

Instructor Guidelines

Program Strategy

Think of taking all the prior LSATs that have been administered. Now imagine cutting out each question with a pair of scissors. As you work, place each question in a separate pile that represents a particular question type. (For example, in Logical Reasoning some of the question types we identify are evidence questions, deductive reasoning questions, inference questions, consistency and contradiction questions, argument recognition questions, etc.) Our seminar teaches students how to identify each question type, develops a basic approach for each question type, and includes extensive practice material organized by question type and generally arranged from less difficult to more difficult. **Another way to describe our basic approach is that first we look for "patterns" and then we "practice."**

Preparing To Teach

Every instructor has a unique teaching style. Often, the best advice one can give a new instructor is to simply be yourself. You did well on the LSAT and you know what worked for you. Your knowledge regarding the LSAT is invaluable. Instructors are encouraged to improvise and add material that improves the quality of the course for the students. For instance, personal anecdotes and problem solving techniques not found in the textbook often add significantly to the students' learning experience.

Prepare to teach by working your way through the textbook. Highlight important points and write lecture notes in the margins. As you read and solve each question, mark the text to show how you eliminated incorrect answers. Carefully mark the correct answer so you don't have to flip back and forth while you are teaching. Initially, you should plan on spending approximately 20 hours preparing to teach. Much less time will be required for subsequent classes.

"Do's"

Professional attire will increase your credibility with students.

Be friendly. Try to get to know your students' names, their special concerns, their goals. Talk to students during the breaks.

Be extremely positive about the possibilities for increasing one's performance by preparing. You are a role model. If you prepared diligently for the LSAT and were successful, tell the students about your success. Encourage students to continue working after the course.

Apply these presentation skills: introduce the material, emphasize important points, summarize at the end of each topic.

Refresh your memory by carefully working all practice problems at the same time the students are working them.

Be familiar with the materials in Section 3 of the classroom manual regarding scoring practice exercises (pages 44-47).

Take care to go slowly enough to permit students to understand what you are saying. Remember that you have the advantage of knowing the answers and preparing beforehand. You should be more concerned about the quality of your presentation rather than rushing in order to complete every practice set. Students can always work on unfinished material on their own.

“Don’ts”

Never inform students that you are teaching for the first time. Never inform students that you are unprepared. Example: “Final exams were last week, I haven’t had much time to prepare for this class, but I will do my best.” Students expect competent, well-prepared instructors because they have paid for the course. Please don’t make excuses of any kind. (Students will always remember that you told them you were unprepared whether or not you actually did a good job!)

Do not dismiss any class more than fifteen minutes before the scheduled ending time. Do not substitute additional class time for the simulated LSAT on Sunday afternoon. Do not skip the Argumentative Essay section.

Don’t disparage the course materials. If you think the materials need improving, tell *Prepmaster Review*, not the students. We will incorporate your suggestions in the next edition of our course materials.

Students dislike having the text read to them. Never read from the textbook without first introducing the material by telling the students that you will be reading from the text. Example: “The next topic is parallel reasoning. The classroom manual lists important considerations for this question type. These materials are particularly helpful, so I will read the material at the bottom of page...”

Avoid lengthy discussions which do not leave enough time for the practice exercises. Students really get upset if not enough time is spent practicing.

Remember to give students at least one rest break during each class.

Don't let an unreasonable student sabotage your presentation. You should cut off endless questions by saying you will work with that person after class. In the case of the truly dissatisfied student you should encourage them to withdraw from the program. The course refund policy is included on your website. Record the names of any students who withdraw, the time they withdrew, and whether or not they turned in their textbook. Write this information on the back of your copy of the student's Registration Confirmation email in your file folder.

Checklist

Use the following checklist to make sure nothing is overlooked on Saturday morning of the course. You will need a briefcase to carry your textbook and teaching supplies.

- (1) Meeting room receipt or reservation notes. Be sure to call the hotel's event coordinator during regular working hours 2-3 days prior to the seminar to make sure everything is in order. Remind the event coordinator that you will be needing a large, sturdy marker board.
- (2) Your textbook
- (3) Instructor Guidelines
- (4) File folder with Registration Confirmation emails, Free Repeat Confirmation emails, and Status/ Changes emails arranged in alphabetical order by Last Name/ First Name
- (5) Textbooks for students
- (6) Electric pencil sharpener
- (7) Pencils
- (8) Marker board markers
- (9) Marker board eraser
- (10) Digital timer to keep accurate time on practice sets. Office Depot and Amazon sell digital timers for approximately \$25.

Registration

The purpose of "registration" at the course location is to check in students and hand out classroom manuals. Registration can be hectic, especially with large classes. We strongly recommend that you proceed step-by-step as follows:

- (1) BE SURE TO ARRIVE AT THE COURSE LOCATION BY 8:00 A.M. ON SATURDAY MORNING. We emphasize arriving by 8:00 a.m. because this will give you time to check on whether the meeting room is set up properly, arrange your registration materials, and begin registering students at 8:30 a.m. without being unduly rushed. Arriving early is the secret to a smooth, efficient course registration.
- (2) Check the meeting room to see whether the room is set up classroom style with an instructor table at the front and with an adequate marker board. If you encounter any problems, notify the person responsible (at hotels this would normally be the front desk).
- (3) Plug in the pencil sharpener. Place one dozen pencils near the pencil sharpener.
- (4) Hand out textbooks only when students check in with you. Do not distribute textbooks at each student's place in the classroom. This is your insurance that only students who have registered and paid for the course receive a textbook. A registration confirmation email (on paper or on the student's phone) should be presented by each student. The main purpose of the registration confirmation is to make it easy to look up each student's name in your records. You should still check in students who have lost or forgotten their registration confirmations. Return the registration confirmation email to the student after you check them in because the confirmation also serves as their receipt.
- (5) Inform students that class will begin promptly at 9:00 a.m.
- (6) Carefully count the number of students present at 9:30 a.m. (after the Diagnostic Exam begins). Determine the number of "no shows" and indicate them in your records.
- (7) Keep three or four extra classroom manuals on hand at all times in case there are late arrivals.

Class Schedule

Saturday

Check In
8:30 to 9:00 a.m.

Introduction and LSAT Strategies
9:00 to 9:30 a.m.

Diagnostic Exam
9:30 to 10:15 a.m.

Scoring the Diagnostic Exam
10:15 to 11:00 a.m.

Reading Comprehension
11:00 a.m. to 1:00 p.m.

Lunch
1:00 to 2:00 p.m.

Logical Reasoning I
2:00 to 6:00 p.m.

Sunday

Logical Reasoning II
8:30 a.m. to 11:30 p.m.

Lunch
11:30 to 12:30 p.m.

Argumentative Writing Sample and
Personal Statement
12:30 to 2:00 p.m.

Planning for Further Study
2:00 to 2:30 p.m.

Simulated LSAT
2:30 to 5:00 p.m.

Scoring the Simulated LSAT
5:00 to 6:00 p.m.

Class Outlines

The class outlines are designed to help you plan each class and maintain a pace which allows you to comfortably cover all the material in the time allotted. **The class outlines are by far the most important feature of these guidelines. Notice the “Teaching Tips” which are included on the outline for each class.** Textbook page references are indicated in parentheses.

INTRODUCTION AND LSAT STRATEGIES

Introduction

Chapter 1

30 minutes

Saturday morning

9:00 to 9:30 a.m.

Introduction

5 minutes

9:00 to 9:05 a.m.

Welcome to the course

Introduce yourself

Go over class schedule (6)

Explain that students may keep their textbook following the course.

Review contents page (iii)

Emphasize “Maximizing the Benefits of the Classroom Seminar” (2)

LSAT Strategies

20 minutes

9:05 to 9:25 a.m.

Why prepare for the LSAT? (1)

Question types (12)

Examination format (12)

Strategy fundamentals (13)

Specific suggestions (15)

Last minute details (16)

Post-Test Decisions (18)

Announce break:

5 minutes, 9:25 to 9:30 a.m.

“The next class will begin at 9:30 a.m. sharp.”

Teaching tips:

1. Please be aware that all students except free repeat students should receive a textbook. If a student already has a textbook, it is a self study textbook which is different from the textbook used in class.
2. It is very important not to waste time on unnecessary introductory comments. Otherwise, you may delay the class which follows.
3. Prepare to work in front of a class. Highlight your textbook. Carefully write yourself notes in the margins of your textbook.
4. The class on LSAT Strategies is a good time to encourage questions. Be sure to be *completely* familiar with the LSAC website. Be sure to relate your own experiences on the LSAT in order to clarify and emphasize the various strategies.

DIAGNOSTIC EXAM

Chapter 2

1 hour 30 minutes
Saturday morning
9:30 to 11:00 a.m.

Diagnostic Exam

45 minutes
9:30 to 10:15 am

Direct the students to simply mark their answers in the textbook by circling the correct answer. Answer sheets are not provided.

The three 15 minute multiple-choice sections of the examination should be administered “back-to-back” without a rest break.

Use your digital timer to administer the examination according to the times indicated on the examination. Follow along in your textbook (20-43) while administering the examination:

“You may begin... You have two minutes remaining...Stop...Turn to the next section... You may begin.”

Scoring the Diagnostic Exam

30 minutes

10:15 to 10:45 a.m.

Explain the instructions for scoring the diagnostic examination (44 to 47).

Make yourself available for questions concerning scoring. Students should begin to identify their weak areas.

Typically students score at the 40-50% level on the diagnostic examination. This serves as a wake-up call regarding the importance of preparing for the exam.

Announce break:

15 minutes

10:45 to 11:00 a.m.

“The next class will begin at 11:00 a.m. sharp.”

Teaching Tips:

The diagnostic exam questions are used for teaching purposes throughout the seminar. Explain that you will go over many of the diagnostic exam questions in the classes which follow.

READING COMPREHENSION

Chapter 3

2 hours

Saturday morning

11:00 a.m. to 1:00 p.m.

Lecture (56 to 63)

30 minutes

11:00 to 11:30 a.m.

Overview (56)

Approach passages as arguments (56)

Active reading (57)

Learning to concentrate (58)

Structure (58)

Question types (59)

Choosing the best answer (61)

Problem solution pattern (62)

Comparative Reading (63)

Practice Set I (64)

30 minutes plus

10 minutes for review

11:30 a.m. to 12:10 p.m.

Practice Set II (75)

30 minutes plus

10 minutes for review

12:10 to 12:50 p.m.

Time students and then carefully review selected questions. Particularly emphasize and demonstrate the step-by-step logical approach which should be taken. Demonstrate how to reduce the number of choices down to two choices and how to identify the “best” answer.

Summary (86)

10 minutes

12:50 to 1:00 p.m.

Announce lunch break:

1 hour

1:00 to 2:00 p.m.

“The next class will begin at 2:00 p.m. sharp.”

Teaching Tips:

1. Prepare to work in front of a class. Highlight your textbook. Carefully write yourself notes in the margins of your textbook. Write brief reminders for yourself as to why one answer is superior to another, or why an answer should be eliminated.
2. Refresh your memory by carefully working all the practice problems at the same time the students work them.
3. Use your digital timer to carefully time the practice exercises in accordance with the times indicated in the textbook.
4. Really emphasize the importance of learning to “concentrate” on the reading passage. Often students find it helpful to read the first paragraph of a reading passage very slowly until they “get into” the passage. **The primary mistake made by most students is trying to read too quickly.**

LOGICAL REASONING I

Chapter 4

4 hours

Saturday afternoon

2:00 to 6:00 p.m.

Introduction

Overview and General Suggestions (87)

10 minutes

2:00 to 2:10 p.m.

What is an argument? (88)

5 minutes

2:10 to 2:15 p.m.

Review Diagnostic Exam, question 2

5 minutes

2:15 to 2:20 p.m.

Deduction and Inference

Explain deduction (91)

5 minutes

2:20 to 2:25 p.m.

Review Diagnostic Exam, question 1

5 minutes

2:25 to 2:30 p.m.

Explain inference (92)

5 minutes

2:30 to 2:35 p.m.

Elementary Exercise (94)

5 minutes

2:35 to 2:40 p.m.

Explain Logic Models (95-96)

10 minutes

2:40 to 2:50 p.m.

Review Diagnostic Exam, question 4

5 minutes
2:50 to 2:55 p.m.

Skills Development Exercise (98)

5 minutes
2:55 to 3:00 p.m.

Practice Set I (100)

20 minutes
3:00 to 3:20 p.m.

Announce first break:

15 minutes
3:20 to 3:35 p.m.

“The next class will begin at 3:35 p.m. sharp.”

Argument Recognition

Argument techniques and types of logical fallacies (104)

15 minutes
3:35 to 3:50 p.m.

Parallel reasoning (107)

5 minutes
3:50 to 3:55 p.m.

Review Diagnostic Exam, question 8

5 minutes
3:55 to 4:00 p.m.

Practice Set II (110)

20 minutes
4:00 to 4:20 p.m.

Announce second break:

15 minutes
4:20 to 4:35 p.m.

“The next class will begin at 4:35 p.m. sharp.”

Evidence

Lecture (115)

20 minutes
4:35 to 4:55 p.m.

Review Diagnostic Exam, question 9

10 minutes
4:55 to 5:05 p.m.

Practice Set III (121)

20 minutes
5: 05 to 5:25 p.m.

Consistency and Contradiction

Lecture (126)
5 minutes
5:25 to 5:30 p.m.

Skills Development Exercise (127)
10 minutes
5:30 to to 5:40

Practice Set IV (129)
20 minutes
5:40 to 6:00 p.m.

Teaching tips:

1. Prepare to work in front of a class. Highlight your manual. Carefully write yourself notes in the margins of your manual. Write brief reminders for yourself as to why one answer is superior to another, or why an answer should be eliminated.
2. Work all the practice problems with the students. Refresh your memory by carefully working all the practice problems at the same time the students work them.
3. Use your digital timer to carefully time all practice exercises in accordance with the times indicated in the manual.
4. It is necessary to set a brisk pace in order to cover all the topics. Don't spend too much time on any one topic.

LOGICAL REASONING II

Chapter 5

3 hours

Sunday morning

8:30 to 11:30 a.m.

Overview (133)

10 minutes

8:30 to 8:40 a.m.

Practice Set I

20 minutes

8:40 to 9:00 a.m.

Review Practice Set I

10 minutes

9:00 to 9:10 a.m.

Practice Set II

20 minutes

9:10 to 9:30 a.m.

Review Practice Set II

10 minutes

9:30 to 9:40 a.m.

Practice Set III

20 minutes

9:40 to 10:00 a.m.

Review Practice Set III

10 minutes

10:00 to 10:10 a.m.

Announce break:

20 minutes

10:10 to 10:30 a.m.

“The next class will begin at 10:30 a.m. sharp.”

Practice Set IV

20 minutes

10:30 to 10:50 a.m.

Review Practice Set IV

10 minutes

10:50 to 11:00 a.m.

Practice Set V

20 minutes

11:00 to 11:20 a.m.

Review Practice Set V

10 minutes

11:20 to 11:30 a.m.

Announce lunch break:

1 hour

11:30 a.m. to 12:30 p.m.

“The next class will begin at 12:30 p.m. sharp.”

Teaching tips:

1. Prepare to work in front of a class. Highlight your manual. Carefully write yourself notes in the margins of your manual. Write brief reminders for yourself as to why one answer is superior to another, or why an answer should be eliminated.
2. Work all the practice problems with the students. Refresh your memory by carefully working all the practice problems at the same time the students work them.
3. Use your digital timer to carefully time all practice exercises in accordance with the times indicated in the manual.

ARGUMENTATIVE WRITING SAMPLE

Chapter 6

1 hour 30 minutes

Sunday afternoon

12:30 to 2:00 p.m.

Overview (201)

Argumentative Writing Exercise (203)

20 minutes

12:40 to 1:00 p.m.

Outline Your Essay

Introductory Paragraph

Supporting paragraphs

Concluding Paragraph

General Hints

Writing Your Essay

Grading Your Essay

Personal Statement (208)

Suggestions for how to write a distinctive and well written personal statement.

30 minutes

1:15 to 1:45 p.m.

Direct students attention to:

Take Home Diagnostic Exercise (211)

Take Home Grammar Review (214)

Announce break:

15 minutes

1:45 to 2:00 p.m.

“The next class will begin at 2:00 p.m. sharp.”

Teaching tips:

1. Prepare to work in front of a class. Highlight your notebook. Carefully write yourself notes in the margins of your notebook.
2. Use your digital timer to time all practice exercises in accordance with the times indicated in the written materials.

PLANNING FOR FURTHER STUDY

Chapter 7

30 minutes

Sunday afternoon

2:00 to 2:30 p.m.

Introduction

Proper use of study time (220)

General study schedule (222)

5 minutes

2:00 to 2:05 p.m.

Personal study schedule

Key study factors (223)

5 minutes

2:05 to 2:10 p.m.

Direct students attention to:

Study Outlines (224)

5 minutes

2:10 to 2:15 p.m.

Make the following announcement:

“If you think others would benefit from this course, please tell your prelaw advisor and any friends who are considering law school about Prepmaster Review.”

Announce break:

15 minutes

2:15 to 2:30 p.m.

“The simulated LSAT will begin at 2:30 p.m. sharp.”

SIMULATED LSAT

Chapter 8

3 hours 30 minutes

Sunday afternoon

2:30 to 6:00 p.m.

Simulated LSAT

140 minutes

2:30 to 5:00 p.m.

The Simulated LSAT includes three thirty-five minute multiple-choice sections.

Allow a ten minute break after Section II. Be sure to announce the time when testing will resume so students will return from their break on time.

Use your digital timer to administer the examination according to the times indicated on the examination papers (follow along in your textbook, pages 229-278, while administering the examination):

“You may begin...You have five minutes remaining...Stop...Turn to the next section...You may begin.”

Don't forget the ten minute break following Section II.

Scoring the Simulated LSAT

1 hour

5:00 to 6:00 p.m.

Scoring instructions (279)

5 minutes

5:00 to 5:05 p.m.

Help students quickly determine their raw score by reading the correct answer choices.

15 minutes

5:05 to 5:20 p.m.

Go over a few questions that you identified as being particularly difficult while you were preparing to teach. Remind students that there are complete explanations for every question in the textbook.

30 minutes

5:20 to 5:50

Summary

10 minutes

5:50 to 6:00 p.m.

Words of encouragement!

Words of wisdom!

Wish them luck!