

University of Florida Levin College of Law  
**REID – SPRING 2020 – APPELLATE ADVOCACY**  
**COURSE SYLLABUS & POLICIES**

Professor Teresa Reid    [reid@law.ufl.edu](mailto:reid@law.ufl.edu)    Office: 349 Holland  
 Office hours: Tues. 12:00-1:00 and by appointment

**SPRING 2020: Class meets @ 3:00 P.M. in room 355C**

(Please double-check the room number via the law school's website for any last-minute changes.)

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Our course book is *Legal Writing By Design* (Second Edition) by Teresa J. Reid Rambo and Leanne Pflaum (Carolina Academic Press). **Please stay up to date with the reading even if we don't discuss it in class on the assigned day. For every hour in-class, please anticipate spending at least two out-of-class hours reading and preparing for in-class instruction/participation. As this is a writing course, please be aware that you'll also spend even more time out of class completing the writing and other assignments. Chapters referenced below are to our course book. Writing Assignments are referenced by number. In Class 1, you'll be provided with the Record on Appeal, cases, and other materials you'll need for Class 2.** ☒ This sign signifies an assignment is due in class.

**OVERVIEW**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	F	S	S
13 JANUARY	14 <b>class 1</b>	15	16 <b>class 2</b>	17	18	19
<b>WEEK 1</b>	Introduction xi- xv		Chapter 15 (Statement of the Case and Facts)			
<b><u>Please Read:</u></b>	Chapter 6 (Using Cases Effectively)		Chapter 16 (Standards of Review)			
<b>Course Policies and Syllabus</b>	Chapter 7 (Examples of Using Cases in Writing a Memo or Brief)		#1 Memo re Motion in Limine			
	Chapter 13 (Intro. to Appellate Advocacy)		Record on Appeal			
	Chapter 14 (The Appellate Brief)		Rule 606(b)			
			<u>Case: Tanner</u>			
			<u>Case: Brown</u>			

20 JANUARY MLK HOLIDAY	21 <b>class 3</b> <input checked="" type="checkbox"/> #1 <u>Memo re Motion in Limine DUE in class</u> #2 Table of Authorities Chapter 1.2 (Intro. to Reasoning) Chapter 25 (Citation, Quotation, and Style) Chapter 20 (The Argument) Chapters 28-33 (The Basics)	22	23 <b>class 4</b> #3 Statement of the Facts Chapter 17 (Question Presented) Chapter 18 (Argument Headings) Chapter 21 (The Other Parts of the Brief) <u>Case: Warger</u> <u>Case: Pena-Rodriguez</u>	24	25	26
27 JANUARY WEEK 3	28 <b>class 5</b> <input checked="" type="checkbox"/> #2 <u>Table of Authorities DUE in class</u> #4 Argument Headings Chapter 19 (Summary of the Argument) Chapter 23 (The Blank Page: Tips on Getting Started) Chapter 24 (Making It Shine: Editing Tips for the Memo and Brief) Chapter 27 (Ethics and Professionalism)	29	30 <b>class 6</b> <input checked="" type="checkbox"/> #3 <u>Statement of the Facts DUE in class</u> Review Chapter 18 (Argument Headings) Chapter 22 (The Oral Argument) #5 Issue I Argument Section	31	1	2
3 FEBRUARY WEEK 4	4 <b>class 7</b> <input checked="" type="checkbox"/> #4 <u>Argument Headings DUE in class</u> Chapter 34 (Court Opinion) Chapter 36 (Appellate Lionell's Brief) Chapter 37 (Appelle Walker's Brief) Chapter 38 (Appellate Lionell's Reply Brief)	5	6 <b>class 8</b> <input checked="" type="checkbox"/> #5 <u>Issue I Argument Section DUE in class</u> #6 First Draft of Entire Brief	7	8	9

10 FEBRUARY <b>WEEK 5</b>	11 <b><u>class 9</u></b>	12	13 <b><u>class 10</u></b> Settlement Conference	14	15	16
17 FEBRUARY <b>WEEK 6</b>	18 <b><u>class 11</u></b>	19	20 <b><u>class 12</u></b> <input checked="" type="checkbox"/> #6 First Draft of Entire Brief <b><u>DUE in class</u></b>  TA Mini Oral Demonstration on Issue I	21	22	23
24 FEBRUARY <b>WEEK 7</b> <b><u>Mini Orals</u></b>	25 <b><u>class 13</u></b> <b><u>Mini Orals</u></b>	26 <b><u>Mini Orals</u></b>	27 <b><u>class 14</u></b> <b><u>Mini Orals</u></b>	28	29	1
2 MARCH <b>WEEK 8</b> SPRING BREAK	3 SPRING BREAK THIS WEEK	4 SPRING BREAK THIS WEEK	5 SPRING BREAK THIS WEEK	6	7	8
9 MARCH <b>WEEK 9</b> <b><u>Meetings with Prof. Reid and TA</u></b>	10 <b><u>class 15</u></b> <b><u>Meetings with Prof. Reid and TA</u></b>	11 <b><u>Meetings with Prof. Reid and TA</u></b>	12 <b><u>class 16</u></b> <b><u>Meetings with Prof. Reid and TA</u></b>	13	14	15
16 MARCH <b>WEEK 10</b> <b><u>Meetings with Prof. Reid and TA</u></b>	17 <b><u>class 17</u></b> <b><u>Meetings with Prof. Reid and TA</u></b>	18 <b><u>Meetings with Prof. Reid and TA</u></b>	19 <b><u>class 18</u></b> <input checked="" type="checkbox"/> #7 FINAL BRIEF DUE IN CLASS	20	21	22
23 MARCH <b>WEEK 11</b> <b><u>Practice Orals</u></b>	24 <b><u>class 19</u></b> <b><u>Practice Orals</u></b>	25 <b><u>Practice Orals</u></b>	26 <b><u>class 20</u></b> <b><u>Practice Orals</u></b>	27	28	29
30 MARCH <b>WEEK 12</b> <b><u>Final Orals</u></b>	31 <b><u>class 21</u></b> <b><u>Final Orals</u></b>	1 APRIL <b><u>Final Orals</u></b>	2 <b><u>class 22</u></b> <b><u>Final Orals</u></b>	3	4	5
6 APRIL <b>WEEK 13</b>	7 <b><u>class 23</u></b>	8	9 <b><u>class 24</u></b>	10	11	12

**SYLLABUS – Please note this Syllabus is subject to change.**

**Please see the Calendar for the dates of each of the items listed below. Please note when an Assignment is due, and please make sure you read ahead to learn about upcoming Assignments – so you can ask questions about them -- before you begin working on them. Please be pro-active in managing your time.**

**Class 1**

Introduction to the Appellate Brief

Read:

Introduction xi- xv

Chapter 6 (Using Cases Effectively)

Chapter 7 (Examples of Using Cases in Writing a Memo or Brief)

Chapter 13 (Intro. to Appellate Advocacy)

Chapter 14 (The Appellate Brief)

Course Policies and Syllabus

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**Class 2**

Statement of Facts

Please consider which side (Doe or City) you wish to represent and tell your TA your choice. Sorry, but you may **not** switch sides once you have decided and have notified your TA.

Chapter 15 (Statement of the Case and Facts)

Chapter 16 (Standards of Review)

**#1 Motion in Limine**

The Record on Appeal

Case: Tanner

Federal Rule: Rule 606(b)

Case: State v. Brown

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**Class 3 – #1 Memo re Motion in Limine DUE in class**

Our Facts – Assuming or Not?

Chapter 1.2 (Intro. to Reasoning)

Chapter 25 (Citation, Quotation, and Style)

Chapter 20 (The Argument)

Chapters 28-33 (The Basics: Designing Clear and Effective Writing)

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**Class 4**

Overview of the Law and of our Case

Chapter 17 (Question Presented)

Chapter 18 (Argument Headings)

Chapter 21 (The Other Parts of the Brief)

**#2 Table of Authorities**

Case: Warger; Case: Pena-Rodriguez

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**Class 5 -- #2 Table of Authorities DUE in class**

Overview of the Law and of our Case

Chapter 19 (Summary of the Argument)

Chapter 23 (The Blank Page: Tips on Getting Started)

Chapter 24 (Making It Shine: Editing Tips for the Memo and Brief)

Chapter 27 (Ethics and Professionalism)

In class: Formulate the Question Presented Section

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**Class 6 -- #3 Statement of the Facts DUE in class**

Oral Argument

Review Chapter 18 (Argument Headings)

Chapter 22 (The Oral Argument)

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**Class 7 -- #4 Argument Headings DUE in class**

The Law

Chapter 34 (Court Opinion)

Chapter 36 (Appellate Lionell's Brief)

Chapter 37 (Appelle Walker's Brief)

Chapter 38 (Appellate Lionell's Reply Brief)

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**Class 8 -- #5 Issue I Argument Section DUE in class**

The Law

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**Class 9**

The Law

(TAs: Prepare for Mini Oral Demonstration on Issue I)

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**Class 10**

Settlement Conferences

The Law – Developing the Rules

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**Class 11**

Preparing your Initial Brief

(TAs: Make sure all scheduling is done and students are notified re Mini Orals)

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**Class 12 -- #6 First Draft of ENTIRE Brief (all sections) DUE in class**

**TA Mini Oral Demonstration on Issue I**

TA presenting for Doe:                      TA presenting for City:                      TA Judges:

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**Class 13 -- Mini Orals**

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**Class 14 -- Mini Orals**

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**Class 15 -- Meetings with Prof. Reid and TA to refine your brief**

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**Class 16 -- Meetings with Prof. Reid and TA to refine your brief**

*reminder:* Conference with your TA the week of Class 16 to address the First Draft of your Brief.

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**Class 17 -- Meetings with Prof. Reid and TA to refine your brief**

TAs: Please tell students re Practice Oral date/time/place.

*reminder:* Please make sure you know when/where your Practice Orals will be held.

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**Class 18 -- #7 FINAL BRIEF DUE IN CLASS**

Oral Argument and Final Brief Question and Answer session

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**Class 19 -- Practice Orals**

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**Class 20 -- Practice Orals**

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**Class 21-- Final Orals**

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**Class 22-- Final Orals**

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**Class 23**

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**Class 24**

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## COURSE POLICIES

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**Welcome to Appellate Advocacy!** This is the second of your first-year writing courses designed to get you thinking and writing like lawyers. Please *carefully* read these materials as soon as possible, and well before the first day of class. (If you see any typos, please email me about them.)

This semester we'll focus on writing a persuasive appellate brief (i.e., a document which explains why our client should win the case). Our textbook, *Legal Writing By Design: A Guide to Great Briefs and Memos*, a book I co-authored with Prof. Pflaum, will help you learn how to write a brief and how to present oral arguments on appeal.

Our course is "officially" described as follows on our law school website:

### APPELLATE ADVOCACY

**Course Number:** LAW 5793 **Credits:** 2

**Prerequisites:** Legal Writing (LAW 5792)

As a continuation of LAW 5792, a factual situation is presented to the student by means of a hypothetical appellate record. The record is the basis for the preparation of an appellate brief and oral arguments.

In addition, please be aware of the following policies, also from our law school website:

### Juris Doctor Degree Requirements

**Degree requirements are as stated in the College of Law catalog in effect at the time of enrollment. For students who entered in fall 1994 or thereafter, requirements are as follows. Completion of the following courses with a passing grade:**

**Legal Research (LAW 5803), Legal Writing (LAW 5792), and Appellate Advocacy.**

In other words, you must pass our course to graduate. If you fail this course, you *cannot* rewrite your paper or resubmit any assignments. There aren't any second chances. You'll be required to wait until the next semester the class is offered to retake the course (with a different professor).

In the materials below, I've tried to explain what you can expect, and what I expect of you. **Please read these materials very carefully.** Please understand that you're responsible for reading, understanding, and complying with all policies addressed or referenced in this document, as well as any announced in class.

**Professionalism tip:** Before asking your professor about any course policy (in any class), please first check with the course policy document to see if the answer is already provided. You don't make a good first impression if you ask a question these course policies already answer. However, if any policy is unclear to you, please feel free to ask about it.

## Required Materials for this Course

(1) *Legal Writing By Design, Second Edition*, (2) *The Bluebook* (current edition); and (3) Our Class Notes package.

## Course Components

Our course, which is taught with the aid of teaching assistants, has several components:

- [1] writing assignments, consisting of projects designed to teach you how to interpret the law and how to apply, in a professional manner, the law to factual scenarios;
- [2] conferences with teaching assistants to review specific assignments and to address general issues;
- [3] office appointments with me to review your written work;
- [4] in-class discussions and other in-class activities; and
- [5] moot court arguments.

Please be advised that the material below is extremely “directional,” with what may seem to be a rather overwhelming amount of “do’s and don’ts.” This is a course in *highly technical* writing, and it involves many format and other rules. Being mindful of these rules at the outset will help you to understand that what may *not* have seemed important in other types of writing *is* extremely important in legal writing.

The highly technical format and citation rules we follow are those accepted, expected, and demanded by the legal profession, including the courts. While typographical errors in other writing may be a mere annoyance, in legal writing they demonstrate a lack of credibility and weaken your client’s case. Even the placement of a comma can have a dramatic impact. For example, in one case a single comma determined whether a person would or would not collect a million dollar insurance policy.

To pass this course, every document you produce, as in law practice, must be professional – proofread, correctly formatted, within the allotted page limits, and submitted on time. Careful attention to detail in the practice of law is a necessity, and that detail must be reflected in the written work you produce. Your client’s case, and your reputation, depend on it. The bottom line is that this is a tough course. We make no apologies for that. Law is a tough business.

What most people don’t realize is that lawyers are *professional writers*. We get paid for what we write. We’re writing all the time and our words change people’s lives. If you want to be the best lawyer you can be, you’ve got to be the best *writer* you can be. You’ve got to take this course seriously and approach the material we’ll address with an open, not fearful, mind.

If you pay attention in class, do all assigned reading, do a satisfactory job on all assignments, follow directions, work to the best of your ability, ask questions, and avail yourself of the resources we have to offer, you’ll not only pass this class, but you’ll be ready to write like a lawyer when the time comes.



And that time is coming quickly. The three years you'll spend in law school will rush by. You'll soon BE A LAWYER. Take this course seriously and it's like putting money in the bank. What do lawyers do? They write. What do good lawyers do? They write well, and *that* writing wins cases.

*Good writing starts with good thinking.* When you boil it all down, *thinking* is really what we're teaching. The thought must precede the written word.

This "writing" course, in truth, is a course in *thinking*. For that reason, the way I teach writing may be a bit different from what you may have experienced in other courses with a writing component. This is a *professional writing* course, with a twist.

The twist is this: in just a few years, we'll be colleagues. You'll be out of law school, and one day we may have a case together. Or, we may be opponents. Or, you may be the judge I appear before with my client. With that thought in mind, I teach this course *not* as a "writing professor" pontificating on and on about this and that (I'd bore you and myself), but as a "partner" in a law firm.

I'll be tough, but I'll be *fair and kind*. We need to start working and thinking together *now*. We want to do our best for our clients. And, as you'll see from the hypothetical cases we'll handle, we have a very active practice here.

As a partner in a law firm, I'll review your written work. But "review" doesn't mean just "read." In legal writing, every word, every punctuation mark, *counts*. Therefore, when I review your papers, I'll closely scrutinize *everything* – *every comma, every word, and every thought*. Please understand that this close scrutiny of your writing is the only way I can do my job.

Please understand that my comments on your paper are just that – comments on your *paper*, not comments on you *as a person*. When I read a paper, I do so with an open, objective mind, and with the knowledge that you are all in the earliest stages of learning this form of writing. My comments are geared towards helping you learn to express your thoughts in the best way possible, not to supplant your particular style with my own.

Writing assignments *aren't tests!* Rather, each assignment is another step in your learning. So please don't beat yourself up for not knowing how, on the first attempt, to write a brilliantly reasoned, highly technical, perfect paper. You're still students! Writing is one of the most complicated things a human being can do. No one, especially not me, expects you to start out in the course by producing a flawless document.

And, although you're not permitted to read each other's papers, please believe me when I tell you that I'll comment, either in writing or orally, extensively on *every* paper.

Please also understand that it is your right, as an author and as a rookie lawyer, to disagree with my comments. You may have a very good reason for crafting your argument as you've done. It may be that I'm just not following your theory or tactics. Perhaps if you made a slight change, I'd understand, and would see that your way is preferable. This is why it's so very important that you let me know if you have any questions regarding any of my comments.

## Course Goals

1. To help you determine how to evaluate the "worth" of cases. In other words, how to determine whether, and to what degree, a case is relevant, useful, or harmful to your case.
2. To help you to determine how to evaluate the "worth" of statutes, rules, ordinances, and constitutional provisions. In other words, how to determine whether, and to what degree, such "laws" are relevant, useful, or harmful to your case.
3. To help you learn how to write a credible and persuasive legal argument.
4. To help you learn how to prepare several different legal documents, including a complete and credible appellate brief.
5. To help you to learn how to produce (and the importance of producing) professional, quality work.
6. To help you develop your professional identity and prepare you for the practice of law.
7. To help you develop your legal reasoning skills with an emphasis on acknowledging the underpinnings of common law and societal norms.
8. To help you develop analytical, persuasive, and interpretative skills in applying (both orally and in writing) the law to factual scenarios.
9. To help you develop your listening, note-taking, and speaking skills.
10. To enjoy each other's thoughts and ideas in a non-confrontational setting, with active class participation.

## Student Learning Outcomes

Our course requires a personal investment from you in analyzing and applying many aspects of the law to solve many legal issues, and to convey your results in varying formats. To this end, you will:

1. Review and analyze all assigned cases and other sources of law, textbook pages, and other materials to develop an articulable, in-depth understanding of how to apply the law to a given set of facts.
2. Develop an articulable description of your professional identity, including not only what the law requires of you, but also of what you require of yourself, especially in the context of crafting legal arguments, acting ethically, and acting with professional integrity.
3. Apply the assigned cases and other relevant laws to factual scenarios and articulate the outcome you believe best conforms to law and policy while serving the interests of your client, in light of your personal values and morals.

4. Develop interpersonal and professional communication skills by actively listening in class, respectfully assessing the validity of what is being offered, and by carefully reading all assigned materials so you are prepared to share and explain your thoughts and analysis to the class.
5. Develop the highest professional standards and the best quality work product by taking personal pride in the documents you produce.
6. Develop oral argument and other forensic skills via a moot court setting.

## Contacting Professor Reid

**Drop in.** Please feel free to drop by my office during office hours, or during any time you see that I'm in my room.

**Email me.** If you'd like to email me, please note that under Florida law, emails to state employees may be public record subject to public disclosure. Although there are exceptions to this, I'd rather not deal with grades or confidential matters via email. If you have something that is confidential to discuss, please see me in person, call, or text me. If that's not workable, please mark CONFIDENTIAL on your email to me. Further, when you send me an email message, **please write "APPELLATE ADVOCACY" in the subject line along with whatever else you wish to include.** I teach several subjects and I need to know right away which class I'm dealing with re the email.

**Call or Text me.** I also really like using the telephone to TALK to you and answer your questions. My cell phone is 352-682-4202. Please feel free to **CALL** me (before 8:00 p.m. please), and **please leave a message** if I don't answer. I will return your call and we can address your questions. You may also **TEXT** me. If you **text** me, please indicate **who** you are and that you're in our Appellate Advocacy class. I never want you to be frustrated or confused by what you're studying. Please call or text me, and I'd be happy to discuss the subject with you! This is my personal number, so please don't give it out to others. Thank you!

## Course Materials and Assigned Reading

**Here's what you'll need for our course:** (1) our textbook, (2) the Bluebook, and (3) our Class Notes packet. Please stay up to date with the reading even if we don't discuss it in class on the assigned day. For every hour in-class, please anticipate spending at least two out-of-class hours reading and preparing for in-class instruction/participation. Writing assignments will take additional time out of class.

- (1) Our textbook for the course is *Legal Writing By Design* (Second Edition) by Reid Rambo and Pflaum (Carolina Academic Press).
- (2) Please bring your textbook to *each* class (including our first class). If you're unable to secure the book prior to our first class (late order, etc.), please arrange to borrow a book from a classmate so you don't fall behind in your reading.
- (3) For *each* class, please bring the Class Notes with you to class. It's imperative that you read that material and have access to it in class.

## Honor Code

Our course is subject to all Levin College of Law and University of Florida grade, honor code, and other policies. As stated in our College's policies, academic honesty and integrity are fundamental values of the University community, and our Honor Code "represents a commitment by students to adhere to the highest degree of ethical integrity. Each student who joins the College of Law community is assumed to be trustworthy unless and until proven otherwise." Moreover, "[s]tudents at the College of Law benefit from the Honor Code because teaching and learning flourish best in an environment where mutual trust and respect form the bedrock of relationships within the community. The Honor Code helps create a community in which students can maximize their intellectual and academic potential." Further, "[t]he Honor Code furthers the goal of the College of Law to serve the public and the profession by producing attorneys dedicated to promoting justice, excellence, and respect for the law. The success of the Honor Code depends upon the diligence with which members of the College of Law community ensure that they, as well as others, uphold the letter and spirit of the Honor Code." Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php> and the law school's policy (quoted in part, above) at <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/additional-information/honor-code-and-committee/honor-code>.

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## Grading Policies (including Mandatory Attendance)

**There is no Final Exam for this course.**

### **Your Final Grade and Compliance with Course Policies, Including Device Use**

**Restrictions.** With the following exceptions set forth below, your final brief represents 80% of your final grade and the other assignments represent 20% of your grade. Any unexcused late paper and/or any unprofessional paper (wrong format, errors, etc.) will not be given any credit whatsoever. You may not resubmit any assignment. To receive a passing grade in the course, you must participate in all moot court activities (as described in our syllabus).

If a student has been found to have violated the Honor Code, I reserve the right to award that student a failing grade in the course.

I also reserve the right to award, for each instance of occurrence, a full lower course grade (for example, dropping from an A to a B) to any student who demonstrates a lack of in-class preparedness or participation. For class participation/preparedness evaluation, I also reserve the right to call on ANY student to answer a question. (Please see the discussion below of what to do if you aren't prepared for a class.)

I also reserve the right to award, for each instance of occurrence, a full lower course grade to any student who violates any of our course policies concerning unauthorized use of laptops or other devices, including cell phones. (Please see the section below regarding laptop and other device use.) For example, if two such instances occur, the student's grade will be dropped from an A to a C.

**Delays and/or Exam Accommodations.** Any arrangements regarding delaying exams or other accommodations should be addressed to the staff in the Student Affairs office.

**Accommodations for Students with Disabilities.** Students requesting special accommodation must first register with the Office of Disability Resources. The UF Office of Disability Resources will provide documentation to the student who must then provide this documentation to the Law School Office of Student Affairs when requesting accommodation.

**Faculty Grading Policies.** In general, faculty policy specifies that the mean grade for all seminars and course sections in which more than 15 students are enrolled must fall between 3.15 and 3.25 (inclusive). The mean grade for a course section is required to fall within the specified range. **Please note that a grade of “B” is actually below average.** If 15 or fewer students are enrolled in a seminar or course section, there is no minimum GPA but the mean grade for a course section may not be higher than 3.60. The higher mean grade for courses in which there are 15 or fewer students is recommended rather than mandatory but in no event may the mean grade exceed 3.60. Grades are recorded permanently by the Office of the University Registrar. The GPA is determined by computing the ratio of grade points to semester hours of work attempted in courses in which letter grades are assigned. The law school assigns the following values to each grade:

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	4.00	A-	3.67
B+	3.33	B	3.00
B-	2.67	C+	2.33
C	2.00	C-	1.67
D+	1.33	D	1.00
D-	0.67	E	0.00

The minimum grade for passing a course in the Juris Doctor program is a “D-” or “S.” Grades of “S” (satisfactory) and “U” (unsatisfactory) are given in a few courses, and are not computed in the GPA. A grade of “S” is equal to a “C” or better. “I\*” (Incomplete) or “N\*” grades recorded on the student record indicate the non-punitive initial term receipt of an “I” or “N.” A grade of “I\*” or “N\*” is not considered a failing grade for the term in which it is received, and it is not computed in the grade point average. However, if the “I\*” or “N\*” has not been changed by the end of the next term for which the student is enrolled, it will change to “I” or “NG” and be counted as a failing grade and used in computation of the grade point average. “I\*” and “N\*” grades are not assigned to graduating students; they receive grades of “I” or “NG.”

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course with a passing grade, been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades. The grade of “W” (Withdrawn) may appear when a student drops a course during the semester or is permitted to withdraw without penalty.

**Mandatory Class Attendance.** Please see the UF policies (on the law school’s website) regarding attendance and observance of religious and other holidays. Absences for observance of religious and other law school designated holidays are excused. Otherwise, you are allowed 2 absences. After the second unexcused absence, you may not submit your final paper and you will receive a failing grade in the course.

If you’re absent from class, please (you must) timely email me and let me know that you will be, or were, absent. This applies **WHENEVER** you’re absent – regardless of whether or not you’re

using up one of the available absences. **If you don't timely email me concerning an absence, that absence will count as two absences, so please make sure you email me.**

You're responsible for keeping track of your absences. Please don't ask me how many classes you've missed. To be clear, upon attaining the 3rd unexcused absence, you will **not be eligible** to receive a passing grade for this course. Extraordinary situations (such as your own extensive illness, hospitalization, family emergency, death in your family, etc.) should be addressed to the staff at Student Affairs who will handle any exceptional accommodations. I understand "life happens" and will consider a reasonable excuse for missing a class. I also understand that some of you may be involved in competitions and other school-related functions. Please let me know about those as they may be subject to an "excused" absence.

## Classroom Procedures, Policies, and Environment

**Attendance Sheets.** You're responsible for signing the attendance sheet for each class. Several different attendance sheets for each section of the room will be passed from student to student during each class. You'll be assigned a group number and will then sign only the sheet that corresponds to your particular section of the room. You're **not** permitted to sign in for any other student, or have any other student sign in for you. Doing so (and/or being the beneficiary of such) will be considered an honor/conduct code violation. You're also not permitted (unless I specifically give you permission) to back-date sign any class that you missed. That, too, would be an honor code violation. If I excuse your absence, please write "excused" in the space for the date missed.

**Class Participation and Preparation.** I prefer class discussions to lectures because I genuinely enjoy hearing your opinions! To that end, you're required to be prepared for class, and are responsible for the reading assigned for the day as well as for any material that we haven't yet gotten to from a prior class. (In other words, it's no excuse to say you aren't prepared because you thought we had already moved forward or because you thought we wouldn't get to the assigned material that day.)

**What to do if you're not prepared for class.** I'll assume that everyone is prepared, and is able to participate in our class discussions with insight. However, I understand that sometimes being prepared just isn't possible. If you're not prepared, please just let me know ahead of time (right before class is fine), and I *won't* call on you that day – you will have "**immunity.**" I won't even count it against you (unless, of course, your use of immunity becomes excessive). To repeat, the burden is on you to tell me if you're not prepared. I value honesty and integrity. To that end, I will not penalize you if you're forthcoming in letting me know that you aren't prepared.

**Please take in-class notes.** Our class requires you to understand a complicated set of rules and cases which will merge in more complex scenarios. It's critical that you understand the rules and reasoning used in solving the hypothetical fact patterns you'll encounter – and those rules and that reasoning are **what we will address in class.** To be able to pull all the rules together, please take careful notes at every stage – which means **during each class.** **Please write down what I put on the board.** If you are absent, you'll need to get notes from a trusted friend.

**What to do if you miss a class or have to come in late.** As a lawyer, if you're ill or otherwise can't attend a meeting with a client or show up at the office or in court, you (of course!) would **notify** those impacted by your absence. That's what a professional does. And, of course, you

would not be *late* for a meeting with a client or a court appearance, or walk out in the middle of such unless there was some emergency. In that vein, please do the following:

- (1) **if you're absent from our class for any reason or know you must arrive late**, please (*this is a requirement*) notify me via email. If you're able to notify me ahead of time, that's great – but if not, please let me know as soon as possible after the fact. Please get notes from someone in the class who you trust. *There's nothing extra you need to do, so please don't ask me if there's anything extra you need to do. You do not need to do extra assignments.* **If you fail to send me a timely email regarding your absence, that one absence will be counted as two absences.**
- (2) **if you're late**, please enter the room quietly. I'd much rather you come in late than have you miss the class. (I understand that life happens....) However, not being able to find a parking spot isn't a reasonable excuse, but please come in anyway.
- (3) **if you're ill, please**, please, please take care of yourself. If you have to miss class because of an illness, please email me and I'll excuse your absence – and you don't need to show me a doctor's note. Please do not even offer to provide me with a doctor's note. If you say you've been ill, then I'll trust that you've been ill. I don't require any further proof. **Your word is your bond.**
- (4) **unless there's an emergency or other necessity**, please don't leave our classroom until class is dismissed. Coming in and out is extremely distracting.

**Polices regarding laptop and other device use and impact upon grading.** *I really dislike even having to bring up this topic.* Unfortunately, some in-class use of laptops and other devices (including phones) can be distracting to your classmates, impede your own learning, and/or demonstrate a level of rudeness, incivility, and/or lack of interest. Demonstrating these traits will *not* earn you high regard from your colleagues, partners, judges, clients, or from me.

**Laptops and other electronic devices are NOT permitted during our class.** If you violate this policy, I reserve the right to ask you to leave the room. I also reserve the right to lower your grade (as explained in the "Your Final Grade and Compliance with Course Policies, Including Device Use Restrictions" section above). If you can't resist accessing your computer or other device in class, then please don't bring it into our classroom. If you have a situation where you must have access to your phone, please just let me know ahead of class.

**What you can expect in class.** The classroom environment is very important to me. I don't want anyone to be "afraid" to speak. I will never intentionally seek to offend or embarrass anyone.

I'll advance somewhat controversial arguments for discussion purposes – to stimulate thought and discussion – but never intended to offend. If there's anything I'm doing that bothers you, please feel free to tell me. If I'm not aware of it, I can't correct it.

Please be aware that clients will not always be truthful, well mannered, sensitive, or cooperative. If I role play any of those behaviors, please understand it IS only a role play! I want our classroom to be a place of learning (of course) and of fun. I want you to feel free to express your views, and hope that you'll want to share your ideas with us, including completing the end of semester course evaluations. Your feedback is important!

**If you're called on.** It's not my intention to pick on or to embarrass you. I want you to have the experience of thinking on your feet – with that experience comes confidence. (You've got to trust me on this one.) I remember *hating* being called on in law school. If I call on you, it will *not* be to “put you through the wringer.” If you're current on the reading and have carefully reviewed the material, you shouldn't have any trouble answering any question I'll ask. And please remember, if you aren't prepared, please just tell me before class and you need not have any concern that I'll call on you that day. You'll be granted immunity for that day with absolutely no penalty.

**Please save all of the assignments I've reviewed. At the end of the semester, I may ask to see all of your assignments (the ones with my comments on them).**



## Format Requirements

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise:

Font:	Courier New
Size:	12
Margins:	<b>text should be</b> one inch, top, bottom, sides
Page #s:	center, bottom, in Courier New, size 12 font
Paragraphs:	indented five characters, the first letter begins at the sixth character
Spacing bet. paragraphs:	do not add any extra lines between paragraphs
Spacing between sentences:	skip two spaces between each sentence
Cover sheet:	must be completed for each assignment
Paragraph length:	no longer than 15 lines of text
Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
Justification:	no right margin justification
Proofreading:	proofread the printed out document
Compliance w/ pg. limits:	must conform to page limits
Lines per page:	<b>double-space, except for headings</b>
No bold or italic type:	underline case names; underline for emphasis
Type color:	black
Paper color:	white, opaque, not glossy
Staple:	upper left corner not blocking any of the writing
Print:	must be dark, not so light it's hard to read; one side of paper only

Cover pages for assignments are included below in these materials.

This is an example of the correct font. It is also double-spaced, and the paragraph is indented 6 spaces. Use Courier New font. Set the font size on "12." Set the margins for one inch - top, left, and right. Do NOT "justify" the right margin. Set the page numbering for bottom, center. Make sure the page numbers are also in Courier New font. Now I will begin a new paragraph and please note the spacing between this and the next sentence:

Numbers printed in this font look like the following:

1 2 3 4 5 6 7 8 9 10.

**The following typeface is not permitted:**

This is *not* allowed: This is a proportional font, Times New Roman to be exact, and the spacing is slightly different. It allows the typist to put more information on each line. It may look better, but it gives the typist an unfair advantage in making a long document appear shorter. Note that the paragraph is indented far more than 6 spaces.

Numbers printed in Times New Roman font look like the following: 1 2 3 4 5 6 7 8 9 10.

As a comparison, here are the page numbers written in Courier New: 1 2 3 4 5 6 7 8 9 10.

If your page numbers look like the first set above, **you're using the wrong font.**

**Even page numbers must be in the correct font.**

**How many F's are in the following statement? FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.**

### Spacing Between Sentences:

You'll need to develop an "eye" for correct spacing between sentences. Skip 2 spaces between each sentence. Please read the entire passage very carefully.

The following spacing between sentences is INCORRECT:

wrong: This is a sentence. This also is a sentence. The spacing between these sentences is wrong. I've only skipped one space instead of two spaces. Try to develop an eye for this.

right: This is a sentence. This is also a sentence. The spacing between these sentences is correct. I've skipped two spaces instead of one. Try to develop an eye for this.

try it: This is a sentence. Did I just skip one space or two spaces? How about then? Aha, that was right. So was that. Nope. Nope. Nope. Yes. Yes. Nope. Awful, none. Only one. Two that time. Only one. Two. Two. Oops, three. Three again, which is one too many. One. None. Two. Two. One. Two. Two again. Two. Two. One. One. One. One. Two. Got it yet? Two after a question mark. Wrong, only one. One. One. Two. Two. Two. Two. One. One. One. Two. Two. Two. Two. One. Two, now please listen carefully. If you have gotten this far, (and that was two by the way), please send me (Prof. Reid) an email telling me so at [reid@law.ufl.edu](mailto:reid@law.ufl.edu) I (that was two) mean it. I (that was one) really want to see how many of you actually took the time to read this carefully. Thanks (two). I look (that was two) forward to hearing from you. Don't (only one) tell anyone about this. Let's (two) see who reads carefully and who doesn't. Please write "Caught it!" in the subject line of your email to me via [reid@law.ufl.edu](mailto:reid@law.ufl.edu). And please make sure that you are using your ufl.edu email account. Thanks!

### A Note Regarding Computers

Please be careful: you assume the risk of the technology you use in completing your writing assignments. Please make certain that your computer and printer are in proper working order in advance of all deadlines. DO NOT TRUST THE SCHOOL'S COMPUTERS TO WORK WHEN YOU NEED THEM TO WORK.

In using your computer, PLEASE print out a hard copy of your work-in-progress so that your work won't be lost if you lose the information on your hard drive. Please also back up your information. Every semester, students read this warning. Some, however, think this disaster of losing an assignment won't happen to them. BUT, every semester it happens. Please don't let this happen to you. To help you avoid this miserable fate, we're *requiring* you to back up each assignment on something other than your hard drive. When you hand in each assignment, you must verify that you have complied with all assignment and format

requirement, which includes backing up your assignment. Some students find it useful to email their assignments to themselves. If you do so, please make sure that you preserve the confidentiality of your work.

Also, please turn *off* the "right justification" feature on your computer. Do this for each document you produce. Many times students write their papers in segments and save those segments under different files. Please make certain that if you do this, you also turn the right justification off for *each* file. Otherwise, when you merge the files, parts of your paper may be right justified. The justification throws off the paper's spacing. You should also turn off any "widows and orphans" features that may affect spacing.

Finally, if you have any questions regarding the size of the typeface or font you plan to use for your papers, please discuss it with Prof. Reid at least a week prior to the deadline. *Please note that all "format" requirements are strictly enforced.*

### **Proofreading**

No writing assignment is complete until you've done the following:

spell-checked it <i>and</i> backed it up on something other than the hard drive,
printed out a hard copy,
proofread that <i>hard copy after</i> you've stapled the pages together and corrected all errors, and
signed and initialed the cover page (described below) for the assignment.

***Here's a priceless tip:*** *Don't proofread off the computer screen.* 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. This *really* happens! This is malpractice. ALWAYS PROOFREAD THE HARD, STAPLED COPY. Proofing the final, *stapled* version ensures that you're reading the correct version of your document, and that your pages are stapled in the right order. Proofreading, of course, includes *correcting* the errors you've found. You can correct slight errors by using a substance such as White-Out and a black pen. If the error is major, you must reprint the corrected page and then recheck to make sure the other pages are still properly formatted and in the right order.

Proofreading also includes checking each quotation in your paper word-for-word against the original, and checking that each citation is accurate. This is a time-consuming and somewhat painfully boring process, but it must be done. If you misquote or miscite, you've shot yourself in the foot. If you misquote or miscite, you're shouting to the court (and to us) that you have no credibility. If you misquote or miscite, you're broadcasting that you can't even *copy* or locate a few lines correctly. These are not ideas you want to be placing in the mind of your reader. And how will you explain such negligence to your (now former) client?

**I'm very much looking forward to this semester.** I want you to think for yourself, and to form your own opinions concerning the issues we'll be addressing without feeling pressure to agree with me. I want to learn *from* you, and look forward to doing so!

**WRITING ASSIGNMENT #1: MOTION IN LIMINE (Hearsay Exception Motion)**

**Due: Class 3**

Rule 804(b)(2) of the Federal Rules of Evidence provides that the following is an exception to the rule prohibiting hearsay testimony, if the declarant (the person who made the statement) is unavailable to appear at the trial as a witness:

**“Statement Under the Belief of Imminent Death.** In a prosecution for homicide or in a civil case, a statement that the declarant, while believing the declarant’s death to be imminent, made about its cause or circumstances.”

In our case, we represent Big Bad Wolf in a criminal case brought by the State for the attempted murder of Piggy-1. According to our client, a big gust of wind came up just as he was walking past Piggy-1’s straw home, and the wind blew the house down. Piggy-1 was trapped inside and yelled out (as the declarant), “I’m dying. Oh, I’m dying right now. Big Bad Wolf just huffed and puffed and blew my house in.”

Piggy-2, brother of Piggy-1, heard Piggy-1’s words and came running to help him. Piggy-1 is in a coma, and cannot come to Big Bad Wolf’s trial to testify. The State, however, plans to call Piggy-2 to testify what Piggy-1 had yelled out, relying on the rule quoted above. There’s no question that Piggy-1’s words are hearsay. The question is whether the State can convince the judge that this situation meets the Rule 804(b)(2) exception – which would permit the evidence of Piggy-1’s words to be repeated at trial by Piggy-2.

Piggy-1’s statement would be very damaging to our case, and we’d like to bring a pre-trial motion, called a Motion in Limine, to ask the judge to rule that this statement is inadmissible hearsay (because it doesn’t meet the requirements of Rule 804(b)(2)) and cannot be repeated at trial by Piggy-2.

I need you to write the Argument section of our Motion in Limine, no longer than 3 pages and no shorter than 2 pages, explaining what arguments we can make that this Rule should not apply – thus keeping out the hearsay testimony of Piggy-2. You are NOT to do any outside research or cite to any outside sources.

I realize this is your first Motion in Limine. Instead of having you use a cover page for the court, please provide your arguments to me and I will see to it that the document is properly formatted according to court rules. Please begin your assignment with the following (include the underline):

TO: Prof. Reid  
FROM: Add your name here  
RE: Big Bad Wolf Case: Hearsay Exception re Rule 804(b)(2)  
DATE: Add due date here

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Please make sure your answer meets all of our format requirements. Please include a cover sheet for this and the rest of our assignments. The cover sheets may be found below in these materials. **IMPORTANT: If your paper contains excessive errors and/or if the cover sheet is not completed, your paper will NOT be reviewed. It will be returned to you with no comments. Please take care that this does NOT happen to you.**

Limit: 3 pages. Minimum: 2 pages.

**WRITING ASSIGNMENT #2: Table of Authorities – See Ch. 21.3 and Sample Briefs**  
**Due: Class 5**

Please write the Table of Authorities Cited section of your brief. Include ALL cases and statutes/rules in our packet. Use ONLY the cases and statutes/rules provided to you in our packet. Do NOT include any additional authorities cited in those cases but not provided in our packet. Place all citations in proper Bluebook format. Follow all format requirements for writing this section of the brief. Include the dot leaders, but do not include any page numbers (as you don't yet know what to add for pages). Rule 606(b) is considered to be a FEDERAL RULE for our purposes. Note very carefully how this section is formatted. IMPORTANT: If your paper contains excessive errors and/or if the cover sheet is not completed, your paper will NOT be reviewed. It will be returned to you with no comments. Please take care that this does NOT happen to you.

Limit: 1 page.

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**WRITING ASSIGNMENT #3: Statement of the Facts – See Chapter 15 and Sample Briefs**  
**Due: Class 6**

Please write the Statement of the Facts section of your brief. Follow all format requirements. Please make sure you cite to the record to support your assertions. IMPORTANT: If your paper contains excessive errors and/or if the cover sheet is not completed, your paper will NOT be reviewed. It will be returned to you with no comments. Please take care that this does NOT happen to you.

Here's how you cite:

You write your sentence. Then skip 2 spaces. (R.3).  
There's a period after the parenthesis.

Limit: 3 pages. Minimum: 2 1/2 pages.

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**WRITING ASSIGNMENT #4: Argument Headings – See Chapter 18 and Sample Briefs**  
**Due: Class 7**

Please write ALL Argument Headings for your brief, **in proper format.** IMPORTANT: If your paper contains excessive errors and/or if the cover sheet is not completed, your paper will NOT be reviewed. It will be returned to you with no comments. Please take care that this does NOT happen to you.

Limit: 1 page.

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**WRITING ASSIGNMENT #5: Argument Section of Brief for Issue I – See Ch. 20; Sample Briefs  
Due: Class 8**

Please write the Argument Section (include the Argument Heading) for Issue I of your brief. Follow all format requirements. Please include to the extent required (1) arguments supporting your position; (2) arguments your opponent will make against you; and (3) your response to your opponent's arguments. Include proper citation to authorities and to the Record. If you are quoting any material, make certain you verify that your quotes are accurate. Make certain your citations are accurate, and that you're using **pinpoint** page numbers.

IMPORTANT: If your paper contains excessive errors and/or if the cover sheet is not completed, your paper will NOT be reviewed. It will be returned to you with no comments. Please take care that this does NOT happen to you.

Limit: 6 pages. Minimum: 5 pages.

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**WRITING ASSIGNMENT #6: DOE case – First Draft of Entire Brief – See Sample Briefs  
Due: Class 12**

Please write the First Draft of your ENTIRE brief. This includes the Caption page, the Table of Contents with page numbers, the Table of Authorities with page numbers, the Opinion Below section, the Jurisdiction section, the Question Presented, the Statement of the Facts, the Summary of the Argument, the Argument section, the Conclusion, and the Certificate of Service.

Follow all format requirements. Please include to the extent required (1) arguments supporting your position; (2) arguments your opponent will make against you; and (3) your response to your opponent's arguments.

Please take care to put your best work possible into this brief because I plan to share it with our client. For this reason, this MUST be a finished, polished product and not a haphazard "rough" draft. It must be COURT READY. Page numbers listed in the Tables must be accurate. Citations and quotations must be accurate. Your brief must reflect your best thinking and writing. If it doesn't, then our client will not be pleased and my feedback to you will be useless.

IMPORTANT: If your Draft contains excessive errors and/or if the cover sheet is not completed, your paper will NOT be reviewed. It will be returned to you with no comments. Please take care that this does NOT happen to you.

Page limits of specific sections:

Argument Section:	Limit: <u>13 pages</u> .	Minimum: <u>12 pages</u> .
Statement of the Facts:	Limit: <u>3 pages</u> .	Minimum: <u>2 1/2 pages</u> .
Summary of Argument:	Limit: <u>2 pages</u> .	Minimum: <u>2 pages</u> .
Conclusion:	Limit: <u>1 page</u> .	Minimum: <u>1 page</u> .
Certificate of Service:	Limit: <u>1 page</u> .	Minimum: <u>1 page</u> .

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**WRITING ASSIGNMENT #7: DOE case – Final Brief**

**Due: Class 18**

Please write your FINAL, ENTIRE brief. Follow all format requirements. Include all sections of the brief. Please include to the extent required (1) arguments supporting your position; (2) arguments your opponent will make against you; and (3) your response to your opponent's arguments.

Please take care to put your best work possible into this brief because I plan to file it with the Court on behalf of our client. For this reason, this MUST be a finished, polished product – COURT READY. Your brief must reflect your best thinking and writing. If it doesn't, then our client will not be pleased, the Court will not be pleased, and I will not be pleased.

IMPORTANT: If your Final Brief contains excessive errors and/or if the cover sheet is not completed, your paper will NOT be reviewed. It will be returned to you with no comments, and you will receive an "E" in the course. Please take care that this does NOT happen to you.

Page limits of specific sections:

Argument Section:	Limit: <u>13 pages.</u>	Minimum: <u>12 pages.</u>
Statement of the Facts:	Limit: <u>3 pages.</u>	Minimum: <u>2 1/2 pages.</u>
Summary of Argument:	Limit: <u>2 pages.</u>	Minimum: <u>2 pages.</u>
Conclusion:	Limit: <u>1 page.</u>	Minimum: <u>1 page.</u>
Certificate of Service:	Limit: <u>1 page.</u>	Minimum: <u>1 page.</u>

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Number of hours spent working on this assignment: \_\_\_\_\_ Group Number: \_\_\_\_\_

Name:	Prof. Reid Appellate Advocacy
Day/Date:	Email:
Phone number:	Writing Assignment #1 Motion in Limine

By signing my name in the box below, I verify the following: my assignment complies with all format and assignment requirements (including page limit requirements), and I have proofread this document to the best of my ability.

**Signed:**

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise. My initials below verify that my paper complies with each statement.

Initials	Topic	Requirement
	Font:	Courier New; size 12; color black
	Print:	must be dark, not so light it's hard to read; one side of page
	Margins:	text one inch, top, bottom, sides
	Page #s:	center, bottom, in Courier New, size 12 font, no bold
	Paragraphs:	indented five characters, the first letter begins at the sixth character
	Spacing bet. sentences:	skip two spaces between each sentence
	Staple:	upper left corner not blocking any of the writing, page numbers in order
	Cover sheet:	must be completed for each assignment
	Paragraph length:	no longer than 15 lines of text
	Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Justification:	no right margin justification of any kind, not even for block quotes
	Proofreading:	<b>proofread the printed out, stapled document</b>
	Compliance w/ pg. limits:	must conform to page limits
	Spacing bet. paragraphs:	do not add any extra lines between paragraphs
	Lines per page:	double-space
	No bold or italic type:	underline case names; underline for emphasis
	Paper color:	white, opaque, not glossy



Number of hours spent working on this assignment: \_\_\_\_\_ Group Number: \_\_\_\_\_

Name:	Prof. Reid Appellate Advocacy
Day/Date:	Email:
Phone number:	Writing Assignment #2 Table of Authorities

By signing my name in the box below, I verify the following: my assignment complies with all format and assignment requirements (including page limit requirements), and I have proofread this document to the best of my ability.

**Signed:**

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise. My initials below verify that my paper complies with each statement.

Initials	Topic	Requirement
	Font:	Courier New; size 12; color black
	Print:	must be dark, not so light it's hard to read; one side of page
	Margins:	text one inch, top, bottom, sides
	Page #s:	center, bottom, in Courier New, size 12 font, no bold
	Paragraphs:	indented five characters, the first letter begins at the sixth character
	Spacing bet. sentences:	skip two spaces between each sentence
	Staple:	upper left corner not blocking any of the writing, page numbers in order
	Cover sheet:	must be completed for each assignment
	Paragraph length:	no longer than 15 lines of text
	Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Justification:	no right margin justification, not even for block quotes
	Proofreading:	<b>proofread the printed out, stapled document</b>
	Compliance w/ pg. limits:	must conform to page limits
	Spacing bet. paragraphs:	do not add any extra lines between paragraphs
	Lines per page:	double-space
	No bold or italic type:	underline case names; underline for emphasis
	Paper color:	white, opaque, not glossy



Number of hours spent working on this assignment: \_\_\_\_\_ Group Number: \_\_\_\_\_

Name:	Prof. Reid Appellate Advocacy
Day/Date:	Email:
Phone number:	Writing Assignment #3 Statement of the Facts

By signing my name in the box below, I verify the following: my assignment complies with all format and assignment requirements (including page limit requirements), and I have proofread this document to the best of my ability.

**Signed:**

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise. My initials below verify that my paper complies with each statement.

Initials	Topic	Requirement
	Font:	Courier New; size 12; color black
	Print:	must be dark, not so light it's hard to read; one side of page
	Margins:	text one inch, top, bottom, sides
	Page #s:	center, bottom, in Courier New, size 12 font, no bold
	Paragraphs:	indented five characters, the first letter begins at the sixth character
	Spacing bet. sentences:	skip two spaces between each sentence
	Staple:	upper left corner not blocking any of the writing, page numbers in order
	Cover sheet:	must be completed for each assignment
	Paragraph length:	no longer than 15 lines of text
	Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Justification:	no right margin justification
	Proofreading:	<b>proofread the printed out, stapled document</b>
	Compliance w/ pg. limits:	must conform to page limits
	Spacing bet. paragraphs:	do not add any extra lines between paragraphs
	Lines per page:	double-space
	No bold or italic type:	underline case names; underline for emphasis
	Paper color:	white, opaque, not glossy



Number of hours spent working on this assignment: \_\_\_\_\_ Group Number: \_\_\_\_\_

Name:	Prof. Reid Appellate Advocacy
Day/Date:	Email:
Phone number:	Writing Assignment #4 Argument Headings

By signing my name in the box below, I verify the following: my assignment complies with all format and assignment requirements (including page limit requirements), and I have proofread this document to the best of my ability.

**Signed:**

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise. My initials below verify that my paper complies with each statement.

Initials	Topic	Requirement
	Font:	Courier New; size 12; color black
	Print:	must be dark, not so light it's hard to read; one side of page
	Margins:	text one inch, top, bottom, sides
	Page #s:	center, bottom, in Courier New, size 12 font, no bold
	Paragraphs:	indented five characters, the first letter begins at the sixth character
	Spacing bet. sentences:	skip two spaces between each sentence
	Staple:	upper left corner not blocking any of the writing, page numbers in order
	Cover sheet:	must be completed for each assignment
	Paragraph length:	no longer than 15 lines of text
	Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Justification:	no right margin justification
	Proofreading:	<b>proofread the printed out, stapled document</b>
	Compliance w/ pg. limits:	must conform to page limits
	Spacing bet. paragraphs:	do not add any extra lines between paragraphs
	Lines per page:	double-space
	No bold or italic type:	underline case names; underline for emphasis
	Paper color:	white, opaque, not glossy





Number of hours spent working on this assignment: \_\_\_\_\_ Group Number: \_\_\_\_\_

Name:	Prof. Reid Appellate Advocacy
Day/Date:	Email:
Phone number:	Writing Assignment #5 Issue I Argument

By signing my name in the box below, I verify the following: my assignment complies with all format and assignment requirements (including page limit requirements), and I have proofread this document to the best of my ability.

**Signed:**

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise. My initials below verify that my paper complies with each statement.

Initials	Topic	Requirement
	Font:	Courier New; size 12; color black
	Print:	must be dark, not so light it's hard to read; one side of page
	Margins:	text one inch, top, bottom, sides
	Page #s:	center, bottom, in Courier New, size 12 font, no bold
	Paragraphs:	indented five characters, the first letter begins at the sixth character
	Spacing bet. sentences:	skip two spaces between each sentence
	Staple:	upper left corner not blocking any of the writing, page numbers in order
	Cover sheet:	must be completed for each assignment
	Paragraph length:	no longer than 15 lines of text
	Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Justification:	no right margin justification
	Proofreading:	<b>proofread the printed out, stapled document</b>
	Compliance w/ pg. limits:	must conform to page limits
	Spacing bet. paragraphs:	do not add any extra lines between paragraphs
	Lines per page:	double-space
	No bold or italic type:	underline case names; underline for emphasis
	Paper color:	white, opaque, not glossy



Number of hours spent working on this assignment: \_\_\_\_\_ Group Number: \_\_\_\_\_

Name:	Prof. Reid Appellate Advocacy
Day/Date:	Email:
Phone number:	Writing Assignment #6 First Draft of Brief

By signing my name in the box below, I verify the following: my assignment complies with all format and assignment requirements (including page limit requirements), and I have proofread this document to the best of my ability.

**Signed:**

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise. My initials below verify that my paper complies with each statement.

Initials	Topic	Requirement
	Font:	Courier New; size 12; color black
	Print:	must be dark, not so light it's hard to read; one side of page
	Margins:	text one inch, top, bottom, sides
	Page #s:	center, bottom, in Courier New, size 12 font, no bold
	Paragraphs:	indented five characters, the first letter begins at the sixth character
	Spacing bet. sentences:	skip two spaces between each sentence
	Staple:	upper left corner not blocking any of the writing, page numbers in order
	Cover sheet:	must be completed for each assignment
	Paragraph length:	no longer than 15 lines of text
	Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Justification:	no right margin justification
	Proofreading:	<b>proofread the printed out, stapled document</b>
	Compliance w/ pg. limits:	must conform to page limits
	Spacing bet. paragraphs:	do not add any extra lines between paragraphs
	Lines per page:	double-space
	No bold or italic type:	underline case names; underline for emphasis
	Paper color:	white, opaque, not glossy



Number of hours spent working on this assignment: \_\_\_\_\_ Group Number: \_\_\_\_\_

Name:	Prof. Reid Appellate Advocacy
Day/Date:	Email:
Phone number:	Writing Assignment #7 Final Brief

By signing my name in the box below, I verify the following: my assignment complies with all format and assignment requirements (including page limit requirements), and I have proofread this document to the best of my ability.

**Signed:**

The following strictly enforced rules govern all writing assignments, unless the assignment specifies otherwise. My initials below verify that my paper complies with each statement.

Initials	Topic	Requirement
	Font:	Courier New; size 12; color black
	Print:	must be dark, not so light it's hard to read; one side of page
	Margins:	text one inch, top, bottom, sides
	Page #s:	center, bottom, in Courier New, size 12 font, no bold
	Paragraphs:	indented five characters, the first letter begins at the sixth character
	Spacing bet. sentences:	skip two spaces between each sentence
	Staple:	upper left corner not blocking any of the writing, page numbers in order
	Cover sheet:	must be completed for each assignment
	Paragraph length:	no longer than 15 lines of text
	Citations:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Quotes:	conform to <u>Bluebook</u> rules, proofread for accuracy
	Justification:	no right margin justification
	Proofreading:	<b>proofread the printed out, stapled document</b>
	Compliance w/ pg. limits:	must conform to page limits
	Spacing bet. paragraphs:	do not add any extra lines between paragraphs
	Lines per page:	double-space
	No bold or italic type:	underline case names; underline for emphasis
	Paper color:	white, opaque, not glossy



Appellate Advocacy Assignments      Prof. Reid

Class 3

#1      Memo re Motion in Limine DUE in class

Class 5

#2      Table of Authorities DUE in class

Class 6

#3      Statement of the Facts DUE in class

Class 7

#4      Argument Headings DUE in class

Class 8

#5      Issue I Argument Section DUE in class

Class 12

#6      FIRST Draft of Entire Brief DUE in class

Class 18

#7      FINAL BRIEF DUE IN CLASS