

## LEGAL WRITING II SPRING 2025

Class 21045 / Section LD57  
3 Credits

Tues / Thurs  
8:30 a.m. TO 9:55 a.m.  
in Holland Hall 285D

with  
**Prof. Stacy Biggart**  
stacybiggart@ufl.edu  
Office: HH 312-N  
(850) 459-2226



### OFFICE HOURS

Mondays: 1:30 p.m. to 3:30 p.m.  
Tuesdays: 1:00 p.m. to 5:30 p.m.  
Wednesdays: 3:30 p.m. to 5:30 p.m.

I love office hours and hold lots of them! I also hold extended office hours during the weeks before assignments are due. Please come to office hours! I look forward to meeting you.

Note: Avoid procrastination! Office hours and other conferences will not be held (with me or your TA) within the 24 hours prior to an assignment due date. However, I will answer questions emailed or texted from 8:30 p.m. to 11:59 p.m. on the last day of contact the following morning.

### REQUIRED MATERIALS

Rocklin, Rocklin, Coughlin, and Patrick, *An Advocate Persuades* (2d ed.) (2022)

The Bluebook: *A Uniform System of Citation* (21st ed.)

Lexis/Nexis Interactive Citation Workshop

Supplemental materials and case files posted on the course Canvas website.

## **COURSE OBJECTIVE AND GOALS**

The primary objective of this course is for you to learn how to construct a thorough legal argument and express it effectively and persuasively in writing. An additional objective is for you to learn how to perform effectively in oral argument in support of your legal position. Finally, you will further refine your research strategies.

Upon completion of this course, you should be able to:

- Find and use the fundamental sources of U.S. legal research, including constitutions and statutes, cases and digests, secondary sources, administrative law, and legislative history.
- Develop research strategies for using sources for maximum speed and accuracy.
- Continue practicing how to research, analyze, and write about legal issues under time constraints.
- Demonstrate increasing levels of citation literacy: the ability both to read legal citations and to write them with appropriate placement and style.
- Apply a lawyer's ethical and professional standards in the context of written and oral advocacy.
- Frame a legal issue to persuade a court to rule in your favor.
- Demonstrate ability to engage in effective legal analysis and advocacy through, for example, constructing persuasive rules, effectively employing analogical reasoning, strategically applying law to fact utilizing policy arguments and selecting a persuasive and logical organizational structure.
- Demonstrate an ability to effectively communicate that legal analysis in a polished, readable, and appropriately concise written product, including motion memos and appellate briefs.
- Demonstrate a fundamental understanding of the trial process, including the filing of trial motions.
- Demonstrate an understanding of the basic appellate process and fundamental appellate concepts, including the decision to appeal.
- Edit and proofread persuasive legal documents.
- Present legal arguments, and answer questions effectively, in meetings or simulated hearings.
- Prepare and effectively present an oral argument in support of your legal position in simulated appellate oral argument.

### TEACHING ASSISTANTS

Students will be divided into groups for some activities including case discussions, peer reviews, research assignments, and oral arguments. Each group will have an assigned TA who will assist students with in-class exercises and out-of-class assignments. TAs are 2Ls who did particularly well in their first-year legal writing courses. They are a tremendous resource to you, and I encourage you to speak with your assigned TA regularly. The class TAs will be:

Grant Drogosch	grantdrogosch@ufl.edu
Connor McClay	connormccclay@ufl.edu
Regina Liang	x.liang@ufl.edu
Abby Putnam	abigail.putnam@ufl.edu

### PROFESSIONALISM

As a future lawyer, you must be able to engage in rigorous discourse and critical evaluation while also demonstrating civility and respect for others. I encourage you to speak thoughtfully, listen carefully, and commit to examining your own values and assumptions. All students have the right to be treated with respect by their instructors and classmates.

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

### CLASS ATTENDANCE POLICY

I use SeatGen to keep roll. You are permitted to miss two class periods without penalty. **Missing more than two class periods may result in a reduction of your final grade. Missing more than six classes will result in a failing grade in the course.**

If you have a religious holiday that falls on a class date or assignment due date, or if you are ill or have other extenuating circumstances that prevent you from attending class, please contact me in advance of the holiday or absence to arrange an accommodation or excused absence.

The law school's policy on attendance can be found [here](#).

## GRADING/COURSE POLICIES

The principle writing assignments in this course consist of (1) of a collaborative memo in support of a trial court motion, (2) an independent memo in support of a trial motion, (3) a robust outline of the appellate brief, and (4) an appellate brief. Assignments may entail extensive research, submission of multiple drafts, meetings and oral argument.

### Percentage Allocation

5%	WA#1	Collaborative Memo in Support of Trial Motion (Completion Pts)
25%	WA#2	Independent Trial Memo
10%	WA#3	Robust Outline of Appellate Brief (Completion Pts)
50%	WA#4	Appellate Brief
10%	Participation	

Participation includes class attendance and preparation, in-class participation, and engagement with small groups both in and out of class, timely and successful completion of all assignments, and active participation in small group discussions. I may also use participation to assist in determining a final grade for students who fall on the cusp between two grades.

### Assignment Submission and Late Policy

Lawyers must be organized. Failing to meet a deadline can have disastrous results for your client. If you are not yet in the habit of keeping a personal calendar, please start now. Unless otherwise stated in Canvas or on the syllabus, your assignments must be turned in on Canvas. The due dates and times are on the syllabus. Please mark your calendars accordingly.

If you turn in an assignment late (according to the timestamp by Canvas), your grade for that assignment will be lowered by 10% per day (24-hour period from the time the assignment is due). Assignments will not be accepted if they are more than three days late.

If you have extraordinary circumstances outside of your control, please contact me in advance of the deadline or, if the emergency prevents you from doing so, as soon as possible thereafter. Contacting me does not guarantee a particular result, but I will do my best to work with you.

### **ACADEMIC HONESTY & UNAUTHORIZED COLLABORATION WITH PEOPLE OR AI**

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

For all other work, you may discuss cases and ideas with your classmates; doing so is often helpful in refining and testing your interpretation and analysis. However, the UF Law Honor Code requires that your assignments represent your own work. Written work must be done independently. Your written work may be shown only to me and to your TA, unless I expressly authorized otherwise. Unauthorized collaboration on writing assignments (with anyone—UF Law affiliated or not) is a UF Law Honor Code violation. In addition, giving your work to another student violates the collaboration policy as much as taking work from another student does.

Unless I instruct otherwise you MAY NOT use large language models or generative AI (for example, Chat GPT, Claude, and Omni) to assist you with any of our assignments. This includes the generative text feature of Grammarly. However, you may use both Word and Grammarly for non-generative features such as grammar, spelling, syntax, and punctuation support. While I encourage you to use these features of Word and Grammarly, you are solely responsible for all choices you make in your document. The UF Law Honor Code also prohibits students from using AI unless it is authorized by the professor for the particular assignment.

Students should be sure that they understand the UF Law Honor Code located [here](#). If you violate these instructions, you may fail this course and may be prohibited from sitting for the bar. Academic honesty and integrity are fundamental values of the University community.

## **PLAGIARISM**

Plagiarism is an Honor Code violation. Sources must be acknowledged, not only when you quote their text, but also when you paraphrase.

Direct quotes must be indicated by quotation marks, and the source should be cited immediately after the quoted passage or at the conclusion of the sentence in which the quoted passage appears. What is within the quotation marks should correspond exactly with the original; any changes should be indicated by square brackets ([ ]), and any omissions should be indicated by an ellipsis (. . .). Be sure you specifically double-check the accuracy of all quotations against the source.

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

## **ABA OUT-OF-CLASS HOURS REQUIREMENTS**

ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every “classroom hour” of in-class instruction. [Each weekly class is approximately 2 hours in length, requiring at least **4 hours of preparation** or Each weekly class is approximately 3 hours in length, requiring at least **6 hours of preparation** or Each weekly class is approximately 4 hours in length, requiring at least **8 hours of preparation**] outside of class including [reading the assigned materials, writing critical analyses, and developing your final paper].

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

Other information about UF Levin College of Law polices, including compliance with the UF Honor Code, Grading, Accommodations, Class Recordings, and Course Evaluations can be found at this link: <https://ufl.instructure.com/courses/427635/files/74674656?wrap+1>.

<b>COURSE SCHEDULE</b>		
Week 1 Class 1	January 14	<b>Overview of Persuasive Writing</b> Read: Case File #1 Ch. 1, 2, 3, and 5
Week 1 Class 2	January 16	<b>Complaints, Trial Motions, and Supporting Memos</b> Read: Ch. 8 + Appendix B Activity: Research Procedure and Begin Substantive research
Week 1	January 17	<b>Final Four Competition (Asynchronous)</b> 1Ls have class. I will assign the video of the competition later in the semester and you will complete a Discussion post for attendance credit.
Week 2 Class 3	January 21	<b>Researching and Charting Case Law</b> Complete research and case chart with rules and upload by Wed. 1/22 at 11:59 p.m.
Week 2 Class 4	January 23	<b>Theme and Persuasive Statement of Facts</b> Read: Ch. 4, 10 Complete 1-3 sentence theme and 1.5 to 2.5-page SOF and upload by Sun. 1/26 at 11:59 p.m.
Week 3 Class 5	January 28	<b>Organizing Arguments, Point Headings, and Initial Cs</b> Read: Ch. 3, 5, 6 (pp. 126-132) Draft point headings and initial Cs. Decide on cases for R and E sections. Upload point headings, initial Cs and cases by Wed. 1/29 at 11:59 p.m.
Week 3 Class 6	January 30	<b>Persuasive Rules and Case Illustrations for the CREAC</b> Read: Ch. 6 (pp. 133-160)

		Draft R and E sections and upload by Sun. 2/2 at 11:59 p.m.
Week 4 Class 7	February 4	<b>Persuasion in the A of the CREAC Spotting, Addressing, and Resolving Counter Arguments</b> Re-Read: Ch. 5.111, 6, 7.1, 7.11 Draft the Application and upload by Wed. 2/5 at 11:59 p.m.
Week 4 Class 8	February 6	<b>Introductions and Preliminary Statements + Proofreading</b> Read: Ch. 8 and Appendix B Draft the Intro and Prelim Statement and upload by Thurs. 2/6 at 11:59 p.m.
<b>WA #1 DUE</b>	<b>February 9</b>	<b>WA#1 Collab. Memo Due @ 11:59 p.m.</b>
Week 5 Class 9	February 11	<b>Trial Memo Reflection and Debrief</b> Read: Case File for WA#2 Homework: Make a list of critical facts and start procedural/substantive research.
Week 5 Class 10	February 13	<b>Federal Research + Case Organization</b> Homework: Upload case chart, point headings, and slot cases into discussion outline (identifying which you will use in R and E) by Mon. 2/17 at 11:59 p.m.
Week 6 Class 11	February 18	<b>Point Headings, Rules, Case Illustrations</b> Homework: Upload outline or better of rule sections and case illustrations by Wed. 2/19 at 11:59 p.m.
Week 6 Class 12	February 20	<b>Applications</b> Homework: Upload outline or better of application section by Mon. 2/24 at 11:59 p.m.
Week 7 Class 13	February 25	<b>SOF, Intro, Preliminary Statement</b> Homework: Upload outline or better of SOF, Intro, and Prelim Statement by Wed. 2/26 at 11:59 p.m.



Week 7 Class 14	February 26	<b>Writing Workshop</b> from 6:00 p.m. until the last students leaves. Prof. Biggart will provide dinner! Location TBD.
Week 7 Class 15	February 27	<b>Editing, Proofreading, and Cite Checking</b> Bring a full draft of your memo to class.
<b>WA#2 DUE</b>	<b>March 2</b>	<b>Upload WA#2 Trial Memo by 11:59 p.m.</b>
Week 8 Class 16	March 4	<b>Asynchronous Research Class</b> Read: Case File #3 Activity: Mine the record and begin procedural and substantive research.
Week 8 Class 17	March 6	<b>Transitioning to Appellate Writing</b> Read: Ch. 9 Homework: Continue researching and charting case law. Upload initial case chart by Sun. 3/9 at 11:59 p.m.
Week 9 Class 18	March 11	<b>Roadmaps, Point Headings, &amp; Subheadings</b> Read: Ch. 3, 7 (pp. 171-172), Table 7-L, Table 6-R) Homework: Work on organization and appellate brief outline.
Week 9 Class 19	March 13	<b>Persuasion Through Case Law</b> Homework: Upload sketch outline of point headings and case names slotted into discussion by Sun. 3/16 at 11:59 p.m.
<b>SPRING BREAK</b>	<b>March 17 – 21</b>	<b>See you on March 25!</b>
Week 10 Class 20	March 25	<b>Theme, Appellate QP, and Summary of Argument</b> Re-Read: Ch. 9.3 Homework: ICW 6, 7, and 16
Week 10 Class 21	March 27	<b>Statement of Jurisdiction and SOCAF</b> Re-Read: Ch. 10

		Homework: Robust Outline (QP, SOCAF, Point Headings, Rule Sections, and Cases Slotted) of Appellate Brief
<b>WA#3 DUE</b>	<b>March 29</b>	<b>Robust outline (or better) of Appellate Brief due at 11:59 p.m.</b>
Week 11 Class 22	March 30 – April 5	<b>Individual Writing Conference with Professor Biggart.</b> Be prepared to answer questions about your progress, caselaw, argument, and analogies. 25 min. meetings.
Week 11 Class 23	April 3	<b>Meet with Your TA Group</b> Watch: Final Four Competition. Complete Discussion Post of Final Four Competition. Be prepared to deliver a 5 min-oral argument with your TA group. Homework: Continue to work on appellate brief and oral argument.
Week 12 Class 24	April 8	<b>Oral Argument Tips + Q&amp;A</b> Read: Ch. 11 Homework: Complete a 10-min full practice with opposing counsel and TAs sometime this week.
Week 12 Class 25	April 9	<b>Writing Workshop</b> from 6:00 p.m. until the last students leaves. Prof. Biggart will provide dinner! Location TBD.
Week 12 Class 26	April 10	<b>Appellate Brief Q&amp;A</b> Homework: Edit, proofread, and citation check appellate brief.
<b>WA#4 DUE</b>	<b>April 13</b>	<b>Upload WA#4 Appellate Brief by Sun. 4/13 at 11:59 p.m.</b>
<b>Week 13</b>	<b>April 14 – 16</b>	<b>Final Oral Arguments</b> M, T, W evenings 5:00 p.m. to 8:00 p.m.

Week 13 Class 27	April 17	<b>Course Evaluations, Oral Argument De-Brief, and TA Discussion re Write-on Competition, Skills Team Try Outs, Job Search, What to Expect This Summer</b>