky@law.ufl.edu</a> |
|                      | Holland Hall 328   |

|                      |                 |
|----------------------|-----------------|
| Teaching Assistants: | KJ Henry-Duncan |
|                      | Russell Hughes  |
|                      | Hannah Miller   |
|                      | Sophia Moses    |

---

<sup>1</sup> This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

<sup>2</sup> You are always welcome to drop by if I am in my office and the door is open. The posted hours reflect times I plan to be in my office and available to meet with my 1L Legal Writing students.

## **LEARNING OBJECTIVES**

### **COURSE DESCRIPTION:**

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

### **STUDENT LEARNING OUTCOMES:**

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;
- Critically read, analyze, interpret, and use statutes and case law to construct legal arguments;
- Apply legal rules to relevant client facts, analogizing and distinguishing precedent;
- Construct both rules-based and analogical reasoning-based units of discourse;
- 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;
- Read, understand, and construct legal citation correctly;
- Revise, edit, and proofread your legal writing, review and edit others' legal writing (WHEN PERMITTED); and,
- 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 Schedule<sup>3</sup>

| Week One          |                                    |   |  |   |
|-------------------|------------------------------------|---|--|---|
| Date              | Topic                              | Reading to be completed before class  | Work due by the beginning of class   | Work assigned in this class   |
| Class One<br>8/19 | An Introduction to Legal Writing   | <ul style="list-style-type: none"> <li>ALW, Chapter 1</li> <li>Syllabus (read in its entirety)</li> </ul> | <ul style="list-style-type: none"> <li>Submit one question you have about this class via email BEFORE class</li> </ul> | <ul style="list-style-type: none"> <li><b>Complete <i>Core Grammar for Lawyers</i> Pretest</b></li> </ul> |
| Class Two<br>8/21 | Legal Analysis:<br>What is a Rule? | <ul style="list-style-type: none"> <li>ALW, Chapters 2 and 8.1 and 8.2 (Section I)</li> </ul>             | <ul style="list-style-type: none"> <li><b>Core Grammar for Lawyers Pretest by 11:59pm on August 21st</b></li> </ul>    | <ul style="list-style-type: none"> <li>None</li> </ul>  |

| Week Two            |  |   |  |  |
|---------------------|--|---|--|--|
| Date                | Topic  | Reading to be completed before class  | Work due before the beginning of class                 | Work assigned in this class  |
| Class Three<br>8/26 | Legal Analysis:<br>Rules and Rule Choice<br>How Can Cases Help Us Understand the Rule?     | <ul style="list-style-type: none"> <li>ALW, Chapter 3</li> </ul>                            | <ul style="list-style-type: none"> <li>None</li> </ul> | <ul style="list-style-type: none"> <li>Case Briefs for Tree Cases</li> </ul> |
| Class Four<br>8/28  | Legal Analysis:<br>Rules and Analogical Reasoning<br>How Can Cases Help Us Apply the Rule? | <ul style="list-style-type: none"> <li>ALW, Chapters 4 and 5</li> <li>Tree Cases</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul>     | <ul style="list-style-type: none"> <li>None</li> </ul>                       |

<sup>3</sup> Assignments appear in **bold and are highlighted**; you must upload writing assignments in **Word** to Canvas before the beginning of class unless otherwise indicated.

| Week Three        |  |   |  |   |
|-------------------|--|---|--|---|
| Date              | Topic  | Reading to be completed before class  | Work due by the beginning of class   | Work assigned in this class   |
| Class Five<br>9/2 | Providing Context Before the Content of CREAC/CRAC: Umbrellas and Roadmaps                       | <ul style="list-style-type: none"> <li>ALW, Chapters 6, 7.1, Chapter 12 (I). (need page numbers for this part)</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul>   | <ul style="list-style-type: none"> <li>Draft umbrella section ONLY (Tree cases)</li> </ul>  |
| Class Six<br>9/4  | Explaining How the Rule Functions in the “Legal” Wild: Case Illustrations are the Heart of the E | <ul style="list-style-type: none"> <li>File for Memo #1</li> </ul>  | <ul style="list-style-type: none"> <li><b>Draft of umbrella section ONLY for Tree Cases (WA #1)</b></li> </ul> | <ul style="list-style-type: none"> <li>Case briefs for Memo #1</li> <li>Case illustration for tree case</li> <li>Submit a question about case briefs, case illustrations, or reading a case <b>by Monday, September 8 at noon.</b></li> </ul> |

| Week Four           |   |   |   |   |
|---------------------|---|---|---|---|
| Date                | Topic   | Reading to be completed before class                                    | Work due by the beginning of class  | Work assigned in this class   |
| Class Seven<br>9/9  | Creating a Framework for Your Analysis: Foundational Units of Discourse CREAC and CRAC        | <ul style="list-style-type: none"> <li>ALW, Chapters 7 and 8</li> </ul> | <ul style="list-style-type: none"> <li><b>Submit a question about case briefs, case illustrations, or reading a case</b></li> </ul> | <ul style="list-style-type: none"> <li>Continue work on Memo #1</li> <li>Case Illustration for Welch (WA #2)</li> </ul> |
| Class Eight<br>9/11 | Critical Reading, Case Briefs, and Case Illustrations: How Do You Find the Right Information? | <ul style="list-style-type: none"> <li>TBD</li> </ul>                   | <ul style="list-style-type: none"> <li><b>Case illustration for Welch (WA #2)</b></li> </ul>  | <ul style="list-style-type: none"> <li>Continue work on Memo #1</li> </ul>  |

| Week 5               |   |  |   |  |
|----------------------|---|--|---|--|
| Date                 | Topic   | Reading to be completed before class   | Work due by the beginning of class  | Work assigned in this class  |
| Class Nine<br>9/16   | Explaining the Law;<br>Applying the Law                       | <ul style="list-style-type: none"> <li>ALW, Chapters 7 and 8</li> </ul>              | <ul style="list-style-type: none"> <li>None</li> </ul>  | <ul style="list-style-type: none"> <li>Annotated Outline for Discussion section</li> </ul> |
| Class Ten<br>9/17    | Attend Session with<br>First DCA Judge<br>(12:15pm to 1:05pm) | <ul style="list-style-type: none"> <li>Judge's biography on court website</li> </ul> | <ul style="list-style-type: none"> <li>One question for judge</li> </ul>  | <ul style="list-style-type: none"> <li>None</li> </ul>                                     |
| Class Eleven<br>9/18 | Explaining the Law;<br>Applying the Law<br>Continued          | <ul style="list-style-type: none"> <li>ALW, Chapter 9</li> </ul>                     | <ul style="list-style-type: none"> <li><b>Memo #1 Discussion Section due Sunday September 21 by 12:00 p.m.</b></li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul>                                     |

| Week 6                 |   |  |   |  |
|------------------------|---|--|---|--|
| Date                   | Topic   | Reading to be completed before class   | Work due by the beginning of class  | Work assigned in this class                            |
| Class Twelve<br>9/23   | The Bluebook:<br>Reading and Formatting<br>Case Citations | <ul style="list-style-type: none"> <li>BB: B 10.1, B 10.1.1, B 10.1.2, 10.1.3</li> <li>R 10.1, 10.2, 10.3, 10.4, 10.5</li> <li>T1, T6, T10</li> <li>Florida Rule of Appellate Procedure 9.800</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul>  | <ul style="list-style-type: none"> <li>None</li> </ul> |
| Class Thirteen<br>9/25 | The Bluebook:<br>Formatting short forms<br>and statutes   | <ul style="list-style-type: none"> <li>BB: B 4, B 10.2, B 12</li> <li>R 4, 10.9, R 12.1, 12.2, 12.3</li> </ul>   | <ul style="list-style-type: none"> <li><b>All modules of Core Grammar completed by Sunday, September 28 at 5:00 p.m.</b></li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul> |

| Week 7                 |  |  |  |  |
|------------------------|--|--|--|--|
| Date                   | Topic                                  | Reading to be completed before class   | Work due by the beginning of class   | Work assigned in this class  |
| Class Fourteen<br>9/30 | Putting Together a Full Memo: Workflow | <ul style="list-style-type: none"> <li>File for Memo #2</li> <li>ALW, Chapter 11 (optional)</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul>                           | <ul style="list-style-type: none"> <li><b>Memo #2</b></li> <li><b>Case Briefs for Memo #2</b></li> </ul> |
| Class Fifteen<br>10/2  | Statement of Facts                     | <ul style="list-style-type: none"> <li>ALW, Chapter 14</li> </ul>                                      | <ul style="list-style-type: none"> <li><b>Case Briefs for Memo #2</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Draft of Statement of Facts</b></li> </ul>                     |

| Week 8                  |  |   |   |   |
|-------------------------|--|---|---|---|
| Date                    | Topic  | Reading to be completed before class  | Work due by the beginning of class  | Work assigned in this class   |
| Class Sixteen<br>10/7   | Point Headings; Question Presented; Brief Answer; Conclusion             | <ul style="list-style-type: none"> <li>ALW, Chapters 12. II., 13 and 15; ALW, Chapter 16</li> </ul> | <ul style="list-style-type: none"> <li><b>Draft of Statement of Facts (WA #3)</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Draft of Point Headings</b></li> <li><b>Submit a question about facts, point headings, questions presented, or brief answer.</b></li> </ul> |
| Class Seventeen<br>10/9 | Point Headings; Question Presented; Brief Answer; Conclusion (continued) | <ul style="list-style-type: none"> <li>None</li> </ul>  | <ul style="list-style-type: none"> <li><b>Draft of Point Headings</b></li> <li><b>Submit a question about facts, point headings, questions presented, or brief answer.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Continue working on Memo #2</b></li> <li><b>Schedule conference with me and your TA</b></li> </ul>  |

| Week 9                  |   |  |  |                             |
|-------------------------|---|--|--|-----------------------------|
| Date                    | Topic   | Reading to be completed before class                     | Work due by the beginning of class   | Work assigned in this class |
| Class Eighteen<br>10/14 | <b>NO CLASS<br/>Report to Partner;<br/>Meet with TA this week</b> | <ul style="list-style-type: none"> <li>• None</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Be prepared for your RTP with me.</b></li> </ul> |                             |
| Class Nineteen<br>10/16 | <b>NO CLASS<br/>Report to Partner;<br/>Meet with TA this week</b> | <ul style="list-style-type: none"> <li>• None</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Be prepared for your RTP with me.</b></li> </ul> |                             |

| Week 10                   |   |  |  |   |
|---------------------------|---|--|--|---|
| Date                      | Topic   | Reading to be completed before class   | Work due by beginning of class                           | Work assigned in class  |
| Class Twenty<br>10/21     | Case Citations – Signals;<br>Explanatory Parentheticals | <ul style="list-style-type: none"> <li>• BB: B 1.2, 1.3</li> <li>• R 1.2, 1.3, 1.4, 1.5</li> </ul>       | <ul style="list-style-type: none"> <li>• None</li> </ul> | <ul style="list-style-type: none"> <li>• Continue working on Memo #2</li> </ul> |
| Class Twenty-One<br>10/23 | Editing, Polishing, and Proofreading                    | <ul style="list-style-type: none"> <li>• ALW, Chapter 16</li> <li>• Readings posted on Canvas</li> </ul> |  |   |

**\*\*\*Memo #2 Due Saturday, October 25, 2025 by 5:00 p.m.\*\*\***

| Week 11                     |                                     |   |   |   |
|-----------------------------|-------------------------------------|---|---|---|
| Date                        | Topic                               | Reading to be completed before class  | Work due by beginning of class  | Work assigned in class  |
| Class Twenty-Two<br>10/28   | You Be the Judge                    | <ul style="list-style-type: none"> <li>Materials posted on Canvas</li> </ul>                          | <ul style="list-style-type: none"> <li>None</li> </ul>  | <ul style="list-style-type: none"> <li><b>Draft a judicial opinion</b></li> </ul> |
| Class Twenty-Three<br>10/30 | Emailing and Texting Dos and Don'ts | <ul style="list-style-type: none"> <li>ALW, Chapter 18</li> <li>Materials posted on Canvas</li> </ul> | <ul style="list-style-type: none"> <li><b>Draft of Judicial Opinion due Friday, October 31 by 5:00pm (WA #4)</b></li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul>                            |

| Week 12                   |   |  |  |  |
|---------------------------|---|--|--|--|
| Date                      | Topic   | Reading to be completed before class                   | Work due by the beginning of class   | Work assigned in class   |
| Class Twenty-Four<br>11/4 | Memo in a Minute  | <ul style="list-style-type: none"> <li>None</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul>   | <ul style="list-style-type: none"> <li><b>Schedule conference with me to discuss and review Memo #2 before the final exam.</b></li> <li><b>Email response to TAs for Memo in a Minute</b></li> </ul> |
| Class Twenty-Five<br>11/6 | <b>NO CLASS</b><br><b>Individual Conferences with me and with your TA for Memo #2 (starting Friday)</b> | <ul style="list-style-type: none"> <li>None</li> </ul> | <ul style="list-style-type: none"> <li><b>Email response to Memo in a Minute prompt (WA #5)</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Schedule conference with me to discuss and review Memo #2 before the final exam.</b></li> </ul>  |

| Week 13                |   |  |  |  |
|------------------------|---|--|--|--|
| Date                   | Topic   | Reading to be completed before class                   | Work due by the beginning of class                     | Work assigned in this class                            |
| 11/10-11/13            | <b>NO CLASS</b><br><b>Individual Conferences with me and with your TA for Memo #2</b><br><b>(Monday – Thursday)</b> | <ul style="list-style-type: none"> <li>None</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul> |
| Class Twenty-Six 11/13 | Wrap Up Class; Questions about Final, Evaluations   | <ul style="list-style-type: none"> <li>None</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul> |

**\*\*\*\*\*FINAL EXAM FRIDAY, November 14, 2025\*\*\*\*\***

## **CLASS MATERIALS/RESOURCES**

### **MY OFFICE HOURS**

In addition to the listed office hours and appointments, I will hold extended office hours during the weeks when a significant assignment is due. This will ensure that all students who want to meet with me are able to do so.

Please keep in touch with me! I try to respond to emails as quickly. Please contact me if you have any questions regarding the course or a specific assignment.

### **TEACHING ASSISTANTS**

Teaching Assistants (“TA”) are 2Ls who did particularly well in their first-year legal writing courses. They are a tremendous resource to you. Your TA will assist with assignments and group work both in class and outside of class. I encourage you to get to know your TA and speak with them regularly.

### **COURSE WEBSITE**

[HTTP://ELEARNING.UFL.EDU/](http://elearning.ufl.edu/) You are responsible for reviewing the Canvas page for course updates and for accessing course content.

### **REQUIRED TEXTBOOKS**

Coughlin, Rocklin, and Patrick, *A Lawyer Writes: A Practical Guide to Legal Analysis* (3d ed.)  
McKinney and Rose, *Core Grammar for Lawyers* (Online software; see notes below for how to access)  
The Bluebook: *A Uniform System of Citation* (22d ed.)

### **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).

## **CORE GRAMMAR FOR LAWYERS AND INTERACTIVE CITATION WORKSTATION**

We will utilize numerous asynchronous learning tools during the semester, including but not limited to Core Grammar for Lawyers and the Lexis Nexis Interactive Citation Workstation (“ICW”).

### **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 "UFL2025" 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 below, 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 sections): **325-072-3374**.
6. You will be able to start using CGL immediately.

### **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.
3. Prior to beginning the exercises, select my name to ensure I 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 Bluebook citation form is critical to becoming a strong legal writer. Be sure you understand why each correct answer is correct.

## **GROUP WORK AND ASSIGNMENT POLICIES**

During the semester, our class will be divided into small groups working with one TA per group and two larger groups with two TAs per group. We will use these groups for in-class activities including writing workshops, case discussions, peer review, and other in-class exercises.

## **CONFERENCES AND QUESTIONS CUT-OFFS FOR GRADED WRITTEN ASSIGNMENTS**

No conferences/office hours will be held within the 24-hour period prior to an assignment due date. This rule applies to conferences with me and with your TA. No response will be provided to email questions submitted within the 24-hour period prior to an assignment due date. Questions emailed or asked before the 24-hour cut-off will receive a response.

## COURSE POLICIES AND PROCEDURES

### ATTENDANCE

Attendance in class is required by both the ABA and the Law School. Attendance will be taken for each class. Please ensure you sign the sign-in sheet.

- You may have **two excused** absences without penalty.
- **Missing more than two class periods may result in a reduction of your final grade if there are no extenuating circumstances.**
- **Missing more than six classes will result in a failing grade in the course.**
- Excessive tardiness will also result in a grade penalty.
- The law school's policy on attendance can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Absences for 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 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 **prior** to the start of class to request an excused absence.
- In the case of an emergency or other event 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
  2. Email me no more than **seven** days after the missed class and include the following:
    - 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.

## **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” that addresses general themes present across the section’s submitted assignments.
- Individual Conferences: you will attend 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 additional 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. 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.*

## GRADING

**65%** Timely and successful completion of Memos #1 and #2, and class participation, broken down as follows:

- **10%** **Class participation includes:** 1) *timely and satisfactory* attendance in class (1 point); 2) completion of all “WA” writing assignments (#1-5) (good faith effort) and Core Grammar (5 points total) (as long as completed written assignments are submitted, good faith will be presumed); 3) *preparation* for class, report to partner, and individual conferences (1 point); 4) *timely attendance* at all required conferences with both me and the TAs (1 point); and 5) *timely* submission of *all* ungraded work (2 points).
- **20%** **Memo #1** Discussion section of legal memorandum (assessed for *quality and timeliness* – rubric will be provided)
- **35%** **Memo #2** Full legal memorandum (assessed for *quality and timeliness* – rubric will be provided)

**35%** Final Exam (closed book, in person)

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 (Satisfactory) | 2.0    |
| C-               | 1.67   |
| D+               | 1.33   |
| D (Poor)         | 1.0    |
| D-               | 0.67   |
| E (Failure)      | 0.0    |

## EXPECTATIONS FOR CLASS PREPARTION, ASSIGNMENTS, 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. **Please e-mail me a picture of a lionfish prior to our first class to confirm you have read and understand these policies.**

## *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's timestamp), 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.** Grades tend to be grouped tightly; 10% 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.

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; please

do not use electronics for non-course purposes during class; and please minimize all other class disruptions. In all course activities, students are expected to participate in good faith. If you have questions about professionalism, do not hesitate to 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:

- Double-space text (except for footnotes)
- Left-justify or full-justify text but be consistent
- 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 one space between sentences
- Use Times New Roman 14-point font
- Use *italics*, not underlining, for Bluebook citations.
- **Please also include a picture of an otter in your email to me to confirm you have reviewed and understand these requirements.**

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.

### **UF LEVIN COLLEGE OF LAW STANDARD SYLLABUS POLICIES:**

Other information about UF Levin College of Law policies, including compliance with the UF Honor Code, Grading, Accommodations, Class Recordings, and Course Evaluations can be found at this link: <https://ufl.instructure.com/courses/427635/files?preview=98226140>