Introduction

Preparing for and taking the LSAT is an arduous process. This process can be physically demanding and emotionally draining (much like law school itself). The purpose of this class is to prepare you to maximize your LSAT score. We will do that by teaching skills and techniques to approach the material covered on the test. We will also train and coach you for test day itself.

This class is based on two principles: (1) the LSAT matters; and (2) who we are and what we bring to the test matters, also.

The LSAT matters, like it or not.

Standardized test results, in general, tend to reproduce social hierarchies. When these tests are used to determine access to educational and professional opportunity, they become an “objective” justification for perpetuating these same hierarchies.

On the individual level, however, a high score on the LSAT can serve to break this cycle. The LSAT is the ultimate high stakes test, because it factors so highly in the law school admissions process. The LSAT does not test anything except a way of thinking. So you can improve your score by understanding the formula of the test without learning any specific content. Significant score increases are possible and can completely change your law school admissions outlook.

We matter, believe it or not.

This class will be different than a regular test preparation class. We share food at the beginning of class, and we also share our own stories. It is important to put your efforts to improve your LSAT scores into the broader context of who you are, what goals led you to take this test, and what you hope to accomplish with a law degree. This emphasis on context is not exclusively, or even primarily, to make anyone feel good about themselves. Keeping up with this class and preparing for the LSAT will be hard; law school will be much harder. Motivating yourself to keep studying for another hour will be easier if you keep in mind why you are studying.

The LSAT tests one way of thinking, but that doesn’t mean that we only learn in one way. To be fully effective for all students, this class MUST be a continuing dialogue between students and instructor. There will be room for different kinds of learners in this program.

Text

We will work almost exclusively from real LSAT tests. If you want to beat the test, you must know the test, inside and out. Any other material will be handed out in class.
**Class Schedule**

The course schedule is laid out below. Some of these classes will introduce new material specific to the LSAT, some will focus on broad topics of test-taking technique, some will be workshops to hone skills. **Attendance at all classes is mandatory.** Knowledge and skills covered in one class builds on the previous class, so missing even one class can have a significant impact on success.

**Wednesday, April 3 --- 6:00PM-9:00PM**
Introduction to logic games; introduction to the LSAT; drawing gameboards and symbolizing clues; ordering games and grouping games
**Assignment:** Complete any games left from class; do all games in Tests 52, 53 & 54

**Wednesday, April 10 --- 6:00PM-9:00PM**
Introduction to arguments; reading & breaking down argument questions; conclusion-premise-assumption arguments; argument identification
**Assignment:** Identify all Argument types in Argument sections in Tests 52 & 53; do Argument sections in Tests 52 & 53; do Reading Comprehension section in Test 52.

**Saturday, April 13 --- 9:00AM-1:00PM**
Workshop - Games and argument strategy in practice
**Assignment:** Review techniques and topics covered in workshop and course so far; do Games in Tests 55, 29 & 30; do Arguments in Tests 54, 55, 29 & 30

**Wednesday, April 17 --- 6:00PM-9:00PM**
Introduction to reading comprehension; three ways to read for speed and comprehension structure v. content vocabulary
**Assignment:** Do Reading Comprehension in Tests 53, 54 & 55.
*From this point on until the end of the course, incorporate Reading Comprehension questions into your practice regimen at your own pace. Please do not complete Reading Comprehension section in Tests 37 & 38.*

**Saturday, April 20 --- 9:00AM-1:00PM**
Practice test & Discussion Panel - **Law School: The Student Experience** (3.5 hrs)

**Wednesday, April 24 --- 6:00PM-9:00PM**
Test review; self-assessment and interpreting test results; describer argument types; common flaws
**Assignment:** Do Tests 56 & 57
*From this point until the end of the course, begin doing at least some of your assignments under timed conditions. Start to practice your timing strategies, and also build your endurance to be able to focus for longer and longer periods of time.*

**Wednesday, May 1 --- 6:00PM-9:00PM**
Causal logic and language; conditional games; computer argument types, individualized argument two-pass/three-pass strategy
**Assignment:** Complete Test 58 & 59

**Saturday, May 4**—9:00AM-1:00PM  
Practice Test & Discussion Panel – **Law School: Law Professors and Their Classes** (3.5 hrs)

**Wednesday, May 8** --- 6:00PM-9:00PM  
Reading comprehension distractor answers; writing an essay in LSATese  
**Assignment:** Complete Test 60 & 61  
*From this point until the end of the course (if you have been keeping up with the assignments), you will need to incorporate additional practice material. Two good options are 10 Actual, Official LSAT Prep Tests and 10 More Actual, Official LSAT Prep.*

**Wednesday, May 15** --- 6:00PM-9:00PM  
Test review; process of elimination on games; less frequent game types  
**Assignment:** Complete Tests 31 & 32; additional practice

**Saturday, May 18** --- 9:00AM-1:00PM  
Practice test & Discussion Panel – **After Law School: The Legal Profession** (3.5 hrs)

**Wednesday, May 22** --- 6:00PM-9:00PM  
Test review; maximizing scores  
**Assignment:** Additional practice

**Wednesday, May 29** --- 6:00PM-9:00PM  
Test review; test week/test day preparation

**Monday, June 3** --- 12:30pm  
LSAT

**Study Groups**

I strongly encourage the formation of study groups to work through the material together and to share and borrow understandings. The LSAT is in many ways a lonely, solitary undertaking (like law school). However, most professional legal work includes a strong collaborative element. Study groups can broaden your understanding, support your motivation, and allow an opportunity for critical reflection on the process you are engaged in.