Summary

- Developing a Fully-Integrated Curriculum
  - Competency-Based Learning Outcomes
  - Formative and Summative Assessments Tied To Achievement of Learning Outcomes
  - Collapsing the Distinction Between Doctrinal, Skills, and Clinical Courses

- Three Components
  - The Cross-Curricular Model
  - A Thirteen-Credit, Six-Semester Legal Writing Program
  - Incorporating Experiential Learning into Doctrinal Courses
The Cross-Curricular Model

- **First Semester of 1L Year**
  - Students Receive a Multi-Issue “Umbrella” Hypothetical Containing Legal Issues from All First-Year Courses.

  - **Vertical Integration:** Students Draft Litigation Documents As They Acquire Substantive Law
    - *Contracts:* Students Study Contract Formation Principles and Draft a Retention Agreement
    - *Civil Procedure:* Students Study Pleading Rules Before Drafting a Complaint

- **Horizontal Integration:** Students Litigate a Case from Client Interview to Appellate Brief in the First Three Semesters
Upper-Level Cross-Curricular Hypotheticals

- **2L Year**
  - *(Fall): Students Complete a Litigation-Based Cross-Curricular Hypothetical*
  - *(Spring): Students Complete a Transactional Law-Based Cross-Curricular Hypothetical*
Upper-Level Cross-Curricular Hypotheticals (cont.)

- 3L Year – Students Complete a Criminal Trial-Based Cross-Curricular Hypothetical

- All Assignments in Cross-Curricular Hypothetical Are Graded With Detailed Rubrics by Doctrinal and Legal Writing Faculty

- Students Receive Detailed Feedback

- Rewriting Assignments Are Incorporated
Assignment Sequencing

- **Order of Assignments**
  - **First Semester of 1L Year**
    - Client Meeting (Criminal Law)
    - First Research Assignment (Legal Research)
    - Predictive Memorandum (Legal Writing)
    - Client Letter (Legal Writing)
    - Complaint (Civil Procedure)
    - Presentation to Partner (Legal Writing)
Second Semester of 1L Year

- The Motion to Dismiss (Legal Writing II)
- The Answer (Property)
- Discovery (Torts)
- Motion to Compel (Foundations of Legal Analysis II)
- The Motion for Summary Judgment (Legal Writing II) with Oral Argument
The Third Semester

- Fictional Opinion By District Court (Federal Judicial Intern Practicum)
- The Appellate Brief and Oral Argument (Legal Writing III)
Assignment Sequencing (cont.)

- **2L Litigation-Based Cross-Curricular Hypothetical (fall)**
  - Predictive Memorandum (Professional Responsibility)
  - Motion in Opposition to Summary Judgment (Constitutional Law)
  - Re-write of Motion in Opposition to Summary Judgment (Legal Writing III)

- **2L Transactional-Law Based Cross-Curricular Hypothetical (spring)**
  - Partnership Agreement (Business Organizations)
  - Last Will and Testament (Wills, Trusts, & Estates)
  - Security Agreement (Commercial Law)
Assignment Sequencing (cont.)

- 3L Criminal Law-Based Cross-Curricular Hypothetical
  - Predictive Memorandum (4th Amendment Issue)
  - Motion to Suppress Evidence (Criminal Procedure)
  - Re-write of Motion to Suppress Evidence (Legal Writing V)
Six Semesters of Required Experiential Legal Writing
Required Legal Writing Credits

Ranked Accredited Law Schools - Highest Ranked to Left
Writing Throughout the Curriculum

- Legal Writing I (Predictive Writing)
- Legal Writing II (Persuasive Writing)
- Legal Writing III (Appellate Brief Writing)
- Legal Writing IV (Transactional Drafting)
- Legal Writing V (Rewriting and Editing)
- Legal Writing VI (Narrative Storytelling)
Writing Throughout the Curriculum (cont.)

- **Experiential Legal Writing I and II**
  - A Second, Multi-Issue “Umbrella” Hypothetical that Complements the 1L Cross-Curricular Hypothetical

- **Experiential Legal Writing III through VI**
  - Targeted Fact Patterns With Simulations Incorporated
  - Emphasis on Re-Writing and Narrative Storytelling
Benefits of an Integrated Curriculum

- **Outcomes**: Students Acquire Real-World Lawyering Competencies (ABA Standard 314 and 315)

- **Skills**: The Curriculum Focuses on Skills Many Graduates Lack – Legal Writing, Persuasive Advocacy, Professional and ‘Soft’ Skills

- **Assessment**: Faculty Use Formative and Summative Assessments to Monitor and Evaluate Students’ Performance