

LEGAL WRITING II (PERSUASIVE WRITING) SPRING 2025

UNIVERSITY OF FLORIDA LEVIN COLLEGE OF LAW SEMESTER SYLLABUS LAW 5793, CLASS 21048, SECTION S, 3 CREDIT HOURS

PROFESSOR: Donna Eng
Email: eng@law.ufl.edu
Office: Holland Hall 370B
Phone: (352) 273-0756

CLASS MEETING TIME: Mondays and Wednesdays, 1:15 p.m.-2:40 p.m.
CLASS LOCATION: Holland Hall 355D

OFFICE HOURS:

I will hold office hours on **Mondays and Wednesdays from 3:00-4:00 p.m. and by appointment.** Students may either reserve a time slot in Canvas or walk in. However, please note that students with scheduled appointment times will be seen at their scheduled time. In addition, students needing a special time may email me directly: eng@law.ufl.edu to request an appointment. I will either hold extended/extra office hours or extra writing session(s) during the weeks before assignments are due. This will ensure that all students wanting to see me can do so. Please refer to our Canvas page for further information regarding office hours.

If you have questions regarding the course or a specific assignment, please feel free to email me. Email is the best way to reach me. I try to respond to emails quickly, but emails received after business hours may not get a response until the next day. If you have a short question that I can answer quickly, I will do so. However, for substantive questions or questions that cannot be answered in a single short response, I will typically ask you to set an appointment to see me in person. Similarly, if your question will lead to follow up questions, please make an appointment to discuss with me in person.

Note: 24 hour rule: No conferences will be held within the 24 hours prior to an assignment due date. This rule applies to conferences with me and with your TA. I reserve the right to modify this 24 hour rule as necessary.

NAMES AND EMAIL ADDRESSES OF TEACHING ASSISTANTS (TAS):

Teresa Manipadam: tmanipadam@ufl.edu
Sophia Simeoni: sophiasimeoni@ufl.edu
Valerie Sheeche: valeriesheeche@ufl.edu
Lauren Austin: laurenaustin@ufl.edu

COURSE WEBSITE:

You will be able to access the course Canvas site, <https://elearning.ufl.edu/> beginning a few days before our first class. I will use Canvas to send announcements, to provide detailed instructions for your assignments, and to post slides and supplemental materials. Please check Canvas frequently. While you may customize your notifications as you wish, you are responsible for frequently reviewing this course page for updates and for accessing course content. You will use Canvas for turning in written work, for receiving feedback (from your TAs and from me) and signing up for office hours.

REQUIRED TEXTS/PLATFORMS:

1. Rocklin, Rocklin, Coughlin, and Patrick, *An Advocate Persuades* (2d ed. 2022)
2. *The Bluebook: A Uniform System of Citation* (21st ed. 2020)
3. Lexis/Nexis Interactive Citation Workstation
4. Any additional material posted to our Canvas course page or disseminated during class.

INFORMATION REGARDING ICW (INTERACTIVE CITATION WORKSTATION) EXERCISES:

1. This is a free online platform that tests Bluebook citation proficiency.
2. ICW exercises are tracked online and must be completed no later than the deadlines specified below. For each exercise, you must achieve a minimum score of 70% to receive credit. For each exercise, if you submit your exercise on time and achieve 70% or better, you will receive full credit for that exercise.
3. **Prior to beginning the exercises, please change professors for the semester. Please select MY name and the ICW TA's name, to ensure we have access to your certificates of completion.**
4. You will have five attempts to answer each question correctly and should strive for 100%. Becoming familiar with the nuances of the Bluebook is critical to becoming a strong legal writer. Be sure you understand why each correct answer is correct. I will re-set each ICW for you only one time. Please request re-sets during business hours and at least 24 hours prior to the due date.

COURSE DESCRIPTION:

Persuasive Writing continues the first-year legal writing curriculum by focusing on various forms of persuasive writing, including trial briefs, motions, and appellate briefs. Students will also prepare and deliver an oral argument.

COURSE OBJECTIVE AND GOALS:

Welcome to Legal Writing II! I am excited to partner with you early in your law school career. You may notice that learning legal writing is like learning a new writing *language* with its own rules, structures, customs, and expectations. Now that you have acquired a foundation in objective legal writing, your primary objective in Legal Writing II will be to learn to construct thorough legal arguments that you

express persuasively in writing. An additional objective will be for you to learn to perform effectively in presenting oral argument in support of your legal position. A third objective will be to further refine your research strategies.

If you devote yourself to doing your best work, upon completion of this course you should be able to:

- Apply ethical and professional standards in crafting your written and oral advocacy;
- 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 that maximize your efficiency and accuracy;
- Continue to improve your research, analysis, and legal writing under time constraints;
- Demonstrate increasing levels of citation literacy, including reading, writing, and placement;
- Frame legal issues to persuade a court to rule in your favor;
- Present compelling accounts of relevant facts;
- Analyze and advocate effectively, using compelling narratives, persuasive rule structures, analogical reasoning, relevant policy, strategic application of law to fact, and logical and persuasive organization;
- Communicate legal analyses in impactful, concise, and polished written products, including motion memoranda and appellate briefs;
- Understand the fundamentals of the trial process, including the filing of trial motions;
- Understand the fundamentals of the appellate process and appellate concepts, including the decision to appeal;
- Understand the importance of adhering to procedural rules and formatting requirements when submitting documents to a court;
- Effectively and critically edit, revise, and proofread your own persuasive legal writing as well as the writing of colleagues;
- Present legal arguments and answer questions effectively in meetings and simulated hearings;
- Prepare and effectively present an oral argument in support of your legal position in a simulated appellate oral argument;
- Continue to use and improve your writing generally, including effective topic sentences, transitions, paragraphs, as well as proper grammar, syntax, punctuation, and document format.

PROFESSIONALISM:

I expect professionalism at all times, both in class discussions and in your written submissions. Regarding class discussions, professionalism requires you to speak civilly and treat those with different viewpoints with respect. With respect to written assignments, professionalism requires you to write, revise, and proofread multiple times before turning in any assignment. Please be advised that spelling, grammar, and typographical errors reflect a lack of professionalism in the practice of law. Your path to professionalism starts now.

Punctuality is part of professionalism. I will start class promptly at the designated start time. Please be on time to class and please do not leave early absent extenuating circumstances. As a law student and future lawyer, you are expected to conduct yourself with professionalism in the classroom and in all course-related activities. This includes common courtesy in the classroom as

well as in all email messages, threaded discussions, and chats. Please silence cell phones and computer notifications and minimize any other class disruption.

Professionalism also requires that if you ever have a question about this class or anything I have said, please come to me first. I am happy to discuss any questions or concerns you may have.

COURSE, LAW SCHOOL, AND UNIVERSITY POLICIES:

POLICIES TO PREVENT THE SPREAD OF ILLNESSES:

We are all expected to follow the policies and requirements set forth by the University of Florida with respect to health-related issues. In addition, as a matter of civility and professionalism, please respect the health and wellbeing of your colleagues by doing your part to prevent the spread of illness.

If you are feeling sick in any way during the semester, please stay home and take care of yourself. Please follow the instructions below if you are requesting an excused absence from my course.

ATTENDANCE POLICY:

This is a skills-based course, which means that your attendance is essential to achieving the course objectives. Your active and consistent participation in class discussions and exercises is expected and required. ABA standards and the law school policy require regular and punctual class attendance. Requirements for class attendance, assignments, and other work in this course are consistent with UF policies posted at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Teaching assistants will take roll during each class period. While you should plan to attend all class periods, you are permitted two unexcused absences without penalty.

- More than six unexcused absences will result in a failing grade in the course.
- More than two unexcused absences will likely result in a reduction of your final grade.
- Excessive tardiness will likely result in a grade penalty.

Excused Absences: If you have a religious holiday that falls on a class date or assignment due date, please contact me well in advance of that holiday to arrange an accommodation and to obtain an excused absence.

Religious Holidays, Illness, Extenuating Circumstances, and Emergencies:

If you have a religious holiday that falls on a class date or assignment due date, or otherwise prevents you from completing your work on time, please contact me well in advance of that holiday to arrange an accommodation and to obtain an excused absence.

If you are ill or have other critical extenuating circumstances that prevent you from being in class, you must contact me by email prior to the start of class to request an excused absence. In the case of an emergency that prevents you from contacting me prior to class, you must contact me as soon as possible

thereafter to request an excused absence. If I grant your request, you will need to complete the following steps before I will convert your unexcused absence to an excused absence:

1. Watch the class recording—available on our Canvas Page.
2. Email me no more than ten days after the missed class and include the following:
 - a. A statement that you watched the video in full
 - b. Any in-class exercise that you can complete independently (modify as needed)
 - c. If there is no in-class exercise that you can complete independently, note three things you learned by watching the video.

Because this is a skills course, please do your best to schedule job interviews at times that do not interfere with our class time! If you are unable to avoid a conflict, please contact me as soon as possible. If I approve your absence, you should follow the instructions above for converting your unexcused absence to an excused absence.

COMPLIANCE WITH UF HONOR CODE:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Law Honor Code located here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/additional-information/honor-code-and-committee/honor-code>. The UF Law Honor Code also prohibits use of artificial intelligence, including, but not limited to, ChatGPT and Harvey and all other generative AI platforms, to assist in completing assignments, quizzes, exams, papers, or other assessments unless expressly authorized by the professor to do so.

QUIZ/EXAM POLICY:

There may be pop quizzes during the semester. These scores will be considered part of your participation grade. The law school's policy on exam delays and exam accommodations can be found here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/forms-applications/exam-delays-accommodations-form#:~:text=Students%20are%20responsible%20for%20submitting,sound%20discretion%20of%20the%20administration>.

ASSIGNMENT PREPARATION/SUBMISSION AND GROUP WORK POLICIES:

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 or 3Ls who did particularly well in their first-year legal writing courses. They are a tremendous resource to you. I also encourage you to speak with your assigned TA regularly. Groups will be announced soon, and TAs will communicate regarding their availability. The class TAs are named on page 1 of this syllabus.

Feedback

We will give and receive a tremendous amount of feedback in this course. Please provide feedback with both care and candor. Please accept feedback as a sign of respect—as evidence of the commentor's confidence in your ability to strengthen your skill set and to improve your work product.

Class Preparation and Participation

Consistent with the American Bar Association Standard 310, you should spend at least 6 hours per week preparing for this 3-credit course. Participation grades are based on class attendance and preparation; the quality of class participation (both online and in person); timely and successful completion of all assignments, including oral advocacy; active participation in small group discussions; use of TA office hours; preparation for out of class meetings with me, your TAs, and your colleagues; and, your professionalism, generally. Please see the section titled “Grading Percentages” for more information on class participation grading.

Assignment Submission and Late Policy

Lawyers must be organized: failing to meet a deadline can create 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. Assignments may be due on class days or non-class days and on weekends or weekdays. Most assignments are due by 11:59 p.m.; however, there may be assignments due at other times of day. **Please read the syllabus carefully and mark your calendars accordingly.** I may also announce additional assignment details during class—please pay attention to these class announcements.

If you turn in an assignment late, your grade *for that assignment* will be lowered by 10% per day (24-hour period from the time the assignment is due). Assignments will not be accepted if they are more than three days late. Grades for this class tend to be grouped tightly. A ten percent (10%) is a major deduction and it is rarely in a student’s interest to intentionally hold an assignment past the due date in hopes of making additional improvements/edits to it.

For your writing assignments, if you have an extraordinary circumstance outside of your control, please contact me in advance of the deadline or, if the emergency prevents you from doing so, as soon as possible thereafter. Contacting me does not guarantee a particular result. Computer and electronic platform problems, internet connectivity issues, car trouble, traffic, and the like should be foreseen by you. Please plan your time accordingly.

Punctuality and Professionalism

Punctuality is part of professionalism. I will start class promptly at the designated start time. Please be on time to class and do not leave early absent extenuating circumstances. Also, if you must leave class during the lecture for any reason, please close the door quietly to avoid distraction, and avoid multiple departures during class. As a law student and future lawyer, you are expected to conduct yourself with professionalism in the classroom and in all course-related activities. This includes common courtesy in the classroom as well as in all email messages, threaded discussions, and chats. Please silence cell phones and computer notifications, please do not use electronics for non-course purposes, and please minimize any other class disruptions.

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

In all course activities, students are expected to participate in good faith. If you have questions about professionalism, please do not hesitate to ask.

Academic Honesty and Plagiarism

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

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

Unless I instruct otherwise you may not use large language models (LLMs) or generative artificial intelligence (for example, Chat GPT, Claude, and Omni) to assist you with any of our assignments. This includes the generative text feature of Grammarly. However, you may use both Word and Grammarly for *non-generative* features such as grammar, spelling, syntax, and punctuation support, for all assignments in my course. While I encourage you to use the non-generative features of Word and Grammarly, as the author, you remain solely responsible for all choices you make in your document.

As noted above, academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Law Honor Code located here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/additional-information/honor-code-and-committee/honor-code>. The UF Law Honor Code prohibits use of artificial intelligence, including, but not limited to, ChatGPT and Harvey and all other generative AI platforms, to assist in completing assignments, quizzes, exams, papers, or other assessments unless expressly authorized by the professor to do so.

ACCOMMODATIONS:

Students with disabilities who experience learning barriers and would like to request academic accommodations must first register with the Disability Resource Center (DRC). Click [here](#) to get started with the DRC. <https://disability.ufl.edu/get-started/>. Accommodations are not retroactive and obtaining your letter may take time; therefore, if you would like to learn more about accommodations or are interested in applying for them, please follow this procedure as early as possible in the semester. If you are approved for accommodations, you will receive an accommodation letter, which you must present to the Assistant Dean for Student Affairs (Assistant Dean Brian Mitchell). **You are also responsible for sharing your accommodation letter with me if you would like me to provide the accommodations.** We will likely need to meet to discuss your accommodations and to sign any remaining forms. Please understand that I cannot grant accommodations retroactively, nor can I grant accommodations that are not approved through this process. The law school’s policy on exam delays and accommodations can be found [here](#). Students may access information about various resources on the UF Law Student Resources Canvas page, available at <https://ufl.instructure.com/courses/427635>.

EXAM DELAYS AND ACCOMMODATIONS:

The law school policy on exam delays and accommodations can be found here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/forms-applications/exam-delays-accommodations-form#:~:text=Students%20are%20responsible%20for%20submitting,sound%20discretion%20of%20the%20administration.>

OBSERVANCE OF RELIGIOUS HOLIDAYS:

UF Law respects students' observance of religious holidays. The University policy can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

DISCOURSE AND THE CLASSROOM ETHOS:

As a law student and future lawyer, I expect that you will be able to engage in rigorous discourse and critical evaluation of texts and arguments while also demonstrating civility and respect for others. Please be prepared to “represent” a client’s position with which you do not personally agree. While doing so may feel uncomfortable initially, it will strengthen your advocacy skills.

ELECTRONICS POLICY:

While I recommend taking notes by hand, if you prefer, you may use a laptop or tablet to take notes or to engage in class activities only. We will be using computers in class frequently, so plan to have your laptop available; however, please do not communicate with one another or anyone else during class via electronics unless specifically instructed to do so. TAs may need to communicate with one another during class via electronics; please do not mistake this for your license to do the same.

Please do whatever is necessary to ensure that notifications, emails, text messages, group chats, and the like do not distract you. I may revisit or revise this policy as needed.

ZOOM POLICY:

Please comply with the following during Zoom sessions:

- Cameras are required to remain on during the entire session.
- If you are in a group session, please use the “raise hand” feature to ask questions.
- Please mute yourself except when you are speaking.
- Dress appropriately—as you would during an in-person class or meeting.

RECORDING LECTURES:

I have requested that our class be recorded through the UFIT department. UFIT will be creating a MediaSite channel for our course. I will share the link to this channel with all students in the course by

adding a link to the videos in the Canvas page. The uses and prohibitions delineated by the University for self-made videos apply equally to these MediaSite videos. If you use MediaSite or self-made videos in ways not approved by the University and without my written consent, you may be subject to civil liability, as well as to discipline under the UF Student Honor Code and Student Conduct Code.

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 3 hours in length, requiring at least **6 hours of preparation** outside of class including reading the assigned materials, writing critical analyses, and developing your final paper.

STUDENT COURSE EVALUATIONS:

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

UF LEVIN COLLEGE OF LAW STANDARD SYLLABUS POLICIES:

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

RESOURCES:

ACADEMIC STUDENT ASSISTANCE: Gatoraid@law.ufl.edu

OFFICE OF ACADEMIC SERVICES:

If you have a need related to academic policies or course concerns, including disability accommodations, the Office of Academic Services, led by Dean Mitchell, will support you. Contact gatoraid@law.ufl.edu or contact Dean Mitchell directly at mitchell@law.ufl.edu.

UF LAW STUDENT RESOURCE GUIDE (CANVAS):

Please familiarize yourself with the law school’s UF Law Student Resource Guide in Canvas. It currently includes sections for:

- Attendance, Registrar, and Financial Aid, Outside Scholarships, Writing Competitions
- Weekly Calendar
- Students Organizations and Journals
- Academic Advising and Career Advising

UF LAW STUDENT LIFE:

Please familiarize yourself with the law school’s [Student Life](#) page on the UF Law website.

<https://www.law.ufl.edu/student-life>. It is a tremendous resource for both law school and university resources. Services include:

- Academics (e.g., Schedules, Calendars, Policies, Experiential Learning)
- Campus Logistics (e.g., Reserving a Study Room)
- Technology (e.g., Zoom, Canvas, ExamSoft, Helplines)
- Research Tools (e.g., Law Library, Westlaw, Lexis)
- Diversity & Inclusion (e.g., Statements, Policies, D&I Dean's Information)
- Career and Professional Development (e.g., Advisors, Appointments, Symplicity)
- Health and Safety (e.g., Wellness, Title IX)
- Contact Information (e.g., Law School Departments)

MENTAL HEALTH AND WELLBEING:

Law school can be very stressful, particularly in your first year. Knowing when to seek assistance for issues impacting your wellbeing is part of being a professional. At a minimum each of us needs a safe place to live, sufficient food, and access to healthcare.

All members of the UF Community who are experiencing food insecurity are eligible to visit UF's Hitchcock Field & Fork food pantry. Learn more at the website, here: <https://pantry.fieldandfork.ufl.edu/>. Should you find yourself needing assistance with other basic needs, please notify me or the Student Life and Career Services Office, which Dean Shaw leads. You can email gatoraid@law.ufl.edu or contact Dean Shaw directly at shaw@law.ufl.edu.

Psychological needs and unexpected personal challenges are also not uncommon and may interfere with academic progress, social development, and emotional wellbeing. The law school and the Gainesville community offer a variety of services to assist you. Some entities equipped to assist include:

UF Law Mental Health Counselor: At UF Law we are fortunate to have a mental health counselor, **Ritzy Ettinger**, who is dedicated to the law school community. Ritzy assists with both crisis and non-crisis services. You may reach out to Ritzy by email or call the Student Life main office.

Name: Ritzy Ettinger

Direct Email: rettinger@ufl.edu

Student Life Phone: 352-273-0620

Direct phone: 352-273-0914

Link to make confidential appointments:

https://ufl.yu11.qualtrics.com/jfe/preview/previewId/de79d8eb-d8d8-4944-94b2-3e531d9743bc/SV_6Kxe53aDDBYjZUq?Q_CHL=preview&Q_SurveyVersionID=current

UF (Main Campus) Counseling & Wellness Center: Provides crisis and non-crisis services.

Phone: 352-392-1575 (UF Crisis Hotline 24 hours/7 days/week)

Website: <https://counseling.ufl.edu/services/crisis/>

UF "U Matter We Care": Provides services if you or someone you know is in distress.

Phone: 352-294-CARE (2273)

Email: umatter@ufl.edu
Website: <https://umatter.ufl.edu>

Alachua County Crisis Center: 24 hr./day crisis and suicide intervention phone counseling for all county residents.

Phone: 352-264-6789

<https://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx>

HEALTH AND SAFETY:

UF Student Health Care Center: Find the healthcare you need, including free vaccines.

Phone: 352-392-1161

Website: <https://shcc.ufl.edu/>

UF Health Shands Emergency Room/Trauma Center

Phone: 9-1-1 for emergencies

Phone: 352-733-0111

Or go to the emergency room at:

1515 Archer Road, Gainesville, FL 32608

Website: <https://ufhealth.org/uf-health-shands-emergency-room-trauma-center>

University Police Department

Phone: 9-1-1 for emergencies

Phone: 352-392-1111

Website: <https://police.ufl.edu/> (including victim assistance, UFAAlert, self-defense classes, etc.)

Gator Safe App:

For a personal safety toolbox and other helpful links, download the GatorSafe App

<https://police.ufl.edu/services/community-services/gatorsafe-app/>

GRADING/COURSE POLICIES:

INFORMATION ON UF LAW GRADING POLICIES:

Like all required courses, this course adheres to the law school's curve, including both a mean and mandatory grade distribution. The law school grading policy is available at: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies>

Like all required courses, this course adheres to the law school's mean and mandatory grade distribution, set out here, <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies>, under the tab "grade distribution for required courses."

The law school policy on exam delays and accommodations can be found here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/forms-applications/exam->

[delays-accommodations-form#:~:text=Students%20are%20responsible%20for%20submitting,sound%20discretion%20of%20the%20administration.](#)

The following chart describes the specific letter grade/grade point equivalent in place:

Grade	Points
A (Excellent)	4.0
A-	3.67
B+	3.33
B (Good)	3.0
B-	2.67
C +	2.33
C (Satisfactory)	2.0
C-	1.67
D+	1.33
D (Poor)	1.0
D-	0.67
E (Failure)	0.0

The four major writing assignments in this course consist of (1) a collaborative memo in support of a trial 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. There will also be additional research assignments, oral argument, activities, homework, and possible quizzes, all of which will count toward your participation grade.

GRADING PERCENTAGES:

- 5% WA#1 Collaborative Memo in Support of a Trial Motion (Completion Points Only)
- 25% WA#2 Independent Memo in Support of a Trial Motion
- 10% WA#3 Robust Outline of Appellate Brief (Completion Points Only)
- 50% WA#4 Appellate Brief
- 10% Participation Class attendance and preparation, in-class participation, and engagement with small group both in- and out-of-class; timely and successful completion of all assignments (graded, ungraded, oral, and written), active participation in small group discussions, use of TA office hours, preparation for any out-

of-class meetings, and overall professionalism. I may also use participation to assist in determining a final grade for students who fall on the cusp between two grades.

Grading Standards for Final Drafts

In conjunction with any assignment-specific standards, the grading standards applied to final assignments will be as follows:

- A or A-:** The paper is excellent in all respects. The analysis presented is persuasive, interesting, and well-reasoned. The writing style is clear, direct, and grammatically correct. The paper is generally free of typos, formatting problems and citation errors.
- B+:** The paper is very good in all respects. By and large, the analysis is persuasive and well-reasoned, the writing style is clear, direct, and grammatically correct, and the paper is free of typos, formatting problems and citation errors, but the paper lacks some of the sophistication present in an A or A- paper.
- B:** The paper constitutes a solid, well-reasoned and professional piece of work. The organization, the writing style, the use of citation and the formatting of the paper demonstrate mastery of the basics of persuasive legal writing and citation.
- B- or below:** The paper is notably deficient in one or more respects: the analysis presented is thin, conclusory, or poorly reasoned; the writing style is unclear, confusing, or difficult to follow; the organization is poor; or the paper suffers from extensive grammatical, formatting or citation errors.

Plagiarism and Quotations

Plagiarism is an Honor Code violation. Sources must be acknowledged, not only when you quote their text, but also when you paraphrase. (Citing the original source when you paraphrase not only avoids plagiarism, but also gives your position more credence by showing that someone else has supported your view).

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

When you cite 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, syllabus, or synopsis of a case.

Proofreading

Careless errors undermine your credibility. Excessive typographical, spelling, format, grammatical, or citation errors may cause a paper to be deemed unsatisfactory, regardless of its substantive merit. Proofreading is essential. Merely proofreading for typographical errors, however, will not reveal

inaccuracies in your pinpoint citations. Therefore, you should specifically double-check the accuracy of your pinpoint citations against the original sources.

Formatting Requirements for Writing Assignments

All assignments are to be submitted electronically via the course Canvas website, **in Word format**. In addition to any formatting requirements specific to an assignment, documents should conform to the following: (1) the text should be double-spaced, except for the headings (which should be single-spaced); (2) all writing assignments this term should be written in **14-point Times New Roman font, double-spaced, with full justification so that the document has smooth edges of text**; (3) each page should be numbered (bottom, center), except for the first page; and, (4) all citations should use underlining instead of italics, and should comply with the rules of *The Bluebook* or the FLORIDA RULES OF APPELLATE PROCEDURE 9.800 as necessary.

PRELIMINARY COURSE SCHEDULE: TOPICS AND ASSIGNMENTS SUBJECT TO CHANGE

Reading: All reading should be completed in advance of the date for which it is assigned. All chapters on the syllabus refer to your assigned textbook. All other material can be found in Canvas; additional reading and reference material may be added to Canvas throughout the term. All assigned material is meant to be read carefully unless I have noted that you may “skim” the material.

Assignments: All graded and many ungraded assignments will require Canvas uploads—please consult the syllabus and mark your calendars accordingly. **We will often begin exercises during class that will require additional independent time to complete. These assignments may not be included in the Syllabus; please earmark regular time within your study/homework schedule to complete them.** All assignments must be uploaded to Canvas, in Word.

The Unexpected: **For various reasons, I have altered some of the day meeting times for this course. Please review the dates and times of our class sessions, listed below. Yellow highlighting on the schedule below denotes a day class is not usually held.** While I encourage you to attend all class sessions in person, if you are unable to attend one of the class sessions held on a day or time other than our assigned day and time, you will be excused from attending class if, within 10 days of class, you (1) watch the video, and (2) send an email to me that includes any in-class activity (completed independently to the best of your ability). If there is no in-class activity to complete, please identify three things you learned by watching the video. For these classes only, you do not need to reach out to me in advance of class to earn an “excused” absence.

Activities/Homework: We will often engage in activities during class. Some activities will require additional independent work. Please allot regular time within your schedule to complete them. Unless otherwise advised by me, please upload research projects and other homework to Canvas by 11:59 the night before the following class, and please bring them to class (in hard copy or electronic format) for your own use. For example, homework from Class 3 should be completed by 11:59 p.m. the night before the start of Class 4. You will not receive direct feedback on homework, but we will often use it in the following class period; completing it will allow you to participate effectively in class. Occasionally, I may

ask you to bring a hard copy of a homework assignment to class for peer review. In general, I will be looking for a good faith effort and timely completion of all activities and homework.

Disclaimer: This syllabus represents my current plans and objectives. As we proceed through the term, I may need to alter them to enhance your learning opportunities or in response to factors internal or external to our course. Such changes, communicated clearly, are not unusual and should be expected.

First Assignment due 11:59 p.m. on January 13, 2025:

- (1) Read syllabus in full. Familiarize yourself with cases for Writing Assignment 1 (Trial Memo), and be ready to discuss at any time.
- (2) Respond to Discussion Page on Canvas titled “Truth, Lie, and Fun Fact;” and,
- (3) Send me a professional email, eng@law.ufl.edu, with answers to the questions below. Please address me as “Professor Eng.”
 - a. Do you go by your first name, or you prefer a nickname?
 - b. Is English your first language? If not, what is your first language?
 - c. Do you have any concerns about this class?
 - d. What is your undergraduate school and degree, and how much writing did you do as an undergraduate?
 - e. Are you the first member of your family to attend law school?
 - f. Why did you come to law school?
 - g. Do you have an idea of what area of the law you’d like to go into?
 - h. Do you like to read? If so, what type of reading do you prefer?
 - i. What do you like to do for fun?

COURSE SCHEDULE

KEY:

<u>Reading:</u>	Complete before class. Will be found in the textbook, Canvas, or both.
<u>Topic:</u>	Lecture
<u>Activity:</u>	In-class Activity
<u>Homework:</u>	Complete <i>after</i> class but <i>prior</i> to the following class. While you may begin homework in advance of class by consulting your text, you should always revisit your HW prior to submitting it to ensure it aligns with what you’ve just learned in class.

Week 1

- Class 1: 1/13 Reading: **Case File #1**; Ch. 1, 2, 3, and 5
Class Topic: Overview of Persuasive Writing; /Intro. WA#1 Collab. trial memo
- Class 2: 1/15 Reading: Ch. 8 + Appendix B (Sample Trial Memos)
Class Topic: Complaints/Trial Motions & Supporting Memos; Intro to WA#1
Activity: Research (Procedural); Begin Substantive Research
Homework: **Continue research and draft list of key cases; upload by 11:59 pm on Sunday, 1/19/2025 (Collab.);** + read for next class
- 1/17: (Friday): Final Four Competition; link to recording will be provided in Canvas; assignment for end of semester

Week 2 **Note: Special Class day; meet Friday, 1/24 from 9:00 a.m.-10:25 a.m. in HOL 283**

MLK Holiday: 1/20. **No class.**

- Class 3: 1/22: Reading: Re-read case file + Supplemental Materials in Canvas
Class Topics: Researching and Charting Caselaw
Activity/HW: **Complete Research and Case Chart w/ Rules**
Upload by Thursday night 1/23 @ 11:59 p.m. (Collab.)
+ Read for Next Class
- Class 4: **1/24** *** NOTE: FRIDAY Special class; 9-10:25 am in HOL 283**
Reading: Ch. 4, 10
Topic: Theme and Persuasive SOF
Activity/HW: **1-3 Sentence Theme— Upload by Sun. 1/26 @ 11:59 p.m. (Collab.): 1-3 Sentence Theme and 1.5-2.5 pg. SOF** + Read for Next Class

** I strongly encourage you to attend this class in person. However, if you cannot attend, you may watch class recording. For attendance credit, please email me by 5:00 pm on 1/24 noting three things you learned from the recording.

Week 3

- Class 5: 1/27 Reading: Ch. 3, 5, 6 (pp. 125-32)
Activity: Peer Review and Discussion of Theme/SOF
Topics: Organizing Arguments; Point Headings; Initial Cs
Homework: **Draft Point Headings and Initial Conclusions (Collab.)**
Decide on Cases for R and E sections (Collab.)
Upload by Tuesday 1/28 @ 11:59 p.m.
+ Read for Next Class
- Class 6: 1/29 Reading: Read Ch. 6 (pgs. 133-160)
Activity: Peer Review and discussion of Point Headings & Initial Cs
Topic: Persuasive Rules and Case Illustrations for the CREAC
Homework: **Draft R and E sections (Collab.)**
Upload by Sunday 2/2 @ 11:59 p.m. (Collab.)

+ Read for Next Class

Week 4

Class 7: 2/3

Reading: Re-Read Ch. 5.III, 6, 7.I, 7.II
Activity: Highlights—What Worked; What Didn't from R and E
Topic: Persuasion in the Application of the CREAC
Handling Counterarguments
Homework: **Draft the Application (Main Arg., Counter, Resolution)**
Upload by Tuesday 2/4 @ 11:59 p.m. (Collab.)

Class 8: 2/5

Reading: Ch. 8 and Appendix B
Activity: Highlights—What Worked; What Didn't from A section
Topic: Introductions/Preliminary Statements for Trial Memos
Homework: **Draft the Introduction and Preliminary Statement**
Upload by Thursday 2/6 @ 11:59 p.m. (Collab.)

Class 9: 2/7

*** NOTE: FRIDAY EXTRA CLASS -Writing/Editing Workshop; 9-10:25 am in HOL 283**

Reading: Ch. 7 and Canvas Resources on Editing/Proofreading
Topic: Editing for Persuasion: Focus, Emphasis, Flow;
Checking Citations and Quotations for Content
Activity: class time as draft time; Q&A
Homework: **Finish WA#1- Trial Memo (Collab.)**
Upload WA#1 by Sunday 2/9 @ 11:59 p.m. (completion points only)

** I strongly encourage you to attend this class in person. However, if you cannot attend, you may watch class recording. For attendance credit, please email me by 5:00 pm on 1/24 noting three things you learned from the recording

Week 5

Class 10: 2/10

Reading: **Case File #2; Intro to WA#2 Trial Memo; Independent Work**
Topic: Trial Memo Debrief/Reflection
Activity: Case File #2 Trivia.
Homework: **Make a list of critical facts in preparation for SOF; Start procedural and substantive research (Indep.)**

Class 11: 2/12

*** NOTE: SPECIAL CLASS LOCATION: Morgan Courtroom (MLAC first floor)**

Reading: Approaching Federal Research-Supplemental-Research Professors
Topic: Federal Research and Case Organization
Activity: Research (Procedural and Substantive) and Case Chart
Homework: **Upload case chart, point headings, and slot cases into discussion (identifying which you will use in R and E)**
by Sunday 2/16 @ 11:59 (Indep.)

Week 6

Class 12: 2/17

Topic: Discuss Point Headings, Rules, Case Illustrations
Homework: **Upload outline or better of rule sections and case illustrations by Tuesday 2/18 @ 11:59 p.m. (Indep.)**

Class 13: 2/19 Topic: Discuss Applications
Homework: **Upload** outline or better of application sections (main argument, counter, and resolutions) **by Sunday 2/23 @ 11:59 p.m. (Indep.)**

Week 7

Class 14: 2/24 Topic: Discuss SOF, Intro., Prelim. Stmt.
Homework: **Upload** outline or draft of SOF, Intro., Prelim. Stmt.
by Tuesday 2/25 @ 11: 59 p.m. (Indep.)

Class 15: 2/26 Topic: Editing, Proofreading, cite checking
Activity: Class Time as Draft Time; Q&A
Homework: **Edit, proofread, and citation check trial memo, and Upload WA#2 Trial Memo by 3/2 @ 11:59 p.m. (indep.)**

Note: Extra Office Hours Friday 2/28, 9-10:30 a.m., and 1-4:30 p.m. (no appt.; walk ins welcome)

Week 8

Class 16: 3/3 Reading: **Case File #3**-Full Record for Appeal (Canvas) for WA#3 & WA#4
Topic: Asynchronous Research Class
Activity/HW: **Mine the record;**
Begin Procedural and Substantive Research

Class 17: 3/5 Reading: Ch. 9
Topic: Transitioning to Appellate Writing
Activity: Appellate Record trivia
Homework: **Continue Researching and Charting Case Law**
Upload Initial Case Chart and Rules by Sunday 3/9 @11:59 p.m (Indep.)

Week 9

Class 18: 3/10 Re-Read: Ch. 3, 7 (pgs. 171–72), Table 7-L, Table 6-R
Topic: Roadmaps, Point Headings, and Subheadings
Homework: **Develop outline for appellate brief/work on organization**

Class 19: 3/12 Reading: Appendix C + TBD
Topic: Persuasion through Case Law Selection
Activity: ICW 12 and 13 (Signals and Parentheticals)
Homework: **Complete ICW 12 and 13 by Sun. 3/23 @ 11:59 p.m.);**
Upload Initial Outline: Point headings, and slot case names into discussion
(identifying which you will use in R and E) **by Sunday 3/16 @ 11:59 PM (Indep.)**

SPRING BREAK: 3/17 through 3/21

Reminder: **ICW 12 and 13** (Signals and Parentheticals)
Due by Sunday, 3/23 @ 11:59 p.m.

You may also work ahead on **ICW 6, 7, and 16**, which are **due by Tuesday, 3/25 @ 11:59 p.m.**

Week 10

Class 20: 3/24 Reading: Re-Read Ch. 9.3
Topic: Revisiting Theme; Appellate QP and Summ. of Argument
Activity/HW: QP Drafting Time
Homework: ICW 6, 7, and 16 (Fed. and State Statutes and Lit. Docs)

Complete ICW 6, 7, 16 by Tues 3/25 @ 11:59 p.m.)

Class 21: 3/26 Re-read: Ch. 10
Topic: Statement of Jurisdiction + SOCAF
Activity/HW: SOCAF

Upload WA#3- outline or better, including QP, SOCAF + Point Headings, Rule Sections and Cases slotted by Sat. 3/29 @ 11:59 p.m. (Indep.- Completion points only)

Week 11 **INDIVIDUAL WRITING CONFERENCES + TA MINI ORAL ARGUMENT MEETINGS THIS WEEK**

Class 22: 3/31 **Individual writing conference with Professor.** Be prepared to answer questions about your progress—including summarizing caselaw and explaining your argument and analogies. Come with a list of questions that will assist you in completing your brief.
(25 min. meetings; select time on Canvas)

Class 23: 4/2 **Watch:** Watch Moot Court Competition (see link in Disc. Thread) and complete Disc. Thread questions
Prepare: 5 min-oral argument: 1 min. roadmap; 4 min. arg.
Activity: Meet with Your TA Group for 5-min Mini Oral Arg.
Homework: Continue to work on appellate brief and oral argument.

Respond to Moot Court Discussion Thread by 11:59 p.m. on 4/6/2025

Recommended: Full Practice with your paired opposing counsel and the UF Law Moot Court Team—this week or next.

Week 12 **PRACTICE ORAL ARGUMENTS THIS WEEK + CLASS**

Class 24: 4/7 Read: Ch. 11 + Supplemental OA Material (See Canvas)
Topic: Oral Argument Tips + Q & A
Prepare: Full oral arg. 1 min. roadmap + 9 min. arg./rebuttal
Homework: 10-Minute Full Practice with your paired Opposing Counsel and TAs—sometime this week.

Class 25: 4/9 Topics: App. Brief Q&A
Activity: Respond to OA Questions You Dread (in Groups)
Homework: **Edit, proofread, and cite check app brief, and Upload WA#4-Appellate Brief by Sun. 4/13 @ 11:59 PM (Indep.)**

Week 13 **FINAL ORAL ARGUMENTS + LAST CLASS**

Final Oral Arguments: 4/14—4/16 M, T, W Evenings 5:00 p.m. to 8:00 p.m.

Class 26: 4/16 Course Evaluations (15 min).
You did it! Oral Argument De-brief; TA Speakers: Write-on Competition—
Discuss ICW 17 (a five-part Law Review Exercise);
Skills Team Try Outs;
Looking for a Job/Starting Your Summer Job.

Updated 2025 12 19; Subject to Change