

Legal Analysis, Research and Writing A506 I Autumn 2018 - Spring 2019

Class Times and Location

TF 9:00 - 10:20 AM, William H. Gates Hall, Room 133

Contact Information

Instructor

David Ziff

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Office Location: William H. Gates Hall, Room 312

Office Hours: Mondays & Wednesdays 3:00pm-5:00pm. (Please use Canvas Calendar to sign up for a twenty-minute slot.)

Legal Writing Fellows

Use [this online form](#) for LWF office hours. Or email them directly.

Caitlin Soden

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Office Location: William H. Gates Hall, Legal Writing Center on L2

Office Hours: TBD

Course Syllabus and Policies

General Course Structure and Goals

Legal Analysis, Research, and Writing (LARW) is a seven-credit course that you will take throughout your 1L year. The Autumn Quarter and Winter Quarter constitute a single five-credit course, with three credits during Autumn and two credits during Winter. You will receive one grade for the Autumn-Winter portion of the course at the end of Winter Quarter. Spring Quarter is a separate, two-credit course.

In Autumn Quarter, you will receive a rigorous introduction to legal reasoning, legal analysis, and legal writing. You will also receive a brief introduction to legal research. Several writing assignments will hone your analytical skills and allow you to practice drafting clear and concise answers to legal questions. You will participate in lectures, workshops, and hands-on activities that will occur both in and out of class.

LARW is built around fundamental goals and objectives that you should review periodically throughout the year to assess your progress. The full list of goals and objectives is available on

the School of Law's website: <https://www.law.uw.edu/academics/experiential-learning/writing/goals>. The goals for the first-year LARW course are:

1. To understand the United States legal system and lawyers' principal roles in that system.
2. To read, understand, and use cases to construct legal arguments.
3. To read, understand, and use statutes and other enacted rules to solve legal problems or construct legal arguments.
4. To predict the probable judicial resolution of simulated legal disputes.
5. To write a memorandum predicting the probable judicial resolution of a simulated legal dispute in a form that conforms to basic professional conventions regarding analytic support, organization, and style.
6. To conduct basic legal research.
7. To recognize excellent writing in and about law, and to learn techniques for improving one's own writing.
8. To learn techniques for time-management, self-reflection, and collaboration to support ongoing acquisition of information and skills necessary for successful academic study and professional practice.
9. To learn techniques of persuasive written advocacy.

We cannot, of course, meet all of those goals during the Autumn Quarter. This quarter we will focus on Goals 1, 2, 4, 5, 7, and 8. We will add the remaining goals (and continue to work on these six) throughout the rest of the year.

Required Texts and Materials (and abbreviations used in syllabus)

TEXT: Deborah A. Schmedemann & Christina L. Kunz, *Synthesis: Legal Reading, Reasoning, and Communication* (5th ed. 2017). This will be our main text for all three quarters.

ONLINE READINGS: In addition to the required texts below, please also check the course website each week for additional materials that will occasionally supplement your readings.

Choose either The Bluebook or The Indigo Book:

BLUEBOOK: *The Bluebook: A Uniform System of Citation* (Columbia Law Review Ass'n et al. eds., 20th ed. 2015). *The Bluebook* comes in three formats: print, online (via annual subscription), and as an iPad or iPhone app (called [Rulebook](#)). Our Gallagher Law Library has [prepared a blog post explaining the pros and cons of these three formats](#). If you're interested in my perspective, I recommend the print version; you'll use it for years and you'll save time while writing on a word processor if you don't have to switch to a different screen or app every time you want to look something up.

INDIGO BOOK: *The Indigo Book* arrived on the scene just last year. Though *The Bluebook* is the industry-standard citation guide, *The Indigo Book* promises to be "a free, Creative Commons-dedicated implementation of *The Bluebook's* Uniform System of Citation." In other words, *The Indigo Book* promises to give you the same answers as *The Bluebook*, but it's freely available on the web in PDF or HTML format: <https://law.resource.org/pub/us/code/blue/IndigoBook.html>. I trust the authors of *The Indigo Book*, but I have not meticulously confirmed that *The Indigo Book* lives up to its promise. In class, I'll be referring to "*The Bluebook* rules" by number and

example. I suspect *The Indigo Book* will serve you just fine, but you may need to do a bit of cross-referencing to find the relevant rules.

Optional Recommended Texts

WLR: Julie A. Heintz-Cho, Tom Cobb, and Mary Hotchkiss, *Washington Legal Research* (2d ed. 2009). — We'll use this text during Winter Quarter, but go ahead and buy it now. It includes useful information about Washington-specific sources of law.

Bryan A. Garner, *The Redbook: A Manual on Legal Style* (4th ed. 2018). — *The Redbook* is an excellent guide to grammar, usage, and style in legal writing. In previous years I *required* this text. This year, however, we will be using a computer-based grammar program during the Winter Quarter; I have therefore made *The Redbook* optional. Despite being optional, *The Redbook* is still an excellent resource. Copies are available in the Legal Writing Center and on reserve in the library. I encourage you to use them. This is a book that you may well continue to use in practice.

Terrill Pollman, Judith M. Stinson, & Elizabeth Pollman, *Legal Writing: Examples & Explanations* (2d ed. 2014). — Some professors have used *Examples & Explanations* as their primary text for LARW. It's that good. Though the text is not ideally designed for our class, it does provide examples of legal writing (both effective *and* ineffective) for you to read and judge on your own. If you are having difficulty understanding why a certain structure or style is not effective, the examples and explanations in (the aptly named) *Examples & Explanations* are a good place to look. Copies are available in the Legal Writing Center.

Optional Texts – to help with writing

- *Black's Law Dictionary* — This indispensable reference is available in three formats: free online in the Westlaw legal database while you're a student, as a [smartphone app](#), or in print as full or pocket editions. Buying a print or app version might be a wise investment because you'll use this resource for the rest of your career.
- John Bronsteen, *Writing a Legal Memo* (2006) — A wonderful little (expensive) book. It simply lays out how to structure a legal memo. The book does not include much explanation, but if you can understand this book and follow its advice, you're 90% of the way to writing a great memo. You can find a copy in the Legal Writing Center.
- Stephen V. Armstrong & Timothy P. Terrell, *Thinking Like a Writer: A Lawyer's Guide to Effective Writing and Editing* (3d. ed. 2008) — This is essentially an "alternative" text book. While *Synthesis* is more analysis-focused, this text is more writing-focused. If you're having difficulty wrapping your head around a writing concept we've discussed in class, take a look at the relevant chapter in this book.
- Bryan A. Garner, *Legal Writing in Plain English: A Text with Exercises* (2001) — Garner remains *the* name in legal writing. His advice is quite prescriptive, and his style is not for everyone. But this is an excellent additional resource.

Legal Writing Fellows and the Legal Writing Center

Each section of LARW has a dedicated Legal Writing Fellow (LWF). LWFs are 2L or 3L students who can help you with any part of the course. They hold office hours in the Legal

Writing Center or elsewhere around campus. You'll be receiving more information from the LWFs on how to best schedule an appointment.

I strongly encourage you to meet with the LWFs. Even though each section has an "assigned" LWF, you are free to meet with any of the LWFs in the Legal Writing Center. Because each has taken LARW recently (and done well), the LWFs have a perspective on the course—and on the process of learning legal writing—that might be more helpful than your peers' or even, at times, your professor's. Remember, however, that the LWFs' task is to help you; they cannot do your work for you, nor are they responsible for your own work. You are ultimately responsible for your own progress in LARW.

At times, I may require you to meet with a LWF to review a particular assignment. To take full advantage of these meetings, please make sure you've reviewed my comments on the assignment and reflected on your work before you get together.

Course Grading

You will receive one final grade for your combined performance during Autumn and Winter Quarters. [This course is subject to UW Law's mandatory grading curve.](#) You must satisfactorily complete **all required** assignments and activities, **whether graded or not**, to pass this course.

I will sometimes assess ungraded assignments using a "check," "check plus," or "check minus" scale. If you receive a "check" or "check plus," you have satisfactorily completed the assignment. If you receive a "check minus," you have **not yet** reached a satisfactory level on the assignment. To receive credit for the assignment—and the course—you must then take the additional steps indicated for that assignment. Usually the additional step will be a meeting with a LWF to discuss the assignment and make improvements.

Autumn Quarter

Graded End-of-Quarter Midterm — 30%

Winter Quarter

Graded Assignments — 60%

Overall Class Engagement and Professionalism — 10%

Winter Quarter is weighted more heavily than Autumn (even though it carries two credits instead of three) because I want to base your grade more on the proficiency you ultimately achieve, and less on your early, experimental efforts.

You will turn in most ungraded assignments by uploading them to the course website. Graded assignments will also be turned in to the Office of Academic Services in print form. **This course has no final exam.**

Late assignments will be penalized unless excused by illness or prior arrangement. Please email me well before the due date if you need an extension on an ungraded assignment, and arrange extensions through the Office of Academic Services for final papers that are graded anonymously.

A note on class engagement: During both quarters, a percent of your grade will be based on class engagement. Please keep in mind that class engagement can take many forms, including

participating in small group activities, participating in class discussions, coming to class prepared, helping your classmates, putting forth a solid, good-faith effort on ungraded exercises, demonstrating a strong commitment to improvement over the course of the two quarters, etc. You do not need to speak to the entire class every week to earn engagement points. If you'd like to further discuss ways to engage and participate, please feel free to talk with me.

A note on professionalism: As professionals, lawyers are held to high standards—by the ethics rules, by judges, and by their clients. That same professionalism is required in law school. Professionalism includes turning in assignments on time, coming to class on time, asking ahead of time for extensions or other scheduling matters, showing up for scheduled office hours, following assignment instructions, demonstrating that you've tried to resolve a question on your own before asking a question, and respecting your classmates and the LWFs. These traits closely parallel requirements you will face as an attorney.

One common example of a lack of professionalism is waiting until the last minute to submit an assignment, only to then run into some kind of computer problem. Computer problems happen. When they happen at the last minute, they generally do *not* constitute an excuse for a late assignment; just as in practice, they generally will not be excused by a court. Failure to act professionally in any of these or other ways can result in a reduction of this portion of your grade. I will alert you with a “warning” if you are at risk of losing a professionalism point.

Overview of Autumn Quarter Assignments

LARW includes six Assignments during the Autumn Quarter. Only Assignment 6 will be graded, but you must complete all the Assignments to receive credit for the course. The Assignments progress so your skills build over time with practice:

1. Learn a skill
2. Practice that skill (in an exercise or ungraded Assignment)
3. Receive feedback on your work
4. Learn from that feedback
5. Incorporate a new skill and then repeat steps 2-5.

You will receive feedback on each Assignment, though that feedback will take different forms. Sometimes I will provide a “sample” or “model” answer as feedback. In those instances, it is your responsibility to review the model answer and compare it to your own work product. Other times, I will provide general feedback to the entire class on an assignment. It is your responsibility to review your work product in light of that general feedback. Other times, you will receive guided feedback from your peers. It is your responsibility to evaluate that feedback and use it to improve your work product. At any time, I encourage you to meet with me or the LWFs to discuss your work product.

Other times, on larger assignments, I will provide in-depth, written feedback. Do not simply read that feedback or mechanically make my recommended changes. Instead, try to understand *why* a particular change was offered. Treat every suggested change as a *global* change. In other words, if someone suggests that a particular phrasing is confusing, don't just change that one instance; search through the rest of the document to see if you can find

similar writing that could be improved. Only by understanding and internalizing the feedback will you be able to improve your work product the next time around.

With that overall progression in mind, here are the goals for each assignment:

Assignment 1: Understand a single case's holding; apply that holding to a simple fact pattern using the IRAC structure; receive peer feedback; improve the writing and structure in response.

Assignment 2: Understand the holdings from multiple cases; synthesize those holdings into a single, coherent rule governing a more complicated legal question.

Assignment 3: Apply the synthesized rule to a more complicated set of facts; practice expressing that application of law to fact through the standard "Issue and Brief Answer" and "Thesis Section" parts of the formal legal memo.

Assignment 4: Combine and advance previous skills from Assignments 1-3; use the IRAC structure to apply a more complicated synthesized rule to a more complicated set of facts.

Assignment 5: Combine and advance previous skills from Assignments 1-4; use the formal legal memo structure to present facts and multiple legal analyses in multiple IRACs; receive peer feedback.

Assignment 6: [*Graded*] Use previously learned skills—understanding holdings, synthesizing cases, using the IRAC structure, and using the formal memo structure—to apply more complicated law to a more complex factual scenario.

Legal Research Instruction

We will briefly introduce legal research during the Autumn Quarter. You'll receive much more thorough instruction on legal research during the Winter Quarter. But this "delay" in instruction is *not* because legal research is unimportant. Far from it. The ability to research effectively is perhaps the most important skill for a new lawyer.

I therefore strongly recommend that you take advantage of the free legal research presentations put on by Lexis, Westlaw, and Bloomberg here at the law school. Getting that sort of basic, introductory experience during the Autumn Quarter will help you hit the ground running when Winter Quarter comes around. Think of it like learning to drive a car: The training sessions from Lexis, Westlaw, and Bloomberg will show you the pedals, steering wheel, gear shift, wipers, etc. Then in our Winter Quarter class, we can just get in and start driving.

Honor Code

Please read the [UW Law Honor Code](#), paying particular attention to Chapter 2's discussion of student violations. If you have questions about how the Honor Code applies in a particular situation, please *ask me for clarification*. Legal writing norms surrounding collaboration and plagiarism may not be self-evident, so I encourage you to ask.

- For each **graded assignment**, I will provide specific rules regarding permissible levels of collaboration. All written work must be your own. If you quote or paraphrase from any source, you *must* provide proper attribution. Though I generally allow (and encourage) you to discuss your general analysis, research, and ideas with your classmates, you *cannot* copy

your classmates' words. Therefore, for graded assignments, do not share or exchange written drafts with your classmates. (You may sometimes be permitted to share drafts during structured and supervised in-class review activities.) Violations of these rules constitute Honor Code violations.

- For **ungraded assignments**, I strongly encourage you to discuss your *research* and *analysis* with any Legal Writing Fellow, other students in your LARW section, students other LARW sections, or your other professors. However, please share **ungraded written work** only with the Legal Writing Fellows or other students in our section. Though I encourage you to consult with your classmates on **ungraded** assignments, **all written work must be your own**, even when not graded.
- The following people should not review your written drafts at any time: family members, mentors, friends at other schools, other professors, students taking LARW from other professors, or anyone who is not me, a Legal Writing Fellow, or a student in your section. These rules modify Sec. 2-204 of the UW Law Honor Code.
- Because matters of proofreading and style are an important part of what we study in this course, I define "Collaboration" more broadly than Sec. 2-204 does.

Plagiarism and Attribution

The conventions of legal writing on plagiarism and attribution may be different than those you are used to in other fields. You should expect to provide citations to a law's source whenever you make a statement about the law. Because legal writing involves a lot of statements about the law, you will be providing a lot of citations. That may seem strange at first, but you'll get used to it. You should provide a citation to the source of law even if you are not quoting that source.

Whenever you use the same words as a source you *must* use quotation marks around the words and then attribute the words to the quoted source. As a matter of legal style, you should use quotes sparingly. But when you do use a quote, you *must* use quotation marks and proper attribution.

You should *never* copy words from another student's work. Remember this foundational rule: **All written words must be your own**. You may, however, use *ideas* you learn from other people. In the law, legal arguments, methods of structuring a memo, sources of law found during research, or other ideas are generally open to anyone! So if a peer tells you that she found a great case, you are free to use that case. If you quote the language of that case, you must indicate that language with quotation marks and a citation. When you rely on that case in your writing you must provide a citation to it, even if you are not quoting it. You should *not*, however, copy your peer's written words describing that case's holding. To avoid inadvertent copying of a peer's written words, students may not share their written work with each other. (See above for relevant information on the Honor Code.)

If you have any questions about plagiarism and attribution, please play it safe and ask me.

Attendance

UW Law's attendance policy requires you to attend at least 80 percent of our class sessions or I may drop your enrollment from this course after the fifth week of the quarter. This course will meet 18 times during the Autumn Quarter, not counting our scheduled conferences during Week 8, so you may miss no more than three classes. (You cannot miss your scheduled conference.)

I encourage you to attend all the classes; this is a hands-on course in which your learning depends on your active participation. The attendance policy allows faculty members to impose stricter attendance standards or other sanctions for nonattendance, including lowering of a grade, and so I will take your level of attendance into account when assigning the participation portion of your final grade.

If you need to miss a class because of a reasonable conflict, please contact me in advance so we can make arrangements for you to complete the work you'll miss. For in-class peer review activities, you cannot skip class and do your own peer review outside of class. (If you have an excused absence, please contact me to set up a peer review.) Being ready with a draft before class is a prerequisite for obtaining a sanctioned peer review. (And remember the general rules regarding your peers' written work.)

Access and Accommodations

Your ability to fully participate in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 011 Mary Gates Hall or 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Using Computers and Other Electronic Devices in Class

You may bring cell phones, computers, or other electronic devices to class so long as you mute any distracting sounds or vibrations. Please avoid using cell phones to send text messages unless you must attend to an important and time-sensitive matter (e.g., family emergency or illness, arranging transportation or childcare, etc.).

I encourage you to bring your computer to class. If you do so, please use it to take notes or to access the internet for purposes relevant to our learning (e.g., practicing online legal research techniques, accessing the course website, taking notes, collaborating on group projects, etc.). Do not use your devices in a manner that inhibits your engagement in the class. I do not want to police your online activities during class, so I ask that you exercise sound judgment and courtesy. However, if I happen to notice inappropriate or distracting internet use during class as I walk around the room, I will take it into account when assigning the participation portion of your final grade.

Gallagher Law Library

The reference librarians at the [Gallagher Law Library](#) look forward to helping you become efficient, effective legal researchers during the next three years. Please get to know them so you

will feel comfortable asking them research questions. You can obtain reference support in person by visiting the reference office (located near the Circulation Desk on floor L1), by sending a web/email request, or by calling (206) 543-6794 during business hours. In the next few weeks, please explore the Gallagher Law Library website, specifically their extremely helpful "Guides," available here: Some specific resources you may want to bookmark for use in this course are:

- [Washington State Law research guide](#)
- [Bluebook 101](#)
- [Microsoft Word Tips for Legal Writers](#)

Tips for Class Preparation

Legal analysis, research, and writing courses are among the most time-consuming and challenging courses offered in law school. Major projects require more time and concentrated attention than you might initially expect, and “undergraduate strategies” like waiting until the night before a paper is due to dash off a first-and-only draft will no longer suffice. Consult the course schedule in advance so you can plan ahead for busy periods, reserving enough time for editing and proofreading. If you feel overwhelmed, please see me or your Legal Writing Fellow. We’ll go over the assignment with you and talk about efficient research and writing habits, including ways to divide the assignment into smaller, more manageable tasks. Remember that your Legal Writing Fellow was in your shoes last year, and I was a 1L once, too; we are here to help.

Questions?

Part of LARW—and part of law school generally—does not involve learning any specific skill or topic; instead, it involves learning how to figure things out. I model much of this course on the professional dynamic in a small law firm. As the “senior partner” in this scenario, I’ll do my best to provide clear instructions and the necessary information to you, the “junior associate.” But you’ll undoubtedly have questions along the way. That’s fine! However, before asking a question, please take a moment to consider whether you can figure out the answer yourself. Perhaps the answer is in the syllabus. Perhaps the answer is in an announcement you received last week. Perhaps I addressed the issue in a previous class that you missed. Perhaps a bit of internet research could provide some information.

I am always happy to respond to questions. However, I am much more likely to *answer* your question if it appears you’ve already tried to find the answer yourself. Otherwise, I might simply respond to your question with a question: Did you check the syllabus? Did you review last class’s slides? Did you refer to the assigned handout? Did you read last week’s announcement? I respond this way not because I dislike questions, because I want to prepare you for your work as a legal professional. Asking questions from a position of knowledge is part of professionalism. Lawyers and clients want to hire lawyers who can figure things out on their own. And there’s no better place to practice that skill than here in law school.

Course Schedule

Week 1 – Introduction to Rules and Case Law

Tuesday, September 25

Before class: Fill out the [online questionnaire by Monday, September 24](#), at 9:00am. Read (1) the [Course Syllabus and Policies](#), (2) *Synthesis* Chs. 1A & 1B (introduction; lawyer's role) and Ch. 2 (on legal rules), and (3) the "No Vehicles in the Park" Materials here: [01.01 - No Vehicles \(2018\) \(DZ\).pdf](#)

Prepare to discuss "No Vehicles" examples in class.

Class PPT: [01.01 - First Day 2018 \(DZ\).pdf](#)

Friday, September 28

Before class: Read, in this order: (1) Orin S. Kerr, *How to Read a Legal Opinion* (review from FLS), (2) *Synthesis* Chs. 3A–D (understanding cases), (3) the *Copier Specialists Workshop*, and then (4) *Copier Specialists*. You should think about and take notes on the *Copier Specialists Workshop* as you read through the opinion.

Come to class with (A) a statement of the general rule for enforceability of noncompetition agreement, (B) a statement of the holding in this case, with a focus on the relevant facts, and (C) some notes on the Workshop questions.

Week 2 – Writing Structure and Synthesizing Multiple Cases

Tuesday, October 2

Before class: Read *Synthesis* Ch. 6 (legal reasoning) and Ch. 7 (IRAC structure and legal writing). Review the sample "No Vehicles" IRAC emails:

[02.01 NV IRAC - Singh.pdf](#)

[02.01 NV IRAC - Richardson.pdf](#)

[02.01 NV IRAC - Charles.pdf](#)

Complete [Assignment 1: 02.01 - Assignment 1 - Copier Specialists IRAC Email \(2018\).pdf](#)

Bring a copy of your IRAC email to class. (No need to print. But everyone should bring a laptop so they can email a draft to a reviewer.)

In-Class Activity: [02.01 - In-Class Peer Review for Assignment 1 \(DZ\).pdf](#)

Presentation: [02.01 IRAC and Peer Review \(2018\).pdf](#)

Friday, October 5

Before class: [Submit your Assignment 1 \(revised\)](#). Read *Synthesis* Ch. 3E (rule fusion/synthesis) and Ch. 1C (on the legal system, to give you a sense for how case law fits within the broader system).

Quickly look over these "reading questions" before you start into the case [02.02 - Reading Questions for Additional Cases \(DZ\).pdf](#)

Then read the four additional “non-compete” cases:

[Racine v. Bender.pdf](#)

[Wood v. May.pdf](#)

[Perry v. Moran.pdf](#)

[Emerick v. Cardiac Study Center I.pdf](#)

[Emerick v. Cardiac Study Center II.pdf](#)

Come to class with (1) the general multipart rule for enforcement of the non-compete, and (2) the holding of each case with the relevant facts that explain why the general rule applied the way that it did. We'll be discussing these cases in class. And we'll be discussion how they all fit together to create a single, coherent rule.

Week 3 – Introduction to the Predictive Memorandum

Tuesday, October 9

Before class: Re-read the “non-compete” cases. Review *Synthesis* Ch. 3E on “fusion” of cases. [Complete and submit Assignment 2](#), your synthesis for the different aspects of the rule. Bring a copy (either paper or electronic) of your assignment to class to discuss.

Friday, October 12

Before class: Read Assignment materials. Read *Synthesis* Ch. 8 (office memo format).

Week 4 – The Predictive Legal Memorandum, Continued

Tuesday, October 16

Before class: Read Assignment materials.

Friday, October 19

Before class: Read [Sample Issues/BAs] and [Sample Thesis Statements]. Continue to review facts and case law. Complete Assignment 3, your first draft of an Issue, Brief Answer, and Thesis Section

Week 5 – Keep on Writing; Introduction to Research

Tuesday, October 23

Before class: Complete Assignment 4, your email IRAC on the “necessity” part of the rule.

Friday, October 26

Research workshop! Bring your laptop and make sure you have access to Westlaw and Lexis. Before class, try to attend a training session from one of the research vendors. Review Ch. 1C (on the legal system).

Week 6 – Revision of Your Practice Memorandum; Continued Writing

Tuesday, October 30

Before class: Submit Assignment 5, your “first draft” practice memorandum.

NOTE: Assignment 5 is due on *Monday at 10:00am*, not the normal “before class on Tuesday” due date and time.

During class: Guided peer review of your draft memo. You *must* have a complete “good faith” draft of your memo to attend class. Lack of a draft memo is not a basis for an excused absence, unless you’ve received advanced approval from me.

Friday, November 2

Before class: Continue revising your draft memo.

During class: In-class writing exercise.

Week 7 – Review Practice Memorandum; Introduce Graded Midterm Assignment

Tuesday, November 6

Before class: Submit Assignment 5 (final), your revised practice memorandum.

Friday, November 9

Before class: Read the Assignment 6 materials. Assignment 6 is your graded midterm memorandum. (It's a “midterm” because this is an Autumn-Winter course, so the end of Autumn quarter is the midpoint of the course.)

Week 8 – “Check in” Conferences

No class this week: Set up a time to meet with me to discuss your thesis section and your annotated outline.

Note: You should spend at least ~4 hours preparing for your meeting, which includes time spent reviewing the case law, the factual record, thinking about your outline, organizing and drafting

your outline, and drafting your thesis section. You will not get credit for this meeting if you are not fully prepared. This meeting is a requirement for course credit. If you cannot attend your scheduled time or find a scheduled time, you must contact me to find a different meeting time.

Week 9 – Introduction to Legal Citation

Tuesday, November 20

Before class: Read the Blue Pages in *The Bluebook*. [Alternatively, review the sections of the *Indigo Book* on citing to case law.] Read the [Washington Style Sheet](#). Watch the Canvas videos on proper citation.

During class: Citation exercises.

Friday, November 23: Thanksgiving Break: No Class

Week 10 – Sentence-Level Editing and Revisions

Tuesday, November 27

Sentence-level editing.

Friday, November 30

Before class: Complete a draft of your final graded memo.

During class: Guided peer-review.

Week 11 – Final Assignment Due; Reflections

Assignment 6: Due on Monday, December 3, at 10:00am.

NOTE: Assignment 6 is due on Monday at 10:00am, not the normal "before class on Tuesday" due date and time.

Tuesday, December 4

Final Autumn class.