

LEGAL WRITING II SPRING 2026 SYLLABUS

PROFESSOR DONNA L. ENG

LAW 5793, CLASS 19472, SECTION R, 3 CREDIT HOURS

CLASS TIME: MONDAYS AND WEDNESDAYS, 3:30-4:55 PM

CLASS LOCATION: HOL 382

PROFESSOR CONTACT INFORMATION

Email: eng@law.ufl.edu

Office Phone: 352.273.0756

Office: HOL 370B

OFFICE HOURS:

I will hold office hours on **Tuesdays and Thursdays 9:00-10:30 a.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 week 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: No conferences will be held with me or your TA within the 24 hours prior to an assignment due date, or within the 24 hours after a grade is released for graded assignments. I also reserve the right to modify this 24 hour rule as necessary.

NAMES AND EMAIL ADDRESSES OF TEACHING ASSISTANTS (TAS):

Alani Day: alaniday@ufl.edu

Sean Harkins: seanharkins@ufl.edu

Isaac Shore: ishore@ufl.edu

Hagen Turner: hagenturner@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* (Twenty-second ed.)
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 class, and the ICW TA's name, to ensure we have access to your certificates of completion. Please search for this class name: Law 5793-19472_Sec R_Mon_Wed Sp 2026.**
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.
- 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.

***KEY DEADLINES:**

WA#1 (collaborative memo): by 11:59 pm on Saturday 2/14

WA#2 (independent trial memo): by 11:59 pm on Saturday 3/7

WA#3 (robust outline for appellate brief): by 11:59 pm on Saturday 4/4

WA#4 (appellate brief): by 11:59 pm on Saturday 4/18

*see course schedule for other smaller assignment deadlines

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:

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: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

CLASS ATTENDANCE POLICY:

Attendance in class is required by both the ABA and the Law School. Attendance will be taken at each class meeting. Students are responsible for ensuring that they are not recorded as absent if they come in late. A student who fails to meet the attendance requirement will be dropped from the course. The law school's policy on attendance can be found here: [UF Law Student Handbook and Academic Policies - Levin College of Law](#).

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.

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.

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.

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.

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

This course includes simulations to engage you in experiences similar to those that lawyers face in practice. Starting next summer, you will receive feedback from supervising lawyers. Learning

how to receive, process, and incorporate that feedback is critical to both your development as a legal analyst and communicator and to your success in future courses, internships, and legal practice. To that end, you will receive multiple types of feedback on your work over the course of the semester. Feedback may be written or oral and may be individualized or provided in a global format. Specifically:

- Graded (Assessed) Assignments: every Graded Assignment will receive individualized written feedback.
- Other Assignments: Other Assignments may receive individualized written feedback or written or oral feedback in the form of a global memorandum or global debriefing that addresses general themes present across the section's submitted assignments.
- Individual Conferences: you will attend both voluntary and mandatory one-on-one meetings with your Teaching Assistants and with me during which you will be able to ask questions and receive oral feedback.
- In-class Activities: you will receive oral feedback from me, your Teaching Assistants, and/or your peers during in-class exercises and activities.
- Office Hours: my office hours, your Teaching Assistants' office hours, and participating in Writing Workshops are great ways to receive feedback.

What should you expect from feedback? You should not expect me (or your Teaching Assistants) to comment exhaustively on every aspect of your work, act as your editors, or give you "The Answer." You should expect that feedback will be constructive, probative, and in furtherance of the assignment's and the course's learning objectives. Although we are here to guide you through the legal research, analysis, writing, and citation process, you are ultimately responsible for the quality of your own work product.

To be up front with you, this class will probably be the first time you receive feedback in law school, and it will certainly be the 1L class with the most feedback. Please try to accept feedback as a sign of respect and with a growth mindset—as evidence of the commentor's confidence in your ability to strengthen your skills and improve your work. It is very normal for feedback to feel personal, but I want to encourage you not to see feedback as a criticism of you because it is not. Review feedback when you are mentally ready for it: approach it objectively rather than defensively; take time (at a minimum 24 hours) to fully process it before asking questions; and, once you have processed the feedback, ask questions to confirm you understand how to implement the feedback. If you take one thing from this paragraph, let it be this:

My feedback is always intended to help you grow as a future lawyer and never to criticize you.

On occasion, you may also be asked to provide feedback to your colleagues. Please provide feedback with care and candor.

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 will use the Canvas time stamp, which will mark your assignment late at even one second past the deadline. Submit early to avoid issues.**

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.

Emergencies happen. 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.

COMPLIANCE WITH UF HONOR CODE:

Academic Honesty and Plagiarism

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 Honor Code explains in detail what conduct constitutes plagiarism and the consequences for it. Ignorance of the rules is not a defense. The UF Law Honor Code also prohibits use of artificial intelligence, unless I expressly authorize you to use it.

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 and you must follow the given instructions, precisely. At present, I consider **generative AI** to mean any technology tool that is a large language model that can be prompted to generate or synthesize text. Examples are Lexis+AI, CoPilot, ChatGPT (all versions), Claude, Gemini, CoCounsel, Spellbook, and Grammarly Go. You may use tools with “Extractive AI” on all assignments. At present, I consider **extractive AI** to include Grammarly (spelling and grammar only, without generative AI), Word's Editor, “traditional” Lexis or Westlaw, and Google (or similar online natural language research tools). 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.

Except for WA#1, the Collaborative Memorandum, all work you submit in this class must be your own. For the written assignments up to the final project, 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 product 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.

ACCOMMODATING STUDENTS WITH DISABILITIES: Students with long- or short-term 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. 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 Academic Affairs (Assistant Dean Brian Mitchell). If you prefer to use your accommodations only on the final project, you may provide the letter only to Dean Mitchell. If, however, you would like me to grant any accommodations during the term, you must email your letter to me and arrange to meet with me to discuss your accommodations and to sign any remaining forms. Please schedule a meeting with me, as early as possible in the semester, to review your accommodations and to discuss your needs.

Please understand that I cannot grant accommodations retroactively, nor can I grant accommodations that are not approved through this process. 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.

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.

RECORDINGS OF CLASS:

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 class 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.

State law also permits all students to make their own video and/or audio recordings of all “class lectures,” and professors may not prohibit or interfere with such recordings. A “class lecture” is defined as an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A “class lecture” does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Students may use such recordings only for the following purposes: (1) their own educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited, and students may not “publish” recorded lectures without the written consent of the instructor. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. “Publish” is defined as sharing, transmitting, circulating, distributing, or providing access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.

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: [UF Syllabus Policy Links - Online Course Syllabi - University of Florida](#)

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 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 LIFE WEBPAGE:

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.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

UF (Main Campus) Counseling & Wellness Center: Provides crisis and non-crisis services.
Phone: 352-392-1575 (UF Crisis Hotline 24 hours/7 days/week);
<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:

The Levin College of Law’s mean and mandatory distributions are posted on the College’s website and this class adheres to that posted grading policy. 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 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

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.

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	Earn points for timely completed, good faith work in the categories as noted below; 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 with Opposing Counsel and TA)
- 2 points: Oral Argument (timely, prepared, professional; good faith effort)

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. **In my course, you may not use the “citation modified” option described in Bluebook Rule B5.3 (22d ed.) or “(cleaned up)” citations. If you believe you should cite a (cleaned up) or (citation modified) citation, please come to me to discuss your options.**

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 (no .pdfs or Excel spreadsheets). 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; (4) all legal citations must be underlined (no italics); and, (5) all citations should comply with the rules of *The Bluebook* or the FLORIDA RULES OF APPELLATE PROCEDURE 9.800. With regard to spacing between sentences, you may use either one or two spaces. I always use two, but I recognize that many lawyers now commonly use one. No matter whether you use one or two, please be consistent in your document. Also note that full justification of your document may make it appear as though you have used more than two spaces between sentences. That is acceptable.

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 assignments must be uploaded to Canvas, in Word. No other format is acceptable.

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 20, 2026:

- (1) Read syllabus in full. Familiarize yourself with cases for Writing Assignment 1 (Trial Memo), and be ready to discuss at any time.
- (2) 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. What do you like to do for fun and what is your favorite restaurant in Gainesville?

COURSE SCHEDULE

ATTENTION: Special Class Times: Friday 1/23 @ 9-10:25 am and Friday 2/13 @ 9-10:25 AM

Note: Holding special classes on date noted above allows us to complete our required number of classes before the reading period at the end of the semester.

Thanks for your cooperation.

Week 1 **Note: Special Class Day and Time Friday 1/23 @ 9:00 am-10:25 am**

Class 1: 1/21 Reading: **Case File #1**; Ch. 1, 2, 3, and 5
 Class Topic: Overview of Persuasive Writing; /Intro. WA#1 Collab. trial memo;
 Collaborative Writing Process-How to Divide the Work

Class 2: **1/23** **Special Class date and time: 9:00-10:25 am; Room TBD**
 Reading: Ch. 8 + Appendix B (Sample Trial Memos)
 Class Topic: Complaints/Trial Motions & Supporting Memos; Intro to WA#1

Activity: Research (Procedural) and Begin Substantive Research
Homework: Continue research and draft list of key cases; upload list of key cases to Canvas by 11:59 pm on Saturday, 1/24 (Collab).

DUE by 11:59 pm on Sunday 1/25: ICW 3, 5, 9. Make sure you are registered for MY class this semester and hit “submit” when you complete a lesson. You have 5 attempts per question. You must hit 70% to complete successfully. You may collaborate but you are fully responsible for understanding the material. This applies to all ICW assignments.

Week 2

Class 3: 1/26 Reading: Re-read case file + Supplemental Materials in Canvas
Class Topics: Researching and Charting Caselaw
Activity/HW: Research, Case Charting, Rule Synthesis worksheet;
 Upload Case Chart and Rule Synthesis worksheet by @ 11:59 p.m. on Sunday 2/1 (Collab.)

Class 4: 1/28 Reading: Ch. 4, 10
Topic: Theme and Persuasive SOF
Activity/HW: 1-3 Sentence Theme and 1.5-2.5 pg. SOF; start drafting SOF (Collab.)

Week 3

Class 5: 2/2 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.)

Class 6: 2/4 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;
 Parentheticals-Use and Placement
Homework: Draft R and E sections (Collab)
 upload to Canvas by 11:59 pm on Sunday 2/8 : SOF, Point headings, initial conclusions, and draft of R and E sections (Collab.)

DUE by 11:59 pm on Sunday 2/8: ICW 12, 13 (parentheticals and signals)

Week 4 **Note: Special Class Day and Time: Friday 2/13 @ 9:00 am-10:25 am; Room TBD**

Class 7: 2/09 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/Handling Counterarguments
Homework: Draft the Application (Main Arg., Counter, Resolution) (Collab.)

Class 8: 2/11 Reading: Ch. 8 and Appendix B

Activity: Highlights—What Worked; What Didn't from A section
Topic: Introductions/Preliminary Statements for Trial Memos
Homework: Peer Review of R and E sections, **Draft the Introduction and Preliminary Statement (Collab.)**

Class 9: 2/13

Special Class Day and Time Friday 2/13 @ 9:00 am-10:25 am; Room TBD; joint class with Tues-Thurs class

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/edit WA#1- Trial Memo (Collab.)**

DUE by 11:59 pm on Saturday 2/14: WA#1 (Collaborative Memo; everyone upload to Canvas)

Week 5

Class 10: 2/16

Reading: **Case File #2; Intro to WA#2 Trial Memo (Independent memo)**
Topic: Trial Memo Debrief/Reflection
Activity: Case File #2 Trivia.
Homework: **Start procedural and substantive research; Make a list of critical facts in preparation for SOF.**
Note: While you may collaborate on your legal research, all written work must be your own for WA#2.

Class 11: 2/18

Reading: Approaching Federal Research-Supplemental
Topic: Federal Research and Case Organization
Activity: Research (Procedural and Substantive); Case Chart; Rule Synthesis worksheet
Homework: **Upload to Canvas: case chart, rule synthesis worksheet, and sketch outline with point headings and cases slotted by 11:59 pm on Saturday 2/21.**

DUE by 11:59 pm on Sunday, 2/22: ICW 6, 7, 16 (Fed. and State Statutes and Trial/Appellate Court Docs)

Week 6

Class 12: 2/23

Topic: Discuss Point Headings, Rules, Case Illustrations
Homework: **start working E part of memo (rule statements and case illustrations)**

Class 13: 2/25

Topic: Discuss Applications; Parentheticals
Homework: **start working on A section of the memo (main argument, counter, and resolution)**

Week 7

Class 14: 3/2

Topic: Discuss SOF, Intro., Prelim. Stmt.
Homework: **draft SOF, Intro, Prelim Stmt**

Class 15: 3/4

Topic: Editing, Proofreading, cite checking
Activity: Class Time as Draft Time; Q&A
Homework: **Edit, proofread, and citation check WA#2**

FRIDAY 3/6: Optional Writing Workshop (joint with Tues-Thurs class) 1:00-4:00 pm (Room TBD)

DUE BY 11:59 pm on Saturday 3/7: WA#2 Trial Memo (Indep.) (upload to Canvas)

Week 8

Class 16: 3/09 Reading: **Case File #3**-Full Record for Appeal (Canvas) for WA#3 (robust outline) & WA#4 (appellate brief)
Topic: **Asynchronous Research Class**
Activity/HW: **Flipping sides and mining the record; begin procedural and substantive research**

Class 17: 3/11 Reading: Ch. 9
Topic: Transitioning to Appellate Writing
Activity: Appellate Record trivia
Homework: **Continue researching; complete case chart and rule synthesis worksheet; upload to Canvas by 11:59 pm on Friday, 3/13.**

SPRING BREAK: 3/14 through 3/21

Week 9

Class 18: 3/23 Re-Read: Ch. 3, 7 (pgs. 171–72), Table 7-L, Table 6-R
Topic: Roadmaps, Point Headings, and Subheadings
Homework: **begin outline for appellate brief/work on organization**

Class 19: 3/25 Reading: Appendix C + TBD
Topic: Persuasion through Case Law Selection; Parentheticals
Activity:
Homework: **continue drafting WA#3 outline of appellate brief.**
Due by 11:59 pm on Saturday, 3/28: sketch outline of argument section of appellate brief: Point headings, case names, and 1 sentence describing how you will use the case. You must receive permission from me to add new cases to your brief after this date.

Week 10

Class 20: 3/30 Reading: Re-Read Ch. 9.3
Topic: Revisiting Theme; Appellate QP and Summ. of Argument
Activity/HW: QP Drafting Time
Homework: **continue drafting WA#3 outline of appellate brief**

Class 21: 4/1 Re-read: Ch. 10
Topic: Statement of Jurisdiction + SOCAF
Activity/HW: SOCAF; **complete WA#3 outline of appellate brief**

DUE BY 11:59 pm on Saturday 4/4: WA#3- Robust Outline, including QP, SOCAF, Roadmaps, Point Headings, Rule Sections and Cases slotted (upload to Canvas). Note: light feedback will be given to outlines. Be prepared to take notes at our individual conferences during week of April 6.

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

- Class 22: 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; select time on Canvas)
- Class 23: 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 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: 4/13 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
Homework: **10-Minute Full Practice with your paired Opposing Counsel and TAs—sometime this week (coordinate directly with your TA).**
- Class 25: 4/15 Topics: App. Brief Q&A
Activity: Respond to OA Questions You Dread (in Groups)
Homework: **Edit and proofread appellate brief**

FRIDAY 4/17: Optional Writing Workshop (joint with Tues-Thurs class) 1:00-4:00 pm (Room TBD)

DUE BY 11:59 pm on Saturday 4/18: WA#4-Appellate Brief (upload to Canvas)

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

Final Oral Arguments: 4/20-4/22, Evenings 5:00 p.m. to 8:00 p.m. (You will be assigned a time slot close to the date; please clear your calendars).

- Class 26: **4/27** **Note: Special Joint Class with Tues-Thur class; 3:30-4:55 pm; Room TBD**
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 11 19; Subject to Change