

"Bookmark"

(A bookmark containing what follows accompanied live and audio [CD] programs. With the proviso, "Especially if you haven't taken a law essay exam, read 'BEFORE' and 'DURING LEEWS' instructions."

Do so now! [Pages noted are updated to correspond to your (10th ed.) *Primer*/manual.]

Before LEEWS

(Before beginning program!)

1. For a useful perspective on the program, read the *Primer Preface*, pp. 1-5.

2. Familiarize yourself with legal principles pp. 135-136, 148-149, 161. Much as "course outlines" will be for exams, this is necessary background for addressing preceding "fact patterns/hypotheticals." Do not at this time closely examine the "hypos."

3. **New 1Ls/Prelaws.** If you've never looked at an "essay hypothetical," quickly review pp. 155, 166, 176, 181. If you've never attempted a law exam essay exercise, address the *first paragraph only*(!!) p. 134. "Spot" any issues. (There are at least nine!) Try to write a concise "analysis" of one or two.

During LEEWS

Concentrate on *understanding*, not memorizing all that is covered. You're being introduced, facet by facet, to new approaches/skills. Concepts build to a fully integrated whole, assisting retention. As virtually *everything* is reiterated in the *Primer*, you needn't take notes! Refer to p. 82 for recap and overview of "planning Steps" (1, 2, 3) and "Major Mistakes."

After LEEWS

You'll likely be somewhat overwhelmed. Tendency is to read the *Primer* from page 1. Don't, except topics not covered in the program. *Practice is key to mastery!* Do the below exercises religiously! Refer to the book (*Primer*) or replay the audio only to *refresh* concepts.

1. Purpose of "The Blender" (p. 68) is to make addressing any/all hypos a predictable exercise. Piecemeal, with disciplined, consistent approach (much as a military exercise!), *YOU* take control of the exam, not the reverse. Application of The Blender must be reflexive! This requires practice.

Perform a Preliminary Overview, Step One analysis of remaining (four) hypos in the Appendix. Compare your response with models. Regularly perform such analysis on old exams! (Any exam, any subject.) If the exam is in a course you're taking, test your "toolbox" by attempting Step Two. When you become more skilled at analysis, try Step Three.

2. (Key exercise!) 3 to 4 times a week, set aside 15-20

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minutes. Write/type out analysis of one "premise" from a hypo in the Appendix in a concise paragraph. Select any premise from any hypo. Begin with "UBE" format (p. 94). Now re-write in standard English concise sentences. Compare with the model provided.

Begin paragraphs—Boomp!—with law (tools/premises). This instructs whether you *know* the law, *how* to know law, how law should be presented in a course outline/toolbox (i.e., precise elements). You gain skill at balanced, nitpicking analysis that impresses. You become concise and confident in expression.

3. **Load toolboxes—weekly!** Test their efficacy on old exams. (See *Primer* pp. 56-57, 117-125 [Ch. 14] in this regard. See especially p. 125 for advice on what to do if it's late in the game. I.e., late in term, exams approach.)

Bear in mind: *The task on every hypo in every exam in every course is precisely the same! – 1*) identify relevant premises/issues (apply The Blender [p. 68]); 2) present analysis of each premise/issue in roughly a concise paragraph, one after another. (See pp. 105-106.) Add "policy" and emphasis as indicated by Step Three and your knowledge of the professor's interests and tendencies. Perhaps a separate paragraph labeled "Policy Aspects." (Re these latter aspects, see Ch.13, pp. 109-115.)

Talk LEEWS up!

(Okay. Not among classmates. We get that. But next year?)

We trust you'll agree that compared to the LEEWS *science*, IRAC and standard advice offered by law professors and all others barely scratches the surface of what there is to know about law exam writing, day-to-day, week-to-week preparation, transition from academic thinker-learner to something approximating practicing lawyer thinker-learner—YOU!

The problem, given skepticism respecting "outside aids," is conveying this awareness to new generations of law students.

Beyond earning a living, animating motivation for LEEWS founder/instructor W. Miller these many years (decades!) has been reforming legal education (Yes! Initiate a Revolution!); bridging the divide between overly academic, across-the-board (over-priced!), ineffective law school instruction ("Case method." "Top tier" law school professors needing PhDs! See Ch. 1, pp. 20-27), and actual law practice. *LEEWS is the bridge!* Also threatening to law schools and present instruction canon.

Enough soapbox. The best to you! Luck and confusion should now (or presently) be removed from the equation.

Questions? –The program addresses questions arising over more than two decades, the *Primer* another decade plus. You may email Mr. Miller at wmiller@leews.com.

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