

Appellate Advocacy – Law 5793 § 16425 – spring 2019 – 2 credits

Class meets M/W at 3 pm in 360 Holland

Course Outline

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Office hours: Thursday 10:00 - 1:00; available other times by arrangement. My office hours will be expanded during the periods before assignments are due, and the week after they are returned to you. Contact me if you are unable to find a convenient time; I generally respond to emails fairly promptly.

Required Texts

•Legal Writing by Design (second edition) (Text)
by Tracy Rambo and Leanne Pflaum

•TWEN course – Legal Writing and Appellate Advocacy course (2018-19) (Pflaum)
[Note that this is the same course as was required for your fall 2018 Legal Writing course]. New students: Sign up for TWEN access through Westlaw before the first day of class by using your ufl.edu mail address **only** -- the law school email system filters out AOL and other email accounts. No password required).

•The Bluebook - Twentieth Edition

☞ Reading Assignments, ☞ Writing Assignments

Course Structure: All of our writing assignments stem from a case involving a seizure of drugs from a tent in a national forest. Half of you will represent the United States, and half will represent the Defendant. Your complete brief is due in April. You will address the issues raised and write a compelling argument for your client, then present your argument orally to the court. Our law clerk has already done the research and I have listed the relevant cases and other authorities in these materials and on the TWEN site, which links the cases to Westlaw.

You must stay current on all reading and assignments as our pace will be faster than it was last semester. Complete reading assignments by the date indicated and be prepared to discuss in class. Some assignments are lengthy, so plan accordingly. The course calendar includes the dates of all class meetings, required lectures, conferences, and oral arguments. All cases for your brief should be read by Monday of the sixth week of classes; some will need to be read before that for in-class discussions, so follow the assigned case readings indicated on the syllabus.

Reading assignments titled “Text” refer to the *Design* text; omit chapter exercises unless specifically assigned. “WA” refers to Writing Assignments. The symbol “☞” indicates that a writing assignment is due at the start of class; “Assign” indicates an assignment is being introduced. Please submit hard copies of WAs and save a copy for yourself. Mixed in between these assignments will be conferences with your Teaching Assistant and with me, in-class

exercises, short writing exercises, in-class demonstrations, and oral argument presentations.

Because of time constraints, I will not discuss administrative and grading policies (covered in the Course Materials). You are responsible for reading and following all policies and for keeping current with assignments.

Disclaimer: This syllabus represents current plans and objectives for the course. As we go through the semester, I may change these plans to enhance the class learning opportunities as needed; such changes are not unusual and will be communicated clearly.

COURSE POLICIES, REQUIREMENTS, AND ASSIGNMENTS

Appellate Advocacy Objectives and Learning Outcomes

The primary objective of this course is to teach you how to construct a thorough legal argument and express it effectively and persuasively in writing. An additional objective is to teach you how to perform effectively in presenting oral argument in support of your legal position.

Upon completion of this course, you should be able to

- Apply a lawyer's ethical and professional standards in the context of written and oral advocacy.
- Demonstrate an understanding of the basic appellate process and fundamental appellate concepts, including the decision to appeal.
- Demonstrate an understanding of appellate standards of review of trial court decisions.
- Use effective techniques of persuasion.
- Develop a theme and integrate that theme into your argument.
- Frame a legal issue to persuade a court to rule in your favor.
- Present a compelling account of all relevant facts.
- Write a persuasive argument, supported by credibility, logic, the law, and a commanding narrative.
- Use effective organizational techniques.
- Demonstrate an understanding of the importance of adhering to appellate procedural rules and formatting requirements for submitting appellate briefs to a court.
- Demonstrate an understanding of the basic appellate process and fundamental appellate concepts, including the decision to appeal.
- Edit and proofread a persuasive legal document.
- Prepare and effectively present an oral argument in support of your legal position.

Appellate Advocacy is designed to build on the principles you learned last semester in Legal Writing and Legal Research. My goals are to help you with all of the above so that you complete the course thinking, writing, and speaking like lawyers, and produce an appellate brief which you will be proud to use as a writing sample.

Although there are a lot of rules regarding the format for the writing assignments and standards of professionalism, I can assure you that they are not hypothetical or contrived for our class. Actual court rules regarding written briefs are even **more** stringent than mine (I'll show you an order from the First District Court of Appeal commanding an attorney to resubmit a brief

conforming to the appellate rules, or risk having the brief stricken). And, in the competitive atmosphere of the actual practice of law, those who have high standards of professionalism are going to fare far better than those who don't.

Keep in mind that this is a class in **ADVOCACY**. In that respect it is a bit different from other courses. I want us to have a lively exchange of ideas, and I encourage you to participate. I want you to argue with me, and with each other (in an entirely civilized manner, of course).

HONOR CODE:

- [1] In **every** aspect of this course -- i.e., from written assignments, to oral arguments, to meetings with me and your teaching assistants, to class attendance -- you are **strictly bound** by the Honor Code (i.e, all rules, codes, regulations, policies of the University and of the College of Law regarding student conduct (academic and otherwise), as well as the policies set forth below).
- [2] Be especially careful not to plagiarize. Paraphrasing or quoting from, for example, the Record on Appeal, a case, or a law review article without properly acknowledging the source or including quotation marks where such marks are appropriate constitutes plagiarism for the purpose of this course. Any paper evidencing plagiarism will automatically receive a failing grade. Please also be aware that it is no defense to plead either ignorance of what constitutes plagiarism or lack of intent to plagiarize. If you are using the exact language of original text, set the entire passage you have quoted inside quotation marks, with the citation following the closing quotation mark. What is within the quotation marks should be identical to the original, and any changes should be indicated by brackets ([]), and any omissions (except those occurring at the beginning of a sentence) denoted by ellipsis (. . .). If you are paraphrasing an idea, you must also cite to the original source. (This not only avoids plagiarism, it also gives your position more credence by showing that an authority has supported your view.)
- [3] Unless I tell you otherwise, you may not read another student's work-product, and you may not allow another student or any person to read or in any way review your work-product. **All work in this course must be your own.** This means, for example, that you must do your own research, writing, and proofreading. You may not read the written work of another student, (former or present student), nor may you allow another student (former or present student) to read your written work, unless I give you permission to do so. Giving any of your work-product to another student, or allowing that student to read your work-product, without my permission, violates the collaboration policy as much as taking work-product from another student does. Please be aware that you are responsible for protecting the privacy of your work-product. Therefore, if you share your computer with another student and the two of you turn in virtually similar work, both of you have violated the honor code, and will both fail the course.
- [4] "Work-product" includes all written work done by you during the course, whether created in the context of an assignment or not. Work-product thus includes, for example, a list of cases, table of contents, cover page, sections of your brief, and any portion of any assignment.

[5] Every assignment is subject to these provisions.

[6] Please submit to me in writing any questions you may have regarding these policies. I will give you a written response to your questions.

GRADING POLICIES: Appellate Advocacy is graded by letter and is subject to the mandatory grade distribution and mandatory curve established by the College of Law.

Your final grade in the course will be determined by:

1. Final brief – 80%
2. Participation in class and at all oral argument sessions; satisfactory work on all assignments (see Course Expectations below); and compliance with course policies and class expectations – 20%.

An "A" final brief is excellent. The argument is persuasive, well-reasoned, and well-supported by authorities. The writing style is concise, clear, and generally free of format and citation errors.

UF Law letter grades and point equivalents:

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Point</u>	<u>Grade</u>	<u>Point</u>
A (Excellent)	4.0	C+	2.33	D-	0.67
A-	3.67	C (Satisfactory)	2.00	E (Failure)	0.0
B+	3.33	C-	1.67		
B (Good)	3.00	D+	1.33		
B-	2.67	D (Poor)	1.00		

The law school grading policy is available at: <http://www.law.ufl.edu/students/policies.shtml#9>

Course Expectations

I expect you to:

- [1] satisfactorily and timely complete all writing and citation assignments;
- [2] attend and demonstrate preparedness in class; writing conferences; and oral presentations; and
- [3] demonstrate professionalism.

What this means:

Satisfactorily complete assignments

The goals of all assignments in this course are to teach you the principles of and give you practice in developing legal writing skills. I want you to use the assignments to practice writing techniques, to learn from your teaching assistants and my feedback, to learn from your strengths and weaknesses and to improve.

For some assignments, I may provide to you a checklist of my expectations for the project and will use the checklist to aid me in assessing the quality of your work. I will evaluate your performance based on the effort you demonstrate in doing the best work that you can on each assignment, the effort you demonstrate in applying the principles discussed in the assigned reading and during our class meetings, and the effort you demonstrate in revising your work.

Timely complete assignments

As it is in law practice, time management is a critical component of our class. Just as clients, senior partners, and judges expect work to be submitted timely, I expect your work to be submitted no later than the specified deadline. If you worked for me as a law clerk and you submitted an assignment after the deadline, without excuse, I'd likely fire you and definitely would not offer you a permanent position in the firm. Therefore, I will not accept such conduct in this course.

I will not review *ungraded* assignments if not submitted by the deadline; they will be considered to be unsatisfactory. Your final grade will be lowered one level (e.g. B to B-) for each ungraded assignment submitted after the deadline. *Graded* assignments will be lowered one level (e.g. B to B-) for every day or portion of a day that the assignment is late.

I will excuse late submissions only in limited emergency situations. In the event of an emergency involving serious illness (yours, a close friend's or a family member's), accident or a complete computer breakdown (i.e., the hard drive crashes), please call me, email me or see me as soon as possible. Under these circumstances, I will delay the deadline for your paper to give you enough time to deal with the emergency. Bottom line: Meet all deadlines. If you know you can't, let me know as soon as possible. I am far more likely to grant extensions of time when contacted before the assignment is due, rather than after the deadline.

ABA Requirements regarding Attendance and Participation

The American Bar Association has strict requirements about minimum hours of class attendance and participation.

Attendance: The ABA suggests that anything in excess of 15% absences should render a student ineligible to receive credit for a course. Thus, excessive absences (defined for this course as a combined total of 5 or more unexcused absences from required class meetings, writing conferences, oral argument sessions, workshops, and mandatory special events) will result in failure of the course. Your final grade in the course may be lowered one level (e.g. B to B-) for each unexcused absence.

Participation: ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every "classroom hour" (a 2 to 1 ratio) of in-class instruction. (For these purposes, 50 minutes equals 1 hour of in-class instruction, but an out-of-class hour must be 60 minutes). Appellate Advocacy has 2 "classroom hours" of in-class instruction each week, requiring at least 4 hours of preparation outside of class. Accordingly, you will have about 60 pages of reading each week, and to fully comprehend the concepts presented, you should spend at least one hour on every 10-15 pages of reading. Essentially, it is anticipated that you will spend approximately 2 hours out of class reading and/or preparing for in class assignments for every 1 hour in class.

Excessive absences will result in failure of the course. Your final grade in the course may be lowered one level (e.g. B to B-) for each unexcused absence.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Demonstrate preparedness in class

You are responsible for the information contained in all TWEN postings, handouts and assigned reading. I expect that you will have completed the reading assignments and that you will participate in class. I will call on students during class and expect them to be prepared. I also expect that you will be prepared to participate during in-class group exercises. This is not a lecture course. I will not use our valuable class time to reiterate what you've read. Instead, I will use class meetings to give you practice using the skills and applying the principles covered in the assigned reading. Our class meetings will have value to you only if you come prepared to participate.

I understand that sometimes things will complicate your life and that you may not be prepared for a particular class session. If you are unprepared to participate in a class session, please let me know before class begins, and I will not call on you that day. Do not, however, make a habit of this.

Demonstrate preparedness in writing conferences

You will be required to meet with me to confer about your work in the course. I expect that before a writing conference you will have reviewed all comments written on your paper by your teaching assistant and by me. I expect that you will have reviewed all portions of our text and course materials relevant to the revisions you'll need to perform. I expect that you will come to the conference with specific questions for your teaching assistant and me about your work and how to improve it.

Demonstrate professionalism

In three short years you will be representing clients in matters affecting their liberty, their lives, and their property. Now is the time to start taking this responsibility seriously. With this in mind, I expect that you will conduct yourself in this course as an ethical, honorable member of the legal profession.

Although I do not expect that you, as a first-year law student, will possess the skills necessary to produce sophisticated legal analysis, I do expect that you have the ability and maturity to approach your work with diligence. I expect you to produce work that exhibits a professional quality. It must conform to all format requirements and must be carefully proofread. When preparing an assignment for this course pay attention to detail as you would if you were a law clerk or practicing attorney preparing a document for review by a senior partner or by a client. Just as an employer or client would not accept sloppy work from you, I will not accept such work in this course.

Any paper containing excessive, distracting typographical, format and/or citation errors is unsatisfactory, and may result in the lowering of your final grade. *Please remember that it may*

take you at least 3 hours to print out your complete brief, and it will take you at least an additional 2-3 hours to properly proofread it. You must check for format, citation, and typing errors, and be certain that all cites (including pincites) and quotes are accurate. This means you cannot wait until the day before the assignment is due to begin finalizing your work. *Bottom line:* As you did in Legal Writing, proofread your work carefully and you won't have any problem here.

An *initial* brief barely containing any analysis (regardless of the page length) or *containing an argument section less than 10 full pages (to the bottom of page 10)* or more than 13 pages, is unacceptable. A paper barely containing any analysis is one which, for example, relies on only 3 to 4 cases, and/or fails to address all major issues. *Bottom line:* If your brief lacks analysis, you've really given me nothing to grade, and as a consequence, your final grade in the course may be lowered one level (e.g., B to B-).

A final brief that is turned in late may result in your final grade in the course being lowered one level (e.g. B to B-). A late paper is one handed in after the time it is due. Again, I will excuse late submissions only in limited emergency situations. In the event of an emergency involving serious illness (yours, a close friend's or a family member's), accident or a complete computer breakdown (i.e., the hard drive crashes), please call me, email me or see me as soon as possible. Under these circumstances, I will delay the deadline for your paper to give you enough time to deal with the emergency. I am far more likely to grant extensions of time when contacted before the assignment is due, rather than after the deadline.

A *final* brief containing cites to headnotes, to the opinion's syllabus, or other errors demonstrates a lack of credibility (such as excessive misquotes or failure to indicate quoted material). *Bottom line:* Check your cites and quotes carefully.

Any assignment or any paper (in whole or in part) undertaken, completed, or written in violation of the Honor Code (see specific policies set forth above), or in violation of any rule, code, regulation, or policy of the University and/or the law school regarding academic conduct, will receive a failing grade, and the student will receive a failing grade in the course.

You may not resubmit an assignment Unless you are instructed otherwise, you may not submit or resubmit an assignment or paper after the time the assignment is due.

Handouts and course reading You are responsible for the information contained in all handouts, TWEN posts, and assigned reading.

Responsibilities to other classes As attorneys you will be responsible for many clients at the same time. When you are engaged in a big project involving one client, you must still attend to the legal affairs of your other clients. Likewise, when you are engaged in preparing an assignment for Appellate Advocacy, you still must attend, and complete the work for, your other classes.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

COURSE EVALUATIONS:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

OFFICE HOURS: My office hours are posted on the first page above. If you would like to meet with me, please make an appointment on the TWEN site using the sign-up sheets, or contact me to meet at a different time. My e-mail address is: pflaum@law.ufl.edu

IMPORTANT NOTE ABOUT COMPUTER USE:

This semester you may use information technology in class (laptop, tablets, iPads, etc., but no cell phones).

A NOTE ABOUT COMPUTERS: You assume the risks of the technology you use in completing your writing assignments. Therefore, you must make certain your computer, printer, etc. are in proper working order in advance of all deadlines.

If you are using a computer, you should print out a hard copy of your work-in-progress so that your work will not be lost if your lose the information on your disk. I'm more likely to be sympathetic to a computer problem if you have an almost complete assignment to show me. If you're using a hard drive, please make certain you are backing-up the information on a disk, or email your document to yourself periodically. Also, make certain you turn off the "right justification" feature. Failure to do so will result in spacing errors -- a particular concern with citations. Do this for each document you produce. (Many times students write their briefs in segments and save those segments under different files. Please make certain that if you do this, you turn the right justification off for each file. Otherwise, when you merge the files, parts of your brief may be right justified.)

Reasonably foreseeable computer failures, errors, and the like do not constitute a satisfactory excuse for handing in a late paper. Allow sufficient time to be prepared for the worst. Also, if you have any questions regarding the size of the typeface or font you plan to use for your papers, please discuss it with me at least a week prior to the deadline. Generally, you will follow the same format requirements as to type size, spacing, etc. as for your Legal Writing course. Please note that all "format" requirements are strictly enforced.

A special note about proofreading: Please make certain that you proofread the actual, hard copy of your work. Some people are in the habit of proofreading "on the computer screen." BEWARE . . . far too many people have "proofed" on-screen, printed out the work, handed in the assignment and then, to their horror, discovered that they had submitted the **wrong** document, or had errors that didn't show up on the screen, but did on the hard copy. **ALWAYS PROOFREAD THE HARD, STAPLED COPY.** (Proofing the final, stapled version helps to ensure that you've got the right information, and that your pages are in the right order and not upside down.)

Assignments and oral arguments

ASSIGNMENT	BRIEF DESCRIPTION
✍ WA # 1	Analyzing the record on appeal. Due Jan. 14.
ICW Bluebook Exercise # 10	Prior and subsequent case history. Due 5 pm, Fri., Jan. 18
✍ WA # 2	Statement of the Case and Facts. Due Jan. 23.
✍ WA # 3	Table of Authorities for the brief. Due Jan. 30.
✍ WA # 4	Initial portions of the brief, including the Caption page, Table of Contents (including argument headings), Table of Authorities, Opinion Below, Jurisdiction, Constitutional Provision, and Question(s) Presented. Due Feb. 11.
ICW Bluebook Exercise # 13	Signals. Due 5 pm, Fri., Feb. 15.
✍ WA # 5	Peer review of argument section. In class, Feb. 20.
✍ WA # 6	A polished version of your complete argument section. Due Feb. 27.
ICW Bluebook Exercise # 9	Comprehensive Core Exercises. Due 5 pm, Fri., April 5.
✍ WA # 7	The final brief. Due April 15.

Here's a list of the oral arguments you must attend.

Mini-oral argument	March 11-15 (date and time TBA)
Practice oral argument	March 18-29 (evening, dates TBA and subject to change)
Final oral argument	April 1-12 (evening, dates TBA and subject to change)

SYLLABUS

Note: This is a tentative syllabus - topics, assigned readings and assignment due dates may change subject to reasonable notice.

WEEK ONE

Monday Class 1
1/7 Introduction to Appellate Advocacy

READ: ☞ Text: Chapters 13 and 14.
 ☞ TWEN
 ☞ Course Materials, 1-4; Syllabus and Course Policies.
 ☞ Record on Appeal (ROA): read and decide whether to represent Defendant or the United States.
 ☞ List of Authorities: The Fourth Amendment (U.S. Const. amend. IV); *Katz*.

Wednesday Class 2
1/9 The Record on Appeal (ROA); jurisdiction of district court (trial court)

READ: ☞ Text: Sample briefs, chapters 36, 37, 38.
 ☞ TWEN
 ☞ Course Materials: Writing Assignment # 1 – Analyzing the ROA.
 Be prepared to discuss the Record for WA #1.
 ☞ List of Authorities: *Oliver*.
 ☞ 18 U.S.C § 3231; 28 U.S.C. §§ 1331.

ASSIGN: ☞ *Writing Assignment #1* - due in class 3, Mon. Jan. 14.

WEEK TWO

Monday Class 3
1/14 The Record on Appeal; review of Writing Assignment #1
 Writing a Persuasive Statement of the Case and Facts (SOF).

READ: ☞ Text: Chapter 15.
 ☞ TWEN
 ☞ Course Materials: Writing Assignment # 2 – SOF.
 ☞ List of Authorities: *Kelley*.

Bring to class ☞ *Writing Assignment #1: Analyzing the Record on Appeal*
 Completed acknowledgment of course policies sheet (in Course Materials).

ASSIGN: ☞ *Writing Assignment # 2 -- SOF* due in class, Wednesday January 23.

Wednesday Class 4
1/16 Preparing the Table of Authorities (TOA) and updating case law.

Bring to class *The Bluebook*

READ: ☞ Text: Chapter 21 (§ 21.3)
☞ TWEN
☞ Course Materials: Writing Assignment # 3.
☞ List of Authorities: *Nishi* and *Sandoval* cases.
☞ *The Bluebook* – Rule 10.7

ASSIGN: ☞ *Writing Assignment # 3 - TOA* - due in class, Wednesday, January 30.

Friday
1/18 ☞ **Complete and submit ICW Bluebook Ex. #10: Due at 5 pm.**

WEEK THREE

Monday No class (MLK Holiday)
1/21

Wednesday Class 5
1/23 Persuasive Legal Analysis: Rule formulation, explanation, and rule application.
• “In Class” Exercise #1

READ: ☞ Text: Chapter 20; review chapter 6, particularly § 6.3(d) on how to address and deal with a harmful case.
☞ TWEN
☞ Course Materials: “In Class” Exercise #1 - be prepared to discuss in class.
☞ List of Authorities: *Gooch* and *Ruckman*.
☞ Fed. R. APP. P. 28 and 11th Cir. R. 28-1 – 28-5, & Fed. R. App. P. 32 and 11th Cir. R. 32-1 – 32-4.

SUBMIT: ☞ *Writing Assignment # 2 at the beginning of class.*

WEEK FOUR

Monday Class 6
1/28 Standards of review; jurisdiction of appellate court; continuation of “In Class” Exercise #1

READ: ☞ Text: Chapter 16
☞ TWEN
☞ 28 U.S.C. § 1291.

- ☞ List of Authorities: *Cleator* and *Rigsby*.
-

Wednesday Class 7

1/30 Persuasive Legal Analysis: Rule formulation, explanation, and rule application.

- “In Class” Exercise # 2

READ: ☞Text: Chapters 23, 27 (review).

☞TWEN

- ☞ Course Materials: “In Class” Exercise #2 - be prepared to discuss in class.
- ☞ List of Authorities: *Amezquita*, *Dias*, and *Cameron* cases.

SUBMIT: ☞ *Writing Assignment # 3 at the beginning of class.*

Friday

2/1

Attend Moot Court competition – Time/location TBA

WEEK FIVE

Monday

2/4

Class 8

Initial portions of the brief : Caption page; Tables; Opinion Below; Jurisdiction; Constitutional Provision Involved, and Questions Presented.

READ: ☞Text: Chapter 21, and review chapters 36, 37, 38 for formats.

☞TWEN

- ☞Course Materials: Writing Assignment # 4.
- ☞List of Authorities: *Greenwood and Pottinger* (pages 1553-73) cases.

ASSIGN: ☞ *Writing Assignment # 4 -- initial portions of the brief*, due in class, Mon. Feb. 11.

ATTEND: Conference with TA on WA## 1, 2, 3, & 4 this week - day and time tba.

Wednesday

2/6

Class 9

The brief -- Question(s) Presented; Argument headings.

- “In Class” Exercise #3

READ: ☞Text: Chapters 17, 18.

☞TWEN

- ☞Course Materials: “In Class” Exercise #3 - be prepared to discuss the exercise in class.
- ☞List of Authorities: *Thomas* and *Mooney* (up to “II” on page 161) cases.

All remaining authorities (*Stoner*, *Parizo*, and *Botelho*) should be read by Monday, Feb. 11.

ASSIGN: Settlement conference – classes 10 and 11.

WEEK SIX

- Monday
2/11 Class 10
Theory of the case; Settlement conference on first issue.
- READ: ¶ TWEN
 ¶ Course Materials: WA # 5 Peer review; WA # 6 (Argument).
- ASSIGN: ¶ *Writing Assignment # 5 - argument*; due in class, Wed. Feb. 20, for peer review.
- SUBMIT: ¶ *Writing Assignment # 4 -- initial portions of the brief.*
- ATTEND: This week – Conference with TA on WA # 4 and WA # 5 - day and time tba.
-

- Wednesday
2/13 Class 11
Theory of the case; Settlement conference on second issue.
- READ: ¶ Text: Chapters 28-33 (review).
 ¶ Course Materials: Citation refresher for Writing Assignments, page 20
- ASSIGN: ¶ *Writing Assignment # 6 -- argument*; due Wed. Feb. 27 in class.
-

WEEK SEVEN

- Monday
2/18 Class 12
Citation – use of signals; Finalizing the Argument; Q & A
- Bring to
class *The Bluebook*
- READ: ¶ Text: Chapter 25 (§ 25.6)
 ¶ *The Bluebook* – B3 and Rule 1.2-1.4
- REMINDER: ¶ *Writing Assignment # 5 -- argument section of the brief*, due in class, Wed. Feb. 20 for peer review.
-

- Wednesday
2/20 Class 13
Peer review – print out and bring your complete argument section to class (WA # 5).
-

- Friday
2/22 ¶ **Complete and submit ICW Bluebook Ex. #13 (Signals): Due at 5 pm.**
-

WEEK EIGHT

Monday Class 14
2/25 Finalizing the Argument section; Q & A.

READ: 📖 TWEN
 📖 Course Materials: Writing Assignment # 7 (pages 23 - 39).

Wednesday Class 15
2/27 Mini-oral argument and TA Demo.

SUBMIT: 📎 *Writing Assignment # 6 at the start of class.*

WEEK NINE

March 4 - March 8
SPRING BREAK
No class



WEEK TEN

Monday Class 16
3/11 TBA – guest speaker

READ: 📖 Text: Chapter 22.

ATTEND: *5 minute mini-oral argument this week. Time and place TBA.*

Wednesday Class 17
3/13 Practice oral argument and TA Demo.

WEEK ELEVEN

Monday Class 18
3/18 Westlaw training – bring laptop

ATTEND: *Practice Oral Argument – March 18 - 29, date, time (evening) and place TBA*

Wednesday Class 19
3/20 Summary of Argument; Conclusion; Certificate of Service.

READ: 📖 Text: Chapter 19; review Chapter 21, §§ 21.7 and 21.8.

ASSIGN: 📎 *Writing Assignment # 7. Due in class, Mon. April 15.*

WEEK TWELVE

Monday Class 20
3/25 Lexis training – bring laptop

ATTEND: **Conferences this week.**

ATTEND: *Practice Oral Argument – March 18 - 29, date, time (evening) and place TBA*

Wednesday Class 21
3/27 Oral Argument; Citation; Q & A.

WEEK THIRTEEN

Monday Class 22
4/1 TBA; Oral Argument.

ATTEND: **Conferences this week with TA and prof.**

ATTEND: *Final Oral Arguments - April 1 - 12, date, time (evening) and place TBA*

Wednesday Asynchronous Learning Day -- Work on ICW exercise #9 in our classroom or
4/3 at home due by 5 pm on Friday April 5.

Friday **Complete and submit ICW Bluebook Ex. # 9**
4/5 Due 5 pm.

WEEK FOURTEEN

Monday Asynchronous Learning Day -- Work on your final brief. You may work on this
4/8 assignment in our regular classroom or at home.

ATTEND: **Conferences this week with TA and prof.**
Final Oral Arguments - April 1 - 12, date, time (evening) and place TBA

Wednesday Class 23
4/10 Oral Argument; Finalizing the brief, Q & A.

READ: ☞ Text: Chapter 24 (review).

WEEK FIFTEEN

Monday Class 24 (final class)
4/15

SUBMIT: ✍ *Writing Assignment # 7 - FINAL BRIEF in class. Attach the evaluated WA# 6.*

Wednesday No class
4/17
