



**LEGAL WRITING II (PERSUASIVE WRITING)**  
**UNIVERSITY OF FLORIDA LEVIN COLLEGE OF LAW**  
**TUESDAYS AND THURSDAYS, 1:15 PM TO 2:40 PM**

**COURSE:** LAW 5793 | SPRING 2025 | CLASS # 21051 | SECTION 3W | 3 CREDIT HOURS

**CLASS LOCATION:** HOLLAND HALL 285D

**CLASS DAY/TIME:** TUESDAYS AND THURSDAYS, 1:15 PM–2:40 PM

**PROFESSOR:** Professor De Sanctis (she/her)

[desanctis@law.ufl.edu](mailto:desanctis@law.ufl.edu)

Office: Holland Hall 327

(352) 273-0629

Zoom Personal Meeting Room: <https://ufl.zoom.us/j/6200165286>

**OFFICE HOURS:**

I will hold office hours on **Tuesdays and Thursdays from 3:00 p.m. to 4:00 p.m.**, beginning on Wednesday, January 28, 2025, and by appointment. If you need an appointment sooner, please email me. Please sign up for office hours through our Canvas course website (see below); if you do not find an open slot that works with your schedule, please contact me by email to arrange an appointment. You may attend office hours in-person or by Zoom; when reviewing written work, meeting online is very effective. I am thrilled to be on this academic and professional journey with you, so please use my office hours liberally. TAs will also be available to assist you and information about their availability will be forthcoming.

If you have questions regarding the course or a specific assignment, please feel free to email me. If it is a question I can answer quickly, I will do so; however, for substantive questions, I will typically ask you to hop on a Zoom call with me or set an appointment to see me in person.

Teaching Assistants:

- Caroline Levine      [caroline.levine@ufl.edu](mailto:caroline.levine@ufl.edu)
- Sam Mendez          [mendez97@ufl.edu](mailto:mendez97@ufl.edu)
- Oliva Potthast        [opotthast@ufl.edu](mailto:opotthast@ufl.edu)
- Inaya Shiraz          [inayashiraz@ufl.edu](mailto:inayashiraz@ufl.edu)

**Note: Office hours and other conferences will not be held (with me or with your TA) within the 24 hours prior to graded-assignment due dates.**

#### **COURSE WEBSITE:**

You will be able to access the course Canvas site [here](#) 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 for 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.

#### **ADDITIONAL RESOURCES (OPTIONAL):**

1. Bryan A. Garner, *Redbook: A Manual on Legal Style* (4th ed. 2018)
2. Deborah Cupples & Margaret Temple Smith, *Grammar, Punctuation & Style: A Quick Guide for Lawyers & Other Writers* (2013).

#### **COURSE DESCRIPTION:**

Persuasive Writing continues the first-year legal writing curriculum by focusing on various forms of persuasive writing, including memoranda in support of trial 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. The primary objective in Legal Writing II is for you to learn to construct thorough legal arguments and to express those arguments persuasively in writing. An additional objective is for you to learn to perform effectively in presenting oral argument in support of your legal position. A third objective is for you to practice and 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.

## 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, which can be found [here](#), require regular and punctual class attendance.

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 reduction of your final grade in the course.

### 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.

### **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](#).

### **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 who did particularly well in their first-year legal writing courses. They are a tremendous resource to you. I encourage you to speak with your assigned TA regularly. Groups will be announced soon, and TAs will communicate regarding their availability.

### ***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 (graded and ungraded) including oral advocacy; active and thoughtful participation in small group discussions; use of TA office hours; preparation for any out-of-class meetings with me, your TA and your colleagues, and your professionalism, generally.

### ***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. Key assignment due dates and times are on the syllabus. **Please read the syllabus carefully and mark your calendars accordingly.** I may announce additional assignments or assignment details during class—please pay attention to these announcements.

If you turn in an assignment late (according to Canvas' timestamp), your grade *for that assignment* will be lowered by 10% per day (24-hour period from the time the assignment is due). Assignments will not be accepted if they are more than three days late. Grades tend to be grouped tightly; 10% is a major deduction and it is rarely in a student's interest to hold an assignment past the due date in hopes of making additional progress on it.

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

### ***Punctuality and Professionalism***

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

Often, I will run our classroom like a law office or legal agency. Students will be the new associates; TAs will be the senior associates; and I will be the law partner or supervising attorney. In all course

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

***Academic Honesty, Plagiarism, and 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.” 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. In addition to my course rules, the UF Law Honor Code also prohibits students from using artificial intelligence unless it is authorized by the professor for the particular assignment.

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.

**ACCOMMODATIONS:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). Click [here](#) to get started with the DRC. If you are approved for accommodations, you must present your letter to the Assistant Dean for Student Affairs, 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. You should also provide your accommodation letter to Dean Mitchell and his team.

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. Please understand that I cannot grant accommodations

that are not approved through this process. The law school's policy on exam delays and accommodations can be found [here](#).

#### **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.

#### **PREFERRED NAME:**

If your preferred name is not the name used in our UF records, you may change your "Display Name" in Canvas. To update your display name, go to [one.ufl.edu](http://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," enter the name you would like displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. Changing your display name will not change your legal name for official UF records.

#### **ELECTRONICS POLICY:**

You must bring a laptop or tablet to every class so that you can access handouts on Canvas and participate in in-class activities. Please silence all devices before class and please do whatever is necessary to ensure that notifications, emails, and the like do not distract you. You may not communicate with one another during class electronically unless specifically instructed to do so. TAs may need to communicate with one another during class through their electronic devices; do not mistake this for permission to do the same.

#### **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 and sit upright—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. 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.

## **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:**

**ONE-STOP-SHOP STUDENT ASSISTANCE:**            [Gatoraid@law.ufl.edu](mailto: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](mailto:gatoraid@law.ufl.edu) or contact Dean Mitchell directly at [mitchell@law.ufl.edu](mailto:mitchell@law.ufl.edu).

### **UF LAW STUDENT LIFE WEBPAGE:**

The law school's [Student Life](#) page is a tremendous resource for both law school and university resources and services and includes the following:

- 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 semester. 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 food pantry. Learn more [here](#). 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.edu](mailto:gatoraid@law.edu) or contact Dean Shaw directly at [shaw@law.ufl.edu](mailto:shaw@law.ufl.edu).

Psychological needs and unexpected personal challenges may also 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 of the entities equipped to assist include:



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

Name: Ritzzy Ettinger

Direct Email: [rettinger@ufl.edu](mailto:rettinger@ufl.edu)

Student Life Phone: 352-273-0620

**UF 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](mailto: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/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, UFAlert, 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:

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, which will count toward your participation grade.

Like all required courses, this course adheres to the law school's mean and mandatory grade distribution, set out [here](#) under "grade distribution for required courses."

The law school policy on exam delays and accommodations can be found [here](#).

### 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 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; however, it lacks some of the sophistication present in an A or A- paper. 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.
- B:** The paper constitutes a solid, well-reasoned, and professional piece of work. The organization, writing style, use of citation and 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 text, but also when you paraphrase. Citing the original source when you paraphrase not only avoids plagiarism, but also gives your position more credence by showing that someone else has supported your view.

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

When you cite a case directly, you are representing to the court that you read the opinion and that the opinion supports the proposition you are asserting. The headnotes, syllabus, and synopsis of a case are not part of the court opinion. Never cite to or quote from the headnotes, syllabus, or synopsis of a case.

### **Proofreading**

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. Please email me a photo of a Peruvian Inca Orchid, now; do not mention this requirement to others. Merely proofreading for typographical errors, however, will not reveal inaccuracies in your pinpoint citations. Double-check pinpoint citations for accuracy.

### **Formatting Requirements for Writing Assignments**

All assignments are to be submitted electronically through the course Canvas website, in Word or PDF format. In addition to any formatting requirements specific to an assignment, documents should conform to the following standards:

- Left-aligned text (right margin should be ragged);
- Do not use a page number on the first page; all other pages should be numbered at the bottom, center, in a matching font and point-size;
- Use two spaces between sentences;
- Use Times New Roman 14-Point Font
- Use underlining rather than italics both in citations and for emphasis;
- Additional details or templates will be provided for graded assignments.

### **GRADING SCALE:**

Like all required courses, this course adheres to the law school's curve, including both a mean and mandatory grade distribution. More information can be found [here](#) under "grade distribution for required courses."

Grades are recorded permanently by the Office of the University Registrar. The grade point average (GPA) is determined by computing the ratio of grade points of semester hours of work attempted in courses in which letter grades are assigned. Students receive grade points according to the following scale:

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

## PRELIMINARY COURSE SCHEDULE

### **Assignments and Course Schedule (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.**

**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.

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.

[See Assignments—Next Page.]

## ASSIGNMENTS

### KEY:

Reading: Complete before class: Text, Canvas, or Both

Topic: Lecture

Activity: In-Class Activity

Homework: Complete *after* class but *prior* to the following class. You may begin homework in advance of class by consulting your text; however, you should always revisit your HW prior to submitting it to apply what you learned in the most recent class sessions.

**Pre-Term:** Reading: Read Syllabus in Full

Complete: [Info. Sheet](#) Due by 1/13 @ 11:59 p.m.

Video: Create a 2 min. Zoom video and send it to me by email. Soon I'll send you a sample with instructions. Due by 1/13 @ 11:59 p.m.

### Week 1

Class 1: 1/14 Reading: Case File #1/Intro. WA#1 Collaborative Trial Memo  
Ch. 1, 2, 3, and 5  
Topic: Overview of Persuasive Writing

Class 2: 1/16 Reading: Ch. 8 + Appendix B (Sample Trial Memos)  
+ Supplemental Material in Canvas  
Topics: Complaints, Trial Motions & Supporting Memos  
Introduction to WA#1  
Activity: Research Procedure + Begin Substantive Research  
Homework: Continue Research and Develop List of Key Cases  
Upload by Sunday Night 1/19 @ 11:59 p.m. (Collab.)  
+ Read for Next Class

1/17: Final Four Competition: [1Ls have class; Recording assigned later.]

### Week 2

Class 3: 1/21 Reading: Re-Read Case File + Supplemental Material in Canvas  
Class Topics: Researching and Charting Caselaw  
Activity/HW: Complete Research and Case Chart w/ Rules  
Upload by Wed. Night 1/22 @ 11:59 p.m. (Collab.)  
+ Read for Next Class

Class 4: 1/23 Reading: Ch. 4, 10  
Topics: Theme and Persuasive SOF  
Activity/HW: 1-3 Sentence Theme—Upload by 1/26 @11:59 (Collab.) +

SOF 1.5 to 2.5 pgs.—Upload by Sun. Night 1/26 @ 11:59 p.m. (Collab.) + Read for Next Class

### **Week 3**

- Class 5: 1/28 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 Wed. 1/29 @ 11:59 p.m.  
+ Read for Next Class
- Class 6: 1/30 Reading: Read Ch. 6 (pp. 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 Sun. Night 2/2 @ 11:59 p.m. (Collab.)  
+ Read for Next Class

### **Week 4**

- Class 7: 2/4 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  
Spotting, Addressing, and Resolving Counter Arguments  
Homework: Draft the Application (Main Arg., Counter, Resol.) (Collab.)  
Upload by 2/5 @ 11:59 p.m. (Collab.)
- Class 8: 2/6 Reading: Ch. 8 and Appendix B  
Activity: Highlights—What Worked; What Didn't from A  
Topic: Introductions and Preliminary Statements  
Homework: Draft the Introduction and Preliminary Statement  
Upload by 2/6 @ 11:59 p.m. (Collab.)
- Class 9  
Extra Class 2/7 Reading: Ch. 7 and Canvas Resources on Editing/Proofreading  
(Friday) Topic: Editing for Persuasion: Focus, Emphasis, Flow; Checking  
9:00 a.m.– Citations & Quotations for Content; Proofreading  
10:25 a.m. Activity: Error Bingo  
HH 285D Homework: Final Touches on Collab. Trial Memo. (Collab.)  
Upload WA#1: Collab. Trial Memo, Sun., 2/9 @ 11:59 p.m.  
(Completion Points Only)

## Week 5

Class 10: 2/11 Reading: Case File #2; Intro. to WA#2 Trial Memo  
WA#2: All Independent Work  
Topic: Trial Memo Reflection and Debrief  
Activity: Case File #2 Trivia  
Homework: Make a list of critical facts in preparation for SOF  
Start procedural and substantive research

Class 11: 2/13 Reading: Approaching Federal Research—Supplemental  
Room: 285C 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 2/17 @ 11:59 p.m.

## Week 6

Class 12: 2/18 Topic: Discuss Point Headings, Rules, Case Illustrations  
Homework: Upload outline or better of rule sections and case  
illustrations by 2/19 @ 11:59 p.m.

Class 13: 2/20 Topic: Discuss Applications  
Homework: Upload outline or better of application sections (main  
argument, counter, and resolutions) by 2/24 @ 11:59  
p.m.

## Week 7

Class 14: 2/25 Topic: Discuss SOF, Intro., Prelim. Stmt.  
Homework: Upload outline or better of SOF, Intro., Prelim. Stmt. by  
2/26 @ 11:59 p.m.

Class 15: 2/27 Topic: Editing, proofreading, and cite checking  
Activity: Error Bingo (bring full draft)  
Homework: Edit, proofread, and citation check trial memo, and  
Upload WA#2: Trial Memo by Sun., 3/2 @ 11:59 p.m.



## Week 8

Class 16: 3/4 Read: Case File #3--Full Record for Appeal in Canvas for WA#3--Outline or better and WA#4—App Brief

Topic: Asynchronous Research Class

Activity/HW: Mine the Record  
Begin Procedural and Substantive Research

Class 17: 3/6

Read: Ch. 9

Topic: Transitioning to Appellate Writing

Activity: Appellate Record Trivia

Homework: Continue Researching and Charting Case Law  
Upload Initial Case Chart by Sunday 3/9 @11:59 p.m.

## Week 9

Class 18: 3/11

Re-read: Ch. 3, 7 (pgs. 171–72), Table 7-L, Table 6-R  
Topics: Roadmaps, Point Headings, and Subheadings  
HW: Work on organization and appellate brief outline

Class 19: 3/13

Read: Appendix C + TBD

Topic: Persuasion through Case Law Selection

Activity: ICW 12 and 13 (Signals and Parentheticals)  
Due 3/23/25 by 11:59 p.m.

Homework: Upload Sketch Outline: Point headings, and case names slotted into discussion (identifying which you will use in R and E) by 3/16 @ 11:59 p.m.

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 Wednesday, 3/26 @ 11:59 p.m.

[See Week 10 Next Page.]

## Week 10

Class 20:	3/25	<u>Read:</u>	Re-Read Ch. 9.3
		<u>Topic:</u>	Revisiting Theme; Appellate QP and Sum. of Argument
		<u>Activity/HW:</u>	QP Drafting Time
		<u>HW:</u>	ICW 6, 7, and 16 (Fed. and State Statutes and Lit. Docs) <b>Due by Wednesday, 3/26 @ 11:59 p.m.</b>
Class 21:	3/27	<u>Read:</u>	Re-read Ch. 10
		<u>Topic:</u>	Statement of Jurisdiction + SOCAF
		<u>Activity/HW:</u>	SOCFAF <b>Upload WA#3: Outline or better, including QP, SOCAF, Point Headings, Rule Sections, and Cases Slotted by Sat. night, 3/29 @ 11:59 p.m. (Completion Points Only)</b>

## Week 11      **INDIVIDUAL WRITING CONFERENCES + TA MINI ORAL ARGUMENT MEETING**

Class 22:	4/1		<b>Individual writing conference with Professor.</b> 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)
Class 23:	4/3	<u>Watch:</u>	Watch Moot Court Competition (see link in Disc. Thread) and Complete Disc. Thread Activity
		<u>Prepare:</u>	5 min-oral argument: 1 min. roadmap; 4 min. arg.
		<u>Activity:</u>	<b>Meet with Your TA Group</b> for 5-min Mini Oral Arg.
		<u>Homework:</u>	Continue to work on appellate brief and oral argument.

**Recommended:** Full Practice with opposing counsel and The Florida Moot Court Team—this week or next.

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

Class 24:	4/8	<u>Read:</u>	Ch. 11 + Supplemental OA Material (See Canvas)
		<u>Topic:</u>	Oral Argument Tips + Q & A
		<u>Prepare:</u>	Full oral arg. 1 min. roadmap + 9 min. arg./rebuttal
		<u>HW:</u>	<b>10-Minute Full Practice with Opposing Counsel and TAs—sometime this week.</b>
Class 25:	4/10	<u>Topics:</u>	App. Brief Q&A
		<u>Activity:</u>	OA Questions You Dread (in Groups)
		<u>Homework:</u>	<b>Edit, proofread, and citation check app brief, and Upload WA#4: APP. BRIEF BY SUN. 4/13 @ 11:59 PM</b>

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

Final Orals:    4/14—4/16    M, T, W Evenings 5:00 p.m. to 8:00 p.m.  
[Run M/W classes on M night so they can meet Wed. for class.]

Class 26:        4/17            Course Evaluations.  
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 12.18.24—Subject to Change**