

LAWYERING SKILLS AND STRATEGIES II

Professor Lauren Simpson

Section E-2 • Spring 2026

DRAFT-2: subject to change

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Section E-1 has a separate Course Description and Syllabus. If you don't remember your assigned LSS section, you may check on AccessUH or under "memberships" in your Outlook profile, or you may contact OSA.

I. Welcome Back!

Welcome back to the University of Houston Law Center (UHLC), as we begin our Lawyering Skills and Strategies II class (LSS II)! I look forward to continuing our work together this upcoming semester.

A. Foundational Documents: Course Description + Syllabus

This ***draft Course Description*** (i) explains how LSS II will operate and (ii) contains resources to help you navigate LSS II and law school. It's very detailed, but this level of detail ensures a user-friendly course that operates smoothly.¹ As in the fall, I intend for this Course Description to operate as “one stop shopping” for you throughout the semester.

Our **Syllabus** will be contained in a separate document and will provide a detailed course schedule.

Please read both the Course Description and the Syllabus early and thoroughly. Many of your questions will be answered in them; what questions remain I'm happy to answer individually.

B. Course Nature

LSS II will continue as a skills course, which differs from your other courses in ways we've discussed before. So, a single class can require multiple modes of preparation, as well as varied in-class and post-class activities. These activities are crucial to learning, and eventually mastering, the practical skills you'll need to succeed in law school, on the Bar Exam, and in practice.

I'll again use Canvas and each class's Information Sheet to organize these class-related materials. But I also encourage students to organize the course materials in a way that works for them. You'll apply this same skill in actual practice, in which you'll have multiple active cases, each with numerous materials and deadlines to organize.

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II. Student Support in LSS

A. Student Well-Being

Your well-being matters to your professors. We want to ensure that you feel welcome, appreciated, supported, and heard. So, I'll intentionally incorporate practices into our course to promote student well-being.

Studies show that giving students a say in their education (“autonomy”) motivates them and promotes their well-being. Accordingly,

- I encourage students to leave any feedback they have for my LSS classes at the end of a teaching week through a standing, anonymous survey in Microsoft Forms, which you'll access through UH Office365. I'll provide the link to this survey in each class's Information Sheet, as well as in the Canvas “Welcome

¹ Relatedly, I repeat a good amount of foundational information from the fall here because new students occasionally join our class in the spring.

Center” module. I’ll carefully consider student suggestions, incorporating those that meet my pedagogic goals and will benefit the whole class, and I’ll explain if I decline any suggestions.

- one class session will be in “Choose Your Own Adventure!” format, for which each student will select one of several topics to study asynchronously.
- if any of my deadlines presents major difficulties for the whole class due to another academic obligation, please let me know as soon as possible, so that we can work out a solution.

Because studies correlate student well-being with exposure to nature, even if virtual or momentary, I’ll continue weaving nature into our course materials:

- I’ll run a short, recorded “Nature Moment” during the mid-session break for each class.
- I’ll include pretty nature photos in most of our course materials.

B. Class Community

I’ll continue striving to create a vibrant, welcoming, and supportive class community, primarily through continued collaborative work in and out of class. You’ll also submit two self-reflections to me, so that I may answer your questions and concerns one on one.

A supportive community is also user-friendly, which is especially important given how full part-time students’ schedules already are. To make things run more smoothly,

- I’ll minimize emails, instead giving announcements through Canvas and at the start of each class session.
- I’ll repeat important course information in multiple places or formats, so that you may more easily find it. Any redundancy in our course materials is intentional and meant to make your life easier.
- I’ll follow a clear, consistent naming convention and organizational structure for all materials in our Canvas web course, to simplify finding things.
- I’ll create a detailed Information Sheet for each class, (i) reminding you of any activities required after the prior class and (ii) explaining the current class’s target skills and learning objective, preparation, content, and follow-up. I’ll share each Information Sheet at least a week before its class, to give you enough time to prepare. I use a separate Information Sheet for two reasons: (i) to stay flexible, in case our class needs to evolve based on your feedback or my assessment, and (ii) because some class materials contain student information, which can’t be shared in our public syllabus.
- I’ll make all class materials available in the Canvas class module at least a week before that class, to allow you time to prepare. Most materials are also linked in the class’s Information Sheet.
- I’ve determined the number of out-of-class assignments, and their due dates, based on the understanding that most part-time students can do major school work only from Friday through Sunday. This means I
 - set major writing assignments’ due dates at 11:59 p.m. on one of those three days;
 - reduce the number of these assignments overall, supplementing with numerous in-class exercises;

- space out the out-of-class assignments' due dates to allow enough weekend work time; and
- provide extensive individual feedback both in writing (by Track Changes, for non-substantive feedback) and verbally (by MP3, for substantive feedback). My MP3 feedback is extensive, sometimes exceeding 45 minutes per student, to ensure you get the feedback you need despite fewer out-of-class writing assignments.

Relatedly, don't assume that extensive feedback means poor work—because it doesn't. Rather, it means merely that I'm offering the honest, practical advice you need to grow as a writer. Simply put, we can't improve what we don't know needs improving.

Helpful Resource: [How to use Track Changes in Microsoft Word](#)

C. Student Success

Every student can succeed in LSS II because the skills we'll learn are those that everyone improves at with effort and practice. Here are some tips to help you succeed:

- **Be professional.** Come to class on time, with all materials you need reviewed and ready to go. Turn in your best work—on time, every time. Participate actively in all class discussions and activities. Remember that your classmates are your future colleagues; treat them accordingly, with kindness and collegiality. All class members should feel supported, respected, and included.
- **Be positive.** Legal writing is difficult because it differs from the writing you've done before. Just like anyone learning new skills, you'll stumble at times. Embrace your mistakes. Learn from them. The more you practice writing, the better you'll get at it.
- **Be proactive.** This is a professional environment, which means you must take responsibility for your learning. I'm always happy to answer questions, but despite my best efforts, I can't always tell when a student has questions or concerns if they don't share them with me. **So, if you need help, please ask. That's what I'm here for.**

Finally, I don't define success by how your assignment score or grade compares to that of your classmates. Rather, I define success this way:

- You're improving in skills from assignment to assignment, as you learn.
- You've worked hard and done your best in the circumstances.

Have you learned and grown in my class after having done your best? Can you see improvement from your first assignment to the last? Then, in my book, you've succeeded.

Helpful UH Resources:

- [Center for Student Advocacy and Community \(CSAC\)](#)
- [Center for Student Empowerment](#)
- [Cougar Closet](#)

- [Cougar Cupboard](#)
- [Cougars in Recovery](#)
- [CoogsCARE](#) (student-assistance resources), with helpful links to numerous student support services, including, e.g., [mental-health resources](#) and [mental-health trainings](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Student Health Center & Campus Pharmacy](#)
- [UH Wellness](#)
- [UH Law Library legal-study aids \(libguide\)](#)
- [UHLC Academic Success](#)
- [UHLC Health & Wellness](#)

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III. LSS II Overview, Skills, & Learning Objectives

Our LSS II course will further refine—and add to—the legal-research, analysis, writing, and citation skills learned last semester. You’ll also practice the art of persuasion in advocating for your client—whether with your client’s opponent or to a trial court. And you’ll practice advanced citation skills, including those based on *The Greenbook*. In all matters, you’ll be expected to uphold the ethical and professional standards of a lawyer-in-training.

More specifically, you’ll learn these 13 skills in our LSS course in both semesters, unless otherwise indicated:

1. Understanding of sources, hierarchy, and precedential value of laws
2. Ability to distinguish different types of legal rules, to dissect legal rules into their basic components, and to synthesize a unified rule of law from disparate sources
3. Proficiency in identifying issues applicable to the client’s case
4. Effective execution of on-line legal research and selection of authority to address issues in the client’s case
5. Proficiency in understanding and applying case precedent to the client’s case
6. Proficiency in understanding and applying enacted law to the client’s case
7. Ability to translate legal research and analysis into an objective writing that is organized effectively, conveys all relevant and required substance clearly and concisely, and omits extraneous matters [\[Skill 9 does not apply in the spring 2026 semester.\]](#)

8. Ability to translate legal research and analysis into a persuasive writing that is organized effectively; conveys all relevant and required substance clearly, concisely, and strategically; and omits extraneous matters
9. Exposure to the considerations underlying contract negotiation and drafting to address the client's needs effectively [Skill 9 does not apply in the spring 2026 semester.]
10. Introduction to the general principles for legal citation, proficiency in *Bluebook* citation for cases and statutes, and proficiency in *Greenbook* citation for cases [and statutes]
11. Proficiency in using correct grammar and punctuation regardless of the document or communication drafted
12. Awareness of how the topics discussed and assignments given in the course fit into the practice of law
13. Awareness of ethical and professional issues in practice

Each course material will indicate (i) the skill(s) to which it relates and (ii) its learning objective relevant to that skill.

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IV. Course Materials

Here are the texts required for our LSS II course:

- *Texas Rules of Form: The Greenbook* (16th edition 2025)
- *The Bluebook: A Uniform System of Citation* (22nd edition 2025)
- Christine Coughlin, Joan Malmud, & Sandy Patrick, *A Lawyer Writes: A Practical Guide to Legal Analysis* (3d ed. 2018)²
- Kamela Bridges & Wayne Scheiss, *Writing for Litigation* (3d ed. 2024)³

Notes:

- **The only new textbook is *The Greenbook* for Texas citation.** (This book is also available from the publisher directly [here](#).) **We'll also no longer use the Tina Stark contract-drafting textbook from the fall.** However, if you're considering taking an upper-level contract-drafting class or participating in the [Entrepreneurship and Community Development Clinic](#), or if you simply want a terrific contract-drafting resource, then I recommend keeping the Stark textbook.
- *The Bluebook* is also available in online e-format [here](#), if you prefer.

² Although the third edition is our required text and is far superior, the Information Sheets include the second-edition pages in case a student has that earlier version instead.

³ Although the third edition is our required text and is far superior, I'll continue to allow students who have already purchased the first edition to use it, rather than buying the third edition, because my fall 2025 Course Description had originally designated the first edition. **The chapter numbers are the same in the first and third editions, although the pages and appendices differ [check this].**

Helpful free writing resources:

- Free [grammar exercises by the Purdue Online Writing Lab](#) (“Purdue OWL”)
- The free writing assistant [Grammarly](#)

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V. Office Hours and Contact Information

My office hours are on **Mondays and Thursdays from 4:00 p.m. until 6:00 p.m.** Students may meet with me

- in person (in my office: Room 431D) or
- virtually (on Zoom: please see [Section V\(D\)](#), below).

Any changes to my regularly scheduled office hours are reflected in the Syllabus or will be announced through Canvas or by in-class announcement.

I’m also happy to meet with students by appointment outside my office hours, either in person (during business hours only), by phone, or by Zoom. Please email me to schedule an appointment.

My office phone is 713-743-2159, but I prefer contact through my office email, which is ljsimpso@central.uh.edu. I’ll remind students of my cell phone number on the first day of class; please don’t distribute it beyond our LSS II class. **Please contact me by email, texting me only for time-sensitive matters or emergencies.**

I’m available to answer student questions from Monday through Friday, and on most Saturdays, through about 8:00 p.m. (and also after our class sessions). However, I ask that students not contact me on Sunday, which is my Sabbath. If you email on a Sunday, I won’t read your email until Monday morning, so please plan accordingly. Finally, I’ll endeavor to respond to student emails within 24 hours after receiving them; I expect the same professional courtesy from my students.

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VI. Course Format and Technology

A. Class Format and Recording

We’ll hold our LSS II classes **in person** in spring 2026. Please see [Section VI](#), below, for location and times.

Our class content will again be divided into presentations, collaborative exercises, ungraded quizzes, discussions and brain-storming sessions, and other activities because studies show that active participation keeps students engaged, helps them commit learning to long-term memory, and hones their ability to retrieve that learning for future use. You’ll also often view a “flipped” (asynchronous) lecture before class sessions, not only to capture class time for activities, but also to split lectures into shorter bites, which studies show are more easily absorbed.⁴ Relatedly, virtually all flipped lectures last 10 minutes or fewer (and mostly fewer), to avoid cognitive overload.

⁴ I won’t shorten a class session when you watch a flipped lecture in advance because the flipped lectures help you achieve the ABA-mandated, out-of-class, weekly study time of 4 hours for your single 2-hour class session, when averaged out over the semester.

All class sessions will be recorded, and a link to the Mediasite folder housing them will again be available in the Canvas “Welcome Center” module. All class recordings are closed-captioned, to ensure universal accessibility for all students. These recordings will be deleted shortly after the semester ends. There’s a chance that your contributions to class discussion, whether voluntary or while on call, may be included in the recording. Your continued registration in this class indicates your acquiescence to any such incidental recording for the purposes described above.

B. LSS II Web Course

Section E-2 will have a **new spring web course** that will again be hosted by the UH Canvas learning-management system. Please follow these steps to access your LSS II Canvas web course:

1. Log into [Access UH](#).
2. Under “University Services,” click on “Canvas.”
3. Click on your LSS II course, which is named “Simpson LSS II—E-2—S2026.”⁵
4. Our Canvas web course should be available at least a week before our first class. You’ll automatically be enrolled in it.

These UH-provided resources are available to you with Canvas:

- [Basic information for new Canvas and CougarNet users](#)
- [Canvas Student Guide \(TOC\)](#)
- [Student Help for Canvas](#)

Because you won’t have access to your new Canvas web course until shortly before our first spring class, **I’ll again provide you with all materials for Class 1 before the semester begins, emailing you links to a OneDrive folder containing its materials.** I’ll delete this OneDrive folder when students have access to the spring Canvas course.

The fall 2025 LSS I Canvas course will also remain available to all students throughout the spring semester, in case you’d like to access its materials.

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C. Course E-Mail

You must use your official UH email address for all school-related communications with me, for security reasons.

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⁵ If you don’t see this nickname, then the original Canvas course name is “[TBD] - Lawyering Skills and Strategy II.”

D. Zoom Meeting Room (Conferences, Meetings, and Office Hours)

We'll use the same Zoom meeting room as last semester. We'll use this single Zoom meeting room for

- my regular office hours (to be held by Zoom or in person, as the student chooses),
- scheduled student meetings outside office hours (to be held only by Zoom), and
- mandatory student conferences (to be held only by Zoom).

Because this Course Description is publicly accessible, the Zoom meeting link and passcode aren't contained in it, but will instead be available in the Canvas "Welcome Center" module.

Please don't share our Zoom meeting-room link or passcode outside our class.

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E. Course Microsoft Teams Site

We'll use the same Microsoft Teams site as in the fall for certain small-group projects: "Simpson—LSS 2025-26—E-1 & E-2." You'll be able to share documents, to meet, and to collaborate with classmates on this platform outside of our usual class sessions.

You can access Teams through UH Office365, which you can learn more about here:

- [Logging in to Office365](#)
- [Setting up Office365 apps and email](#)

For those unfamiliar with Teams, here are some helpful resources:

- [Getting the Teams App](#)
- [Using Teams](#)
- [Joining a Teams meeting](#)
- [Scheduling a Teams meeting](#)

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F. Use of Generative Artificial Intelligence (GenAI) Tools

1. Understanding GenAI Tools

Large Language Model generative artificial intelligence (GenAI) is here to stay. It's already being used in legal practice, and that use will increase as the technology advances. Therefore, you must understand the uses, limits,

and ethics of using GenAI tools,⁶ in both school and practice. To introduce you to GenAI tools' use in legal work, I've created 8 short, asynchronous "GenAI Lessons" to convey **just the basics**: what GenAI is and how it functions, how to prompt effectively, the benefits and pitfalls of its use in legal practice, and its ethical implications in legal practice. Viewing these lessons is strongly encouraged generally, but in any event is a prerequisite to your using any GenAI tools in our LSS II class (please see the "[Prerequisites for GenAI Use](#)" section, below).

2. Your Professional Duty to Keep Informed About GenAI Tools

Learning about GenAI tools will be a career-long endeavor because these tools evolve rapidly and the law is still grappling with the issues they raise. While my 8 asynchronous lessons introduce you to some GenAI basics (at least as they exist now), you'll need to keep abreast of GenAI-related issues and laws throughout your practice, so that you'll be ready to use them ethically and effectively, to encounter them in practice, and to counsel your clients about their use.

3. Use of GenAI Tools in LSS II

While I do allow the use of GenAI tools in our LSS II class, I limit their use significantly—for three reasons. First, as 1Ls, you'll learn many new skills, all of which need to be embedded in your long-term memory, and all of which you must practice retrieving from there for future application. This won't happen effectively if you, **yourself**, don't repeatedly work through the exercises and assignments honing these skills. Second, I want my exercises and assignments to assess how students understand, research, analyze, or write, not how well they can create prompts or use GenAI tools. Third, our exercises and assignments sharpen skills that may be tested on the NextGen Bar Exam, **on which you can't use GenAI tools**.

You don't need to use GenAI tools to succeed in my class, and I'll never require their use. However, for those wishing to use any GenAI tool in our LSS II class, the following policies apply:⁷

General Use and Prerequisites

- **Assignments (Graded or Ungraded)**

You may use a GenAI tool on an LSS II assignment **only** as allowed in the Section entitled "[Specific LSS Assignments](#)," below, which is limited to LSS II writing assignments.

- **Aid for General Understanding of LSS I or II Concepts**

You may use a GenAI tool as a study supplement to aid with general understanding of LSS I or II concepts, e.g., motion practice, communicating with opposing counsel, persuasive rhetorical devices, CR[e]AC, hierarchy of authority, persuasive value of authority. This could take different forms, e.g., asking the GenAI tool to explain or to give an example of a concept, to create flash cards to help you study the concept, to create sample questions and answers to help you learn the concept. Feel free to run a suggested use by me for input. I strongly suggest

⁶ Non-exhaustive examples of current GenAI tools include, e.g., [Open AI's ChatGPT](#), [Anthropic's Claude](#), [Google's Gemini](#), [Bing Chat](#), [Perplexity](#), [Meta's LLaMA2](#), [Quillbot's Co-Writer](#), [WordTune Write and Paraphrase](#), [Casetext's CoCounsel](#), [Microsoft Copilot](#), and Google Docs "Help me Write" feature. Tools that I **don't** consider GenAI tools for purposes of this policy include Grammarly (when used just for proofreading) and grammar- and spell-checkers internal to Microsoft Word and Google Docs. If you're unsure whether a writing tool you wish to use is considered a GenAI tool for purposes of our LSS I GenAI-tool policy, please check with me before using it.

⁷ Because GenAI tools are constantly evolving, I may revise these policies at any time.

that if you use a GenAI tool this way, you run its explanations and study aids by me or a Legal Writing Fellow before relying on them, to confirm their accuracy.

- **Summarizing My Feedback on Your Writing**

I provide feedback on student writing assignments both in writing (by Track Changes) and verbally (by MP3). You may use a GenAI tool to summarize my feedback on your own LSS II writing assignments, with this caveat: **no GenAI summary can take the place of actually reading or listening to my detailed feedback, which you must consider deeply so that you may improve.** A GenAI summary will simply hit the highlights, allowing you to see major areas for improvement in your writing, but can't substitute for closely considering the feedback yourself.

You may also use a GenAI tool to transcribe my verbal (MP3) feedback, although I'm happy to show you how to create a transcript for verbal feedback using secure Office365 tools.

Important: many GenAI tools use prompt content (like your queries and any materials you upload) for training, as discussed in the asynchronous GenAI Lessons, which means that the privacy of the content will be compromised. It's your own privacy, so you can make this call, but just understand the issue before using a GenAI tool for this. In any event, I suggest removing meta data and your name and exam and other identifiers from any document containing my feedback before sharing it in a GenAI tool that isn't secure.

- **Translation**

You may use a GenAI tool to translate text, e.g., translating your work or our class materials from one language to another.

- **Prerequisites for GenAI Use**

I've created a series of 8 short, asynchronous "GenAI Lessons" on the basics of this technology. All 8 lessons are available in the Canvas "GenAI Tools" module in our LSS II Canvas course. Individual lessons run only \approx 3 to 11 minutes and convey just the basics of a topic. All 8 lessons may be viewed in under an hour.

Before your first permitted use of a GenAI tool during LSS II, you must view all 8 of the short, asynchronous GenAI Lessons (including taking the ungraded review question for each lesson), in the order provided. (If you fulfilled this prerequisite in its entirety in the fall, you need not repeat it in the spring.) I encourage you to start viewing these asynchronous lessons early, so that you can spread them out to complete them at your leisure, without rushing through them (which impedes retention). And even if you don't use a GenAI tool in our class, I strongly recommend you view these lessons as a starting point for understanding GenAI in legal practice—something you'll need for your career. While some lessons concern aspects of legal practice that we're not covering in LSS I or II, they're included because you'll encounter them in your legal career.

Specific LSS Assignments

- **Graded Citation Quiz**

You **may not** use GenAI tools to any extent on the Graded Citation Quiz. A breach of this policy will result in a score of 0 for the quiz.

- **Citation Exercises**

You **may not** use GenAI tools on the ungraded Citation Exercises. The best way to learn citation is to tackle the ungraded practice questions yourself, so that the rules and their application are well-embedded in your long-term memory. Moreover, you'll be locked out of GenAI tools for the Graded Citation Quiz.

- **Self-Reflection Assignments**

You **may not** use GenAI tools on either your (i) Student Self-Assessment Questionnaire or (ii) ungraded journal submission (also a self-assessment assignment). I want you alone, on your own, to think through the challenges you faced, the ways you propose to address them, and your future goals.

- **In-Class Exercises**

You **may not** use GenAI tools on in-class exercises—whether preparing for them before class or carrying them out in or after class—unless I expressly allow otherwise. These exercises exist to help you learn through doing, to embed that learning in your long-term memory and sharpen your retrieval skills, which happens better when you work through the exercise process yourself (to prepare) or with your classmates (in class). Equally importantly, these exercises hone skills that may be tested on the NextGen Bar Exam, on which you can't use GenAI tools.

- **Writing Assignments (Default Rules)**

What follows are the default rules for using GenAI tools on graded and ungraded writing assignments in LSS II. **Each writing assignment** will advise whether it adopts only these default rules, or whether it adapts them in any way. So, please pay close attention to the instructions for each writing assignment.

- Default rules for GenAI-tool use applicable to all LSS II writing assignments.

While working on any aspect of an LSS II writing assignment, you may use GenAI tools for **only** these two things, one of which has specific parameters for its use:

- 1) *Use 1: Non-citation proofreading.* You may use a GenAI tool to help with non-citation proofreading, which means grammar, punctuation, typos, syntax, and spelling errors, and which **excludes** legal citation.

Grammar and punctuation are challenging for virtually everyone. So, practice honing these skills in law school, before you enter practice. If you really want to learn these rules, then I **strongly suggest** you do more than simply ask the tool to make these corrections. Instead, if your chosen GenAI tool can do this, then consider asking it to list any grammar or punctuation errors that it finds, with suggested corrections, and to explain the rule underlying each suggested correction. Not only will this help you learn the rules, but it will also allow you to decide whether to incorporate the suggested changes.

- 2) *Use 2: Prose-related editing at the paragraph and sentence level.* **Sharing no more than one paragraph of your writing at a time**, you may use a GenAI tool to help with prose-related editing at the paragraph and sentence level. Examples include strength and clarity of prose, word choice, concision, transitional language and thesis sentences, avoiding excessive passive voice, and internal flow within the sentence or paragraph.

Because I want you to use the GenAI tool to learn how to improve your prose, you **may not** simply ask the tool to rewrite all or part of a sentence or paragraph to improve it. Instead, **you must also ask the GenAI tool to explain its suggested editing revisions within that sentence or paragraph—following up on those explanations in your chat with the GenAI tool, as needed, until you feel you understand them and their underlying concepts.** This will help you comprehend these editing concepts, evaluate your prose critically, and decide whether to incorporate any suggested changes. If your selected GenAI tool can't currently provide such explanations or can't iterate with you (e.g., Quillbot's Co-Writer, WordTune's Write and Paraphrase, Microsoft Copilot, and Google Docs "Help me Write" feature), then you **may not** use it for this purpose.

You may not use GenAI tools for anything else in working on an LSS II writing assignment. So, for example—and without limitation—you can't use a GenAI tool for legal research (including those GenAI tools in Westlaw and Lexis), for suggesting which authorities to use, or for explaining or summarizing any authority for you; for brainstorming issues, counter-arguments, or analysis; for proofreading legal citations or for generating them; or for outlining or organizing your writing content.

- Prerequisites to using a GenAI tool on any LSS II writing assignment.

Before using a GenAI tool for any LSS II writing assignment, you must have completed the prerequisites explained in the Section entitled "[Prerequisites for GenAI Use](#)," above.

- Required reflection.

If you use any GenAI tool in either of the two permitted ways on an LSS II writing assignment, then for each such assignment, in a separate page at the document's end, you must provide a **very brief** reflection (\approx 1-3 paragraphs) that

- discloses what GenAI tool you used and for what purpose(s) you used it (Use 1, Use 2, or both),
- explains how useful you felt the GenAI tool was for the chosen purpose(s),
- explains what steps you took to ensure your final work product was competent and professional,
- certifies that you fulfilled all prerequisites for using a GenAI tool in LSS II, and
- certifies that you followed the required parameters for Use 2, if you employed that use.

- Grade and feedback penalties for improper GenAI-tool use.

Submitting any writing assignment that violates any of my rules concerning GenAI-tool use, whether given in this Course Description or specified in a particular writing assignment, will incur the following grade or feedback penalty, as relevant:

- *Graded writing assignment:* a score of 0 for the assignment, plus no assignment feedback (if applicable)
- *Ungraded writing assignment:* the two-point deduction for not having turned in the assignment, plus no assignment feedback

- Your responsibility.

Like any other technology, GenAI tools must be used responsibly. So, you're responsible for ensuring that any GenAI-tool use avoids copyright infringement and plagiarism; stays within the assignment instructions; and meets the assignment requirements. You're likewise responsible for verifying the responses GenAI tools provide you, as well as editing your final writing product to ensure it meets the standards of, and the content taught in, our LSS II class.

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VII. Schedule and Attendance for Class Sessions

Section E-2 will meet on **Thursdays from 7:30 p.m. to 9:10 p.m., in Room [TBD]**. However, you may occasionally hold class with Section E-1 on a Monday instead, due to holidays, for testing, or for accommodating guest speakers. Any scheduling changes are reflected in the Syllabus or will be announced by email, in-class announcement, or both. You'll also attend two mandatory conferences with me during the semester: (1) to discuss your fall 2025 self-assessment (first week of classes) and (2) for the Graded Motion for Summary Judgment assignment.

I may count you absent if you're more than 10 minutes late to a class session or if you leave more than 10 minutes early.

If an illness prevents your attending a specific class session in person, but you'd still like to attend that session, please reach out to me in advance to discuss the possibility of attending remotely. Likewise, if an important, unavoidable conflict prevents your attending a specific class session in person, but you'd still like to attend that session, please reach out to me beforehand to discuss the possibility of attending remotely. A request to attend remotely for an unavoidable conflict will be decided on a case-by-case basis and represents the rare exception, so that you have full advantage of in-person group work to the greatest extent possible. To be counted as present when attending remotely for any reason, you must participate in small-group work with class colleagues through some remote means.

Here are additional instances in which a student might be counted absent:

- Failure to attend a mandatory conference will result in an absence and, at my discretion, may also result in a one-point deduction from the Professionalism and Ungraded Assessments score.
- Failure to complete the "Choose Your Own Adventure!" assignment will result in a two-point deduction from the Professionalism and Ungraded Assessments score, but may also, at my discretion, result in an absence because it constitutes asynchronous class content.

Under UHLC's attendance policy, you may miss no more than 20% of scheduled class hours during the semester. If you exceed this percentage, I must notify the Assistant Dean for Student Affairs, which could result in your dismissal from the course.

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VIII. Grading and Graded Assessments

A. Curve and Grade Distribution

UHLC sets the average of grades in our LSS II class between 3.2 and 3.4. A mandatory grade distribution also applies to this class. Because they're taught separately in the spring, my LSS II sections will also be graded and curved separately.

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B. Graded Assessments

The following four assessments will be graded and constitute the baseline for your LSS II course grade. The maximum raw score for each assessment is shown:

- 1. Graded Demand Letter assignment—20 points**
- 2. Graded Citation Quiz (open book and materials)—15 points**
- 3. Graded Motion for Summary Judgment assignment—55 points**
- 4. Professionalism and Ungraded Assignments—10 points.** This component includes
 - keeping scheduled appointments or conferences with me (unless prior notice of cancellation is given)—this deduction is in addition to any absence incurred for missing that appointment or conference;
 - being prepared for and participating meaningfully in class sessions and exercises, as well as in any collaborative work assigned outside class with your student law firm;
 - completing ungraded assessments, including to a good-faith standard if required (as explained in [Section VIII\(E\)](#), below);
 - fulfilling anything required for a graded assessment's mandatory conference, such as a conference agenda, authorities list, outline, or draft document;
 - responding timely to my communications with you individually; and
 - treating classmates and me respectfully, professionally, and with kindness (please see [Section XII](#), below).

Your Graded Motion for Summary Judgment assignment is due at 11:59:59 p.m. on the due date listed in the Syllabus. I provide a 15-minute grace period for this graded writing assignment to be turned in without penalty, which translates to 12:14:59 a.m. on the day after the due date listed in the Syllabus. One of the skills you need to master in law school is how to budget and to manage your time. Accordingly, if your Graded Motion for Summary Judgment assignment is turned in after 12:14:59 a.m. on the day after the due date listed in the Syllabus (i.e., after the 15-minute grace period expires) without my prior permission, I may deduct 4 points for

each hour, or part of an hour, that the assignment is late.⁸ This same deduction policy also applies to late submission of the **Graded Demand Letter assignment**—all the way down to zero points for the assignment.

Student grades for these assignments are often very close, and the set of students curved together is small, so the loss of even a few points can make a significant difference in your curved grade. Therefore, it's **always** better to turn in a document on time, even if imperfect, than to turn it in late and slightly more polished.

If you're unable to turn in your Graded Motion for Summary Judgment assignment or Graded Demand Letter assignment on time, **you must notify me in writing before the due date** to seek an extension. I'll consider extensions for **true emergencies only**.

Notwithstanding the 4-point deduction increments set above, if your Graded Motion for Summary Judgment assignment is submitted after 9:00 a.m. on the day after the due date listed in the Syllabus without my prior permission, I'll not accept it, and your LSS II course grade will be an "F."

Because UHLC uses an anonymous-grading system to ensure fairness in grading, your name may not appear on any of your graded assessments. Instead, **you'll be assigned different assessment identifiers each semester. In the spring, you'll again have a formative-assessment (midterm) identifier and a summative-assessment (finals) identifier. You're responsible for obtaining your spring formative-assessment (midterm) identifier before the final version of the Graded Demand Letter assignment is due.**⁹ All spring assessment identifiers may be obtained on the [UHLC Students web page](#), under "Exams" (the "What is my exam number?" link).

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VIII. Ungraded Assessments

A. Ungraded Motion for Partial Summary Judgment Assignment

In the spring, you'll have just one out-of-class, ungraded writing assessment—the Ungraded Motion for Partial Summary Judgment assignment—on parts of which you'll work collaboratively in class. The Syllabus indicates the time and date by which this assignment is due. **I require a good-faith effort in completing this assignment.** This means that I'm not evaluating for one "correct" legal conclusion, or requiring perfect organization, style, and editing in your writing. The purpose of this assignment is simply to assess your understanding and execution of what we've learned, so that I may give you the detailed feedback you need to strengthen your writing. So, instead of perfection, my baseline requirement is just that you reasonably attempt to apply what we've learned, considering the assignment's purpose and the timeframe given to write it. Of course, the more effort you put into your writing and the more you strive for perfection, the more helpful feedback I can give you, and the better your writing will become. In the very unusual situation that I determine a student's work product doesn't meet the good-faith standard, the student must redo it to avoid the penalty mentioned in [Section VIII\(E\)](#), below.

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⁸ For example, a Graded Summary Judgment Motion assignment that is turned in without prior permission after 12:14:59 a.m., but at or before 1:14:59 a.m., on the day after the listed due date is subject to a 4-point deduction. A Graded Motion for Summary Judgment assignment that is turned in after 1:15 a.m. and before 2:14:59 a.m. is subject to an 8-point deduction: 4 points for the hour spanning from 12:15 a.m. to 1:14:59 a.m., and 4 more points for the hour starting at 1:15 a.m.

⁹ The spring formative-assessment (midterm) identifiers likely won't be available when the first draft of the Graded Demand Letter assignment is due (in which case, the assignment will explain what to do), but they will be available before the final version is due. Please **don't wait** until the last minute to look up your spring formative-assessment (midterm) identifier: you may experience technical issues, and the Office of Student Affairs may not then be open to help you. Instead, please obtain your spring formative-assessment (midterm) identifier as early as possible, to avoid any issues.

B. Citation Exercises

I'll assign citation exercises throughout the semester practicing skills from both *The Bluebook* and *The Greenbook* (Texas citation form). You'll have four citation exercises, which you'll access through the Canvas "Assignments" page (where you'll also submit your answers).

Each citation-exercise document indicates what you must read before attempting the exercise. Preparatory readings may come from *The Bluebook*, *The Greenbook*, [The Bluebook Uncovered](#) (a tremendously helpful, free, online resource), "Citation Mini-Moments" recordings or other materials, or a combination of these.

Citation exercises are due **by the end of the day** on the due date indicated in the Syllabus. Please complete them in a timely fashion: I use students' answers as a diagnostic tool, focusing part of the next class session on citation concepts that were difficult for most students in each exercise.

If a student appears to have struggled with a citation exercise, I may require them to consult with a Legal Writing Fellow for tutoring on the exercise's underlying rules or to redo the assignment before I count the assignment as complete, to ensure the student feels comfortable with the rules moving forward.

After the due date, I'll share each exercise's answers on Canvas. I won't correct individual student answers: instead, please compare the exercise answers with your own, reaching out to the Legal Writing Fellows or me with questions. You may contact the Legal writing Fellows at c_law_legal_writing_center@Central.UH.EDU.

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C. Self-Assessments

Self-assessment (reflection) is an important skill for developing professionally. In reflecting, you'll think about a professional experience you had, examine it and your performance in it, and evaluate not just the experience, but what you learned from it and what plan of action is needed to achieve your goals better in similar experiences in the future. During law school, you should follow a similar reflective process after assignments, tests, and projects.

1. *Student Self-Assessment Questionnaire* (due on or before EOD on January **[TBD]**)

At or before 11:59:59 p.m. on Sunday, January **[TBD]**, you'll complete a short self-assessment questionnaire reflecting upon your experiences and performance during LSS I in fall 2025 and setting your personal goals for LSS II. The self-assessment questionnaire [is accessible here](#) (you must use your UH CougarNet credentials to access it); please download it after grades issue, complete it, and email it to me on or before EOD on January **[TBD]**.

I'm also holding **mandatory, 15-minute conferences the first week of classes** with each of my LSS students, to discuss their self-assessment questionnaire. I'll email you in January with a link to the conference sign-up sheet.

2. *Journaling*

This semester, you'll write just one journal self-assessment, in which you'll reflect on my feedback on your Ungraded Motion for Partial Summary Judgment assignment. Your journal entry will not only allow you to reflect, but will also allow me to gauge your understanding of the subjects assessed by that assignment, to receive your questions, and to stay connected with you.

Only you and I will see your journal entry.

You'll access and submit your journal assignment through the Canvas "Assignments" page. Your journal entry is due at **6:00 p.m.** on the date indicated in the Syllabus (unless otherwise noted), so as not to interfere with your other professor's class that same day.

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D. Ungraded Quizzes Assigned as Class Preparation

I may occasionally require you to take a short, ungraded quiz on an LSS II topic as class preparation, to assess your understanding of the subjects covered. These quizzes will allow me to see if students are understanding what we're then studying, which includes whether I'm explaining concepts sufficiently.

Asynchronous quizzes assigned as class preparation are due at **6:00 p.m.** on the date for that class on the Syllabus. The quiz instructions will advise how to access and to submit the quiz.

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E. Extensions, Expectations, and Deductions for Ungraded Assessments

I'm happy to grant reasonable deadline extensions requested in advance for any ungraded assessment. In contrast, I reserve the right not to give feedback on any ungraded assessment turned in late without my prior permission, which can put you at a significant disadvantage for some assessments.

In any event, you must turn in all ungraded assessments (to a good-faith standard, if applicable) before the final graded assignment is due, or I'll deduct the following points from your Professionalism and Ungraded Assessment score for each unsubmitted assessment:

- *Ungraded Motion for Partial Summary Judgment assignment*: 2 points
- *Citation exercises*: 1 point each
- *Self-assessment assignments (journal or otherwise)*: 1 point each
- *Asynchronous quizzes assigned as class preparation*: 1 point each
- *"Choose Your Own Adventure!" unit assessment*: 2 points

This submission policy exists to ensure students complete the ungraded assessments: students learn and retain information best when they do periodic "formative assessments" like these, which allow them to hone the very skills they need to succeed in graded assessments, school, and practice.

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IX. Accessibility and Accommodations

Reasonable Academic Adjustments/Auxiliary Aids. The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment, or participation is encouraged to contact the [the Justin Dart Jr. Student Accessibility Center](#) (Dart Center) to learn more about academic accommodations and support that

may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/>, calling 713-743-5400, or emailing jdcenter@Central.UH.EDU.

UHLC support services. If you anticipate or experience barriers based on a disability (including any chronic or temporary medical or mental-health condition), please feel free to reach out to me so that we may discuss options. If you require any support services, you may contact Ms. Samantha Ary, the Academic Records Coordinator in the Office of Student Affairs. Ms. Ary can be reached at sary@central.uh.edu. Requests for accommodation that involve graded assessments must be directed to Ms. Ary and should be made as soon as possible to allow adequate time to document and to process the request.

Religious and cultural observances. If you observe religious or cultural holidays that will coincide with class sessions or conferences, please let me know as soon as possible, so that we may make alternative arrangements.

Course materials' accessibility. I'll caption class-related recordings to enhance accessibility for all students. I'll also strive to make all LSS II documents' formatting fully accessible, to the best of my ability.

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X. Respect in My Addressing Students

I want to address each of you in a manner that corresponds to and respects your name and identity. Please feel free to reach out to me at any time if you want to make me aware of your chosen name or your pronouns or if you have concerns about how I address you, pronounce your name, etc.

You may call me “Professor Simpson” or “Prof. S.” My pronouns are she | her | hers.

Relatedly, I use third-person plural pronouns (they, them) for generic references to individuals in my course materials. (Learn more about this choice [here](#).) This is my preference for my own writing and is intentional. Students are not wed to that convention; the choice is theirs.

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XI. Professionalism and Respect in Our Class Community

I'm committed to ensuring a learning space in which each student is treated with respect and dignity, and where everyone may participate, contribute, and succeed. Civility, kindness, and respect are paramount in my class—for myself and my students.

And so is professionalism. In the words of the [Texas Lawyers Creed](#) (TLC), attorneys “should always adhere to the highest principles of professionalism.” Professionalism comprises attributes like civility, courtesy, respect, candor, fairness, and ethical behavior. As a lawyer-in-training in my LSS I class, you must act professionally towards your fellow students and me. I hold myself to the same standard.

All students are welcome in our LSS II course regardless of socio-economic status, age, race, ethnicity, disability, religion, national origin, veteran's status, sex, sexual orientation, gender identity, gender expression, political views, and other identities that we each bring to class. I encourage you to speak up and to share your views. When you do, please remember that you're doing so in a learning environment in which we're all expected to engage

respectfully and with regard to the dignity of our classmates, including “disagree[ing] without being disagreeable” (TLC).

If you feel like your class performance is impacted in any way by your experiences outside of class, please reach out to me. I want to be a resource for you. If you feel more comfortable speaking with someone besides me, the UHLC [Office of Student Affairs](#) is an excellent resource.

UH Resources:

- [Center for Student Advocacy and Community \(CSAC\)](#)
- [Center for Student Empowerment](#)
- [Cougar Closet](#)
- [Cougar Cupboard](#)
- [Cougars in Recovery](#)
- [CoogsCARE](#) (student-assistance resources), with helpful links to numerous student support services, including, e.g., [mental-health resources](#) and [mental-health trainings](#) (please also see [Section XIII](#), below)
- [Counseling, Psychological Services, and Student Well-Being](#) (see [Section XIII](#), below)
- [Justin Dart, Jr. Student Accessibility Center](#)
- [Student Advocacy](#) (UH Dean of Students)
- [Student Health Center & Campus Pharmacy](#)
- [UH Anti-Discrimination Policy](#)
- [UH Veteran Services](#)
- [UH Wellness](#)
- [UHLC Academic Success](#)
- [UHLC Health & Wellness](#)
- [Women and Gender Resource Center](#)

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XII. Mental-Health & Wellness Resources

The University of Houston has a number of resources to support students’ mental health and overall wellness, including [CoogsCARE](#) and the [UH Go App](#). UH [Counseling and Psychological Services \(CAPS\)](#) offers 24/7

mental-health support for all students, addressing various concerns like stress, college adjustment, and sadness. CAPS provides individual and couples counseling, group therapy, workshops, and connections to other support services on and off-campus. For assistance visit uh.edu/caps, call 713-743-5454, or visit a “[Let’s Talk](#)” location in-person or virtually. [Let’s Talk](#) are daily, informal, confidential consultations with CAPS therapists where no appointment or paperwork is needed.

Need Support Now? If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text [988](https://988lifeline.org), or chat 988lifeline.org.

The [Student Health Center offers a Psychiatry Clinic](#) for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The [A.D. Bruce Religion Center](#) offers spiritual support and a variety of programs centered on well-being.

The [Center for Student Advocacy and Community \(CSAC\)](#) is where you can go if you need help but don’t know where to start. CSAC is a “home away from home” and serves as a resource hub to help you get the resources needed to support academic and personal success. Through the [Cougar Cupboard](#), all students can get up to 30 pounds of **free** groceries a week. Additionally, CSAC provides 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The [Cougar Closet](#) is a registered student organization advised by CSAC and offers free clothes to students so that all Coogs can feel good in their fit. CSAC also hosts a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow it on Instagram: [@uh_CSAC](#) and [@uhcupbrd](#).

The mission of the [Women and Gender Resource Center \(WGRC\)](#) is to advance UH and promote the success of all students, faculty, and staff through educating, empowering, and supporting the UH community. The WGRC suite is open to you. Stop by the office for a study space, to take a break, to grab a snack, or to check out one of the WGRC programs or resources: Student Center South, room B12 (basement floor near Starbucks and down the hall from Creation Station), from 9:00 a.m. to 5:00 p.m., Monday through Friday.

Finally, the Texas Lawyers’ Assistance Program (TLAP) supports law students who are dealing with stress, anxiety, depression, substance abuse, and other mental-health problems. You can reach TLAP at any time at 1-800-343-8527. TLAP’s website includes a page with links to sources about mental health that are of interest to law students: <https://www.tlaphelps.org/law-students>.

UH Resources:

- [Center for Student Advocacy and Community \(CSAC\)](#)
- [Center for Student Empowerment](#)
- [Cougar Closet](#)
- [Cougar Cupboard](#)
- [Cougars in Recovery](#)
- [CoogsCARE](#) (student-assistance resources), with helpful links to numerous student support services, including, e.g., [mental-health resources](#) and [mental-health trainings](#)

- [Counseling and Psychological Services \(CAPS\)](#)
- [Student Health Center & Campus Pharmacy](#)
- [UH Veteran Services](#)
- [UH Wellness](#)
- [UHLC Academic Success](#)
- [UHLC Health & Wellness](#)
- [Women and Gender Resource Center](#)

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XIII. Anti-Discrimination, Title IX, & Sexual Misconduct Policies

UHLC and the University are committed to maintaining and strengthening an educational, working, and living environment in which students, faculty, staff, and visitors are free from discrimination and sexual misconduct. If you have experienced an incident of discrimination or sexual misconduct, a confidential reporting process is available to you. For more information, please refer to the University system's [Anti-Discrimination Policy webpage](#), [Anti-Discrimination Policy](#), [Sexual Misconduct Policy webpage](#), and [Sexual Misconduct Policy](#).

Per the UHS Sexual Misconduct Policy, **your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct** (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

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XIV. Honor Code

The [UHLC Honor Code](#) applies to all aspects of our LSS II class. **You’re responsible for knowing all Honor Code provisions and for complying with the Honor Code.** Please ask me if you have any questions regarding how the Honor Code’s provisions apply to specific activities or situations related to my course. **It’s an Honor Code violation to view the graded assignments distributed to, or written by, any of my LSS students from prior years.**

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XV. Additional Provost-Required Syllabus Information

Recording of Class. Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability

such that you need to record class-related activities, please contact the [Justin Dart Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with **anyone** without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action. **[Note to students: I'll record all class sessions for my LSS II students' use only.]**

Syllabus Changes. Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through Canvas and in-class announcement, by UH email, or both.

Security Escorts and Cougar Ride. UHPD continually works with the UH community to make the campus a safe place to learn, work, and live. The security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called "Cougar Ride" that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers, and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

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Again, welcome back to our class! I look forward to continuing our work together in LSS II during spring 2026!

A beautiful female [Southern Carpenter Bee](#) (*Xylocopa micans*), foraging on [Spotted Beebalm](#) (*Monarda punctata*), one of the native flowering forbs found in our coastal prairie.

