

ESSENTIALS FOR LAW SCHOOL SUCCESS II

#LevelUp: Learning from Last Semester

Fall Grades, What's Next?

Strategies for moving on and up!



Essentials Workshop #1
January 18, 2023

Wednesdays 3:15 -4:15 PM Session #1 Classroom G	Wednesdays 6:00 -7:00 PM Session #2 Via Zoom	ESSENTIALS II WORKSHOP TOPICS There are two sessions each week; pick the session that suits your needs.
1/18	1/18	#LevelUp: Learning from Last Semester Fall Grades, What's Next? Strategies for moving on and up!
1/25	1/25	Mindset Matters Strategies for Combating Imposter Syndrome and Stereotype Threat
2/1	2/1	Next Level Class Preparation Course Frameworks, Summaries, Outlines, and other Study Tools
2/8	2/8	Legal Analysis Practice Lab Part 1 Understanding Sources of Law and Facts
2/15	2/15	Legal Analysis Practice Lab Part 2 Application of Law to Facts
3/1	3/1	Legal Analysis Practice Lab Part 3 Deconstructing Legal Analysis
3/8	3/8	Systematic Problem Solving Practice Lab Applying Systematic Problem Solving for Multiple Choice Tests
Preparing for midterms? Schedule a meeting with Academic Success TODAY!		
3/22	3/22	Assessing Knowledge BEFORE Exams Effectively Utilizing Study Tools and Practice Resources for Exam Preparation
Preparing for final exams? Schedule a meeting with Academic Success TODAY!		

Today's Agenda



What Grades Mean



Mindset Matters



Assessing Your Performance



Why Reviewing Exam is Key



Best Practices & Resources



What your grades do NOT mean...

- You aren't smart enough
- You don't belong in law school
- or *ANYTHING* tied to your worth as a meaningful human



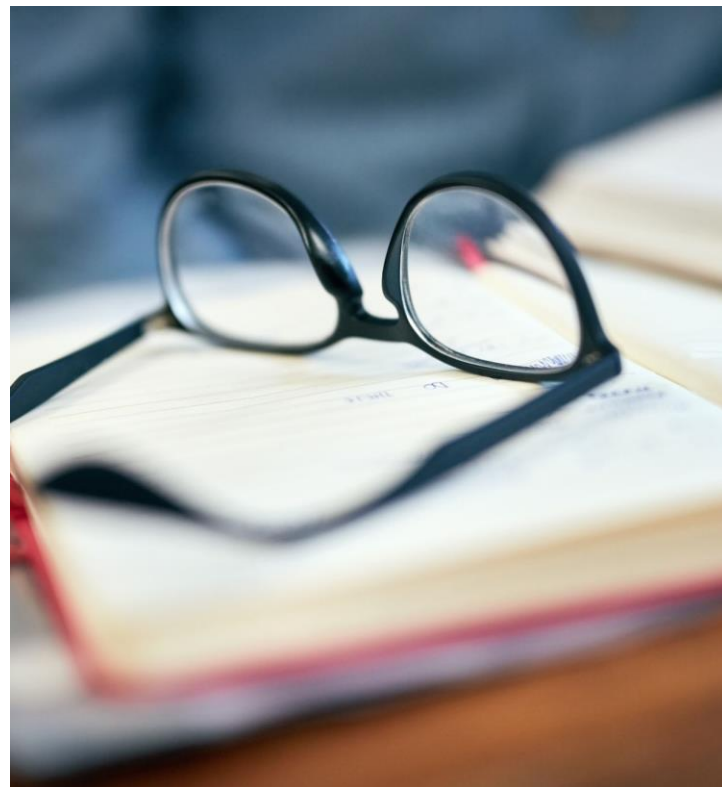
What your grades MAY mean...

One or more of your approaches to law school needs improving

- Briefing
- Reading cases
- Outlining
- Study groups
- Commercial supplements
- Practice questions
- Personalized study tools

Final exam mishaps in one of these areas

- Process
- Logistics
- Substantive material



Your grades LIKELY mean...

You are a new law student

You are learning a new “language”

You are going to be fine

Your grades did not reflect your true ability



**How you respond will
determine
your next set of grades.**



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.

Growth Mindset: The key to success

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

More successful students tend to:

- Focus on learning
- Seek feedback and make adjustments
- Try to resolve confusion – keep struggling

Less successful students tend to:

- Focus on grades
- Keep doing the same thing
- Give up



To move
forward, we look
behind.

SELF ASSESSMENT

Study Skills Self Assessment

1. When did you begin reviewing material to prepare for exams?
 - a. Roughly halfway through the semester.
 - b. Four to five weeks into the semester.
 - c. The reading day before exams.
 - d. Two weeks before exams.
 - e. One month before exams.
 - f. At the end of each class.



Study Skills Self Assessment

1. When did you begin reviewing material to prepare for exams?
 - a. Roughly halfway through the semester. 7
 - b. Four to five weeks into the semester. 8
 - c. The reading day before exams. 0
 - d. Two weeks before exams. 2
 - e. One month before exams. 4
 - f. At the end of each class. 10



Study Skills Self Assessment

2. What is the **primary method** you used to prepare for exams?
- a. I created an outline or other graphic organizer from my class notes.
 - b. I reviewed my class notes and the case book.
 - c. I reviewed an outline prepared by another student specifically for this class (either from this year or a previous year).
 - d. I reviewed an outline of the course subject not specific to the class (such as a commercial outline).
 - e. I contributed to a group outline with other members of my study group and then reviewed the entire outline.



Study Skills Self Assessment

2. What is the **primary method** you used to prepare for exams?
- a. I created an outline or other graphic organizer from my class notes. **10**
 - b. I reviewed my class notes and the case book. **3**
 - c. I reviewed an outline prepared by another student specifically for this class (either from this year or a previous year). **4**
 - d. I reviewed an outline of the course subject not specific to the class (such as a commercial outline). **2**
 - e. I contributed to a group outline with other members of my study group and then reviewed the entire outline. **7**



Study Skills Self Assessment

3. From the choices below, select the answer that best describes how you felt when taking your exams?
- a. Confident and relaxed.
 - b. Nervous but ready.
 - c. Anxious.
 - d. Extremely anxious.



Study Skills Self Assessment

3. From the choices below, select the answer that best describes how you felt when taking your exams?
- a. Confident and relaxed. 4
 - b. Nervous but ready. 5
 - c. Anxious. 3
 - d. Extremely anxious, 1



Study Skills Self Assessment

4. How did you generally begin to answer an essay exam question?
- a. I began with the first issue I spotted.
 - b. 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.



Study Skills Self Assessment

4. How did you generally begin to answer an essay exam question?
- a. I began with the first issue I spotted. **6**
 - b. I jotted down some notes. **7**
 - c. I started typing all the rules. **5**
 - d. I created an outline of all the points I wanted to make. **10**
 - e. It varied. **2**



Study Skills Self Assessment

5. How would you describe your time management during the exam?
- a. I had plenty of time.
 - b. I felt pressed for time but allocated my time on each question as indicated on the exam.
 - c. I allocated my time as indicated on the exam but ran out of time on several questions.
 - d. I spent more time than indicated on some questions and less time on others but generally finished all the questions.
 - e. I spent more time than indicated on some questions and ran out of time on several questions.
 - f. I failed to answer one or more questions.



Study Skills Self Assessment

5. How would you describe your time management during the exam?
- a. I had plenty of time. **5**
 - b. I felt pressed for time but allocated my time on each question as indicated on the exam. **10**
 - c. I allocated my time as indicated on the exam but ran out of time on several questions. **8**
 - d. I spent more time than indicated on some questions and less time on others but generally finished all the questions. **6**
 - e. I spent more time than indicated on some questions and ran out of time on several questions. **3**
 - f. I failed to answer one or more questions. **0**



0-10	You need to change all or most of your learning behaviors if you want to succeed in law school.
11-22	You need to change many of your learning behaviors if you want to succeed in law school.
23-35	You have some good expert learner behaviors but can improve.
36-44	You are practicing good expert learner behaviors.
45	You are an expert learner.

How did you do?

Steps to Exam Reviews



Follow your professor's instructions

Attend any required group review first



Email your professor for a one-on-one meeting, offering three days and times or inquiring about their office hours



Be prepared

On time
Take notes



Your professor
says:

“Your answer was disorganized.”

Translation:

- You didn't understand how to organize the subject material or the issue generally
- You didn't follow the call of the question
- You wrote your essay like a brief or memo
- You wrote in stream of consciousness instead of IRAC



- Seek feedback on your outlines
- Practice writing in IRAC or CRAC

Ask:

- Were all my answers disorganized, or just some?
- How should they have been organized, and why?
- Did I include anything that was unnecessary?

Your professor
says:

“You didn’t spot the issues.”

Translation:



- Work through practice problems with the goal of just spotting issues

- The facts in the hypo did not trigger a legal theory you learned in your reading or class
- You may not have understood or known the material as clearly as you thought
- You ruled it out in your mind without explaining why

Ask:

- Did a lot of students miss those issues?
- Did I tend to miss more of the main issues, or sub-issues?
- How can I correct this problem?

Your professor
says:

***“You seemed confused about the
rules” OR***

***“You didn’t seem to understand the
rules.”***

Translation:

- Your statement of the rule was incorrect or imprecise
- Your analysis was flawed in a way that indicates you may not have understood what the rule means



- Contact ASP for an appointment to work on your rule understanding

Ask:

- What should I have said instead?
- Were other students confused also?
- What do you suggest for me to improve in my understanding?

Your professor
says:

“Your answers were conclusory.”

Translation:

- You stated conclusions without supporting rules, facts or inferences (didn't “show your work”)
- You failed to include the inference (“because” or “why”)
- You failed to address all elements or neglected a possible defense



- Practice problems with a focus on analysis
- You **MUST** get feedback

Ask:

- Can you show me a place where I was conclusory? What should I have said instead?
- What was missing?
- Can you show me a place where my analysis was maybe more complete?

Your professor
says:

“*You need help with your writing.*”

Translation:

- Could mean your answer was disorganized
- Your writing was difficult to follow because you were not stating your point clearly
- You may need to work on your writing skills in general



- Work with ASP Fellows or advisors to improve your writing skills

Ask:

- What specific aspect of my writing needs help? (Try to identify if it's organization, clarity, grammar and punctuation, or something else.)

Your professor
says:

“*You didn’t manage your time*” OR
“*Your answer was too short.*”

Translation:

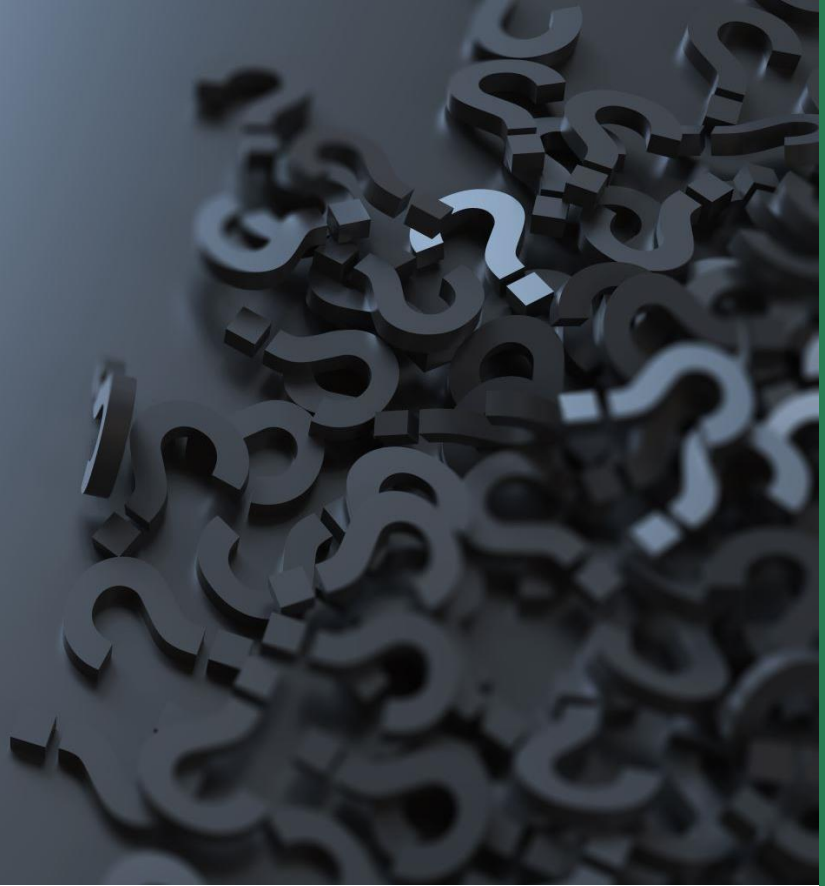
- You ran out of time and didn’t finish
- You failed to allocate your time according to the weight of each question
- You didn’t dive deep enough into the material to explain or analyze the issues thoroughly



- Practice doing problems under time constraints
- Work with ASP to develop deeper analysis

Ask:

- How should I have allocated my time to give myself the best chance of finishing?
- Can you show me an example of a more complete answer to compare to mine?
- What specifically was missing from my answer?



Other questions to consider

- 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?

Examine your Why



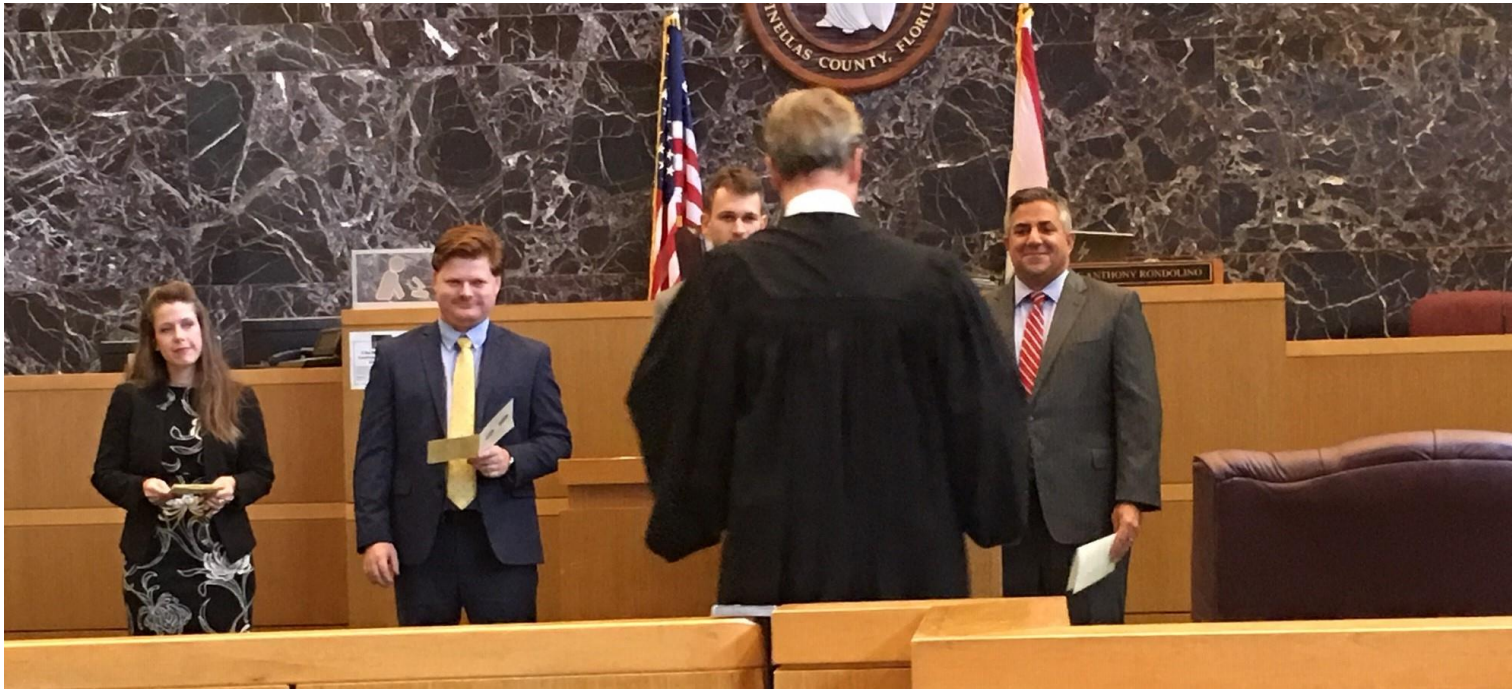
WHY DID YOU COME TO
LAW SCHOOL/ STETSON?



COMPETING INTERESTS



STETSON LAW



Set yourself up for success!

BEST PRACTICES & IMPORTANT RESOURCES

Best practices for law students

- Growth mindset
- Time management
- Study groups
- Outlining
- Briefing
- Commercial supplements
- Personalized study tools
- Practice questions *including feedback*



Other Resources

- **Professors! (Your Primary Resource)**
 - Mentoring
 - R & W Paper Review
 - FREE Khan Academy Writing Course
- **BARBRI Mastery & AMP**
 - Supplemental Lectures and Practice Problems
- **Cali.org**
 - Password from Library Circulation Desk
 - Substantive review and quizzes
- **West Academics & Wolters Kluwer**
 - Study Aid Subscriptions
 - See Library website for details
- **Academic Success**
 - Portal & Academic Success Toolkit
 - Supplemental Study Guide
 - Summary of Resources and How to Access

Academic Success Resources

Stetson Academic Success Portal



You

+



Class Prep

+



Skills Practice

=



You at
Your Best

- Portal: <https://www.stetson.edu/law/academics/success/>
- Email: asp@law.stetson.edu
- Resources: Practice questions, supplemental lectures, time management resources, study tips and tools



STETSON LAW

Questions?

WE ARE HERE FOR YOU!

- Offices: **Located on the 1st Floor of the Library**
- Website: **<http://www.stetson.edu/law/academics/success/>**
- Email: **asp@law.stetson.edu or barprep@law.stetson.edu**
- Call: **727-562-7343**



*See you next week at Essentials II Workshop #2
January 25, 2023 at 3:15PM or 6:00PM*

Mindset Matters

*Strategies for Combating Imposter Syndrome and
Stereotype Threat*