Pulling It Together

Creating An Exam-Targeted Outline
Presented By the Academic Support/Bar Services Department

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Why do we outline?

• To learn the law
• To boil a large amount of information down to its core
• To have a study tool that reflects our own understanding of the law
Outlining-Make Your Own Roadmap

• When you finish a chapter in the table of contents, start your outline

• For example, when you finish Intentional Torts, do your Intentional Torts outline

• Don’t outline by case, outline by Tort, and list cases just to help you understand or remember elements of torts, exception, or defenses
Your outline includes Rules and Exceptions and defenses

- **Battery**
  - set out elements of rule: Intent, contact, causation
  - other ways to explain Intent-substantial certainty
  - exceptions-any cases where there was no battery based on the facts
  - defenses: consent?
Make the Outline YOUR ROADMAP

• Don’t just use the table of contents or the syllabus

• Don’t just use the outline in the book or one you found on the internet or one that another student gave you

• MAKE YOUR OWN OUTLINE- just use other sources to check your work

• Your outline is a SYNTHESIS of information, not a compilation and it must be PRECISE
Incorporate class notes and the cases that you briefed

• Your outline/roadmap should include what you learned in class and what you learned from reading and briefing cases

• Your outline helps you prepare for the midterm and final

• Think Big Picture: how does the law fit together?

• You can use flashcards and diagrams, but you must commit the rules to MEMORY
Remember IRAC

- Read in IRAC
- Think in IRAC
- Brief in IRAC
- Outline in IRAC
- Answer in IRAC
Timing

- **Weeks 1-4**
  - 90%-100% of time spent preparing for class and only 10% of time is post class review

- **Weeks 5-13**
  - Reading and briefing more at 30%-40% of your time and post class review more like 60%-70% of your time
  - Start doing untimed practice MCQs and portions of Essay Questions
  - Library website for last 2 years of essays for each professor and binders in library for earlier exams
Timing

- **Weeks 14-16**
- Get new exams for issue spotting
- Finish outlining
- Do timed MCQs and full essay question practice
- Cut outline down to 10 or 5 pages
Summary

• Start now
• Be thorough yet precise
• Don’t put information in your outline that you don’t understand!
• Cut down your outlines even more before exams
• Test your outline to see if it works by doing practice MCQs and essays-open outline
• See ADP for feedback
Week 6-Crushing the Multiple Choice

• Avoiding Traps and Picking the “Best” Answer

• Wednesday, Sept. 21, 5:15-6:15, Rm. 2203