



**SPRING 2026, LEGAL WRITING II (PERSUASIVE WRITING)**  
**UNIVERSITY OF FLORIDA LEVIN COLLEGE OF LAW**  
**TUESDAYS & THURSDAYS, 2:30 PM TO 3:55 PM**

**COURSE:** LAW 5793 | SPRING 2026 | CLASS # 19476 | SECTION X | 3 CREDIT HOURS

**CLASS LOCATION:** HOLLAND HALL 180

**CLASS DAY/TIME:** TUESDAY & THURSDAY, 2:30 PM-3:55 PM

**PROFESSOR:** Professor Snelgro

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

Office: Holland Hall 370D

(407)-739-8679

Zoom Personal Meeting Room: <https://ufl.zoom.us/j/6616958987>

**OFFICE HOURS:** Weds. 2:30 p.m. to 4:30 p.m.

Thurs. 10:00 a.m. to 12:00 p.m.

Office hours are one of the most valuable parts of this course, and I encourage you to use them liberally. The classroom is not the only place where learning happens. Smaller conversations, quick clarifications, and one-on-one check-ins can dramatically strengthen your understanding and your confidence as a developing legal writer. I also want to get to know each of you outside of our regular class time, and office hours are the best way to make that happen, so please stop by 😊

At the beginning of the semester, office hours will be drop-in (no appointment required). As we approach assignment deadlines, I will open appointment slots on Canvas to ensure everyone has a fair opportunity to ask questions and receive individualized support.

You are welcome to attend office hours in person or via Zoom. When we are reviewing or editing written work, meeting online is an efficient and effective option.

If you need to meet with me outside of my posted hours, please email me to request an appointment. I will always do my best to accommodate you.

Our Teaching Assistants are also available to support your learning, and their availability will be announced soon.

If you have questions about the course or a specific assignment, you are welcome to email me. If it's something I can answer quickly, I will respond by email. For more substantive or complex questions, I will likely ask you to hop on a Zoom call or schedule a time to meet in person so we can talk it through thoroughly.

**Note: Office hours and other conferences will not be held (with me or with your TA) within 48 hours prior to graded-assignment due dates.**

#### **Teaching Assistants:**

Jessica Ellingsworth [jellingsworth@ufl.edu](mailto:jellingsworth@ufl.edu)  
Alden Kliem [aldenkliem@ufl.edu](mailto:aldenkliem@ufl.edu)  
Maddie Owens [madisonowens@ufl.edu](mailto:madisonowens@ufl.edu)  
Isabel Shier [ishier@ufl.edu](mailto:ishier@ufl.edu)

#### **COURSE WEBSITE:**

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

(Important note: Please do not use the messaging feature in Canvas to email me. My University email [snelgro@ufl.law.edu](mailto:snelgro@ufl.law.edu) is the best way to reach me.)

#### **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 5, 9, 12, 13, 6, and 16.**
4. Any additional material posted to our Canvas course page or distributed during class.

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

1. Linda J. Barris, *Understanding and Mastering The Bluebook: A Guide for Students and Practitioners* (5th ed. 2025)
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:**

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:

### CREDIT HOURS & WORKLOAD (ABA STANDARD 310)

Law school is built on professional responsibility, and one part of that is meeting the required amount of work for each credit hour. UF Law, like all accredited law schools, follows ABA Standard 310 when awarding credit.

One credit hour reflects the following *minimum* amount of work:

- At least one hour of classroom or direct faculty instruction per week, and
- At least two hours of work outside of class per week,

### 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.

#### **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 and 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. 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](https://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](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 Administration, 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.ufl.edu](mailto:gatoraid@law.ufl.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, **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](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	Earn points for timely completed, good faith effort 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 point: 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)

### **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 Book Antiqua 13-Point Font
- Use underlining rather than italics for citations, signals, and for emphasis;
- Additional details or templates may 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 may 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.

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.

### COURSE CALENDAR

	<u>Pre-Term:</u>	<u>Reading:</u> Read Syllabus in Full <u>Info. Sheet:</u> <b>Due by 1/19 @ 11:59 p.m.</b> <u>Video:</u> Intro. video in Canvas. <b>Due by 1/19 @ 11:59 p.m.</b>
<u>WEEK 1</u>	<u>Tuesday, January 20th</u>	<u>Reading:</u> Case File #1/Intro. WA#1 Collaborative Trial Memo; Ch. 1, 2, 3, and 5 <u>Topic:</u> Overview of Persuasive Writing
	<u>Thursday, January 22nd</u>	<u>Reading:</u> Ch. 8 + Appendix B (Sample Trial Memos) + Supplemental Material in Canvas <u>Topics:</u> Complaints, Trial Motions & Supporting Memos Introduction to WA#1 <u>Class Activity:</u> Research Procedure + Begin Substantive Research <u>Homework:</u> Continue Research and Develop List of Key Cases (Collab.) Upload by Sat. 1/24 by 11:59 p.m. (Collab.) + Read for Next Class
<u>WEEK 2</u>	<u>Tuesday, January 27th</u>	<u>Reading:</u> Re-Read Case File + Supplemental Material in Canvas

		<p><u>Class Topics:</u> Researching and Charting Caselaw</p> <p>Class <u>Activity/HW:</u> Complete Research and Case Chart w/ Rules (Collab.)  <b>Upload by Sat 1/31 @ 11:59 p.m. (Collab.)</b> + Read for Next Class</p>
	<p><u>Thursday, January 29th</u></p>	<p><u>Reading:</u> Ch. 4, 10</p> <p><u>Topics:</u> Theme and Persuasive SOF</p> <p>Class <u>Activity/HW:</u> 1-3 Sentence Theme  <b>Upload by Sat. 1/31 @ 11:59 p.m. (Collab.)</b> + Read for Next Class</p> <p>ICW 5, and 9. Make sure you've changed your class 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. <b>Due by Sun. 2/1 @11:59 p.m.</b></p>
<p><b><u>WEEK 3</u></b></p>	<p><u>Tuesday, Feb. 3rd</u></p>	<p><u>Reading:</u> Ch. 3, 5, 6 (pp. 125-32)</p> <p>Class <u>Activity:</u> Peer Review and Discussion of Theme/SOF</p> <p><u>Topics:</u> Organizing Arguments; Point Headings (PH); Initial Cs</p> <p><u>Homework:</u> Draft/Peer Review/Revise: PH &amp;Initial Conclusions (Collab.); Decide on and List Cases Under R and E Sections (Collab.) <b>Upload by Sat., 2/7 @ 11:59 p.m. (Collab.)</b>+Read for Next Class</p>

	<u>Thursday,</u> <u>Feb. 5th</u>	<p><u>Reading:</u> Read Ch. 6 (pp. 133-160)</p> <p><u>Class Activity:</u> Peer Review and Discussion of Point Headings &amp; Initial Cs</p> <p><u>Topic:</u> Persuasive Rules and Case Illustrations for the CREAC</p> <p><u>Homework:</u> 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</p>
<b><u>WEEK 4</u></b>	<u>Tuesday,</u> <u>Feb. 10th</u>	<p><u>Reading:</u> Re-Read Ch. 5.III, 6, 7.I, 7.II</p> <p><u>Class Activity:</u> Highlights – What Worked; What Didn’t from R and E</p> <p><u>Topic:</u> Persuasion in the Application of the CREAC Spotting, Addressing, and Resolving Counter Arguments</p> <p><u>Homework:</u> Draft/Peer Rev./Revise: App. (Main &amp; Counter) (Collab.) Upload by Tues., 2/10 @ 11:59 p.m. (Collab.) + Read for Next Class</p>
	<u>EXTRA</u> <u>CLASS</u> <u>Wednesday,</u> <u>Feb. 11th</u>	<p><u>Reading:</u> Ch. 8 and Appendix B</p> <p><u>Class Activity:</u> Highlights – What Worked; What Didn’t from A</p> <p><u>Topic:</u> Introductions and Preliminary Statements</p> <p><u>Homework:</u> Draft/Peer Rev./Revise the Intro. and Prelim. Stmt. (No Upload) + Read for Next Class</p>
	<u>Room &amp;</u> <u>Time TBD</u>  <u>Thursday,</u>	<p><u>Reading:</u> Ch. 7 and Canvas Resources on Editing/Proofreading</p>

	<u>Feb. 12th</u>	<p><u>Topic:</u> Editing for Persuasion: Focus, Emphasis, Flow; Checking Citations &amp; Quotations for Content; Proofreading</p> <p><u>Class Activity:</u> Error Bingo</p> <p><u>Homework:</u> Final Touches on Collab. Trial Memo. (Collab.)</p>
<b>Upload WA#1: Collab. Trial Memo, Sat., 2/14 @ 11:59 p.m.</b>		
<b><u>WEEK 5</u></b>	<u>Tuesday, Feb. 17th</u>	<p><u>Reading:</u> Case File #2; Intro. to WA#2 Trial Memo WA #2: All Independent Work</p> <p><u>Topic:</u> Trial Memo Reflection and Debrief</p> <p><u>Class Activity:</u> Case File #2 Trivia</p> <p><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.</p>
	<u>Thursday, Feb. 19th</u>	<p><u>Reading:</u> Approaching Federal Research—Supplemental</p> <p><u>Topic:</u> Federal Research and Case Organization</p> <p><u>Class Activity:</u> Research (Procedural and Substantive) and Case Chart</p> <p><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.</p> <p>ICW 6 and 16 due by Sun. 2/22 @11:59 p.m.</p>
<b><u>WEEK 6</u></b>	<u>Tuesday, Feb. 24th</u>	<p><u>Topic:</u> Discuss Point Headings, Rules, Case Illustrations</p> <p><u>Homework:</u> Work on rule sections and case illust. No Upload.</p>
	<u>Thursday, Feb. 26th</u>	<p><u>Topic:</u> Discuss Applications</p> <p><u>Homework:</u> Work on application sections (main arg., counter, and resolutions). No Upload.</p>

<b><u>WEEK 7</u></b>	<u>Tuesday,</u> <u>Mar. 3rd</u>	<u>Topic:</u> Discuss SOF, Intro., Prelim. Stmt. <u>Homework:</u> <b>Work on SOF and Intro., Prelim. Stmt. No Upload.</b>
	<u>Thursday,</u> <u>Mar. 5th</u>	<u>Topic:</u> Editing, proofreading, and cite checking <u>Class Activity:</u> Error Bingo (bring full draft) <u>Homework:</u> <b>Edit, proofread, and citation check trial memo, and</b>
<b>Upload WA#2: Trial Memo by Sat., 3/7 @ 11:59 p.m.</b>		
<b><u>WEEK 8</u></b>	<u>Tuesday,</u> <u>Mar. 10th</u>	<u>Read:</u> <b>Case File #3</b> --Full Record for Appeal in Canvas All Individual Work For use with WA#3--Outline and WA#4 – App Brief <u>Topic:</u> <b>Asynchronous</b> Research Class <u>Class Activity/HW:</u> <b>Flipping Sides and Mining the Record</b> <b>Begin Procedural and Expand Substantive Research</b>
	<u>Thursday,</u> <u>Mar. 12th</u>	<u>Read:</u> Ch. 9 <u>Topic:</u> Transitioning to Appellate Writing <u>Activity:</u> Appellate Record Trivia <u>Homework:</u> <b>Continue Researching and Charting Case Law</b> <b>Upload Initial Case Chart by Sat. 3/14 @11:59 p.m.</b>
<u>Have a safe, relaxing, and productive Spring Break!</u> <u>March 16th – 20th</u>		
<b><u>WEEK 9</u></b>	<u>Tuesday,</u> <u>Mar. 24th</u>	<u>Re-read:</u> Ch. 3, 7 (pgs. 171–72), Table 7-L, Table 6-R <u>Topics:</u> Roadmaps, Point Headings, and Subheadings <u>HW:</u> <b>Work on organization and appellate brief outline</b>

	<u>Thursday,</u> <u>Mar. 26th</u>	<p><u>Read:</u> Appendix C + TBD</p> <p><u>Topic:</u> Persuasion through Case Law Selection</p> <p><u>Class Activity:</u> Class time as draft/organization time.</p> <p><u>Homework:</u> Upload sketch outline <u>only</u>: PHs, case names listed and 1 sentence identifying which cases you will use and how you will use them, by <b>Sat. 3/28 @ 11:59 p.m.</b> 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.</p>
<u><b>WEEK 10</b></u>	<u>Tuesday,</u> <u>Mar. 31st</u>	<p><u>Read:</u> Re-Read Ch. 9.3</p> <p><u>Topic:</u> Revisiting Theme; Appellate QP and Sum. of Argument</p> <p><u>Class Activity/HW:</u> QP Drafting Time</p> <p><u>HW:</u> Keep working on your brief.</p>
	<u>Thursday,</u> <u>Apr. 2nd</u>	<p><u>Read:</u> Re-read Ch. 10</p> <p><u>Topic:</u> Statement of Jurisdiction + SOCAF</p> <p><u>Activity/HW:</u> SOCAF</p> <p><b>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.</b></p> <p><b>Should include all case law you intend to use.</b></p> <p><b>Written feedback will be light; prepare to take notes and ask questions in conferences next week.</b></p>
<u><b>WEEK 11</b></u>  <b>INDIVIDUAL WRITING CONFERENCES</b>	<u>Tuesday,</u> <u>Apr. 7th</u>	<p><i>Individual writing conference with Professor will happen this week. 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. (20 min. meetings)</i></p>

<b>+ TA MINI ORAL ARGUMENT MEETING</b>		
	<u>Thursday, Apr. 9th</u>	<p><u>Watch:</u> Watch Moot Court Competition (see link in Disc. Thread) and Complete Disc. Thread Activity</p> <p><u>Prepare:</u> 5 min-oral argument: 1 min. roadmap; 4 min. arg.</p> <p><u>Class Activity:</u> Meet with Your TA Group for 5-min Mini Oral Arg.</p> <p><u>Homework:</u> Continue to work on appellate brief and oral argument.</p> <p><u>Recommended:</u> Full Practice with opposing counsel and The Florida Moot Court Team – this week or next.</p>
<b>WEEK 12 PRACTICE ORAL ARGUMENTS THIS WEEK + CLASS</b>	<u>Tuesday, Apr. 14th</u>	<p><u>Read:</u> Ch. 11 + Supplemental OA Material (See Canvas)</p> <p><u>Topic:</u> Oral Argument Tips + Q &amp; A</p> <p><u>Prepare:</u> Full oral arg. 1 min. roadmap + 9 min. arg./rebuttal</p> <p><u>HW:</u> 10-Minute Full Practice with Opposing Counsel and TAs – sometime this week.</p>
	<u>Thursday, Apr. 16th</u>	<p><u>Topics:</u> App. Brief Q&amp;A</p> <p><u>Class Activity:</u> OA Questions You Dread (in Groups)</p> <p><u>Homework:</u> Edit, proofread, and check citations for app brief.</p>
<b>Upload WA#4: APP. BRIEF BY SAT. 4/18 @ 11:59 PM</b>		
<b>WEEK 13 FINAL ORAL ARGUMENTS + FINAL CLASS</b>	<u>Monday - Wednesday Apr. 20-22</u>	<u>Final Oral Arguments. Times + Location TBD</u>
	<u>Thursday, Apr. 23rd</u>	<p>Course Evaluations.</p> <p>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.</p>

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**Updated 11.19.25 – Subject to Change**