

Law A 506 D

Spring 2020

Sancken

Week 1: Introduction to Advocacy and Spring Advocacy Problem

Optional: [Questionnaire](#) on Spring quarter challenges

Reading: Course Description and Policies; *Synthesis* Ch. 16A (Intro & Ethics), Ch. 16B (Analyzing Elements), Ch. 17A (Intro to Motion Practice), & Ch. 17B (Civil Litigation); [Introduction](#) to [Spring Quarter Advocacy Assignment](#)

In Class: [Introduction to Spring Quarter](#) (PPT), Spring Assignment, and [Preliminary Research Workshop](#)

You can also access the workshop through this [link \(Links to an external site.\)](#) (we'll use Google docs for breakout rooms tomorrow) and in case you can't access your *Synthesis* text, I made a PDF of the Week One readings [Synthesis Week One reading.pdf](#)

Week 2: The Client Interview and Research Workshop

BEFORE CLASS: [Check-point](#): Submit a list of 10 questions you want to ask your client during the in-class client interview. Complete your [preliminary research workshop](#) (but no need to submit this--just keep a copy for your own knowledge/progress).

Reading: [Client Interview Basics.pdf](#); [Keeva-Beyond The Words.pdf](#);
Optional: [Barkai-The Practical Lawyer](#); [Active Listening Tools & Inhibitors](#).

In-Class: [PPT](#); Meet in small groups to prepare for interview and conduct client interview; Begin [research summary](#)

Week 3: Framing the Issues and Creating a Theme/Theory of the Case

BEFORE CLASS: [Check-point](#): Continue your research and turn in [research summary](#), including relevant cases found both before and after the interview.

Reading: Read *Synthesis* [Ch. 16C](#) (Theory of the Case), [Ch. 17C](#) (Motion Memo); [Sample introductions](#) from sample briefs; Review *Synthesis* Ch. 16A (Intro) & Ch. 17A (Motion Practice)

In Class: [PPT](#); Workshop on [Introductions](#). Review [sample introductions](#) from the sample briefs.

Week 4: Drafting Persuasive Facts and Legal Rules

BEFORE CLASS: [Check-point](#): Turn in draft Introduction to your brief

Reading: *Synthesis* [Ch. 16D](#) (Strengths and Weaknesses), [Ch. 16E](#) (Slanting Prose); review *Synthesis* Ch. 16B; Review [Sample Briefs for Persuasive Facts](#);

During Class: PPT and [Workshop](#) + [Whiteboard activity](#)

Week 5: Creation of Argument Outline and Preparation for Oral Argument

Reading: *Synthesis* [Ch. 19](#) (Oral Argument);

Justices [Roberts](#) and [Kagan](#) on oral argument; Watch selected clips of oral arguments [here](#). Review Sample Table of Contents from *Morse v. Frederick*: [Morse's Brief](#); [Frederick's Brief](#). *Optional* [Stepping up to the Podium with Confidence](#).

In Class: [PPT](#); Prepare for Oral Arguments in small groups using [workshop](#) and begin drafting [annotated outline of legal argument](#)

Week 6: Oral Arguments

BEFORE CLASS: [Check-point](#): Turn in an annotated outline of the argument section of your brief.

No Reading

In Class: Oral arguments

Week 7: Negotiation as Advocacy; Contract Drafting

Reading: [Synthesis CH 15 & CH13](#) (Negotiating and Contract Drafting); Please skim the [workshop instructions](#) (no need to prepare anything in advance).

And for fun, just to get a sense of what a heavily negotiated contract might look like, here are two examples. No need to read these carefully. Just skim them for a sense of the terms and structure: [Sample litigation settlement agreement.pdf](#) and [07 Sample Amazon Contract.pdf](#) (Section 3 on page 5 has some very detailed and onerous non-competition restrictions. And then from page 7 to the end the contract includes some interesting general/boilerplate provisions.)

During Class: [PPT](#); We'll do a fun contract drafting and negotiation activity. No need to prep for it beforehand.

After Class: Submit your group's contract and your proposed revisions on [Canvas](#).

Week 8: Revision and Sentence-Level Writing

BEFORE CLASS: [revised] Have a good faith draft of your brief ready by Thursday morning, but please submit your slightly revised brief after completing the self-guided [revision workshop](#) on your own or with a partner.

Reading: [Review Synthesis Appendix I & II](#) (sentence-level writing and editing). Review additional readings on revision and editing.

In Class: [PPT](#); Bluebook [Contest](#) in Teams; Review discreet sections of brief using guided sentence-level [workshop](#) (on your own during class time, before class, or after class)

After Class: [Checkpoint First Draft](#) - Turn in First Draft of Brief for professor feedback by 5pm

Week 9: Preparing to Submit your Final Brief: Peer Review

Before Class: Review authorities in your brief using Westlaw and Lexis to ensure the accuracy of legal authorities. Consult with reference librarians as needed for assistance. Review [Spring brief feedback sheet](#).

During Class: Exchange a copy of your motion with your randomly assigned peer-reviewer using these [guidelines](#) and this [feedback sheet](#); Complete [optional, second peer review](#) by May 30th at 5pm.

Week 10: Conclusion of the Course

Monday, June 1

[Final Assignment Due: Submit Motion for Summary Judgment and Declaration to Canvas by 10:00 am.](#)

[Submit self-reflection to Canvas](#) anytime during Week 10.