Introduction for Faculty Colleagues

This assignment is designed for Bar Exam Foundations, a course for third year law students beginning their bar preparations. Throughout the course, the students engage in a review of the substantive law they will be expected to understand and apply on the examination. There are 16 – 20 testable topics on the bar examination depending upon how the topics are organized. Each topic contains hundreds of pages of rules and cases that students must be prepared to recite, discuss, and apply. Given the vast amount of information, one of the course goals is to facilitate effective learning, memorization, and retention techniques. This assignment supports student development of new and innovative methods for learning and memorizing regulations, statues, and tenants of law. The assignment also requires students to be able to demonstrate a clear understanding of the assigned legal area by effectively deconstructing the rules, a skill learned in law school but often in need of refinement and practice.

The student’s colleagues will critique the visual representation utilizing the attached rubric. The student will then have an opportunity to modify and fine-tune his/her visual representation based on the feedback provided. The visual representations will then be applied to both a Multistate Bar Examination question (multiple choice format) and a North Carolina or Multistate Essay question in a subsequent assignment, ensuring the visual representation is functional and well-designed.

The Assignment I Distribute to Students

Bar Exam Foundations
Rule Deconstruction – Visual Representation

Course Goals
This exercise is designed to build upon the following course goals:

1. Students will further develop the skill of rule deconstruction
2. Students will create memory-making tools to assist in their understanding of the law and in their preparations for the bar examination.

3. Students will be able to apply deconstructed rules to the CRAC exam writing format.

**Assignment Objectives**
As a result of this assignment, students will (1) deconstruct the selected rule of law, (2) understand and apply the organizational structure of each rule to the analysis of related fact patterns, both in essay and selected response form, and (3) develop a visual construction that will assist students in the memorization process.

**Instructions**
Select a topic from the topic list and do the following:

1. Deconstruct the rule and identify:
   a. the “umbrella rule”
   b. each of its subparts
   c. the order in which those subparts must be presented/or analyzed in an essay/selected response

2. Develop a visual schematic to share with the class. (Visual representation can be in the form of a model, flow chart, diagram, table, mental picture, or other creative arrangements.)

3. Your colleagues will generate answers to hypothetical problems based on these visuals.

The size/length of each visual schematic will vary depending upon the rule selected. The writing in your visual representation should be void of grammatical and spelling errors.

Your visual representation will be due at the beginning of the class period. Please be prepared to share it with your colleagues and to explain its structure. You may share it by making copies for each student, projecting it onto the classroom screen via the computer projector, creating a large poster-sized model, or by utilizing any other method in which each student in the room can easily read and understand all writing and depictions.

**Note:** If you send the completed assignment to me at least 24 hours prior to the start of class in Word or PDF form, I will make sufficient copies for you.
Rubric
Summary of grading criteria:

___/5 Accuracy of the visual representation
___/5 Communication of rule/s of law - vision, ingenuity, memory making
___/5 Clarity of its organizational structure
___/5 Presentation skills
___/20

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<tr>
<th></th>
<th>Excellent (4-5)</th>
<th>Competent (2-3)</th>
<th>Needs work (0-1)</th>
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<tr>
<td><strong>Accuracy</strong></td>
<td>The visual representation demonstrates a depth of understanding by using relevant and accurate detail to support the student’s deconstruction of the law.</td>
<td>The visual representation uses knowledge which is generally accurate with only minor inaccuracies.</td>
<td>The visual representation uses little relevant or accurate information.</td>
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<td><strong>Communication</strong></td>
<td>The visual representation is imaginative and effective in conveying ideas to the audience.</td>
<td>The visual representation is effective in conveying main ideas, but some questions from the audience remain unanswered.</td>
<td>The visual representation fails to capture the interest of the audience and/or is confusing in what is to be communicated.</td>
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<td>___/5</td>
<td>The visual effectively addresses audience reactions and questions.</td>
<td>It lacks ingenuity and uniqueness.</td>
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<td>The visual is a “memory</td>
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<td>Clarity</td>
<td>The visual representation presents the rule/s of law in a manner that is easy to follow.</td>
<td>The visual representation makes the law/s difficult to understand, and/or the difficult to apply.</td>
<td>The visual representation is incomprehensible,</td>
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<td>Presentation skills</td>
<td>The presenter speaks clearly and loudly enough to be heard, using eye contact, and appropriate tone, gestures, and body language to engage the audience.</td>
<td>The presenter speaks clearly and loudly enough to be heard, but tends to drone and/or fails to use eye contact, gestures, and body language consistently or effectively at times.</td>
<td>The presenter cannot be heard and/or speaks so unclearly that s/he cannot be understood. There is no attempt to engage the audience through eye contact, gestures, or body language.</td>
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