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Stetson Law

#LevelUp: Learning from Last Semester

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6-7 PM EST

>>ALICIA JACKSON: Good afternoon, thank you for joining us. Welcome to essentials part two, the workshop level up starting from last semester. As a quick reminder this workshop will be recorded. This workshop will be recorded.

Good afternoon again, my name is Professor Alicia Jackson. I'm the director of academic success and bar prep preparation services. I would like to personally welcome you to the essentials part two, the workshop for tonight is a level up, learning from last semester, fall grades, what's next? Strategies for moving on and moving up.

We have an amazing group of colleagues this afternoon for our workshop at 315, we want to make sure this workshop is as engaging. If you are joining us, again, this workshop is being recorded.

Before I get started I want to introduce you to my colleagues, I am joined by Professor Casey Burns, and Professor Kelly Thompson. They will be monitoring the chat throughout the workshop. Please feel free to leave comments in the chat with questions, and they will address your questions as we proceed.

This is a judgment free zone, this workshop in particular stresses the importance of self reflection as we prepare to make this your very best semester yet. Again, welcome and enjoy the ride.

We always like to start the semester off was talking about the workshop Series 1 of the things that was really critical to us when developing this particular series of workshops, was to make sure that we restructured the workshops to address the needs of our students. We always look at opportunities to be effective in the work that we do. We decided for this semester in particular, to turn the workshops into more of a lab where you get the opportunity to learn through doing. With each of the workshops this semester, you'll have the opportunity to ask questions, and to engage with us as we talk about new skills, or review skills that are familiar to you.

For example tonight, we're going to go through and complete a self-assessment form. It was really insightful according to the students earlier to think about, and have the opportunity to meaningfully reflect on their performance from the spring, from the fall semester as they prepare for the current semester. We're going to do that tonight as well, I will have everything you need. All I ask is you pull up a Word document, or grab a pen and a paper when we get to the portion of the workshop, but I promise you you will find some really interesting things about going through the process of self reflection.

Our second workshop next week is mindset matters. Gratitude for combating imposter syndrome and stereotype. What's really critical about the workshop is that what most people don't know, is that lawyers and doctors, those who have advanced degrees typically represent the share of individuals that suffer from imposter syndrome. We will share our own experiences with you, the very moment when we realize all my goodness, or we have to ask, am I in the right place at the right time. Is this for me, it's certainly a question that all most every lawyer will tell you they have had to address at some point in their career. We have decided to have that conversation early in here. When we start talking about mindset whether you have a growth mindset or a fixed mindset and imposter syndrome, these are all the things that matter to you as a lawyer in training. Before you know it, you'll be graduating and if you don't want to wait till after graduation and passing the bar exam that you start to think about ways to ensure that you have the right mindset to be a successful attorney.

We deem it our obligation to have those important conversations with you now.

The next workshop is next level class preparation, so one of the things we hear from students who are successful are the things that they did to prepare for class, likewise we hear from students that were less successful in their first semester, things they wish they had done. We bring all those things into the conversation, we also talk to you about best practices. While some students prefer outlines, others prefer one sheets or one pagers, or alternative types of course summaries. We're going to have an in-depth conversation about that and how they differ from the Folsom master to the spring semester.

Then we will engage in our three-part legal analysis lab, which you will find extremely helpful, followed by systematic problem-solving, then we are going to wrap up with a workshop titled assessing knowledge before exams. We decided to add this workshop to our workshop series. We don't want students to wait until final exams to start thinking about exam preparation.

In all actuality guys, you have already started the exam preparation. The very first class kicks off the exam prep but we don't always know how to do it. What is the most effective way to learn and master the material. That workshop, and all the workshops to a certain extent will address that exact point. Mastering knowledge, developing transferable knowledge, and how to do that. That is what we are here to teach even this workshop series and we are happy you joined us tonight for this conversation.

Today's agenda as always, we like to start by giving you a roadmap of what we are going to cover. Number one we will start with what grades really mean.

Is a part of that conversation we will talk about what they don't mean, as well and what they may mean. It's a really good conversation about grades in general. Next we will talk about mindset, we will look at a fixed mindset versus a growth mindset, if you're anything like me, when I was in law school prior to education, nobody ever introduce the difference in mindset. Fixed versus growth, certainly times have changed, I mentioned to the group earlier today that my son in the third grade was sharing with me and exercise he was doing in class about how to do a growth mindset. I was like wow, at the time he was eight or nine. Students, there is value, in talking about mindset in establishing mindset early in the learning process, I was excited that he was learning about it in certainly you will learn a lot about it today.

Then we will talk about how to assess your performance. There are many of you on here that did really well last semester, but you identified opportunities to do better. Ways to optimize. There are students on this particular meeting that may find that they did not do as well as they could have, after class today I had a great conversation with a student who did fairly well, but one of the things he realizes that he could do even better. He realized if he was able to accomplish what he did with whatever he put in last semester, the sky is the limit to what he can accomplish this semester. That's pretty insightful of him.

Next, we will talk about why we are doing exams as key as well as how to properly review exams. Then we will wrap up with best practices and resources for being successful this semester.

Let's start with what your grades do not mean. Your grades don't mean you're not smart enough, your grades don't mean you don't belong in law school, finally, your grades don't mean anything tied to your worth as a meaningful human being. It's important to say that. It's important to have this conversation, because in law school one of the things that we probably focus on more than anything else, especially in our first semester with the end of the semester are our grades. Understanding grades and adding context of what they mean is extremely critical guys, at this stage in your articulation.

Here is what grades may mean, we first talked about what they don't mean, now let's talk about what they may mean. This may or may not apply to you, one, two, three of these things may apply to you or not. Number one, one or more of your approaches to law school needs to improve. That is what your grades may mean whether it's grouping, reading cases, outlining

study groups, commercial supplements whether you use them over utilize them or didn't use them at all. Practice questions, whether you used practice questions, did you do enough of them, when did you start using practice questions or did you simply forgo using them altogether.

Personalized study tools. So thinking about those things, I want you to take a moment to think about what you used, and an opportunity, after this entire conversation today it's about opportunities. Opportunities to perform even better. One of the things I want you to think about as lawyers and training is that the very best lawyers at the core of the best of the best, they always seek to get better. They are always looking for opportunities, and that is important. That is something you want to start doing now as law students, looking for opportunities to grow. When you think about it, lawyers practice law the more you practice, the better you are. Doctors practice medicine, practice is essential and is at the core of what we do as lawyers.

Final exam mishaps, in one of these areas, was it the process of understanding how exams are administered, could it be you had an issue with logistics, taking your exams, or could it have been actually the substantive material. Did you handwrite and never realize you probably should have typed your exam. Is it possible that you may need to apply for a accommodation, so the last segment really looks at exams. It looks at the process, and looking for opportunities within that process. By evaluating what happened.

Here is what your grades likely mean. We talked about what they don't mean, what they may mean but here's what they likely mean. You are a new law student, you are learning a new language. Law school is about a new language, in class today, in my juvenile law class, I was talking about Patrick. Of course people are like what is that? Right? They didn't know what (name) was because it's a new language. They didn't know many of the terms we were covering because again, it is a new language. As I challenged them earlier, I will challenge you to learn the language. Invest yourself, if your cases are introducing language that is unfamiliar to you, look at. But you know, some of you may not have, some of you may, but just know that your grades are reflective of you learning this new language. They also mean you're going to be fine, you are back. The reality is everyone is not back with us to the semester but you are. That means you get the opportunity to do better, to do even better than you did before. If you are a B student, you have an opportunity becoming a student, if you're in a student you have the opportunity to ensure when you finish the spring semester you are still there. If you did not before, the way that you wanted to, regardless of what your final GPA or letter grade was, the fact that you are here, it means you're going to be fine. It's also an opportunity to do really well, I've seen student over in my career started law school, struggling to adjust. Learning the new language, figuring out the demands of rigor of law school, they were truly hard. Obviously there extremely smart, they needed some adjustment. I've seen those very students who finish in the middle of the path at the end of their first semester rise to the top. They did it because they are number one, honest about there's performance, they were reflective, they took the time to look at how they performed with a growth mindset and that's a mindset that simply says how do I do it better, I know I can do this, how do a do it better.

Finally, your grades did not reflect your true ability. Because again, there's always opportunity to do even better than before.

So how you respond to these grades from the fall will determine your next set of grades. Let's talk about what that means and how mindset impacts how you respond. So there's two types of major mindsets, there's the growth mindset and the fixed mindset. With the growth mindset which is the one you should definitely strive to have, growth mindset usually revolves around students saying, I can learn anything I want to. When I'm frustrated, I persevere. I want to challenge myself, when I fail, I learn. I would say most students start law school with the growth mindset although they don't know they have it. They varies start positively and start with the belief that they can do well.

Somewhere along the line, as you start to learn this new language, you start to settle into this, the rigor of law school settling into this new learning arena. Somehow we get lost along the way. Then we start to question, it's at that time where we are transitioning from a growth mindset to a fixed mindset. With the fixed mindset, students start to say I am either good at it or I am not. I have a bad day in class, and that just may mean I don't get towards. That's a fixed mindset. A growth mindset would dictate something different about the bad day in torts, a growth mindset says I am capable, let me figure out what I need to do to ensure my success in this torts class. It doesn't mean I need to pick up an additional study eight, or make appointments to see my professor, does it mean I get to take advantage of my professors office hours, does that mean I need to reach out to my professors teaching assistant? Does that mean so on and so forth. Does that mean I need to do more practice questions for each topic to ensure I am mastering the law in that area or that topic. That is what a fixed mindset does, it responds. It takes stimuli and responds to it. Instead of saying what I'm frustrated, I give up, I don't like to be challenged. When I fail, I'm no good. See the difference? There, it's not just about identifying your mindset, it is how you respond to that mindset more than anything. Growth mindset is the key to success.

This particular image of the growth mindset we like to share because it really speaks to sort of actions and strategies. Failure is an opportunity to grow. I can learn to do anything I want, challenges help me to grow, my effort and attitude determine my abilities. That reminds me of one of my favorite sayings, and that is, it's not my attitude, but my attitude that will determine my aptitude. Attitude is directly tied to mindset. It is how you approach situations. Think about it, attitude. Attitude determine my abilities, feedback is constructive, I'm inspired by the success of others and I'm willing to try new things. You came to law school after all, and it is something new. It's something new and the fact that you were willing to try, the fact that you decided against may be going to metals medical school or doing other things in your life, possibly settling into a career and you chose to come to law school speaks volumes. It speaks to the fact that you absolutely have the ability to have a growth mindset, it's there. It's there and likely at the core of who you are but you have to challenge yourself to think about it, to embrace it, especially when those moments of doubt creep in, when those challenges arise, you have to ask yourself is this a growth mindset, or am I exhibiting a fixed mindset.

Here is what successful students tend to do. Who have a growth mindset. They focus on the learning. They seek feedback and make adjustments, they try to resolve confusion to avoid struggling. They fix it, they are active. One of the things that we talk to you guys about when we talk about things like critical reading, it's not to be a passive reader. In all things as a lawyer in training come I want you to think about the word active. I want you to actively engage with the material, I want you to actively engage in class. I want you to actively evaluate your process and actively engage in mastering the legal doctrine, active, action words. Active, action, those things lend themselves to having a positive growth mindset.

Less successful students focus on the grade alone. That that grade defines who they are. They keep doing the same thing, and sadly, they give up. We don't want that to be you and that is why we are having this very important conversation, and it's not just the conversation about you optimizing your time in law school, we are equally concerned about you preparing yourself for the profession, or the practice of law. This is a professional school and what makes professional schools so unique in terms of comparing it to our undergraduate studies, our undergraduate studies are centered around learning the rules of the profession. In terms of learning, for example, if you are an IT major, you learn about computers, technology, about all the things that would be beneficial to you, you're a biology major and all the things that were important to you. About the scientist. So the difference for professional school, LB at law school, medical school, pharmacy school, we delve into the professional practice. Of the law. Having conversations about the type of lawyer you want to be, what type of lawyer you need to be starts with thinking about the type of law student you want to be and what type of law student you need to be.

Let's do self-assessment to move forward, we look behind us. Professional development is tied to personal development. Before you can be a professional, in terms of optimizing professional abilities, starts with your own personal development, and one of the things that is key to personal development, and ultimately professional development, is reflection and assessment. Taking the time to look back, taking the time to learn and reflect. That is extremely important, (name) once said that success is a combination of failures. That simply means every day is not going to be rainbows. It's not going to be sunshine and rainbows, there will be days when we actually make mistakes. When we are less successful than others, the goal is to try to make sure our good days outweigh the bad days but number two, the most important thing is to reflect on those bad days and how do we change that? We have the power to change it if only we take the time to reflect. Let's look at how you performed, and how you can improve. Pull out a pen for me, let's have a conversation about you, the individual. This is a personal conversation, told the students earlier, we had a great group and I don't look at each other's papers. I want you to think about these statements. I'm going to give you a question, and I'm going to read the options to you and all I want you to do is jot down the letter that applies to you, you can't pick two, only one. There is one rule to this, you must be honest with yourself. If you want this to work, if you really want to make this your best semester yet, then you have to start with being honest.

Number one, when did you begin reviewing material to prepare for exams? Remember this is a judgment free zone, only you know the answer to this. Did you begin roughly halfway

through the semester, four to five weeks into the semester, the reading day before exams, two weeks before exams, one month before exams, or at the end of each class? Take a moment, think about the one that most closely ties to what you did, that most closely reflects what you did and I want you to jot down that alphabet.

Perfect, let's go to question number two.

Before we go to question number two, I want you to assign a point value to this question. If you picked a, I want you to write down seven, if you picked B, I want you to write down eight, if you picked C, it's 0. If you pick D, put down two, E is for, F is ten. Jot down that number. I will tell you what we are going to do with the numbers later but just jot down those numbers. The number that applies to you, you should only have one number.

Awesome. Now we move on to question number two. So what is the primary method that you use to prepare for exams? I created an outline or other graphic organizers for my class option A, option B is I reviewed my class notes and the casebook, option C is I reviewed an outline prepared by another student specifically for this class either from this year or the previous year. Option D, I reviewed an outline of the course subject not specific to my class such as a subject matter outline. Option E is I contributed to a group outline with other members of my study group, and then review the entire outline. Take a moment and think about the one that more closely aligns to what you did in terms of your primary method for studying for exams. Remember, no judgment. This is about assessment, reflection, and moving forward.

Now that you are done, let's look at the number value to assign. If you selected the first option, which is a put ten. Option B is three. Option C is for. Option D is two. Option E is seven. Jot down the points that align with the letter that you selected when you answered this question initially.

Question three, from the choices below, select the answer that best describes how you felt when taking your exams. This is a phenomenal question, because it's not an unusual one to talk about how you prepare for class, to reflect on that, especially many of you are repeat students meaning that you attended our workshops in the fall and constantly talked about reviewing, reflecting, thinking about how you prepare. This question is different, this question talks about how you felt when taking your exams. Did you feel option A, confident and relaxed. Option B, nervous but ready. Option C, anxious. Option D, extremely anxious.

Now that you have selected one of those options, let's assign the point value. If you were confident and relaxed, four points. Nervous but ready, five points. Anxious, three points. Extremely anxious, one point.

Moving on to question four, if you need more time, put a note in the chat and we will slow down, we want to make sure you are able to engage in this assessment. Students have found this assessment incredibly helpful.

Question four, how did you generally begin the answer and essay exam question? So stop and take a minute, think about what happened. Even using your first exam, if you can't remember all of them, think back to your first exam and your last exam. What did you do when the question hit the desk. Or when it opened or when the Proctor passed it out, what is the first thing you did. Was it I began with the first issue I spotted, a writing response to the first issue I spotted. I jotted down some notes. C, I started typing all the rules. D, I created an outline of all the points I wanted to make. E it varied.

This is a really important question, let's take a moment and think back, think about it. Which of these options do you think is best, or best describes what you did with your exams.

Now that you have made a selection, let's look at the points assignment. If you selected option a, jot down six. If you selected option B, jot down seven. If you selected option C, jot down five points. Option D is ten points. Option E is two points.

Moving onto our final question in the assessment. How would you describe your time management during the exam? How would you describe your time management during the exam? This is really important. I want to take time, even before we go through the options, I want you to think about what your response is. How would you describe your time management, before we even look at the options. Let's take a moment.

In describing our time management, would you describe it as I had plenty of time, I felt pressured for time but allocated my time on each question as indicated on the exam? Option C, I allocated my time as indicated on the exam but ran out of time on several questions. Option D, I spent more time than indicated on some questions and less time on others, but generally finished all the questions. Option E, I spent more time than indicated on some questions and ran out of time on several questions. Option F, I failed to answer one or more question. Take your time with this one. Think about it. Again, select the option. That you think is best.

I'm sitting here thinking back to my own exams, like okay, okay. Certainly you will find that you roll from semester to semester, but I remember my torts exam was the first exam I had in law school, that was first semester curriculum. I finished the exam and as people were gathering out in the hallway, I ran to the exit door and headed for my car and went to the nearest mall. I just needed some time and space to think through what just happened to me. To think that that was over 20 years ago, and I still remember my first law school exam. So certainly, you still remember yours, it was only about a month ago.

Let's assign points based on the option you selected. Option A, five points. Option B, ten points. Option C, eight points. Option D, six points. Option E, three points. Option F, 0 points. Go ahead now, that you finished, and total it up. How many points do you have combined from the five questions? Take your time. I kept hearing today, we are in law school, lawyers can't count. Unlike when it comes to your trust account, I bet you can count. Yes, of course, lawyers can count. That is such a bad lawyer joke that lawyers can't count. Of course we can count, right? Definitely total up the five questions.

Again, the chat is open. If you have any questions as we are progressing through this workshop, feel free to post your questions in the chat, we are here to help and to support you. There is nothing, in my opinion, or I just can't. There are these wonderful feelings that we have in the work that we do, and one of them is when it's working with the lightbulb going off and evolving into this amazing butterfly. As you transition from one semester to the next, that is meaningful work for us as we are working closely with you. I am happy you are here tonight because we know the power of this work, we know the benefit of being introduced to these core skills because as lawyers ourselves, we know these are skills you are going to use in practice. The skills we teach are not isolated to your first year, your first master or second semester, these are lawyer skills. As a professional school, in my opinion we are obligated to teach these skills. I'm extremely proud of you that you understand, even whether or not you are a second semester student or upper-level student, you understand the value of learning these skills.

Now that we told it up, I brought up as much time as I could for the people who count slower than others but now that we totaled up the scores, let's see what they mean. Ready?

How did you do? If your total was between 0 and ten, you need to change all or most of your learning behaviors if you want to succeed in law school. If that happens to be you, this is the opportunity to do it, we are going to help you, we are here to help you do it. If you scored between 11– 22, you need to change many of your learning behaviors if you want to succeed in law school. Again, we are here to help.

If you scored between 23 and 35, you have some good expert learner behaviors but can improve. I would venture to say that even at the highest point level, there is always opportunity to improve. We are lawyers after all, or you are lawyers in training. If you scored between 36 and 44, you are practicing good expert learner behaviors. One of the things I said to another student this afternoon after the workshop, we were having a conversation about looking at opportunities, and even, it's not looking at opportunities in terms of things that went wrong but also looking at things you did well, there are things that you obviously did well last semester. We want to isolate those things, by first identifying what they are, isolating them, then look to see whether or not you would benefit from some of those same positive behaviors. Not look at what you did wrong, it's actually not what we were talking about here, we were reflecting on the totality of your performance of last semester. Of course will be things you do, or things you did not do as well, then there will be things you did not know. That you simply did not know. If you scored 45, then that means you are an expert learner, rarely do students score a 45. That is very rare.

I'm saying all of this to say there's always opportunity. One of the things that is interesting is to see students who perform okay after they and their first semester, what they deem as okay, really become hungry for lack of a better word. They come back and they work really hard in the spring semester and you really well.

I bring that up to say if you happen to have done really well, number one, kudos. But always remember there are others who want to do just as well. There is no room for complacency.

Want to become a lawyer and start practicing law, it's so important to remember the importance of the work we do, you will have somebody's life, somebody's finances, or possibly somebody's freedom in your hands so we are obligated to always look for opportunities to grow and to do better. Law school is the best place to start practicing those skills.

Let's transition, we looked at first, we reflected on what we did. One of the things that can help you further that reflection, is exam reviews. Some professors actually schedule group exam reviews, as a matter of fact, one of my colleagues emailed yesterday to say she's having one on Friday morning and I expect every person in her class to be there. They are optional, and some students will choose not to go, don't let that be you, there is always something you can learn from exam review from a professor.

Some might say I will never have the professor again, it's not about the individual professor, you actually find when we look at exams across the board, that when students make mistakes, they don't just make them in isolated subjects, if one professor said you are your chances are almost conclusory in all those exams. The professor said your essay lacked organization, chances are more than that one professor felt as though you lacked organization so there is always value in going into exam reviews, although they are optional, you should make sure you are there in the front row and prepared to take notes and ask questions. My earbuds are always popping out.

Here are steps to exam reviews. Follow your professors instructions, attend any required group review first-rate what that means, I had a good question earlier, had a review my exams? Start with the professor, simply email your professors send them a quick note. Hey, I am reflecting on my last semester experience and they really want to do well in the spring so I would like to see my exam, I want to review any comments or feedback that you can provide to me. Professors love to hear that, when students are looking to improve their performance. If a professor says before you can do an exam review, you must first attend my group review or someone. You want to make sure you attend or follow whatever instructions the professor provides paid always start with the professor for the exam you want to review. There's different types of reviews, you might do an individual review where you simply check out your exam, the professor will tell you whatever the process is to review the exam, let's say go to the faculty secretary area, request the exam, then they allow you to review it and you are able to read through it, see what you wrote, see if there are comments and the like. That is an individual review.

Some professors offer that and meetings with the professor one on one after you have reviewed the exam. For example, I like students to review the exam before meeting with me because most often students can see right away what they did wrong. Right away. You read the exam and you're thinking, someone else entered my body and wrote that exam, there is no way I wrote that. By reading the exam on your own, some professors find you are able to really

answer a lot of your own questions. Then if after seeing the exam, the student wants to meet, professors will say now that you have reviewed the exam, you're more than welcome to meet with me, here are my office hours and instructions for meeting with me. The point is, whatever your professor provides in terms of requirements or instructions to review the exam, make sure you follow those, it's worth it.

Email professors for a one-on-1 meeting if you deem that you need to meet with them. It all depends on the exam and all depends on how you perform on the exam, or the professors process.

When you email them, offer multiple times, does this work with you, I noticed the spring semester and you have new classes, what are your office hours and the like. Then be prepared. If you are going to an exam review or a formal review or an individual, always be prepared and follow your professors instructions.

Let's talk about what or how to optimize your exam review. What I'm about to cover are a series of notes that typically are found on law school exams including the ones I grade, the ones my colleagues grade, you will see these types of notes. I want to deconstruct them with you for a moment. I want you to understand what they mean, because remember you are learning new language. I certainly, before I came to law school, never used the word conclusory and a sentence, but we use that in law school quite a bit. I'm going to take the time to actually deconstruct common comments that students find on their exam. Number one, the professor says your answer was disorganized. That might be a comment the professor says to you in person or it might be something written on your exam. What does that mean, your answer was inconclusive.

(Audio static) you wrote your essay like a brief or a memo, or you wrote it in the stream of consciousness instead of IRAC. That's really important because one of these things students don't realize when the writing exams, it's— law school exams are different from your previous educational experience. Where in your major, it may have been ideal to write simply a stream of consciousness. In law school, we call those brain dumps. Those don't work. Can you imagine going before a jury defining a client's life and start a stream of consciousness in your discussion with the jury or the judge versus being very concise. It says, this is what the law requires, and here are the facts. Matched to the law. That is what we do as lawyers, we are clear, we are concise in our language. How you speak, and that skill, you start to develop at home as law students. Remember nobody walks before a jury and does (name), nobody brain dumps and reminds the jury of every single thing that was said during the trial. Instead in those moments that you have before the jury in the closing argument, or those moments that you have in your direct examination of your client or your cross-examination, of the opposing counsel client, you want to be very specific and direct. You do not want to basically reproduce a brain dump or a stream of consciousness, your writing in law school has to reflect the same.

Here are questions to ask when you hear that comment, were all the answers disorganized or just some? If your meeting with the professor, asked them did it appear that I did that in my

exam were whether certain questions I was disorganized so that you can distinguish between this organization based on your lack of knowledge of the rules, so you became somewhat scattered versus the entire exam was disorganized. We can't fix it unless we know why, I always say we because again we are going to help you fix it. All the things we are talking about, there is a strategy to it. We can help you fix it.

Next, how should they have been organized? The professor will give you insight when students meet with me and typically at the disorganized answer, I tell them IRAC. If you had simply taken one issue at a time, and you used IRAC or some methodology in your response, then your answer would have been more organized.

Finally, did I include anything that was unnecessary? One of the things that I almost always see on exams that I deem as unnecessary is basically a resuscitation of the facts where you literally remind the professor, you start an entire paragraph on what happened. I was like to say to students, of course I know what happened, I wrote the question. No need to do that, what I want you to do is tell me what issue was triggered by the facts, what is the applicable rule of law, give an analysis, which is an application of that rule to the facts, and then I want you to conclude whether or not the elements of the rule have been met. It is just that simple.

Seek feedback on your outlines, here's a tip and a take away. Seek feedback on your outlines before you get to exams, that will help you. Typically a disorganized outline or someone who doesn't create an outline are more disorganized in their law school responses because realistically, if your outline is organized, if you created an outline, you're basically taking in transferring the knowledge from your outline into your exam cancer.

Next, practice writing and IRAC or CR ACs depending on the preference of your professor. If they don't have one, use IRAC but always ask. Remember it's different from legal writing where you use CRAC, that is very different. IRAC we talked about during the fall semester and we are going to spend time talking about it again this semester, we will take even deeper and had a right and effective IRAC and why you write IRAC, why you use them. If you think about it, look at an example in the case but, when you look at the court's decision, realistically that is in IR EC that starts with an issue before the court, the court tells you the issue you are going to result, the court then pronounces, interprets the rule of law that they are going to apply to the facts of this case. Then they gave you a rationale, which is the analysis, their application of the lot that they just pronounce, created, or interpreted, they are going to apply that to the facts in their analysis, also known as a rationale, then they are going to give you a conclusion or the whole thing. The statute violated the 14th amendment of the U.S. Constitution. That is exactly what you are tasked with doing. Organization matters.

Next, your professor says you didn't spot the issues. A big one. The facts in the hypo, here's the translation of you didn't spot the issues, the facts in the hypo did not trigger a legal theory you learned in your reading or class. You didn't spot it come you didn't know that those particular facts were triggering, a particular rule. You didn't know that in contracts, it's different from an offer. There is a distinction because you missed that part, or you may have, or didn't

have a full understanding of the mailbox rule. So when the defendant mailed, they signed and mailed the offer, but the actual offer had already sent a rejection, you missed the fact that we have a mailbox rule problem because maybe you didn't fully understand the mailbox rules.

You may not have understood or known the material as clearly as you thought, you ruled it out in your mind without explaining why. Guys, that is a critical one. That is an easy one to fix. When students meet with me to review my exam and I will go over with them, here's my grading rubric, here's what I was looking for was the issues and they will say to me, 99 percent of the time I forgot about that they will say I knew that, and also it's not on your exam and they will say I missed it because one of the elements was missing. I will say okay, and I will sit there for a moment and they will literally say I should have written about it. Absolutely, remember law school exams are not about what you can prove, nobody says where all the issues are you can approve. What you call the question as, is all possible causes of action or issues depending on how your professor frames it. Your professor is not saying only discuss things that can be proven, this is a test Pinot client walks into your office and says I only know the outcome of my case all I want you to do is tell me this. It is your obligation to know both sides of the story, the arguments, counter arguments, so if you are running those through in your mind, and dismissing things, then write about them. What could have taken you less than a minute, failure to do so could cost you 20 points on an exam. Nobody says in their exam, only tell me what can be proven. We are testing your analysis, if there is a missing element, tell me there's a missing element. If there is a counter argument that questions one of the main elements, tell me that. That is what we are looking for, what analysis is. Remember this is not an exam of conclusions. It's an exam that is testing urinalysis.

Next, if you give that comment, you might ask the professor, do a lot of students miss that particular question? Do I tend to miss more of the main issues or some of the issues, usually this is in a dialogue with the professor. If you're not in a dialogue with the professor, certainly it's a conversation you may have with classmates after you got your grades release. If you're having a conversation, go on and review your exam and you realize I missed the main issues or sub issues, it all depends. If you're in a conversation with the professor, it's a question worth asking. How can I correct this problem? It's extremely important. If you're doing an exam review or a group review, or an individual review, it's always a good question asked, what did the group review for example, professor in looking at a lot of the errors that you make, what you suggest we do to perform better collectively. The professor all they are talking about is your specific exam, they're giving you a macro view of what they were able to observe well grading exams. If it's an individual meeting, even better. Ask the professor what can I do, what can I do better to perform better on law school exams.

Remember even though your grades were different depending on the course, generally, whatever comments or pitfalls or mistakes he made in one exam, typically carry over in other exams. It's certainly the exception come you did well on three subjects, not so great on the fourth one because you pulled out time or effort into that subject, if that's the case, then you know why you didn't perform well. All things graded equal, they were prepared the same way,

attended the same amount of class, all of them. Again, created equal then typically the comments will be the same whether you did really well or not so much.

Here's the tip, works or practice problems with the goal of spotting issue. You will hear from us over and over again, nothing replaces the value of just doing practice questions. Practice questions help tremendously, today in our conversation because these are conversations. We had a long conversation about having a pre-writing strategy. We are talking specifically about having exam anxiety, when you walk into a room and sort of not know how to begin, or just walking into the room and dumping, just what do you do. One of the things that I remind students about is having a strategy. Strategy helps you tremendously. We spent time talking to you in the fall about having a prewriting strategy, and in the prewriting strategy the first step was start with the call of the question. If the exam hits your desk and you see you have three questions, if there is no exam time allotment, start with reading the call of the question for all three, going with the one you know best. Or the one you think of taking the most time. That really is up to you, the point is you have a strategy going in. What you are going to do. Once you identify the question you are going to read, read the call, the question you are going to work on, read the call, the question right then and again. Once you read the call of the question read the fact pattern once. The first read is really to get a macro view of what is happening, who are the parties. Who is involved in this question, what are possible issues that are happening. Just reading it to gather the facts, of high-level review of the facts.

The second time you read the facts, typically reading an essay question may only take you a couple of minutes. When you going to do the second read of that question, that is when you are tagging, you are circling and underlining all of those buzzwords.

For example, you are in towards class. Some of you may have had it last semester or this semester if you are full-time or part-time, so read the hypo and you find someone, the fact that somebody was covering in. That is a trigger fact because power and fear is an example based on the cases you read of apprehension, which is an element of assault. Making sure that you have a plan, reading it the second time really does give you the opportunity to circle and underline the facts, triggering the rule of law for you. If something makes you pause when you read those facts, underline. Once you underline the facts, right in the margin of what you think is being triggered by those facts. That again, he started with the call of the question, then read the facts once just getting an idea of who the parties are, the second time is when you are tagging. You are identifying the issues, issue spotting.

Then the fourth step would be to do a very basic outline, when I say outline, not talking about synthesis and paragraphs, and talking about taking the buzzwords and again, using the example of assault and writing on your outline covering, then next to it assault. If you remember the element which is apprehension, right that. That is three words. That is what you want to do with each of those things you are able to identify when you were issue spotting the question on the second read.

That is the fourth, the very basic, I hate to call it an outline because you guys think about these more comprehensive things. Let's call it issues list or a checklist paid ultimately what you're going to do with that list, you are going to use it as a checklist. That will help to ensure that what you saw you write about, so that you don't end up with the exam, you get your grade and come back and say I thought I said that, I don't know how many times I hear that. Are you sure, I know, I'm like here is your exam. They are like a my goodness, I thought I said that. Yes. By having a strategy, it helps to alleviate some of those things from happening because then you will have your checklist and as time starts to wind down into think you only have five minutes to go, pull out the checklist and you just start going through, typing your checklist, letting the professor know you spotted those things as an issue and you ran out of time, you just didn't have enough time to complete your analysis. There's a lot of benefits to having a strategy and making sure that you are creating that outline checklist before you start drafting.

Doesn't that take a lot of time somebody asked, it takes a lot of time but less time than you think. Typically if it's a 60-minute question, we say spend about 12 minutes or so outlining. Really, the answer is in that checklist outline, the rest that you write are in terms like and, but, therefore, however, conversely. Those are the things you get 0 points for because it's the things you are able to spot as issues that you have included in your checklist that will yield you the points.

We are here to help if you want more information on how to do that, two things. Number one, email us, number two, join us for the legal analysis labs because those are exactly what we will be working on again this semester.

So you seem confused about the rules, or didn't seem to understand the rules. That deals specifically with knowledge or understanding of the law, the cases and concepts that you covered in class. Translation, your statement of the rule is incorrect, you may have stated the role but instead of including five elements, you only included two. That's an example. Of an incorrect or precise role. Your analysis was flawed in a way that indicates he may not understand or have understood what the rule means. Knowing the rules is key, you can answer an exam question without it, it starts with the rules. It starts 100 percent with the rules so making sure that you evaluate how you learn the rules last semester, what type of study you use, and the like, starting with that, and what you use to learn last semester, then determining whether or not it worked for you, then finding an alternative way to enhance your knowledge base, how you learn the rules of law is key at this critical stage.

Asked the professor if your meeting with them, what should I have said instead. They might have said you missed some of the elements. Or other students are confused also, they may not have been. It might've been a question that only a small number of students got wrong. What do you suggest for me to improve? Notice the theme? How to improve, how to improve, how to improve is always the goal.

Our tip is to contact our ASP office for an appointment to work on your rule understanding. Again, we are here to help and we are going to talk about those strategies and things that you can do to master the rules of law.

Finally, your answers were conclusory, this is the most common. He stated conclusions without supportive roles or facts. It's a most the same thing as doing a math problem or a division problem and only putting the answer without showing your work. What happens when you do homework at night, you show up to school when you were a kid and you did not show the work. It was marked wrong, even the final answer was correct. You have to show your work, think of IRAC as a way of showing your work.

You failed to include the inference because or why, because, but because it triggers you to explain why it triggers you to explain application. You failed to address all elements were neglected a possible defense, that is when a strategy comes in. Having a strategy takes the guessing work out of it and columns the natural angst of sitting there, taking the law school exam and not knowing what your professor is going to ask you about but if you go on with the strategy regardless of what is inside of the exam, you have the plan of attack.

Finally, you can ask can you show me a place where I was conclusory? What should I have said instead? If you don't understand what conclusory means, ask your professor to explain it. The professor may say you didn't give me rules, you just listed facts. Then meet up an example of where my analysis was more complete.

The final tip, practice problems with focus on analysis, and get feedback.

If you need help with your writing, it might be a comment from professors, this could mean your answer was disorganized. Disorganized similar to the first one that we talked about, your writing was difficult to follow because you were not stating your point clearly. Or you may need to work on your writing skills in general. So you want to ask a professor in this regard, what exactly did you find about my writing that was struggling. Could it have been organization, clarity, grammar and punctuation, or something else. Work with ASP to improve your writing skills.

He didn't manage your time, or your answer was too short. You ran out of time and didn't finish, he failed to allocate your time according to the weight of each question. Or you didn't dive deep enough into the material to explain or analyze the issues thoroughly.

So you would ask, how should I have allocated my time to give myself a better chance? Can you show me an example of a more complete answer to compared to mine? Or what specifically was missing from my answer? Practice doing problems under time constraints, it'll help you tremendously with your time management for exams, and work with us at ASP to develop a deeper analysis.

A couple of other questions that come up sometimes, did I raise and briefly dismiss those issues that did not need further discussion? Did I include counter arguments where appropriate? If using case law, did I use it correctly?

Always, always, always examine your why as we wrap up this workshop. Think about why you came to law school, in those times where it is frustrating come you don't know if you really want to look forward come you're not sure this is for you, think about why you came to law school, and exam any competing interest that are impeding your ability to perform well.

Set yourself up for success, here's how you do it. Gross mindset, time management, study groups, outlining, or customized study aid that could be another type of summary. Briefing, how you use commercial supplements. We strongly suggest using them only for practice. Developing the personalized study tool, and practice questions including feedback.

Finally, other resources, your professors are your primary resource. Look for mentors with your professors. If you're having problems with legal research and writing, talk to your legal research and writing professors, for having problems with tremor and structure, think about the Academy writing. You have access to mastery for practice problems, Kelly. The lab has subscriptions that you can purchase, all you have to do is click on the library website and provide instructions. As always, academic success portal always has a toolkit for success, and our supplemental resource guide.

We are here for you, you know how to find us, we are on the first floor of the library. Don't forget to check out our portal, and if you have any questions, email us. We are here to help.

Thank you for joining us this evening, I look forward to seeing you next week at workshop number two, mindset matters. Finally, if you're interested in being entered into the drawing to win the free bar review course, all you have to do is attend all of the workshops. We will be pulling the attendance from this particular workshop and we will mark you present so it's important if you plan, to be entered into the drawing to make sure you attend all the workshops and read the notes at the bottom of our flyer, which indicates that once the winner is selected, you will be notified and we always encourage you to check with your tax advisor in the event that winning a drawing may have some tax implications on your personal taxes. As far as Stetson is concerned, you will win the course at no charge to you and the details will follow once the winner is selected.

Thank you again, I look forward to seeing you guys next week. Have a great evening. Thank you.

You guys are welcome.