



SPRING 2026, LEGAL WRITING II (PERSUASIVE WRITING)
UNIVERSITY OF FLORIDA LEVIN COLLEGE OF LAW
MONDAYS AND WEDNESDAYS, 3:30 PM TO 4:55 PM

COURSE: LAW 5793 | SPRING 2026 | CLASS # 19473 | SECTION 1Q | 3 CREDIT HOURS

CLASS LOCATION: HOLLAND HALL 360

CLASS DAY/TIME: MONDAY AND WEDNESDAY, 3:30 PM–4:55 PM

PROFESSOR: Professor De Sanctis
desanctis@law.ufl.edu
Office: Holland Hall 327
(352) 273-0629

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

OFFICE HOURS: M/W 5:15 p.m. to 6:15 p.m. (Individual Slots; Please Sign Up in Advance)
TH 4:00 p.m. to 5:00 p.m. (Individual Drop-In for quick questions)

I will hold 15-minute individual office hours **Mondays and Wednesdays from 5:15 p.m. to 6:15 p.m.** I will hold drop-in office hours for quicker questions on **Thursdays from 4:00 p.m. to 5:00 p.m.** Office hours will begin on Thursday, January 29, 2025. If you need an appointment sooner, please email me. Please sign up for individual 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 are available to assist you as well, and their availability is 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.

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

Teaching Assistants:

Sydney Arnold sydneyarnold@ufl.edu

Lane Fontana fontanal@ufl.edu

Kelsey Birnholz* kelseybirnholz@ufl.edu

Caroline Moody caroline.moody@ufl.edu

*ICW TA for entire section

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* (22d ed. 2025)
3. Lexis/Nexis Interactive Citation Workstation. Please update your professor and ICW TA now! We will complete 3, 5, 9, 12, 13, 6, and 16. You are welcome to work ahead.
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 III! 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.
- Use AI-assisted research and other tools where appropriate to increase efficiency, while critically analyzing, fact checking, and editing the same to ensure high-quality, professional, and ethical end products.

COURSE, LAW SCHOOL, AND UNIVERSITY POLICIES:

UF LAW STANDARD SYLLABUS POLICIES

Other information about UF Levin College of Law policies can be found [here](#) → Student Resource Guide.

UF ACADEMIC POLICIES AND RESOURCES

Other information about UF academic policies and resources can be found [here](#).

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.

Job Interviews:

Because this is a skills course, the work we do often cannot be replicated by simply watching a video or doing an exercise independently. 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.

For all absences, 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. Note three things you learned by watching the video.
 - c. Any in-class exercise that you can complete independently (modify as needed)

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

Beginning this summer, you may give and receive feedback on legal memoranda. Learning how to give, receive, process, and incorporate feedback is critical to your development as a lawyer and as an employee. It will contribute to your success in future courses, internships, and legal practice. To that end, you will give and receive various types of feedback in this course, including written, oral, individualized, and global feedback. 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. You can also think of written feedback as the beginning of a conversation; we can always discuss your work further in office hours.

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. See below for participation grading details.

Assignment Submission and Late Policy

Lawyers *must* be organized: lawyers who fail to meet deadlines can irreparably harm their clients and may be professionally disciplined. 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). Canvas will mark you late one second past the deadline. If something is due at 11:59 p.m., 11:59:01 p.m. is late. 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 are part of life and 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 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 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 is “collaborative,” you must 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 just as much as taking work from another student does.

Regarding “Generative AI,” you may use generative AI only when I have expressly allowed you to do so in written assignment instructions or other written communication. You must follow the given instructions, precisely. At present, I consider generative AI to mean any technology tool that can be prompted to generate, synthesize, or summarize text. Here is a non-exhaustive list of examples: Lexis+AI, CoPilot, ChatGPT, Claude, Gemini, Westlaw CoCounsel, Harvey.AI, and Grammarly Go.

You may use “Extractive AI” tools on all assignments. At present, I consider extractive AI to include Grammarly (spelling and grammar only, without generative AI), Word's Editor, “traditional” or natural language Lexis or Westlaw searches and search results (not summarizing or drafting tools), Google (or similar online natural language research tools). In addition, later in the term, I may provide you a “mechanics” prompt that you may run on CoPilot. If you have a question about whether a particular

tool is allowed, it is your responsibility to discuss it with me. I reserve the right to make changes to this policy, and, if I do, I will do so in writing.

When permitted to use any AI (extractive or generative), you must verify all content and citations. You are wholly responsible for doing so. You are also wholly responsible for the style, tone, and format of the document and for following any additional AI-use instructions I have provided to you for that 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 Academic Administration, Brian Mitchell. You are also responsible for sharing your accommodation letter with me if you would like me to provide the named accommodations. We will likely need to meet to discuss your accommodations and to sign any remaining forms.

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, 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.

RESOURCES:

ONE-STOP-SHOP 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 Administration, 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 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 or contact Dean Shaw directly at 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, **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

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

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	Earn points for timely completed, good faith work in these categories; half or no credit may be awarded if material or performance is late or deficient.

2 points: Classroom attendance, participation, and professionalism

1 points: ICWs

1 point: Collaborative aspects of collaborative memo

2 point: Outline or Better of Individual Memo

1 point: Individual Writing Conference with Professor

1 point: Oral Argument (.5 for Practice with TA group; .5 Practice w/ Opp. Counsel and TA)

2 points: Oral Argument (timely, prepared, professional; good faith effort)

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. You may not create a “(cleaned up)” or “(citation modified)” citation in my course; if you need to cite a “(cleaned up)” or “(citation modified)” citation, please see me to discuss your options.

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 pin cites for accuracy.

Formatting Requirements for Writing Assignments

Submit all assignments 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 one space between sentences, consistently; (this syllabus is “old school” and uses two);
- Use Times New Roman 14-Point Font
- Use underlining rather than italics for citations, signals, 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 and 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, (2) send an email indicating three things you learned; (3) attach any in-class activity (completed independently to the best of your ability). While reaching out to me in advance of class is a first-step requirement for receiving an excused-absence for a regularly scheduled class, it is *not* a requirement for these irregularly scheduled classes.

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.

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, always revisit your HW prior to submitting it to apply what you learned in the most recent class sessions.

Blue = Collaborative

Red = Individual

Week 3

Class 5, M: 2/2 Reading: Ch. 3, 5, 6 (pp. 125–32)
Activity: Peer Review and Discussion of Theme/SOF
Topics: Organizing Arguments; Point Headings (PH); Initial Cs
Homework: [Draft/Peer Review/Revise: PH & Initial Conclusions \(Collab.\)](#)
[Decide on and List Cases Under R and E Sections \(Collab.\)](#)
[Upload by Sat., 2/7 @ 11:59 p.m. \(Collab.\)](#)
+ Read for Next Class

Class 6, W: 2/4 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/Peer Review/Revise: R and E Sections \(Collab.\)](#)
[Upload by Sat., 2/7 @ 11:59 p.m. \(Collab.\)](#)
[ICW 12 and 13 due by Sun. 2/8 @ 11:59 p.m..](#)
+ Read for Next Class

Week 4

Class 7, M: 2/9 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
Homework: [Spotting, Addressing, and Resolving Counter Arguments](#)
[Draft/Peer Rev./Revise: App. \(Main & Counter\) \(Collab.\)](#)
[Upload by Tues., 2/10 @ 11:59 p.m. \(Collab.\)](#)
+ Read for Next Class

Class 8, W: 2/11 Reading: Ch. 8 and Appendix B
Activity: Highlights—What Worked; What Didn't from A
Topic: Introductions and Preliminary Statements
Homework: [Draft/Peer Rev./Revise the Intro. and Prelim. Stmt.](#)
[\(No Upload\)](#) + Read for Next Class

Class 9, F:
Extra Class 2/13 Reading: Ch. 7 and Canvas Resources on Editing/Proofreading
Friday Topic: Editing for Persuasion: Focus, Emphasis, Flow; Checking
Time/Room TBD Citations & Quotations for Content; Proofreading
Activity: Error Bingo
Homework: [Final Touches on Collab. Trial Memo. \(Collab.\)](#)
[Upload WA#1: Collab. Trial Memo, Sat., 2/14 @ 11:59 p.m.](#)

Week 5

Class 10, M:	2/16	<u>Reading:</u>	Case File #2; Intro. to WA#2 Trial Memo WA#2: All Independent Work
		<u>Topic:</u>	Trial Memo Reflection and Debrief
		<u>Activity:</u>	Case File #2 Trivia
		<u>Homework:</u>	Make a list of critical facts in preparation for SOF Start procedural and substantive research. No Upload. Add your research questions to the discussion thread.
Class 11, W:	2/18	<u>Reading:</u>	Approaching Federal Research—Supplemental
		<u>Topic:</u>	Federal Research and Case Organization
		<u>Activity:</u>	Research (Procedural and Substantive) and Case Chart
		<u>Homework:</u>	Upload case chart and sketch outline only (sketch outline: point headings and names of cases, including 1 sentence about each case, identifying where and how you plan to use it) by Sat. 2/21 @ 11:59. ICW 6 and 16 due by Sun. 2/22 @11:59 p.m.

Week 6

Class 12, M:	2/23	<u>Topic:</u>	Discuss Point Headings, Rules, Case Illustrations
		<u>Homework:</u>	Work on rule sections and case illust. No Upload.
Class 13, W:	2/25	<u>Topic:</u>	Discuss Applications
		<u>Homework:</u>	Work on application sections (main arg., counter, and resolutions). No Upload.

Week 7

Class 14, M:	3/2	<u>Topic:</u>	Discuss SOF, Intro., Prelim. Stmt.
		<u>Homework:</u>	Work on SOF and Intro., Prelim. Stmt. No Upload.
Class 15, W:	3/4	<u>Topic:</u>	Editing, proofreading, and cite checking
		<u>Activity:</u>	Error Bingo (bring full draft)
		<u>Homework:</u>	Edit, proofread, and citation check trial memo, and Upload WA#2: Trial Memo by Sat., 3/7 @ 11:59 p.m.

Week 8

Class 16, M: 3/9 Read: Case File #3--Full Record for Appeal in Canvas
All Individual Work
For use with WA#3--Outline and WA#4—App Brief

Topic: Asynchronous Research Class

Activity/HW: Flipping Sides and Mining the Record
Begin Procedural and Expand Substantive Research

Class 17, W: 3/11 Read: Ch. 9

Topic: Transitioning to Appellate Writing

Activity: Appellate Record Trivia

Homework: Continue Researching and Charting Case Law
Upload Initial Case Chart by Sat. 3/14 @11:59 p.m.

SPRING BREAK 3/16 through 3/20

Week 9

Class 18, M: 3/23 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, W: 3/25 Read: Appendix C + TBD

Topic: Persuasion through Case Law Selection

Activity: Class time as draft/organization time.

Homework: Upload sketch outline only: PHs, case names listed and
1 sentence identifying which cases you will use and
how you will use them, by **Sat. 3/28 @ 11:59 p.m.**
This should be your best effort to identify and slot all
of your case law without being over- or under-
inclusive. You must receive permission from me to
add caselaw after this assignment.

Week 10

Class 20, M: 3/30 Read: Re-Read Ch. 9.3
 Topic: Revisiting Theme; Appellate QP and Sum. of Argument
 Activity/HW: QP Drafting Time
 HW: Keep working on your brief.

Class 21, W: 4/1 Read: Re-read Ch. 10
 Topic: Statement of Jurisdiction + SOCAF
 Activity/HW: SOCAF

Upload WA#3: Outline or better of QP, SOCAF, Roadmaps, Point Headings, Rule Sections, and Cases slotted by Sat., 4/4 @ 11:59 p.m.
Should include all case law you intend to use.
Written feedback will be *light*; prepare to take notes and ask questions in conferences next week.

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

Class 22, M: 4/6 **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)

Class 23, W: 4/8 Watch: Watch Moot Court Competition (see link in Disc. Thread) and Complete Disc. Thread Activity
 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.

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

[See Week 12 Next Page.]

Week 12 PRACTICE ORAL ARGUMENTS THIS WEEK + CLASS

Class 24, M: 4/13 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
 HW: 10-Minute Full Practice with Opposing Counsel and
 TAs—sometime this week.

Class 25, W 4/15: Topics: App. Brief Q&A
 Activity: OA Questions You Dread (in Groups)
 Homework: Edit, proofread, and check citations for app brief.
 Upload WA#4: APP. BRIEF BY SAT. 4/18 @ 11:59 PM

Week 13 FINAL ORAL ARGUMENTS + FINAL CLASS

Final Orals: 4/20—4/22 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: 4/27 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 11.18.25—Subject to Change