LEGAL SKILLS I

Fall 2025 Syllabus

Sections:

1C - T/TR, 11:20 - 12:50 pm

2C - T/TR, 2:40 - 4:10 pm

Professor Joshua Aaron Jones,
B. Music Educ., JD/M. Educ. Law, LL.M

CALIFORNIA WESTERN
SCHOOL OF LAW | San Diego

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WELCOME to the legal profession!

CWSL invited you here because we believe you have what it takes to join our attorney ranks. The professors expect your commitment, most professional demeanor, and your success.

Beginning today, you should consider yourself an unlicensed "lawyer" (one who studies law) embarking upon an intense three-year training program that culminates with the bar exam and your promotion to "attorney." You must treat law school like a full-time job that often requires overtime. Law school is a "professional school," and you should approach the work as a professional who wants to keep the job and who wants the post-bar exam promotion (on the first try!). If you continue the status quo and study habits that formed your undergraduate success, you will not survive law school. Heed the advice that you received at orientation and that I and other professors will offer during classes and meetings.

Throughout our year together, you will hear me say that law is a teaching profession. Lawyers educate clients, judges, juries, other attorneys, the public, and most importantly, us. While your doctrinal courses (torts, contracts, property, etc.) will teach you about the law, your Legal Skills courses will *teach you to teach yourself* about the law: how to find it, analyze it, apply it, and even change it.

About Legal Skills

In Legal Skills, you will learn to:

- read deeply
- think critically
- write effectively
- speak with confidence, and
- advocate ethically and zealously, as you solve problems for colleagues and clients.

Legal Skills I will introduce some of the most important aspects of law practice:

- legal research
- legal analysis
- predictive writing
- professionalism
- technical skills
- multicultural awareness
- professional well-being

Legal Skills I is fundamentally a course about predictive legal analysis and writing. Other schools may call this Legal Communication and Analysis, Lawyering Process, Lawyering Skills, or Legal Writing and Research. No matter the moniker, we're all teaching the items noted above. This and Professional Responsibility (a 2L course) are the only courses the ABA requires. That should tell you how very important this class is. Along with smaller "building blocks" projects, you will write two, objective/predictive legal memoranda. Next term, Legal Skills II will focus on persuasive writing and oral advocacy.

The "building blocks" and related tasks (CGL, ICW, Westlaw and Lexis modules, etc.) will seem like pointless busy work, but they are essential to developing core lawyering skills. Some students have described Interactive Citation Workstation and Core Grammar for Lawyers as tedious time-drains (and they are, so don't delay!), but by the end of the semester, almost unanimously, students thank me for having them complete those assignments. You won't come to that realization until later in the term when those skills begin functioning as part of your "second nature." I've placed most of those assignments in the front-end of the course so that we can focus more on analysis and writing later in the course. These assignments help you practice walking so that later you can run.

Please trust me when I say that all the work in this course comes from my more than twenty-years of law practice in a variety of subject matters, two states, and numerous federal jurisdictions, plus more than twenty years of teaching nursery school through law school, as well as from the *ABA Sourcebook on Legal Writing's* best practices and the many mentors who have guided my career. I would never disrespect your time by asking you to complete a task that lacks value for your professional development. Why would I give myself more grading work with assignments that lack value? This is fall semester, I'd rather be watching a marching band! Plus, sometimes the practice of law is simply tedious busy work – like running any business. Do the work. Do it well. Don't complain.

A note about other Legal Skills sections – please don't compare my class with other professors. Though we have mostly aligned our major assignments and due dates, each of the Legal Skills professors are academic scholars. We all teach specialty topics (I teach education law), and we each come to legal writing with different points of view and style preferences. If your friends in Section 3 say that Professor Cato told them to do something differently, let them. YOU are not in Professor Cato's class. Again, method and purpose support what you might perceive as my madness. Focus on what we do and not on what other Legal Skills classes are doing. One example is that the other professors teach the IREAC writing paradigm, but I teach CREAC (sometimes called TREAC). Both are valid and equally useful in the profession. I simply prefer CREAC. The others require the Bluebook for citation, while I require the ALWD Guide; the books profess the same substance in different presentations, and following the rules in one should produce the same citation as following the rules in the other. I think the ALWD Guide is better for *learning* citation, while Bluebook mostly makes sense for law review and scholarly writing. Again, you're not in someone else's class. Follow my instructions and only my instructions.

If by now you haven't run away screaming and flailing your arms, you're already succeeding in law school. I really mean it that I see you all as junior colleagues who I'm training, and I'm here for you, no matter what you need. I want you to succeed. The California Western School of Law community wants you to succeed. Welcome to the family!

I. Professor and Contact Information

A. Professor Joshua Aaron Jones

225 Cedar Street, Office 419

Phone: (619) 525-1445
Email: jjones@cwsl.edu

Office Hours:

In person or via Zoom: 929 0143 9646 Passcode: 012093

Tuesday and Thursday afternoons

Please use the Bookings link for scheduling. Bookings will send you a calendar invitation and a reminder. Please schedule at least 24 hours in advance, and if you must reschedule, please cancel the appointment ASAP so that the time is available for another student. If you cannot find a time that works, please email me. Otherwise, if my door is open, you are welcome to drop-by for help or simply to say hello.

Unless you have an emergency, please schedule meetings at least 24-hours in advance. I welcome group office hours.

If you schedule office hours, I assume you have a reason. However, I am not a mind-reader. Please prepare specific questions or concerns for meetings. Let's not just stare at each other.

B. Honors Instructors

Jesús Mendoza Downey
jhmendoza@law.cwsl.edu

Gagik Davtian

Photo Coming Soon

gdavtian@law.cwsl.edu

Honors Instructors are CWSL's "teaching assistants" for Legal Skills. Legal Skills professors select Honors Instructors for their excellent performance in a prior Legal Skills course. They are tutors and classroom assistants. Honors Instructors will meet with you during their office hours, and they will provide supplemental instruction

both inside and outside of class.
You may ask questions and seek support from your Honors Instructors. However, you may not seek or receive help from other Legal Skills professors' Honors Instructors. This policy will help ensure that you receive support from the people who know my expectations and preferences from their first-hand experiences in my class.

They cannot edit your assignments, and you SHOULD NOT simply send, for their review, an entire draft of your work. Approach them with specific questions so that the meetings are efficient and effective, allowing time for your classmates. Consider meeting Honors Instructors with a small group.

While Honors Instructors are bright, knowledgeable students, you should remember that they are just that: students. Their support compliments other available resources, but they are not a substitute for consulting with me about your work. They are busy students, like you. Respect their time.

II. Class Time and Classroom

A. Section 1C

Tuesdays and Thursdays: 11:40 am – 12:50 pm
Classroom: 2C **-** 350 Cedar Street, Classroom Building
Course Website: Canvas, it should populate in your Canvas dashboard.
Course Credit Hours: 3 hours, graded.

B. Section 2C

Tuesdays and Thursdays: 2:40 – 4:10 pm
Classroom: 2C - 350 Cedar Street, Classroom Building
Course Website: Canvas, it should populate in your Canvas dashboard.
Course Credit Hours: 3 hours, graded.

C. Westlaw and Lexis Training

In addition to these class times, there are two mandatory Westlaw and Lexis trainings that their representatives will conduct. These trainings are not during our class time. The Westlaw/Lexis representatives will announce dates and times. The Westlaw/Lexis training sessions supplement research skills that I will teach in class.

D. Materials

1. Required Texts

a. Brian Larson et al., Legal Argumentation (CALI e-Langdell Press 2025) https://www.cali.org/books/legal-argumentation.

Legal Argumentation is a free open educational resource. I contributed a chapter and served as an editor for this book. Simply download the book. If you would like a print copy, you may order one from CALI for $41.77.

b. Ruth Anne McKinney & Katie Rose Guest Pryal, Core Grammar for Lawyers, (last updated July 31, 2019) (entirely online) https://www.coregrammarforlawyers.com. See instructions in Appendix E for registration. $40 for one year.

c. ALWD Guide to Legal Citation (7th ed., Aspen :Publishing, 2021) (recommended hard copy purchase).

d. Lexis Interactive Citation Workstation: ALWD (do not do "Bluebook"). See Appendix D.

2. Recommended Sources

a. **Dictionaries:**

(1) The Merriam-Webster Dictionary (New ed., Merriam-Webster, Inc. January 1, 2016).

(2) Bryan Garner et al., Black's Law Dictionary (11th ed. Thomson Reuters June 10, 2019).

b. **Grammar, Usage, and Style Guides**

(1) Bryan A. Garner, Jeff Newman & Tiger Jackson, The Redbook: A Manual on Legal Style (4th ed., West Academic Publishing 2018).

(2) Purdue University College of Liberal Arts, Purdue University's Online Writing Lab (OWL) (last accessed July 20, 2024) https://owl.purdue.edu/owl/purdue_owl.html.

(3) William Strunk, Jr. and E.B. White, The Elements of Style (50th ann. ed., Longman Oct. 25, 2008).

(4) Stephen King, On Writing: A Memoir of the Craft, Scribner (10th ann. ed., Simon & Schuster Oct. 3, 2000).

(5) Deborah E. Bouchoux, Aspen Handbook for Legal Writers: A Practical Guide (4th ed. 2017).

(6) Anne Enquist & Laurel Currie Oates, Just Writing: Grammar, Punctuation, and Style for the Legal Writer (5th ed. 2017).

(7) Richard C. Wydick & Amy E. Sloan, Plain English for Lawyers (6th ed., Carolina Academic Press 2019) (highly recommended).

(8) Matthew Butterick, Typography for Lawyers (last visited July 31, 2023) https://www.typographyforlawyers.com/.

(9) Benjamin Dreyer, Dreyer's English (Corner Stoner Digital, May 31, 2019).

(10) Helene S. Shapo, Marilyn R. Walter, and Elizabeth Fajans, Writing and Analysis in the Law (8th ed., West Academic: Foundation Press 2024).

c. **Other Citation Manuals**

(1) Carl Malamud, The Indigo Book: An Open and Compatible Implementation of a Uniform System of Citation, available at (Public.Resources.Org., Inc. updated May 16, 2016, Public) https://law.resource.org/pub/us/code/blue/IndigoBook.html.

(2) The Bluebook: A Uniform System of Citation (21st ed., 2021) available at https://www.legalbluebook.com/.

(3) No matter the manual, legal citation rules are the same – the Uniform System of Citation (compare other styles APA, Chicago, etc.). When a rule is optional, a manual may state a preference or best practice. Other CWSL professors teach the Bluebook. I use ALWD because it was written by legal writing professors, not law students. ALWD is a much better teaching tool. You will still learn the same content but with a little more ease than your classmates. So don't come after me about Bluebook! You're learning the same content. If you want to make your life harder, please, buy a copy of Bluebook, as well. I keep both on my desk and usually reference both books during class.

3. Course Handouts and Supplements

Various materials will supplement the course textbooks and online tools. These days, most law firms strive for a "paperless" office, printing only when necessary, such as for court appearances. Thus, I prefer to provide documents electronically, and I encourage you to develop habits that minimize paper consumption. However, I may occasionally distribute materials in hard copy. Please keep up with any hardcopies; if you lose a document that I have printed for you, please ask a classmate for a copy, or

find the material online. I will not reprint lost hard copy materials. Any reprints are at your time and expense.

E. Course Online

We will use the following online sources:

1. Canvas

On Canvas, you'll find all course materials, including announcements, handouts, PowerPoint presentations, and assignments, as well as upload options for major assignments, sign-up options for one-on-one conferences, a class forum, and other useful tools. It is our classroom hub. Adjust your personal Canvas settings so that you receive all announcements promptly.

2. Core Grammar for Lawyers ("CGL")

Core Grammar for Lawyers is an online tool that cultivates grammar skills and style for legal writing. You must score 85% or higher before the end of Legal Skills II.

CGL IS VERY TIME-CONSUMING. GET IT OUT OF THE WAY EARLY.

3. Lexis Interactive Citation Workstation ("ICW")

You must complete on-line citation exercises found at the LexisNexis Interactive Citation Workstation. Just like other disciplines, legal writing has a manual that defines formats for source citations (cases, statutes, regulations, books, articles, etc.). The Uniform System of Citation is very different from other citation systems. This series of exercises offers an opportunity for you to learn legal citation and to practice. ICW is tedious, but you will become a citation pro! See the assignments for more information.

4. Social Media

Please note that I don't accept social media friend requests from current students, except on my LinkedIn account. In fact, you should have a LinkedIn account and add me. We may eventually become internet friends, after you have completed your studies at CWSL, but for obvious reasons, we must keep personal/professional boundaries. In the meantime, clean up your social media accounts. Potential employers will research your past. Opposing counsel will most definitely look for your social media presence.

Join LinkedIn, and begin building a robust, professional image.

III. Office Hours, Conferences, and Contact Outside of the Classroom

You will learn a lot outside the classroom. In fact, on many occasions, I simply can't answer every question or discuss every relevant course matter during our limited class time. You are welcome and encouraged to visit me outside class. Having practiced law for 20 years, while serving as an adjunct professor, I have helpful information beyond research and writing, such as building your professional identity, career advice, and networking strategies. Let no question go unasked. The sooner you inquire, the sooner I can help.

A. Office Hours and Appointments

My formal office hours are on Mondays and Wednesdays. On Fridays, I am only available by appointment. Please use Bookings for office hours scheduling.

You may appear at office hours with a classmate. If you want to schedule a workshop with more than one or two classmates, please email me.

In my experience, those who frequent office hours and are diligent about attending the one-on-one conferences are the students who do best.

B. Conferences

During the term, I require two individual meetings with each student, in connection with assignments. Schedule a one-on-one conference via Bookings.

At these conferences I will provide you with feedback on your written work. I will provide more information about these conferences as the date for them approaches. Please note that regular, class sessions and office hours will not take place during the weeks we are hold individual writing conferences. And you may not schedule more than one meeting during conference weeks. We simply don't have enough hours to accommodate everyone twice. Remember, professors do much more than teach and grade; please don't ask for extra time during conference periods. I simply can't do it.

If after scheduling you want to change your conference time, YOU are responsible for trading with another student. Rise to the occasion and figure it out.
Please do not ask to reschedule because you procrastinated and don't have a draft ready to review with me. There are more than 40 of you and only one of me – rescheduling even one conference creates a cascade of headaches for everyone. Keep that in mind when you need to reschedule court appearances.

IV. Assignments, Course Objectives, and Due Dates

In the way that professional musicians almost always simultaneously serve as music teachers, attorneys are often called upon to teach, for example by educating clients, colleagues, subordinates, or the public. The law is a teaching profession.

Please consider your learning processes and the variety of pedagogical/andragogical methods so that you can become a more confident learner and a more effective counselor and advocate.

As a starting point, consider what we hope to accomplish in class (our objectives or goals), the activities that help you reach those objectives, and the realizations or work products (outcomes) that you should derive from undertaking the activities and assignments.

Chart of Assignments

Appendix A is a chart for objectives/activities/outcomes concepts. The chart includes:

- the objective or assignment goal
- the steps or activities necessary to complete the assignments
- the desired outcomes for each assignment
- the points attributed to each assignment
- the weight of those points towards your grade, and
- the due date of each assignment.

V. Course Schedule

The schedule in Appendix A is a tentative schedule, always subject to change.

YOU ARE RESPONSIBLE FOR TRACKING COURSE SCHEDULE CHANGES, WHICH WILL BE NOTED ON CANVAS. ALWAYS CHECK CANVAS MODULES FOR THE NEXT CLASS SESSION.

VI. Academic Support

The Academic Achievement Team at CWSL offers academic support programs and resources to help students succeed. Services include one-on-one advising, academic skills workshops, and law school study resources. The Academic Achievement program staff assist law students with improving study skills, learning strategies, and time management. If you are struggling in any way, see them at the first hint of concern. Do not wait until midterm.

Students who have general advising questions or who want to schedule an advising appointment are encouraged to email Kate Bolus, Director of Academic Achievement at (619) 515-1566 or email: academicachievement@cwsl.edu. More information can be found at the program's website.

VII. Important Policies

A. Plagiarism and Unauthorized Assistance

You must understand and follow the definition of plagiarism, which appears in our Academic Policies, Appendix A. The Academic Policies are online, in the Student Handbook.

Under these rules, all written work must be your own. The sole exceptions are when we peer-edit in class or office hours, when you work on group assignments, and when your Legal Skills I professor and his Honors Instructors view or provide feedback on your written work.

You may not have anyone else – including parents, significant others, friends, etc. -- help you write, proofread, or otherwise revise any written assignment for this class, and you should not share or view other students' written work or let others view your written work. Similarly, other than when you are completing group research assignments, you must conduct your own research.

Using materials that other students prepared also violates the Honor Code, whether those materials were prepared this year or in the past. You may not directly or indirectly provide your written work for any assignment completed for this course to any student who has this class now or in the future, whether you provide your written work directly to the student or do so indirectly (including providing your written work to a club or organization that will make your written work available to future students).

You may not seek, request, or otherwise offer the kinds of improper assistance described and prohibited herein (and in the provisions of our Academic Policies listed above).

Under these rules, you may seek assistance from your Legal Skills I professor and their Honors Instructors. You may also receive assistance with your research – but not your writing -- from our law library staff, including our excellent research librarians, or Westlaw or LexisNexis representatives. You may also and, indeed, I encourage you to orally discuss cases, concepts, and arguments freely with students in your section.

Under the Honor Code, you must report any known violations of these policies.

Acceptable	Unacceptable
Working together in class under my guidance	Drafting together outside class
Peer-editing in class	Asking your sister's lawyer boyfriend to proof your draft
Sharing citations so the other student can find the source themselves	Sharing links or copies to sources.
Asking my opinion about a draft	Emailing a copy of your work to a classmate
Seeking research guidance from Westlaw/Lexis reps or a law librarian	Asking your classmates to share their research
Seeking help from an Honor's Instructor	Asking an upper-level student to review your drafts

These are only some examples that I have encountered - almost every year. The scenarios are endless.

WHEN IN DOUBT, ASK YOUR LEGAL SKILLS PROFESSOR!!

B. Attendance Policy

American Bar Association (ABA) Standard 310 for accrediting law schools requires (per term for each unit per class): (a) 750 minutes of "classroom or direct faculty instruction" and (b) 1,800 total minutes of "out-of-class student work." This is a 3-unit class without a final exam, so the ABA Standard requires for this class 2,250 total minutes of "classroom or direct faculty instruction" and 5,400 total minutes of "out-of-class student work." California Western School of Law (CWSL) meets the ABA Standard requiring 2,250 total minutes of "classroom or direct faculty instruction" for this class by providing 13 weeks of at least 180 minutes of class time per week (which, for this 3-unit class, equals at least 2,340 minutes of classroom

instruction). CWSL meets the ABA Standard requiring 5,400 minutes of total "out-of-class student work" for this class by requiring 13 weeks of at least 427 minutes of out-of-class student work per week, which includes (but is not limited to) preparing for classes and researching and drafting papers and assignments (which, for this 3-unit class, equals at least 5,551 minutes of "out-of-class student work").

Attendance is mandatory, and I must take attendance for each class session. You wouldn't skip work; don't skip class.

For online or asynchronous class sessions viewed on Panopto, I will confirm the time you joined our class sessions, how long you were present in each class session, and when you left the class session. Additionally, the ABA standards and our Academic Policies require that students attend at least 80% of the regularly scheduled class sessions, or the registrar will automatically withdraw the student from the course. (Academic Policies, at Sections 4.01 and 4.02.) As a result, for this course, which meets twice per week, students may miss no more than **five** classes before the registrar will automatically withdraw students from the course.

I record all class session and make the recordings available soon after each class, in case you were not able to attend in person. You must watch the recording for any class you miss. Viewing a class recording does not automatically count as 'attending' class for purposes of the attendance policy and does not cure any absence from that class (see Academic Policies, at Section 4.05), except as specified in Academic Policies 4.01 and 4.02. Note: during the 2025-26 academic year, you will only receive credit for watching recordings because you were ill, but you must seek permission from the Vice Dean for Academic Affairs. See Academic Policy 4.02 (amended to add pandemic-era language to ensure that you stay off campus, for example, when experiencing possible Covid-19 symptoms).
If I must miss a class, for example to attend a conference or for illness, I may record an asynchronous lecture, and I will post those on Canvas. I will upload these to Panopto, and Panopto will "record" your attendance only if you watch the entire asynchronous class.

The work we do in Legal Skills often involves in-class activities. Students cannot replicate that valuable collaboration time by simply getting class notes from another student. You must attend class, prepared to participate.

C. Non-Discrimination Policy

California Western School of Law prohibits discrimination based on age; ancestry; citizenship status; color; creed; disability or medical condition; gender; pregnancy, childbirth or related medical conditions; gender identity or expression; marital, military or parental status; national origin; race; religion; sexual orientation, or any other basis prohibited by law in the interviewing and employment of students and graduates.

Participation in our Career and Professional Development programs is restricted to those employers who agree to comply with this policy.

I will treat all students with respect and dignity, no matter the diversity they bring, including political views. Students must treat me and classmates (colleagues) with the same respect and dignity.

D. Disability Support

As noted above, California Western School of Law does not discriminate against persons with disabilities and strives for full compliance with the Americans with Disabilities Act. YOU MUST REQUEST ACCOMMODATIONS FOR YOUR DISABILITIES. To do so, visit the Disability Support website. In fairness to all students, we cannot offer accommodations that Disability Support Services have not approved. You should request accommodations with this form.

On a personal note, my practice of 16 years included representing students with disabilities, from pre-k through graduate schools. Often, law students who know they need assistance wait to ask for accommodations, for fear that professors will view them differently or in hopes of proving themselves. In fact, professors don't even know who receives accommodations unless the student tells us. If you are aware of past learning needs, do not delay in asking for accommodations. We are here to support all students.

E. Title IX - Sexual Discrimination and Harassment

As noted above, California Western School of Law does not discriminate against persons based on sex, gender, or sexual orientation. CWSL has adopted an extensive Title IX policy. Please review it thoroughly and note that I am considered a mandatory reporter.

F. Title VI and Discrimination

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance.

Programs and activities that receive Federal financial assistance from the United States Department of Education must operate in a non- discriminatory manner. These may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment, if it affects those who are intended to benefit from the Federal funds. For more information: http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html

VIII. Grading

A. Submitting Graded Assignments

The Canvas page "Assignments" tab contains the materials associated with each major assignment. The Assignments tab is also where you will upload your assignment submissions, unless otherwise specified. Please calendar your assignment deadlines locally. Do not rely on the Canvas calendar for reminders; it is sometimes faulty.

B. Late Submission Policy

Every credit/no-credit assignment is due on the date and at the time specified on the syllabus. You must complete every assignment and submit it on time. I do not grant extensions for credit/no-credit assignments (ungraded), but you are welcome to explain any factors, such as illness or religious holiday observance, which might excuse a late submission.

For major graded assignments (Memo 1 and Memo 2), the late paper penalty is 5%-point value per 24-hour period late, beginning 6 minutes after the assignment is due.

For example:

> Let's say that your Memo 1 assignment is worth 20 points and is due 10/13/24 at 5pm. If you submit it on 10/13 at 5:06 pm, your maximum score can only be 19/20 points. If you submit it on 10/14 at 5:06 pm, your maximum score can only be 18/20 points.

For graded assignments, professors may, at their discretion, permit short deadline extensions for a variety of reasons, on an individual basis, typically involving documented illness, medical emergencies, or family emergencies. I will only consider extension requests made BEFORE the deadline.

If you need an extension, you should contact me as early as possible. Absent the most extreme circumstances, such as a medical emergency during which you are unconscious, I will not grant an extension requested less than twenty-four hours before the deadline.

IX. Course Learning Outcomes

At the end of this course, students should:

Understand and explain, through written and oral mediums, the following concepts:

- The difference between common law judicial systems and civil law judicial systems
- The role of case law and precedent/*stare decisis* in common law judicial systems
- The parallels between state and federal judicial systems
- The hierarchy, from trial to final appellate level, for California and federal courts
- What is and the purpose of primary and secondary legal authority
- What is and the purpose of controlling (mandatory) and persuasive legal authority
- The difference between primary and secondary sources
- The difference between controlling (mandatory) authority and persuasive sources
- The types of primary and secondary sources and how to find them
- The statutory construction rules
- The theoretical frameworks for lawyering skills including interviewing, counseling, negotiating, advocating, and mediating
- The lawyer's role and the client's role in legal representation
- How lawyers ethically use artificial intelligence
- The risks of using artificial intelligence in law school and law practice
- Checking sources of law for correctness and currentness
- What is and the value of *dicta* in a case opinion
- Types of judicial opinions: majority, concurring, dissenting, *en banc*
- The difference and value of majority, concurring, dissenting,

and *en banc* opinions

- Writing paradigms, such as IRAC, IREAC, and CREAC, etc.
- The parts of a predictive/objective legal memo
- The fundamental values of the profession, which include: (1) dedication to service of clients; (2) striving to reach a high level of competency; and (3) representing clients competently
- The significance of multicultural awareness and sensitivity in law practice
- The significance of law student and attorney mental and physical well-being in law school and law practice

Demonstrate an ability to

- Analyze and brief a case
- Analyze and brief statutes and regulations
- Analyze relevant facts and identify missing facts
- Identify the 13 federal Circuit Courts of Appeals
- Identify the California Courts of Appeal
- Identify the four federal District Courts in California
- Identify the California county Superior Courts
- Identify and use primary/mandatory, primary/persuasive, and secondary/persuasive sources of law
- Identify, research, and use secondary sources
- Identify, research, and use case law and statutory and regulatory law, from the controlling jurisdiction and persuasive jurisdictions
- Synthesize and articulate legal rules from statutes and cases
- Identify legal issues that a fact pattern presents ("issue-spotting")
- Reconcile conflicting authority
- Educate self and another lawyer via an objective/predictive legal memo

Produce

- A research plan
- A case matrix
- The discussion section of a predictive/objective legal memo
- A full predictive/objective legal memo

Complete

- Core Grammar for Lawyers
- Lexis Interactive Citation Workstation
- Westlaw and Lexis modules, as assigned
- Attend mandatory one-on-one conferences with professor
- Attend two Westlaw/Lexis mandatory trainings, to be scheduled
- Drafting assignments, as you build memo discussion sections and full memos

X. Content Awareness

As you are surely aware, we live in challenging times. War, climate change, racial injustice, homelessness, sexism, xenophobia, homophobia and transphobia, the pandemic – all of us have experienced some sort of adversity to arrive at CWSL. We should not and cannot place higher value on or diminish any life experience. We all bring diversity to the table. And that makes law school a fascinating place.

Lawyers are the best hope for solving the worlds woes. In law school, we must discuss such difficult topics, even when they are upsetting to some of us. You may find that a professor takes an obtuse position on an issue that seems out of character or rude. Please know that is not what's happening. If we are to teach you to represent clients in matters and positions with which you may not personally agree, professors must play Devil's advocate in the classroom. That is how we challenge you to be sure of the law and steady in your argument.

At times you may think that we won't cover controversial topics in Legal Skills, but in fact, we will through our hypotheticals. Legal Skills is more than legal writing and research. We will discuss mindfulness, multicultural issues, current events, and controversial topics to set the stage for the technical skills you'll learn in a class session and to develop your professional identity.

In my class, I pledge to:

- Approach delicate topics with respect and courtesy.
- Affirm the diversity that you bring to the classroom.
- Empathize with the adversity you have faced.
- Diffuse uncivil discourse.
- Include multicultural awareness.
- Acknowledge multi-political viewpoints.
- Be available for support if you experience any sort of discrimination on campus.
- Demand that you show the same level of respect towards your colleagues and to me.

XI. Words of Wisdom

> You can approach the act of writing with nervousness, excitement, hopefulness, or even despair—the sense that you can never completely put on the page what's in your mind and heart. You can come to the act with your fists clenched and your eyes narrowed, ready to kick ass and take names. You can come to it because you want [someone] to marry you or because you want to change the world. Come to it any way but lightly. Let me say it again: you must not come lightly to the blank page.
>
> Stephen King, On Writing at 106 (2001).

Law school is a tremendous task. We ask you to perform mental gymnastics, and then, you must depict those indescribable feats with written words in varying styles and sophistication, per the needs of diverse audiences. Success in legal writing rarely comes naturally. It is an art you must learn, practice, and evolve over the span of your career.

Please note, though the Legal Skills professors have aligned the program objectives and outcomes, we all teach the course differently. Discussing workload and assignments with students in other professors' classes is pointless – apples and oranges in the same orchard. We use different hypotheticals and slightly different due dates. We also have different writing styles and preferences. For example, Professor Cato teaches the IREAC writing paradigm, but I prefer TREAC (also called "CREAC"). The LS faculty consult in depth with each other about our syllabi and with your other professors for their major assignment dates. No LS class or section, regardless of professor, is getting an easier or harder workload. Pay no attention to what the other LS classes are doing, beyond satisfying your curiosity.

Don't underestimate the challenge of this class! I demand a lot of work because legal writing isn't easy. Legal writing is not like any writing you've done. No matter your writing performance or accolades in high school or undergraduate writing courses, you will not be perfect in the first semester of law school. Teachers have probably told you that you are a good writer, and you probably are – in the prior writing styles and projects that you've encountered. However, no one has even asked you to write legal document, client letter/email, or scholarly law review article. Please, don't abandon your current writing skills. For now, put them away in your writing toolbox. We are training you on the new tool of legal writing style. Later, you'll reincorporate your prior style for a new, unique voice.

Writing is very personal. You will feel offended after my first round of feedback. That's normal. Own that fact now or suffer heartbreak when I return assignment critiques. If you trust in my feedback, we can work together to take your writing to exceptional levels. Refuse my earnest assistance, and you'll struggle finding work as a lawyer. I'm asking you to trust that my critiques are not personal attacks. You must accept the feedback with professionalism and a growth mindset and adapt your next project accordingly.

Professors are not here to just get you through law school and the bar exam; we're training you to become our colleagues – professionals who can work and make wise decisions independently. We can't just pour knowledge into your head and hand you a diploma. We want you to be among the best attorneys in the world, more than merely competent. You would not be here if the school lacked confidence in your present strengths or in our ability to help you grow into professionals that we want to join our ranks. When you have moments of doubt and feel like an impostor, remember that last sentence. You are supposed to be here.

Challenges are part of the process in every art form. And like every artistic talent, the only way to become a professional is to PRACTICE, PRACTICE, PRACTICE!

Be kind and helpful to each other. Trust your professors. Work hard. Take care of yourself.

I'm so glad you're here, and I look forward to working with you!

Appendix A – Class Sessions, Preparation, and Assignments

SUBJECT TO CHANGE; PLEASE ALWAYS CHECK CANVAS.

SCHEDULE OF ASSIGNMENTS

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
1. Tuesday, 8/26/2025	Introduction and Foundations	• Create Westlaw, Lexis, and Bloomberg Law accounts • Create Core Grammar for Lawyers account - class code: **325-011-4743** • Record introduction video, share link, respond to two classmates • READ: ALWD Guide introduction, LA chpts. 1, 2, 16, 17, 23 - pp. 10 -21, 137-55, and 201-204 (32 pages)	**derstand and articulate verbally and in writing:** The difference between common law judicial systems and civil law judicial systems • The role of case law and precedent and *stare decisis* in common law judicial systems • The parallels between state and federal judicial systems • The hierarchy, from trial to final appellate level, for California and federal courts • The lawyer's role and the client's role in legal representation • The value of *dicta* in a case opinions • Types of judicial opinions: majority, concurring, dissenting, *en banc* • The difference and value of majority, concurring, dissenting, and *en banc* opinions		
2. Thursday, 8/28/2025	• Legal Reasoning Overview • Rules Based Reasoning • Statutory Interpretation	• LA chpts. 3, 5, 8, 12, and 20-22 - pp. 23-29, 34-40, 53-58, 91-97, and 176-200 (59 pages) • Case Brief Matrix available on Canvas	**Understand and articulate verbally and in writing:** • Primary and secondary legal authority uses and limits • Controlling (mandatory) and persuasive legal authority uses and limits • The types of primary and secondary sources and how to find them	Bring case brief to class on 8/28/2025; choose any case from another class to brief	

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
	• Legal Research Introduction • Citation Introduction • IRAC (Issue, Rule, Application, Conclusion)	• CALI Statutory Interpretation Lesson	• The statutory construction rules • IRAC writing paradigm and when to use it **Demonstrate an ability to:** • Analyze and brief a case		
3. Tuesday, 9/2/2025	• Law Office Memo Introduction • Legal Research - Finding Statutes and Cases • Introduction to AI and Law	• LA chpts. 25,26, 27- 29 - pp. 214-58 (34 pages) • Memo Discussion Section 1 problem released: Statutory Elements	**Understand and articulate verbally and in writing:** • Ethical use artificial intelligence as a student and lawyer • The risks and benefits of using artificial intelligence in law school and law practice • Checking sources of law for correctness and currentness • Other writing paradigms, such as IREAC and CREAC, etc. • The parts of a predictive/objective legal memo • Identify the 13 federal Circuit Courts of Appeals in name and geography • Identify the California Courts of Appeal in name and geography • Identify the four federal District Courts in California in name and geography • Identify the California county Superior Courts • The 5th Circuit Split **Draft/Demonstrate:** • A case matrix	Complete Westlaw and Lexis Training Modules by 9/7/2025, 5pm; no submission - Jones can see online	

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
ARE YOU STICKING TO YOUR STRESS-RELIEVING HOBBIES?					
4. Thursday, 9/4/2025	• Macro Organization of the Law Office Memo - the Big Picture • Micro Organization of the Memo Discussion Section – CREAC • Avoiding Legalese and Long Sentences • Mental Well-Being	Read posted materials on Canvas	**Understand and articulate verbally and in writing:** • The fundamental values of the profession, which include: (1) dedication to service of clients; (2) striving to reach a high level of competency; and (3) representing clients competently • The significance of multicultural awareness and sensitivity in law practice • The significance of law student and attorney mental and physical well-being in law school and law practice • The significance of concise writing • The CREAC writing paradigm	CGL Pre-Test by 5 pm; no submission – I will check online.	Section 2 - Klein - Civ Pro Quiz 1, by 1pm 9/6/2025
5. Tuesday, 9/9/2025	• In-class writing • Citation - Statutes and Regulations	Bring a draft to class for working	**Understand and articulate verbally and in writing:** • The significance of proper citation and basic case, statute, and regulation formats • The significance of concise writing • Helpfulness of an annotated outline		

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
	• Avoiding 2-Letter Words and Making Sentences Concise • Annotated Outlining		**Draft/Demonstrate an ability to:** • Educate self and another lawyer via an objective/predictive legal memo ▪ The discussion section of a predictive/objective legal memo ▪ Draft concise writing ▪ Draft an annotated outline		
6. Thursday, 9/11/2025	• Micro Organization Revisited • Research Revisited • Citation - Cases and short forms	Memo Discussion Section 2 problem released: Case Synthesis	**Understand and articulate verbally and in writing:** • Identify background, emotional, legally relevant, and missing facts • Identify legal issues that a fact pattern presents ("issue-spotting") • Educate self and another lawyer via an objective/predictive legal memo • Organization of the discussion section of a predictive/objective legal memo • Short-form citation formats **Demonstrate:** • Short-form citations • How to find a statute and a case on Westlaw, Lexis, Bloomberg Law, and a free resource	Memo Discussion Section 1 due 9/12/2025, 5pm; submit via Canvas	Section 1 – Cooper - Torts Midterm, Monday 9/15

Check-In With Your Support System/Family/Pre-Law Loved Ones

They love you and are proud of you and want to know how you're doing.
And you need to hear their voices.

(Just kidding – please don't use fax machines or Morse Code.)

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
7. Tuesday, 9/16/2025	• Case rule synthesis – for Discussion 2 • Case Explanations – Discussion 2 • Case Applications – Discussion 2		**Understand and articulate verbally and in writing:** • The concept of rule synthesis • Purpose and parts of a case explanation • Purpose and parts of a case application **Demonstrate/Draft:** • Synthesized rule		Section 2 - Klein - Civ Pro Quiz 2, by 1pm 9/14/2025
8. Thursday, 9/18/2025	• Thesis/Opening paragraphs and closing paragraphs – Discussion 2 • In-class writing	Bring draft to class for workings	**Understand and articulate verbally and in writing:** • The purpose and parts of an opening thesis/conclusion paragraph • Educate self and another lawyer via an objective/predictive legal memo **Demonstrate/Draft:** • Thesis/opening conclusion paragraph in CREAC writing paradigm	Memo Discussion Section 2 due 9/21/2025, 5pm; submit via Canvas	
9. Tuesday, 9/23/2025	• Macro Organization of the Law Office Memo Revisited – issue subsections	Full Memo 1 problem released: Sub-Issues, statutory element and case synthesis	**Understand and articulate verbally and in writing:** • Identify and use secondary sources • Identify and use case law and statutory and regulatory law, from the controlling jurisdiction and persuasive jurisdictions • Organize a complete, objective law office memo • Analyze background, emotional, legally relevant, and necessary missing facts		Section 2 - Klein - Civ Pro Quiz 3, by 1pm 9/23/2025

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
	• Research Strategies: process, filtering, citators		• Identify legal issues that a fact pattern presents ("issue-spotting") • Importance of a research plan and process • Basic drafting and editing process **Demonstrate:** • Finding a case, statute, and regulation on Westlaw, Lexis, Bloomberg Law, and a free resource • Filter search results		
10. Thursday, 9/25/2025	• Issue Statements • Brief Answers and Point-Headings • Research and Citation Exercises • Annotated Outlining Revisited	Schedule 1:1 Conference (if not already done)	**Understand and articulate verbally and in writing:** • The purpose and parts of issue statements in an objective law office memo • The purpose of brief answers and point-headings in an objective law office memo ▪ Analyze background facts, legally relevant facts, and necessary missing facts ▪ The purpose and helpfulness of an annotated outline ▪ The purpose and helpfulness of a research plan **Demonstrate/Draft:** ▪ Identifying legal issues that a fact pattern presents ("issue-spotting") ▪ Proper full and short-form citations for cases, statutes, and regulations ▪ Research plan ▪ Annotated Outline	Complete ICW Comprehensive Exercise by 9/28/2025, 5pm; no submission - Jones can see on Lexis	
11.	• Statement of Facts		**Understand and articulate verbally and in writing:**	Research plans due 9/28/25,	

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
Tuesday, 9/30/2025	• Shared Research Results • In-Class Outlining		• The purpose, breadth, and limits of a statement of facts in an objective law office memo • Discuss search results with colleagues in a professional manner • The reason research must be an iterative process **Demonstrate/Draft:** ▪ Research results including secondary sources, cases, statutes, and regulations ▪ Annotated Outline	by 5pm; submit via Canvas	
12. Thursday, 10/2/2025	• Umbrella Sections • Overall Conclusions		**Understand and articulate verbally and in writing:** • The point of an opening thesis/conclusion paragraph • The purpose and method to draft an umbrella section and overall conclusions in an objective law office memo using the CREAC writing paradigm • Educate self and another lawyer via an objective/predictive legal memo **Demonstrate/Draft:** • Thesis/opening conclusion paragraph in CREAC writing paradigm •		Section 2 - Klein - Civ Pro Quiz 4, by 1pm 10/2/2025; Section 2 - Contracts midterm 10/7/2025, during class
13. Tuesday, 10/7/2025	1:1 Conferences - No Class Session		**Professional Identity Formation** • Educate self and another lawyer via an objective/predictive legal memo • Review work process strengths and challenges **Demonstrate/Draft:** • Plan for a stronger work process of research and drafting • Draft of a full law office memo	Complete CGL Post-Test by 10/5/2025, by 5pm	Section 2 - Klein - Civ Pro Quiz 5, by 9am 10/8/2025
14.	1:1 Conferences - No Class Session		**Professional Identity Formation** • Educate self and another lawyer via an objective/predictive	Full Memo 1 due 10/12/2025,	Section 2 - Klein - Civ Pro Quiz 6,

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
Thursday, 10/9/2025			legal memo • Review work process strengths and challenges **Demonstrate/Draft:** • Plan for a stronger work process of research and drafting • Draft of a full law office memo	5pm; submit via Canvas	by 1pm 10/12/2025
BREATHE Welcome to the October slump! We're all feeling it. Don't forget to breathe. You can do this!					
15. Tuesday, 10/14/2025	• Creating a template for Memo 2 and Deeper Microsoft Word Skills • Fact Analysis • Developing your research plan	Full Memo 2 problem released: Two main issues, each with two sub-issues; statutory elements, case synthesis, public policy reasoning	**Understand and articulate verbally and in writing:** • Why lawyers must address conflicting authority and how to reconcile conflicting authority • The professional responsibility to stay abreast of technology innovations • Analyze relevant facts and identify missing facts • Identify legal issues that a fact pattern presents ("issue-spotting") • Why lawyers lean toward Microsoft Word, as opposed to other word processors **Demonstrate/Draft:** • A research plan • Facts matrix: background, legally relevant, emotional, and missing • Find and alter Word hidden menus • Assign style headings to text		

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
			• Create a skeleton template for an objective law office menu		
16. Thursday, 10/16/2025	• In-Class Research • Citation/Tech Best Practices	**Keep researching and drafting; review relevant readings from Legal Argumentation and Canvas class session modules.**	**Demonstrate/Draft:** • Implementing an independent research plan • Citation list		Section 2 - Klein - Civ Pro Quiz 7, by 1pm 10/19/2025
17. Tuesday, 10/21/2025	Annotated Outline Sharing	**Keep researching and drafting; review relevant readings from Legal Argumentation and Canvas class session modules.**	**Understand and articulate verbally and in writing:** • Understand, articulate, and show an example of the value of annotated outlining **Demonstrate/Draft:** • Annotated Outline		
18. Thursday, 10/23//2025	Point-Headings That Tell a Story	**Keep researching and drafting; review relevant readings from Legal Argumentation and Canvas class session modules.**	**Understand and articulate verbally and in writing:** • The purpose of point-headings and best practices **Draft/Demonstrate:** • Point-headings for Memo 2		

Halloween Picnic!

Balboa Park near intersection of El Prado and 6th Avenue. October 25, 12-2 pm.
Family, significant others, and well-behaved, leashed pets are welcome. This is a no alcohol event.
Please RSVP.

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
19. Tuesday, 10/28/2025	• Statement of Facts • Umbrella Section	**Keep researching and drafting; review relevant readings from Legal Argumentation and Canvas class session modules.**	**Draft/Demonstrate:** • Analyze relevant facts and identify legally significant, emotional, background, and missing facts • Identify legal issues that a fact pattern presents ("issue-spotting") • Draft a statement of facts and an umbrella section		Section 2 - Klein - Civ Pro Quiz 8, by 1pm 10/31/2025
20. Thursday, 10/30/2025	Rule Synthesis Revisited	**Keep researching and drafting; review relevant readings from Legal Argumentation and Canvas class session modules.**	**Draft/Demonstrate:** • Synthesized rule		
21. Tuesday, 11/4/2025	Case Explanations and Applications Revisited	**Keep researching and drafting; review relevant readings from Legal Argumentation and Canvas class session modules.**	**Draft/Demonstrate:** • Case/Statute/Regulation explanations • Case applications		
22. Thursday, 11/6/2025	What do you need to work on?	**Keep researching and drafting; review relevant readings from Legal Argumentation and Canvas class session modules.**	**Professional Identity Formation:** • Assessing your productivity • Planning last days of a work project		Section 2 - Klein - Civ Pro Quiz 9, by 9am 11/7/2025
Tuesday 11/11/2025	No Class	**US**			
23. Thursday, 11/13/2025	Completing the Draft	Bring Draft to 1:1 Conference	**Demonstrate/Draft:** • Complete, objective law office memo		Section 2 - Klein - Civ Pro Quiz 10, by 9am 11/14/2025

Class Session	Topics	Prepare	Learning Outcomes	Upcoming Deadlines	Other Class Deadlines
24. Tuesday, 11/18/2025	1:1 Conferences - No Class Session		**Professional Identity Formation** • Educate self and another lawyer via an objective/predictive legal memo • Review work process strengths and challenges **Demonstrate/Draft:** • Plan for a stronger work process of research and drafting • Draft of a full law office memo		
25: Thursday, 11/20/2025	1:1 Conferences - No Class Session	NIGHTTIME WRITING WORKSHOP - OPTIONAL	**Professional Identity Formation** • Educate self and another lawyer via an objective/predictive legal memo • Review work process strengths and challenges **Demonstrate/Draft:** • Plan for a stronger work process of research and drafting • Draft of a full law office memo		Section 2 - Klein - Civ Pro Quiz 11, by 9 am 11/23/2025
			Memo 2 due December 2, 5pm; submit via Canvas		

Appendix B – Chart of Assignments

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Assignment	Objectives	Tasks	Due Date	Points
Introduction Video	• Meet your new colleagues • Reflect on why you are here; • Develop mindfulness; • Begin journey of professional development	• Go to the Discussion area in Canvas, watch the video with questions • Record a video introducing yourself while answering the questions; • Respond to at least two others about something you have in common • You may record directly in Canvas or post a link to a cloud file	• Video should be posted by 5pm on August 24 • Post your responses in the Discussion by 5pm August 31	No points, as a professional, you must become comfortable with sometimes doing tasks that don't result in an extrinsic reward.
Core Grammar for Lawyers Pre-Test	• Become aware of the grammar short-comings you must address • Learn Time-management for long projects	• Sign-up for CGL • Take the pre-test • No need to tell me that you did it because CGL time stamps your work	Sept. 7 by 5 pm; no submission – Jones will review in CGL.	You either earn the CGL points or not. Keep in mind that if you don't take this assignment seriously, your classmates will, and your place on the curve will suffer.
Discussion 1	• Accurately analyze a statute • Learn the CREAC writing paradigm and articulate how and when to use it • Produce part of an objective legal memo	• Utilize the research provided • Draft part of an objective memo	Sept. 12 at 5 pm; submit via Canvas.	Ungraded but I will provide feedback

Discussion 2	• Build upon skills acquired on the Discussion 1 project • Synthesize case holdings into one rule • Learn the CREAC paradigm and articulate when to use it • Organize citations to create a "road map"	• Utilize the research provided • Draft part of an objective memo	Sept. 21 by 5 pm, submit through Canvas assignment.	10%
Research Plan	• Research	• Develop a research strategy that considers possible sources, key terms and phrases, and a reiterative work plan	Sept. 28 by 5 pm; submit via Canvas assignment.	Ungraded
ICW Comprehensive Core Exercise	• Prove citation skills	• Grade will be the score you receive	Sept.. 28 by 5:00 pm; no submission – Jones will review on Lexis.	10%
CGL Post Test	• Prove grammar competency in the preferred style for modern legal writing • Gain confidence in your academic progress with comparison to your CGL pre-test Further you time-management skills	• Complete all CGL chapters • No need to show me anything, as CGL time-stamps your work	Oct. 5 by 5 pm; no submission – Jones will review online.	10%

Full draft of Memo 1	• Build on skills learned in MM1 and MM2 • Draft a full objective memo including questions presented, brief answer, fact statement, and discussion • Develop peer and self-editing skills	• We will use discuss these in one-on-one conferences	Bring to 1:1 Conferences, week of Oct. 6	Ungraded
Final Draft Memo 1	• Produce a high quality, objective memo of law	• Edit the draft that we worked on in class	Oct. 12 by 5 pm; submit via Canvas assignment	20%
Research Report for Memo 2	• Utilize legal research databases • Utilize citators • Accurately sort and rely sources of authority • Build confidence in your legal skills • Develop a research process • Develop peer work etiquette	• Conduct research for Memo 2 • This is your first work without a closed universe • We will compare research in class	Oct. 23 by 8 am, submit by email	10%
Questions Presented for Memo 2	• Clearly state the legal issue	• Draft several versions of the questions presented • We will work on these together in class	Oct. 28 by 8am, bring to class	Ungraded

Outline for Memo 2	• Produce an annotated outline to prepare for a writing project • Further skills developed in MM1 and MM2 projects • Peer Review Etiquette • Self-assessment techniques	• Create an annotated outline for Memo 2	Oct. 23 by 8am, bring to class	Ungraded
Draft for Memo 2	• Build on skills learned in MM1, MM2, and Memo 1 • Draft a full objective memo including questions presented, brief answer, fact statement, and discussion • Develop peer and self-editing skills	• We will discuss these in one-on-one conferences	Bring to conference, week of November 17	Ungraded
Final Memo 2	• Produce a high quality, multi-issue, objective/predictive legal memo	• Apply what you have learned all semester to write an objective memo	Dec. 2 by 5pm, submit via Canvas.	40%

APPENDIX C – Lexis and Westlaw Modules

View all modules by 9/7/2025

Lexis Learn Modules

Follow these instructions to find my Lexis Learn Class.
https://player.vimeo.com/video/611795520?h=45ec23e550

Modules 1 – 11, 20-21

Total Time: approximately 2.5 hours

You may watch the videos in any order, but I recommend going in numerical order.

WESTLAW

Total Time: Approximately 2 hours

https://trainingtools.thomsonreuters.com/class/student/list?tmjc=S75CJ9

Name	Minutes
What Do Lawyers Do?	4 m
Origins of the Law	4 m
Power of Precedent	4 m
Types of Legal Authority	5 m
Briefing and Breaking Down Cases	5 m
10 Quick Tips for Getting Started	8 m
Features and Tools - Basic	6 m
Searching - Basic	7 m
Getting to Know Legal Research & Writing	4 m

Intro to Microsoft Word	2 m
Statutes - Basic	6 m
Cases - Basic	7 m
Secondary Sources - Basic	7 m
Legal Writing Anatomy	5 m
Protecting and Cleaning Data in Word	2 m
Types of Secondary Sources	8 m
Citators - Basic	7 m
Interactive Recap - Basic	
Cheat Sheets for Word	2 m
Legal Note Taking	
Example of Building Your Knowledge	7 m
Knowledge Check: Build Your Legal Knowledge	
Knowledge Check: Understand the Law	
Knowledge Check: Build Your Research Plan	
Bringing It All Together: The Legal Memo	6 m
Interactive Legal Memo	5 m
Legal Citations	6 m
Legal Citations	4 m
Example of Building Your Plan	3 m
Build Your Plan	7 m
Page and Section Breaks in Word	3 m
Styles and Formatting in Word	6 m

Appendix D - Assignments By Weight and Points Available

Assignment	Percentage Weight	Points
Discussion Section 1	Ungraded	Ungraded
Discussion Section 2	10%	100
CGL Post-Test	10%	100
ICW Comprehensive Core Exercise	10%	100
Research Report for Memo 2	10%	100
Full Memo 1	20%	200
Full Memo 2	40%	400
	100%	**1000**

During the semester, I do not relay the number of points you scored on assignments. Law school is not a mission in scoring points (extrinsic rewards), and a focus on points-earned-to-date only causes unnecessary competition and anxiety. Focus on accepting feedback and using feedback to improve on the next assignment. Please do not ask about your points. I stand firm on this approach and will not make exceptions for any reason.

However, you will receive frequent and extensive feedback, and I will tell you whether your performance on the assignment is:

> Unacceptable – the work is far from accurate or lacks quality such that a court or supervisor would reject the filing, and the work would probably result in a bar complaint or malpractice claims
>
> Needs Further Development – the student completed the assignment in a way that a court or supervisor would accept the filing, but the accuracy and quality need significant improvement to succeed in the profession and to avoid bar complaints or malpractice claims
>
> Satisfactory – the student completed the assignment, the work is accurate and of sufficient quality such that a court or supervisor would accept the filing and feel confident in continuing employment, and bar complaints or malpractice claims are unlikely
>
> Proficient – the student completed the assignment, the work is accurate and of such quality that a court or supervisor might acknowledge the effort and helpfulness of the document, and bar complaints or malpractice claims are not at all likely
>
> Mastery – the student completed the assignment, the work is accurate and of such quality that a court or supervisor would enjoy reading it, ensuring stronger credibility with the court and likely long-term employment and leadership opportunities, and bar complaints or malpractice claims would be dismissed as frivolous and without an iota of merit

These achievement levels correspond somewhat with a 100-point scale, but we don't apply the curve until the end of the semester. Thus, "Unacceptable" on an early assignment DOES NOT MEAN YOU ARE DOOMED. Many students make good use of feedback, reach Mastery on subsequent assignments, and place at the top of the curve. Meanwhile, a student who achieves Mastery right away may slack-off and earn a lower place on the curve. Thus, your points earned by a random point in the semester does not accurately reflect your potential outcome in the course. Many of you will begin at an Unacceptable or NFD level, and that is normal because none of you has ever done this type of work. Reaching complete Mastery on all learning outcomes, even on the final assignment, would be unusual.

APPENDIX E – Core Grammar for Lawyers Instructions

1. Go to https://coregrammarforlawyers.com/ in your browser.

2. Complete the form and be sure to select "CA" for your state and "California Western School of Law" for your school.

3. On the payment page, type "**CWSL2025**" in the Access Code field. Your discounted price will appear immediately.

4. Enter your credit card information below, verify the purchase, and continue on to create your **Core Grammar for Lawyers** account.

5. Select my course. Course code: **325-011-4743**

6. You will be able to start using CGL immediately.

APPENDIX F – Lexis Interactive Citation Workstation

Follow this weblink to download the student guide.

Follow the instructions.

Search for me as professor.

For the exercises, you will notice ALWD, ALWD State, Bluebook, and Bluebook State. You'll also see various states that have state-specific citation or style manuals. ONLY COMPLETE THE ALWD exercises.

Complete exercises 1-8, 11, and 15. After you have completed these, complete exercise 9 – Comprehensive Core Exercise. I suggest beginning with exercise 15. The Comprehensive Core Exercise does not assess your knowledge of exercise 15, but the information will help with the other exercises.

You may complete the other exercises, but those are advanced skills that we will visit next semester.

These are very tedious because every space and every punctuation must be perfect. Practice is the only way to master citation, and you should make a habit of reading citations from the cases. A well-crafted citation conveys a lot more information than simply where to find a document.

You should have already received passwords for Lexis, Westlaw, and Bloomberg Law. Check your email. If you did not receive it, please contact the library. I do not have your password.