

# COMPREHENSIVE LEGAL SKILLS CAPSTONE

Professor: Jendayi D. Saada

University of La Verne College of Law

Spring 2019

5 Credits

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## **Professor**

Jendayi D. Saada

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## **Class Time and Place**

Meeting days: Mondays

Meeting time: 9:00 a.m. to 2:30 p.m. (30 minute break included)

Location: TBA

## **Office Hours**

Mondays and Wednesdays: 4:00 – 6:00 p.m.

Open Door Policy in effect on other days

## **I. COURSE INFORMATION**

### A. Course Description

This course serves a dual purpose of assessing particular program learning outcomes for La Verne College of Law and to provide early review and preparation for the bar exam. The Capstone provides a substantive review of the doctrine tested on the Multistate portion of the bar exam and helps students reach mastery level for skills associated with passing the bar exam. During the five hours of classroom time each week students will have the opportunity to simulate time and exam management under bar exam-like conditions. While the Capstone is intended to close the knowledge and skills gap between law school and the bar exam, it is not a substitute for the bar review program that occurs after graduation.

### B. Course Objectives

By the end of this course, students will be able to:

1. Demonstrate a high level of knowledge of the CA Bar Exam structure and content.<sup>1</sup>
2. Demonstrate a sufficient level of knowledge of legal rules and principles to solve problems in Federal Civil Procedure, Constitutional Law, Contracts Law, Criminal Law, Criminal Procedure, Evidence, Real Property Law, and Torts Law.
3. Accurately identify single and multiple legal issues in a set of facts.
4. Accurately articulate the general and elemental rules associated with legal issues in a set of facts.
5. Demonstrate appropriate legal analysis techniques in multiple choice, essay, and performance test formats.

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<sup>1</sup> Students who plan to take the bar exam in a state other than California must meet this course objective for the relevant jurisdiction.

6. Apply appropriate approaches to solving problems presented in multiple-choice, essay and performance test formats.
7. Demonstrate critical self-assessment to achieve continuous improvement.
8. Demonstrate proper exam and time management techniques during simulated exams.
9. Demonstrate the ability to follow directions with accuracy and precision.
10. Identify and use motivational and stress reduction techniques to address study and exam anxiety.

C. Required Course Materials

1. Your books for this course are:
  - a. The Barbri Multistate (large outline) book. (Provided)
  - b. Emanuel Bar Review Series: Strategies & Tactics for MBE (6<sup>th</sup> ed. ONLY Purple and White). You can purchase this book in the COL bookstore.
2. The online format for this course is Blackboard (not TWEN). Handouts and videos, including subject matter and skills lectures, will be posted on and viewed through Blackboard.
3. Three ring binder with tabs for each subject.
4. Highlighter markers (yellow, pink, green, orange, and blue)

Please do not use your casebooks or your outlines from law school classes for this course. Information and materials from other sources may conflict with the materials used for this course and on the bar exam. Additionally, adding outside materials will increase the amount of work and unnecessary stress for this course.

## **II. UNIVERSITY/COLLEGE OF LAW POLICIES**

### A. Disability Accommodations Statement

Students with disabilities should refer to the policies described at the University of La Verne Disabled Student Services Handbook which can be found on the website of the University of La Verne Disabled Student Services website (<https://sites.laverne.edu/disabled-student-services/disabled-student-services-handbook/>) or at their office. Temporary accommodations are offered on a case by case basis. All required documentation must be submitted by the student before any formal accommodations and should be made directly to the Director of Student Affairs.

Any student eligible for and requesting academic accommodations due to a documented disability (or a suspected disability) is asked to contact the College of Law Director of Student Affairs and Americans with Disability Act Compliance Officer, Akita Mungaray by email at [amungaray@laverne.edu](mailto:amungaray@laverne.edu) or by phone at (909) 460-2017. Her office is located on the first floor of the College of Law, Office # 107. You can also contact Cynthia Denne at the University of La Verne Disabled Student Services office at (909) 448-4441. The office is located at the La Verne campus Health Center. In order to be considered for accommodations, disabilities must be documented and the proper medical evaluations must be submitted. The office is here to help you succeed in law school. Visit it online at <https://sites.laverne.edu/disabled-student-services/>.

## B. Academic Integrity Policy

**Plagiarism:** Plagiarism is unethical and is prohibited by College of Law policy. A violation of this policy will result in a score of zero on the assignment and the student being reported to Director of Student Affairs for disciplinary action. Further, the student may receive a grade of no credit in the course. Plagiarizing may adversely affect your moral character determination with the state bar, and your future career. To avoid this possibility, students should keep in mind that assignments are submitted for academic credit and that academic practices may differ somewhat from those of practicing attorneys. Students should also review the Student Handbook to familiarize themselves with the College of Law Plagiarism Policy.

Academic dishonest includes, but is not limited to:

1. Reviewing or discussing a sample or model answer or another students' answer before writing the essay or performance test (whether for homework or in class);
2. Using one's own work that was created for a prior class or assignment such as outlines created while in law school.
3. Using work from the internet, commercial sources, or work completed by other students.

## C. Manual of Academic Policies and Procedures

All students are instructed to review and are assumed to have acknowledged and adopted the terms and conditions of the College of Law's [Manual of Academic Policies and Procedures](#)

## D. Drop/Add Policy

Students may drop this course in accordance with university [policy](#); however, this course is a graduation requirement. Additionally, students may add the class up to the University's establish add date; however, all attendance and grading policies apply regardless of when a student adds the course.

**STUDENTS WHO DO NOT ATTEND THE FIRST CLASSROOM SESSION WILL AUTOMATICALLY BE DROPPED FROM THE COURSE. STUDENTS WHO MISS MORE THAN TWO CLASS SESSIONS WILL BE AUTOMATICALLY DROPPED FROM THE COURSE, REGARDLESS OF TIME IN SEMESTER. STUDENTS WHO REPEATEDLY FAIL TO TURN IN ASSIGNMENTS ONLINE DURING THE SEMESTER MAY BE DROPPED FROM THE COURSE AT THE PROFESSOR'S DISCRETION.**

## III. Course-Specific Policies

### A. Attendance Policy

*Classroom Attendance, Participation, and Preparation:* Attendance is mandatory by The American Bar Association Standards and by College of Law policy. Exam skills, like other skills, are best improved by practice and participation. Students will receive the full benefit of the course only by attending every class session and actively participating. Regardless of excuse, students who miss more than **two** class sessions will be automatically dropped from the course, regardless of time in semester.

You are expected to be in your seats and ready to begin class promptly at the start of each class. Your failure to be timely could cost your client his case, and even his freedom. Everyone has to contend with expected contingencies (e.g., traffic, computer crashes, doctor appointments, etc.). Schedule your day such that you may manage such contingencies when they occur. Roll will be called at the beginning of each class. You are tardy if you enter the classroom after roll is called.

**Tardiness constitutes an absence.**

*The effect of absences on In-class Assignments:* In class assignments for grades cannot be “made-up”. It is the students’ responsibility to obtain notes from any missed class. Certain class segments *may* be recorded; however, the entire class session will not be recorded. Viewing a video from a missed class does not constitute class attendance under the attendance policy for this course.

With advanced notice and permission of **both** professors, a student who is absent from one Capstone section may sit in on another session in the same week. The students will still receive an absence in his/her schedule class, but may complete the in-class work in the substitute class, for credit. **THIS IS THE ONLY WAY TO RECEIVE CREDIT FOR AN IN CLASS ASSIGNMENT IN THE EVENT OF AN ABSENCE.**

#### **IV. Course Changes**

The professor reserves the right change the syllabus as necessary to accomplish the course objectives throughout the semester. Students will receive notice of any changes made.

#### **V. Course Communication**

I strongly encourage students to seek out help as soon as the need arises. Bar preparation is very different from the typical law school course and the Capstone is designed to mirror bar review as closely as possible. It is very easy to fall behind or feel overwhelmed. However, it is imperative that you stay on track. You can also email me at [jsaada@laverne.edu](mailto:jsaada@laverne.edu) if you prefer to make an appointment or need information. My office phone number is 909-460-2038. I also like to provide my students with my cell phone number in case you need to reach me during off hours (951-227-0183). For non-emergencies, I ask that you do not call after 10:00 p.m. or before 6:00 a.m. However, if you need to contact me outside of those times, do not hesitate to call me. Use your best judgment. There is also a Class Q & A link on the left navigation bar of the Blackboard course page. If you have questions you think the class as a whole may benefit from, please post your questions there. I will check the posts and respond within 48 hours.

I maintain a liberal open-door policy. Although I have regularly posted office hours, I recommend that you make an appointment with me to assure my availability. Office hours are on a “first come, first serve basis.” It is not uncommon for a student to attempt to see me during office hours and find me already engaged with another student. Accordingly, the best practice is to schedule an appointment with me for a fixed time and date during either my office hours or another time and date, which is otherwise mutually more convenient.

## VI. Graded Work/Assignments

### A. Blackboard

This course will move quickly and you will have many assignments due during the week on different days. Assignments must generally be upload by 11:59 p.m. on the date assigned for completion. In order to keep pace in the class, you should log into Blackboard **DAILY** and check the Announcement Page, Assignments due, the My Grades link, and newly added information within the learning modules.

### B. Basis of Grade

The course grade will be based on criterion referenced grading, which is designed to measure established learning outcomes for the course. The ultimate goal is to narrow the gap in knowledge and skills between law school and the start of official bar review that begins after graduation. This course grade does **not** apply a curve, forced median, or other grade - normalizing device, instead, all assignments are given a point value and students must earn a sufficient number of cumulative points to achieve a **passing weighted grade of 70%**.

The course syllabus contains a complete list of graded assignments for the course, including assignment instructions, grading rubrics, and submission dates. Additionally, the assignment instructions and rubric can be located on Blackboard under the relevant learning unit. Grades are awarded using a point system with a specific number of points for each assignment based on the rubric. The accumulation of a required number of points is required to achieve a passing grade in this course. Most work will be submitted online; however, class time will include multiple choice questions, practice exam writing and group and self-assessment and other assignments. These assignments may be submitted in class as instructed by your professor. The cumulative grade will include the following assignments:

Assignment	# of Assmt	Pts per	Total Pts	Weight
Bar Basics Worksheet	1	10	10	2%
Diagnostic Tracking Sheet	1	10	10	2%
Diagnostic Tracking Reflection	1	40	40	2%
Subject matter knowledge quizzes;	8	15	120	5%
In-class MBE quizzes	8	100	800	5%
In-class Essay Practice Essays	10	10	100	5%
Re-Write of In-class Essays	10	100	1000	10%
In-Class performance tests;	2	20	40	5%
Rewrite of In-Class performance tests	2	200	400	10%
Weekly S&T MBE Tracking Chart	10	10	100	2%
Weekly MBE Rule Tracking	12	10	120	10%
Essay Outlining Assignments	8	20	160	2%
Condensed Outlines	8	100	800	5%
Subject One-Sheets	7	100	700	5%
Extra credit (MPRE / Moral Char);	2	25	50	N/A
Extra Credit (BarBRI AMPs)	8	5	40	N/A
Mid-term exam;	1	500	500	10%
Final exam;	1	500	500	20%
<b>Total</b>	<b>90</b>		<b>5400</b>	<b>100%</b>

### C. Assignments Descriptions

All assignments are schedule in and must be submitted through Blackboard, unless otherwised instructed. All assignments have a specific and strict due date and time. ***LATE ASSIGNMENTS WILL NOT BE ACCEPTED. It is imperative that you make sure you are uploading the correct assignment in the correct dropbox as you are only allowed to upload once. If you upload the wrong assignment in a dropbox or the correct assignment in the wrong dropbox, you will receive no credit for that assignment.***

#### *Reading Assignments*

Your weekly reading assignments will be from Barbri's Multistate large outline provided prior to the start of class. Reading assignments must be completed **before** class as your knowledge and understanding of the rules of law are critical to your performance on multiple choice questions and essays. I recommend that you read no more than 30 pages per day for each subject as you should be reading for understanding, not just for the sake of completing the reading assignment.

#### *Lecture Assignments*

In addition to reading assignments, you will have access to links that contain videos from me, Barbri, or other sources. The lectures will be listed as optional or required. Blackboard metadata tracks the viewing of the lectures and any points given for watching the lectures will be obtained through that metadata. Make sure you are logged onto your own Blackboard account when you watch all lectures.

#### *Extra Credit Assignments*

##### **Moral Character Application 25 Pts.**

Students who can show proof of having submitted their completed moral character application to the state bar or National Conference of Bar Examiners will receive 25 extra credit points.

##### **MPRE Passing Score 25 Pts.**

Students who can demonstrate that they have achieved a passing score of 86 on the MPRE will receive 25 extra credit points. Proof required to receive extra credit must be submitted through the assignment dropbox in Blackboard no later than the end of the last class session of the semester for this class (not including the final exam day).

##### **BABRI AMP Extra Credit 5 Pts.**

Completing the Barbri AMPs will re-enforce subject matter knowledge. I strongly recommend you read the Barbri MS Outline first or that you read it in conjunction with the matching AMP topics (i.e. Read Intentional Torts in the outline, then do the AMPs for Intentional Torts). Once you have completed the AMP lessons, take a screen shot of the completion page and upload it here for extra credit. Your screen shot must be uploaded by the due date in order to receive the extra credit. No points will be given for AMPs unless the entire subject (all AMP modules) are completed.

These are the **ONLY** extra credit points available for this course.

### *Feedback on Assignments*

The turnaround time for feedback on assignments will vary based on the assignment. Feedback on multiple-choice questions will be turned around within 48 hours. Essay and Performance Test grading take considerably longer with turn-around times of at least 1 week, but not more than 2 weeks. Some of your in class assignments will be self-graded or peer graded during class time or as part of your homework.

### *Condensed Subject Matter Outlines 100 Pts.*

The purpose of this assignment is to assist you in compiling and learning the law for use in your essays and on the MBEs. You are expected to create this outline yourself. **DO NOT** use your own law school outlines or outlines from other sources. Your outlines must be submitted in MS Word format, NO PDF's will be accepted.

Using your Barbri Large Outline, AMPs, and your MBE Rule Tracking exercises, create your own condensed outline for Torts. You can begin with digital version of the large outline and the pare it down, including rules from every major heading section of the table of contents. You may also create the outline as you read, putting the law into your own words. Your outline will be graded on completeness, accuracy, and organization. Outlines that contain only headings, with little or no rules will receive NO credit at all.

### **Assignment Criteria:**

1. Minimum page limit is 20 pages
2. No more than 1.5 line spacing
3. 1 inch margins on all sides,
4. 12 pt. font.

### *Subject One-Sheets*

A One-Sheet or Attack Sheet is a super condensed outline that is one page, back and front when printed. The One-Sheet contains the distilled or abbreviated rules of every topic in the subject area. Like the longer condensed outline, the value in doing one-sheets is in the “process” of doing it. By reviewing and distilling the rules into a shorthand format, you impress those rules into your memory. Having to put the entirety of a subject on one sheet of paper requires you to be very thoughtful about how you organize your one-sheet, and the abbreviations you use to recall complete rules.

To receive full credit for the assignment:

1. No more than 2 pages- you may use both sides of the sheet.
2. Attack sheets must contain the entirety of the subject. (If contracts - don't leave out UCC rules, third party beneficiaries.)
  - a. Use your table of contents from your MS Outline to create text boxes that will contain the most important rules from each topic.
  - b. For example, a text box for FORMATION should contain all of the information you need for that topic. Focus on rules but if helpful, you can include some trigger facts to help with analysis.
3. Use Text boxes! You will be able to organize your materials and maximize your space on the page.

4. Smaller font size - OKAY!
5. Shorthand or abbreviations - OKAY! However, you must be able to understand and recall the meaning. Refer to the attached sample one-sheet for formatting
6. It might be useful to put the common law rules in one color font, and UCC rules in a different color.

**This assignment will be graded on completeness, accuracy, and adherence to directions. Failure to include areas of law will result in a deduction of points. Plagiarism and honor code rules apply to this assignment. This must be an original work.**

Essay Approaches and Outlining Assignment 20 Pts.

Using the Torts Essay Writing Approach and Essay A Sample Essay Outline, issue spot and create an outline for Essay B. Pay special attention to the use of rules and facts in the sample outline, as well as the organization (i.e. headings, and levels). Your outline of Essay B should reflect the same characteristics as the sample essay outline and should follow the flow from the essay writing approach, for each identified issue.

You are welcomed to attempt to fully write out the essay answer, but submit ONLY the outline for this assignment. Your grade will be based upon your ability to follow directions, completeness, and accuracy of your outline.

In Class MBE Quizzes 100 Pts.

There are 8 single subject MBE quizzes covering each of the subjects tested on the MBE. Review your answers and track you missed questions in your Rule Tracking Assignment. Where appropriate, add these rules to your condensed outline.

In class Essay Rewrite 100 Pts.

Rewrite the essay from class, incorporating the information you learned during the review and your study of the rules.

Weekly Strategies & Tactics Tracking 10 Pts.

Doing regular MBE questions with a thorough review is the best way to learn the law in context. If you take this assignment seriously, your weekly MBE practice and your in class MBE quizzes should show improvement over time. If you are not doing the practice weekly, it will reflect poorly in your MBE testing.

Review the attached tracking chart and complete the corresponding questions for each topic. When you have completed the questions, insert the number of questions you got correct for each subject on the tacking chart. Save and then upload your completed tracking chart here. The rules you missed should be tracked as part of your weekly rule tracking in your binder.

Diagnostic Tracking Exercise 10 Pts.

Using your Student Test Report for Quiz 1 that was provided in class and the question topic key, complete the attached subject tracking form and submit.

Diagnostic Reflection Exercise 40 Pts.

Submit a reflection piece in MS Word, that addresses the following for each subject:

1. Your level of strength as indicated by the diagnostic exam. Rank each subject as either very weak, weak, moderate, strong, or very strong. A rank of moderate should be given to subjects where you achieved 50%.
2. A comparison of how you performed (gpa) in the corresponding course during law school.
3. Any relevant information about the subject that might help you understand why you performed as you did on the diagnostic.
4. An analysis of your strengths and weaknesses in the multiple choice format specifically.

Your response will be graded based on your adherence to the assignment instruction, depth of analysis/reflection, and. completeness.

Weekly Rule Tracking Exercises

See video and handout on Blackboard

D. Exams

The mid-term and final exams are designed to simulate as nearly as possible, a full day of the CA Bar Exam. Please plan accordingly. Exams should be handwritten or typed depending upon how you will take the actual bar exam. Lunch will be provided during these exams.

**Mid-term**

- Content 100 MBE style questions, 2 essay questions and one performance test. (Some essays may include crossover subjects.)
- Date **Saturday, March 2, 2019**
- Time 8:30 a.m. – 5:00 p.m. (Includes 30 minutes for exam instructions and collection.)

**Final Exam**

- Content 100 MBE questions, 2 essay questions, and 1 performance test. (Some essays may include crossover subjects.)
- Date **Saturday, April 27, 2019**
- Time 8:30 a.m. – 5:00 p.m. (Includes 30 minutes for exam instructions and collection.)

## **Appendix of Mission, Values and Learning Outcomes**

### **University of La Verne Mission and Values**

It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community.

The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for:

1. **Values Orientation.** The University affirms a philosophy of life that actively supports peace with justice, the health of the planet and its people. Therefore, in light of this affirmation, it encourages students to become reflective about personal, professional, and societal values. It also encourages values-based ethical behavior.
2. **Community and Diversity.** The University promotes the goal of community within a context of diversity. Therefore, it encourages students to understand and appreciate the diversity of cultures that exists locally, nationally, and internationally. It also seeks to promote appreciation and preservation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
3. **Lifelong Learning.** The University commits itself to promoting education that facilitates lifelong learning. Therefore, it teaches students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.
4. **Community Service.** The University believes that personal service is a primary goal of the educated person. Therefore, it encourages students to experience the responsibilities and rewards of serving the human and ecological community.

### **University of La Verne College of Law Vision, Mission, and Values**

#### **VISION**

La Verne Law is an incubator for innovation in legal education, thought, and advocacy for individuals passionate about serving their communities and promoting access and justice.

#### **MISSION**

The mission of La Verne Law is to guide our students in the discovery of law and self as they prepare for the practice of law or other professional careers. Our faculty of scholars and teachers is committed to creating an innovative, collaborative learning environment designed to develop the knowledge and skills relevant to achieving individual and professional success.

Our mission encompasses educating, as well as enhancing the professional lives of, the members of the local, regional, national, and international communities we encounter – students, faculty, staff, administrators, alumni, members of the bench and bar, and others who pursue social justice.

Our mission is grounded in the core values of the University of La Verne – life-long learning, ethical reasoning and decision-making, diversity & inclusivity, and community & civic engagement.

Difference-making is our legacy.

## CORE VALUES

**University Values:** As a College within the University of La Verne we adopt and endorse the University core values of Lifelong Learning, Diversity and Inclusivity, Community Engagement, and Ethical Reasoning.

**College of Law Core Principles and Values:** As an institution dedicated to teaching and training the next generation of lawyers and leaders, we operate institutionally and individually on the principles of professionalism, innovation, ethics, student centeredness and community enhancement. In our actions and interactions, we are and seek to be affirming, respectful, humble, accountable, committed, inclusive, empathetic, responsive, passionate, and positive.

### **University of La Verne College of Law Program Objectives**

- A. Upon completion of the program of legal education, students will possess the skills and knowledge to enable them to pass any bar examination of their choosing.
- B. Upon completion of the program of legal education, students will possess those skills to participate as respected members of the legal profession.
- C. Upon completion of the program of legal education, students will model ethical, responsible, and professional behavior.
- D. Upon completion of the program of legal education, students will embrace cultural differences and civic and community engagement.

### **American Bar Association Standard 302: LEARNING OUTCOMES**

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

In compliance with ABA Standard 302, the University of La Verne College of Law has established the following.

### **University of La Verne College of Law Program Learning Outcomes**

- 1. Students shall demonstrate knowledge and understanding of substantive and procedural law.
- 2. Students shall demonstrate competence in legal analysis and reasoning.
- 3. Students shall demonstrate competence in conducting legal research.
- 4. Students shall demonstrate competence in problem-solving.

5. Students shall demonstrate competence in written and oral communication.
6. Students shall be able and motivated to exercise proper professional and ethical responsibilities to clients, the legal system, and the wider community.
7. Students shall demonstrate competent litigation skills.
8. Students shall demonstrate competent transactional skills.
9. Students shall apply cultural competency while exercising their legal skills.

**Important Dates**

Monday, January 21, 2019 No Class (MLK Holiday)

Saturday, January 19, 2019 Makeup class for MLK Day

Monday, February 18, 2019 No Class (Presidents)

Tuesday, February 19, 2019 Makeup for Feb 18th

Monday February 25, 2019 No Class (for midterm)

Saturday, March 2, 2019 Midterm

Monday, March 4, 2019 No Class (Spring Break)

Monday, April 15, 2019 No class (Individual Appointments all week)

Saturday, April 27, 2019 Final Exam

## Capstone Objectives Comparison Table

Program of Legal Education Objectives	Program Learning Outcome	Bar Exam Instructions	Capstone Learning Outcome
<p>A. Upon completion of the program of legal education, students will possess the skills and knowledge to enable them to pass any bar examination of their choosing.</p>	<p>1. Students shall demonstrate knowledge and understanding of substantive and procedural law.</p> <p>2. Students shall demonstrate competence in legal analysis and reasoning.</p>	<p>1. Choose the best answer from the 4 stated alternatives using generally accepted fundamental legal principles;</p> <p>2. Demonstrate ability to analyze the facts in the question.</p> <p>3. Demonstrate ability to tell the difference between material and immaterial facts;</p> <p>4. Demonstrate ability to discern the points of law and fact upon which the case turns.</p> <p>5. Demonstrate your knowledge and understanding of the pertinent principles and theories of law, their qualifications and limitation, and their relationship to each other.</p> <p>6. Demonstrate your ability to apply the law to the given facts and reason in a logical, lawyer-like manner from the premises you adopt, to a sound conclusion.</p> <p>7. Refrain from volunteering information or discussing legal doctrines that are not pertinent to the solution of the problem.</p> <p>8. Apportion your time to allow sufficient time to thoroughly review the material and organize your planned response.</p> <p>9. Demonstrate compliance with instructions.</p>	<p>11. Demonstrate a high level of knowledge of the CA Bar Exam structure and content.<sup>2</sup></p> <p>12. Demonstrate a sufficient level of knowledge of legal rules and principles to solve problems in Federal Civil Procedure, Constitutional Law, Contracts Law, Criminal Law, Criminal Procedure, Evidence, Real Property Law, and Torts Law.</p> <p>13. Accurately identify single and multiple legal issues in a set of facts.</p> <p>14. Accurately articulate the general and elemental rules associated with legal issues in a set of facts.</p> <p>15. Demonstrate appropriate legal</p>

<sup>2</sup> Students who plan to take the bar exam in a state other than California must meet this course objective for the relevant jurisdiction.

## Capstone Objectives Comparison Table

			<p>analysis techniques in multiple choice, essay, and performance test formats.</p> <p>16. Apply appropriate approaches to solving problems presented in multiple-choice, essay and performance test formats.</p> <p>17. Demonstrate critical self-assessment to achieve continuous improvement.</p> <p>18. Demonstrate proper exam and time management techniques during simulated exams.</p> <p>19. Demonstrate the ability to follow directions with accuracy and precision.</p> <p>20. Identify and use motivational and stress reduction techniques to address study and exam anxiety.</p>
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# Capstone Objectives Comparison Table