APPELLATE ADVOCACY (For Extramural Contest Participants)
Spring 2014 – Thurs. noon-1:50 p.m. (001); Mon. 6-7:50 (002) Rm. 123

Syllabus

Textbooks: Berry, Effective Appellate Advocacy, 4th ed. (2009);
Add’l source: Garner Interviews with Justices re. written & oral
advocacy; http://www.thelaw.net/scribes_journal_legal_writing.pdf

Preparation of Appellate Briefs – FRAP, Supreme Court Rules, Moot Court Contest
Rules. Pre-Argument Sections of the Brief: Statement of Issues or Questions Presented;
Statement of the Case and Statement of Facts (discuss differing FRAP and S.Ct.
approaches).

Reading: Effective Appellate Advocacy, pp 1-50 (skim), 51-65, 72-86, 92-110;
Supreme Court Rules 24 & 34 at pp. 254-256, 270-272; skim sample briefs at pp. 342ff.
in back of book); Making Your Case, pp. 82-97

* Mon., Thurs, Jan. 13, 18, 2014 – Lecture Class #2 – The Argument.—Discussion of
Summary of Argument and Argument; writing style and editing points

Reading: Effective Appellate Advocacy, pp. 110-144; re-skim sample briefs at pp.
342ff.; Making Your Case, pp. 1-82, 97-137

Thurs., Jan. 24, 2014 – Individual Team Meetings

*Mon., Thurs., Feb. 3, 6, 2014 – Lecture Class #3 -- Oral Argument Class for students
doing early semester arguments – Discuss oral argument techniques and preparation;
View and critique video of moot court contest(s)

Reading: Effective Appellate Advocacy, pp. 146-214; Making Your Case, pp.
137-205..

Mon., Thurs., Feb. 10, 13 – Individual Team Meetings/Practice Contest Arguments
Mon., Thurs., Feb. 17, 20 – “
Mon., Thurs. Feb. 24, 27 – “
Mon., Thurs., March 3, 6 – “
Mon., Thurs., March 10, 13– Spring Break (practice if required by contest schedule)
Mon., Thurs., March 17, 20 – Individual Team Meetings/Practice Contest Arguments
Mon, Thurs., March 24, 27 -- “
Mon., Thurs., March 31, April 3 – “
Mon., Thurs., April 7, 10 (or April 14, 17, 2014) – Contest debriefings and discuss
final assignment.

* Dates of Lectures 1-3 may be shifted to suit contest schedules. Other times will be used
as needed for practice arguments and meetings.
Appellate Advocacy – Spring Semester ‘14

Assignment Checklist

Below are the required components of the course as they relate to computation of each student’s final grade. Weights may be altered with prior notice.

1. Final Contest Brief (40%) __________
   Each member of the team preparing the brief will be assigned the same grade, unless contest rules require team members to work separately on different parts of the brief, in which case grades may be based on sections prepared individually by each student.

2. First Practice Argument (15%) __________

3. Second Practice Argument (25%)
   Each student will participate in a minimum of two faculty-judged practice arguments before the contest.

4. Critique of Another Team’s Brief (10%) ________
   Each student will be assigned to prepare a 3-5 page critique of another team’s brief, utilizing the criteria discussed in class and in the assigned readings. Due dates will be staggered in order not to interfere with contest preparation. Each student will provide a copy of the completed critique to both the instructor and to the authors of the subject brief.

5. “Class Participation” (10%) – This includes various non-graded but essential course components, in particular:
   ___ Participation in prebriefing meeting with instructor to discuss contest rules and other matters.
   ___ Submission of outline of contest brief per schedule agreed to at prebriefing meeting.
   ___ Submission of rough draft of brief per schedule.
   ___ Organization of and adherence to non-faculty practice schedule
   ___ Submission of contest post-mortem.

   (After the contest, each student, or a team jointly, must submit a report on the contest to include at least (1) results achieved by the team; (2) assessment of caliber of the judges and other contestants; (3) assessment of quality of arrangements made by the hosting organization; and (4) recommendations re. future participation and advice for future participants. These evaluations will be compiled and made available to future years’ students.)

   ___ Participation in scheduled class sessions, including mooting of other teams.