Lee Burgess: Welcome back to the Law School Toolbox podcast. Today we're talking about how to prepare for class and not freak out when you get called on. Your Law School Toolbox hosts are Alison Monahan and Lee Burgess, that's me. We're here to demystify the law school and early legal career experience, so you'll be the best law student and lawyer you can be. We're the co-creators of the Law School Toolbox, the Bar Exam Toolbox, and the career-related website CareerDicta. Alison also runs The Girl's Guide to Law School. If you enjoy the show, please leave a review or rating on your favorite listening app. And if you have any questions, don't hesitate to reach out to us. You can reach us via the contact form on LawSchoolToolBox.com, and we'd love to hear from you. And with that, let's get started.

Alison Monahan: Welcome back! Today we're talking about how to prepare for class and not freak out when you get called on. Well, Lee, for people who don't really understand, what is the Socratic method and why do law schools use it?

Lee Burgess: Well, the Socratic method is a very, very old, old school way of teaching.

Alison Monahan: Some might say, going back to Socrates, the ancient Greeks. Also popularized, I think, in the 1800s at Harvard.

Lee Burgess: Yeah. So, it's a question-based teaching approach. So basically, instead of just saying, "Alison, will you explain this to me?", or the professor even just saying...

Alison Monahan: "The rule of evidence" or "The rule of hearsay is..."

Lee Burgess: Yeah, "I'm going to tell you about the rules of evidence and then I'm going to ask you very direct questions and you're just going to spit back what I just told you." It is a more open-ended approach, where you have to think on your feet. You have to describe what you read, but you also are being asked to think about the reading and apply it to different scenarios. They must use it other places, but law school I think is where it is the most popular and most widely used.

Alison Monahan: Right. Almost every law school class will be at least nominally based on the Socratic method, which might sound something like, "Ms. Burgess, could you please give us the facts of this case?" And then you would recite the facts of this case. That seems easy enough, but that's just a warmup. And at some point it's going to get into, "Oh well, you've told us this was the holding of the case, but what if the facts changed and instead of the light being green, the light was yellow?" And they'll go down these pathways until you get to these questions that frankly no one can really answer. And those are actually sort of the point.

Lee Burgess: Yeah. And I think it's tricky for folks for a lot of reasons. One, it can be very stressful to be put on the spot. Most people don't like to be put on the spot. Most old school Socratic method professors won't warn you you're going to get called on. There're a lot of professors now who either warn you that you're going to be on call or take more volunteers, things like that. But most people don't like being put on the spot. Most people don't like being wrong in front of a lot of different people.

Alison Monahan: Right.

Lee Burgess: So, there's that too. But luckily nobody remembers, except you. So you can just hold that in your heart for the future.

Alison Monahan: Yeah. But it is very "on the spot". And sometimes if they're very old school, they might even have you stand up so that you don't have any notes, you can't look at your book. It varies. I think some people are doing more friendly interpretations of things like this now, but there are still those professors out there where it's like you might be the only person on the spot for 20 minutes. You might be standing there in a sea of 150 people looking at you, or more likely online shopping. But it can be very direct and very intimidating for people. And the reality is, your professor kind of holds the cards, and the best you can do is sort of play along and try to your best to give them reasonable answers. But there will come a point, most likely, where there is not an answer.

Lee Burgess: No, and then they will typically release you.

Alison Monahan: Right.

Lee Burgess: And move on.

Alison Monahan: Yeah.

Lee Burgess: So, there is that. I think it's important to maybe approach the Socratic method with the growth mindset.

Alison Monahan: Absolutely.

Lee Burgess: That they do not expect you to be perfect. Professors assume students are going to make mistakes. Most law students have a story of making mistakes while being on call. I know you and I do.

Alison Monahan: We can all share those.

Lee Burgess: We can all share those, but everybody's lived through it. The professors probably have those from back when they were in law school. So I think that if you could just approach it and say, "It's developing my critical thinking skills. I'm learning to think on my feet. I'm learning to speak in a room of people." There's a lot to be taken from it if you can keep it in the context of what it is. So, I think you just have to realize that this is not the end-all-be-all of your legal career. This is a moment. I will even tell you that I recently found out that somebody on my tennis team and I were in the same section of law school. And I sort of recognized her, but it's been a long time and we both have different last names. And then when she told me her last name, I was like, "Oh, now I know who you were", because we only got called on by our last names at that point. And so, I didn't know everyone in my section, but I definitely knew last names.

Alison Monahan: Yeah, which I always found bizarre, because I came from San Francisco to law school in New York, which was very formal, and always your last name. It was just bizarre. Yeah, so there are many people in my class who I honestly, probably still to this day, don't know their first name, unless I was friends with them.

Lee Burgess: I don't think she remembers me, and she doesn't remember any of the dumb things I said in class.

Alison Monahan: God, of course not. I mean, who remembers anything about anything, really?

Lee Burgess: I know, it's so true. So, when you think about what the Socratic method is, and it does seem intimidating, I think then you want to think about how you prep for it, because this is very different. And this is a mistake I think a lot of law students make, is they don't think about what class is going to look like, and then they don't think about what the exams are going to look like. So, when we think about class, what you're really doing is you're reading these cases that are going to be discussed in class. Your goal is to be able to discuss them in class. That is why you read for class, and follow along, and play along. And even if you're not the person on call, you can just thank the law school spirits, who saved you that day.

Alison Monahan: Who avoided you that day, right.

Lee Burgess: Right, exactly. But the flip side is, the best way to learn is to play along and see if you could have answered those questions.

Alison Monahan: Yeah.

Lee Burgess: So, if we think about preparing for class in this way, then it brings a different lens to the reading. Reading strategies might be a little different depending on the length of the cases or even the class, but it's important to know that's the purpose of that reading. And I think that gets lost in the discussion of how to prepare for class.

Alison Monahan: I think that's right. And I think we see people who are kind of struggling in law school, who are sometimes saying, "It's taking me so long to read these cases, I'm having to go back and read them three or four times to get everything out of them." That's a problem, because you don't have time for that. But also it's not, like you said, really the point. We suggest you do the reading, I think it's a good way to absorb the structure of legal reasoning, the way that lawyers think about things, almost by osmosis, by reading these cases. Obviously, I know that not every law student reads every case, but I think an overreliance on canned briefs just to kind of pull out the key pieces really misses the point, because that's not totally the point. I mean, you're not always going to have a canned brief for a case that you need to refer to as an attorney. So, I think there's this balance here of like, you do want to do the reading and get through it to the extent you can, but you don't have to understand every single detail. You don't have to record every single detail in some huge, long brief. Sometimes people are spending an hour doing a brief on something that it took them an hour to read – that is not an efficient use of your time. So, as you're doing this reading, I think you've got to get efficient with it, and also have ways to pull out these key facts, so that if you do get called on it looks like you did the reading, because frankly, that's all anyone's really looking for in terms of participation points.

Lee Burgess: Yeah, I think that's true. And I think that when you think about briefing, it's not about the hour-long perfect brief that you will never reference again. It really is about the brief being...

Alison Monahan: Brief.

Lee Burgess: Yeah, brief. Yes, fair point. And it's supposed to refresh your recollection when you get to class. I mean, they're notes, so you can refresh your recollection. You probably didn't read it right before you walked into class. So, you want to be able to look down and say, "Oh, these were the facts that the case turned on" or, "Oh, this was the holding", or the main arguments, or whatever your professor tends to focus on. But they're there to refresh your recollection. And I think that if you see briefing that way, it's going to, one, be a lot easier to do it, and two, it's not going to become this huge time suck. And I think I could see students using ChatGPT or whatever to draft their own briefs. That is not how

you refresh your recollection, that is not how you synthesize information into a way that you can talk about it. That is what the note-taking is for. It's really, whether it's in the book or whether it's on a page, it's so you synthesize the information and can recall it.

Alison Monahan: Right. And I think sometimes people can even take five minutes before class to review your briefs for the day, or they flip through the book. I mean, I did the book briefing, where I literally drew a little picture, and that to me was super helpful. So, it doesn't matter what you do, you just need to find something that works with the way that you think and refreshes your recollection, so if you do get called on, you're like, "Oh yes, right, that was the case about the botched surgery. Let me now go back into my brain and think about that case briefly." But yeah, I think there can be a lack of understanding of what we're reading these cases for. And like you said, you're going to go to class and talk about them, so you don't have to have a perfect understanding – I think that's unrealistic for every single case before you get to class. By the end of class, hopefully you have a pretty good understanding of the case and the material and what was the law in it. But you don't need to go into class with a perfect understanding.

Lee Burgess: And listen, some classes are going to be boring, like some cases. I'm talking to you, Contracts and Real Property, and maybe Civil Procedure are boring most of the time. I mean, they can be dense.

Alison Monahan: Come on. You're chasing foxes. You don't like foxes.

Lee Burgess: I know, they're like boats, yeah. And Contracts. But when you get into subjects that maybe you find a bit more interesting, that can also make it a little bit easier. I think what's tricky about these law school classes is, you come to law school, you're not very good at reading cases, you get assigned your first cases and you're reading old English cases, some of them not even from the States. You're reading cases from England on common law, and it is very hard to understand it. And then you think, "Oh my goodness, I shouldn't be here. I'm not going to be able to do this." And that is not what the modern practice of law is. I think more modern cases are very different to read. And so if you are worried about that and it's the summer before law school, or you are just going into law school and you have that feeling, just pull a recent Supreme Court opinion and scan some of it. It reads very differently. I mean, they're also long and dense, but at least you can understand them.

Alison Monahan: I will say though, I decided to do that the summer before law school and I pulled a case that was interesting, and it was like 150-page opinion from the Supreme

Court. I was very happy when I got to law school to realize they edit cases for you.

Lee Burgess: Good point.

Alison Monahan: You're not reading the full thing. So, if you're listening to this and you're like, "I would have no idea", you can do our Start Law School Right program, we pick one case, it's like, I don't know, a few pages. But actually a fundamental case, you'll probably read it in law school. But yeah, you probably want to maybe look at some cases to at least have some understanding of them this summer. You don't need to read a 150-page Supreme Court opinion probably either.

Lee Burgess: Just don't read Pennoyer v. Neff and just feel like it's all over.

Alison Monahan: No, yeah. No one understands that case.

Lee Burgess: No, nobody does.

Alison Monahan: Yeah.

Lee Burgess: But here's the other thing: It is about mindset, right? So, you get Pennoyer v. Neff and everybody goes, "Oh no!", because it's so painful to read and it's confusing and nobody knows what it's talking about. And so, you have to just be able to be okay with that, that this is part of the journey, is that you're not going to know everything. In some of these cases, you're going to end up with more questions than you will answers, and that's okay. I think what's interesting is, by the end of your legal career... I remember taking classes which were on more kind of cutting edge areas of the law, where you're reading more modern cases, and they're fascinating. You're really in it, because you obviously care about the subject, or you wouldn't be in the class. And then you're so engaged with the material. You just have to live through the Pennoyers and the Carroll Towings and all of these foundational cases that nobody enjoys reading. International Shoe. And get to a point where you get to read the stuff that you're like, "Wow, this is cool, this is interesting, and this is thought-provoking."

Alison Monahan: Right. Well, also you start to understand a concept like proximate cause doesn't really have clear boundaries, and that's the point. We live in this gray area as lawyers of, "Well, I think that this was the proximate cause of this." "Well, I don't think so. Alright, let's argue about that." They're just concepts to basically create arguments. And so, I think when people try to define the boundary and it has to be in the box or out of the box, it's like we're dealing with where the box is a little hazy.

Lee Burgess: Yeah, it's so true. So, I've prepped for class, I've refreshed my recollection. What do I do when I get called on? What's the first thing you think somebody should do?

Alison Monahan: Well, I think the first thing they probably have to do is take a deep breath and get over the shock of like, "Oh gosh, this is really happening right now." I actually won an auction recently and they called my name and it was weird because I thought I was going to win the auction, but when they called my name, I just kind of sat there for a second and didn't do anything. And then I processed the, "Oh, they did just call my name." So, I think that's the first step, of the "Oh. Oh, that's me."

Lee Burgess: Yeah. Yeah, there is that moment. I remember that moment when you're like, "Did he really say my last name? Are you sure? He did, yeah."

Alison Monahan: "They did just say me, didn't they? Sh*t."

Lee Burgess: Yeah, exactly. So, take a deep breath and start listening, because I think that one of the things that can happen when we have that moment of shock is we stop listening.

Alison Monahan: Right. Your brain is offline at that point. Your prefrontal cortex is not functional until you get it back online.

Lee Burgess: Right, so you get it back online. And you can always ask the professor to repeat themselves if you've lost the question. You could say, "I'm so sorry, could you repeat the question?" Be respectful. But they're not going to be like, "No."

Alison Monahan: No, definitely not. They're going to be like, "Sure."

Lee Burgess: Because the thing is, you have to put yourself in the professor's position. It only works if they can engage with you. If this whole Socratic dialogue is a dud, the class doesn't work. It's actually a hard thing to do. I never ran a class that was in the Socratic method, but I have been a professor that stood up there and asked for answers and feedback and had the blank stare where everyone... Or worse, it's the laptop stare. Nobody wants to make eye contact because they're worried that you're going to get called on. It's so painful as a professor. So, if you play along respectfully, they will likely play along with you, because they want it to be successful. So if you can just keep that in mind, that they're probably not trying to be mean, they're just trying to do their job as they see it. If you can be a good sport, they will likely try to make it successful. And if it

really goes south, most of those professors will release you and move on to somebody else, because it doesn't serve them to have a Socratic dialogue go nowhere.

Alison Monahan: Right. I think your goal is, if you have information you can convey to them that they ask about, convey that information simply. You don't need to drone on. They just ask you what the facts are, tell them the basic facts. If they want more facts, they can ask for more facts. If you have your notes in front of you, that's a great place to start using those briefs. And I think also admitting when you just don't know the answer to something is totally fair. I mean, if it's a factual question, that's one thing. If it's an opinion question, try to express an opinion. But sometimes professors aren't great at this and you just don't even know where they're going with it. In that case, I think it's totally fair to say, "Yeah, I'm not really a hundred percent sure. Is there a different way you can phrase that question?" or whatever. Because we're all grownups here.

Lee Burgess: Yes. And again, no one will remember but you. It feels like each one of these questions is like a career-defining moment, and it's not. It's really not.

Alison Monahan: No. And frankly, most exams are graded anonymously anyway, so even if you totally blow the day that you're on call, things happen.

Lee Burgess: Yeah. So, I think you just try to be helpful and play the professor's game, because that's how class works. And do your best. And if you know your professor's policies, especially around not being prepared for class, some professors have policies that you can ask to pass. Know when you can use it and if it's an acceptable answer, without getting dinged on your class participation, if you have that as part of your grade. But sometimes you need a pass. Or sometimes if you've been sick, you can write to a professor and ask them not to call on you. I know that that's something that professors will do. I did have the flu and I was like a week behind, and I did write to a professor and say, "I'm a week behind. I had the flu." And that professor was not going to call on me, because it also wouldn't have worked in the class. The class would've been awful if I had just been sitting there and being like, "I'm still recovering from the flu, and I have no idea what you talking about."

Alison Monahan: Yeah. I remember once I got called on, randomly cold called, in a class of like 150 people when I was not there because I was literally at Student Health, getting an IV, because I had such terrible food poisoning. But luckily my roommate was in the class and was able to say, "Actually, currently she's at Student Health, getting an IV." And they're like, "Okay, cool. We'll have to call on her later."

Lee Burgess: Yeah, exactly. But I will say if you do use that pass, you better be prepared for the next class, because oftentimes then you'll be top of mind. And so, you're probably not going to get a pass for very long.

Alison Monahan: Yeah.

Lee Burgess: So, a lot of this is just realizing that the weight we put on these experiences is just unnecessary. And I'm not minimizing how important it feels, because it does feel important. Every person who's been through law school knows how important it feels and appreciates that. But in hindsight, you can see how not career-defining it is. And if you can just keep that in mind, I think it'll really help you just play along and just realize that was your day, and then, next day it will be somebody else's. And then many years you'll be on a tennis team with someone and they won't even remember that they were in your section.

Alison Monahan: Right. And I think it is good practice for times as an attorney that you might be put on the spot, and you might not feel one hundred percent prepared but you still have to give an answer.

Lee Burgess: Yes. In fact, I think one of the best things I have learned as a lawyer was very early on in my job where I was doing corporate defense. There was this older, very experienced partner who'd been doing corporate defense work for a very long time. And they did product liability work, which meant that you had defendants who were hurt in some way, often in sad ways. And so, she said one of the most important skills was to learn how to show empathy without accepting responsibility. She basically gave us the script of all these things that you could say, which in the moment I felt a little yucky about, but I will tell you, I use that script all of the time when someone is upset or being aggressive towards you or just unloading on you. And then I have a few things where I can say, "Wow, that sounds so awful." Which admits no fault.

Alison Monahan: Right.

Lee Burgess: You have these terms. And I think that the education that allows you to figure out what to do in situations where you're caught off guard, where somebody is kind of unloading on you, where you're in high stress – if you can develop skills to buy time, take deep breaths, have a few first things that you're going to say – it saves you. And that script, I still remember her, I think her name was Mary. She had this crazy bun, she always had her hair really tightly on top. She looked like she was from a Jane Austen... But she was incredibly good at what she did. But her advice is some of the best advice I ever got as a lawyer. And I think if

you can see some of this class stuff that way of, "If I can do this, then the time that I get caught off guard on the phone or I run into somebody somewhere, that I'm going to be able to handle myself" – it makes it a little easier.

Alison Monahan: Right. I think it's actually a good way to see how do other people come up with ways to deflect questions or buy time? What is a better answer too? Is it, "Oh, that's a great question" or, "Oh, that's an interesting question"? Some of these are going to land better than others, so you can kind of listen to your classmates and pick out the pieces that later on when you're in a situation trying to buy time: "Oh, that's a very interesting question."

Lee Burgess: Yes, I know. I was actually doing an interview with someone, where they said "That's a great question" to almost all of my questions.

Alison Monahan: And you're like, "Actually they're not all great."

Lee Burgess: They're not all great. But that was definitely their learned filler, to give them time to prepare their answer. It wasn't a bad filler, it was clearly a learned skill. So, I have a few of those in my pocket. You know my other favorite one is that when something is very bad or I get surprised by information, I say "Oh my!", which is appropriate in almost every circumstance. But I have had to learn that. And you have been a witness to my "Oh my!"

Alison Monahan: I have. When I hear that, I'm like, "Oh, that's not good."

Lee Burgess: I know. You're like, "We're going to get the check, because something has gone down."

Alison Monahan: Yeah, something is happening. Check please! We've got to get out. I don't know what it is, but something is happening.

Lee Burgess: Something. The "Oh my!" only comes out when something serious has happened. And I have trained myself to say that that's what I do when I get caught off guard. That is my answer, because it's pretty much appropriate in almost every situation that comes up like that.

Alison Monahan: And it's better than other options, like, "Oh, f*ck!"

Lee Burgess: Exactly.

Alison Monahan: We're really going to have bleep this podcast. Sorry.

Lee Burgess: We're going to have to bleep this podcast. But yeah, there are other options, but those aren't always socially appropriate. So, memorize, think about it. I think visualization could be powerful in this. I'm going to get called on and I have no idea what the answer is. What am I going to say? Am I going to just ask them to repeat the question? Am I going to say, "Could I have a moment?" Or am I going to say, "Let me reference my notes"? Whatever you want to say, like, "That's a great question." I think if you have that default answer, it can get you out of some sticky situations and it can buy you a couple of minutes to gather your thoughts. And if you'd like to borrow my "Oh my!" trick, I highly recommend it. It works on adults and children, in almost every situation I have come up with.

Alison Monahan: Well, I think that's a great segue into our last question, which is: How do I manage anxiety about classroom participation? Because I know this is a big thing for a lot of people. They have a lot of anxiety about the cold calls.

Lee Burgess: Yeah. Gosh, I think this is also hard, because we're allowed to be so prepared – we can come to class with all this documentation, you can have canned briefs, you can have your own briefs, you can have the whole Internet at your fingertips, and you just feel this need, like, "If I could just read the Internet, like the depths of the Internet, I could find the answer." The goal here is for it to be a bit messy, and to make some mistakes and to wrestle with the material. And I think if you can visualize that and say, "It's okay, I'm not expected to be perfect. The professors don't expect perfection, and what I'm trying to do is to play this game and learn something" – I think that can release some of the anxiety. So I think you have to decide what the end game is. And it's different from maybe the movies that you watched about the Socratic method, because the end game is, it's okay for it to be imperfect, because you are a student and you're learning.

Alison Monahan: Right. I always try to frame it as, would I rather get something wrong in class or would I rather misunderstand it and get it wrong on the final? So, in a way, if you say something where the professor's like, "Hmm, that's not really correct" or, "I don't really agree with that" – that's great, because you just got a misperception corrected before it mattered.

Lee Burgess: Yes. Great. Don't take notes on what you said, because you had the wrong answer.

Alison Monahan: I'm like, "Nope, cross that out. Nope, that is not right." And I think anxiety has physical manifestations, and this is where we said the deep breath. I've heard it described as a snow globe being shaken up. And you just may need a second to

take a breath, get the brain back online. But again, these are skills you are learning that you're going to need throughout your professional career.

Lee Burgess: Yes, a hundred percent. And I think that for a lot of folks, this feels just like public speaking, everybody's staring at you. Unfortunately, in most people's legal work, you're going to be speaking in front of some group of people, even if it's just your team, at a conference table. And you have to be able to find your own voice. And I think that if you can use some visualization and say, "Okay, I'm in class, I get called on, I feel the anxiety boil up. Now what do I do? I take my kind of deep cleansing breath. I start to feel the oxygen return to my brain. I'm maybe going to use some filler words to buy myself a couple of minutes. I'm going to look at my brief, and then I'm just going to do the best that I can. And I might be honest if I don't know the answer, and move on." I think if you can just play it out for yourself, I think that makes it a little less intimidating. I would also say you can use class, unless you're the first person to get called on in your class, which is just one of the many. So the likelihood is, statistically it's not you. It could be you, but it's probably not going to be you. But you can play along with others and say, "What would I say if the professor asked me this?" And I think that can help you get more comfortable with this idea of, "Maybe I did know the answer."

Alison Monahan Right, yeah. And I think people can literally practice this outside of class. If you really have a fear of public speaking, you know that it's going to be hard for you – well, you might have to do some extra work outside of class to get more comfortable. It might be a family member or a friend who's even not in law school that can ask you questions. I mean, anyone can ask you, "Can you tell me the facts of this case?" You could even play both sides of it if you need to, or you could talk to ChatGPT, which will now speak to you and have it interrogate you, basically, about something. And it doesn't really matter what it is; it's just, you've got to get used to that feeling of like, "Ahhh!". And then, "Oh right, okay, this is the case about the boat", or whatever. And the more you do that, you're going to become desensitized to it, and it's not hopefully going to be as anxiety-producing forever.

Lee Burgess: Yeah. And you're going to find your voice. And I think anyone who is a lawyer has someone in their life who says, "Do you not use that lawyer voice on me."

Alison Monahan: Right.

Lee Burgess: Or is that just me?

Alison Monahan: No.

Lee Burgess: No, that's just me and my family? Hmm. No, but I think we all have a lawyer persona. Like, we have a lawyer voice, we have kind of a way we speak when we're talking about certain things. And you've got to develop that, because you want it to be authentic. It's not all the same for everyone, but it's also just good practice. Try out different things. Do you like the way you sound talking about this stuff? Those are important questions. And if you feel like you sound nervous and panicked – well, that's great information too. Spend time over the summer doing like a Toastmasters or some sort of improv class. I know that law students do stuff like that to get more comfortable being up in front of people. You can work on these skills if what you learn are your growth areas. That's okay. That's still great information.

Alison Monahan: Right, because I think the reality is, you're going to a profession that requires communication, so you need to be able to communicate. Bottom line.

Lee Burgess: Yeah. You could go back and listen to our very early podcast episodes.

Alison Monahan: We've gotten better.

Lee Burgess: I haven't.

Alison Monahan: I would not.

Lee Burgess: But I'm pretty sure I remember what they sound like.

Alison Monahan: I don't remember, I blocked them out. But those are some of the most popular episodes. So we apologize for having no idea what we were doing, and hopefully we've gotten better at it.

Lee Burgess: And I was very nervous and I was thinking about every single word that came out of my mouth and I was hypercritical. It all happens to all of us, folks. You just have to learn how to manage it. And the thing is, I've recorded, oh my gosh, probably like 800. I mean, I can't even imagine how many podcasts I've done by myself, with you, with other people.

Alison Monahan: A lot.

Lee Burgess: A lot. I genuinely don't care anymore. Genuinely, I have no feelings. I may still choose what I wear or whatever, but I do not think about how I'll come off or what I'm saying as much, because I have an authentic voice. And if you're here you probably enjoy it. But we've found that, and that's what law school class

does for you. Find your lawyer voice, so you too can upset your family with your lawyer tone.

Alison Monahan: Exactly.

Lee Burgess: If you enjoyed this episode of the Law School Toolbox podcast, please take a second to leave a review and rating on your favorite listening app. We'd really appreciate it. And be sure to subscribe so you don't miss anything. If you have any questions or comments, please don't hesitate to reach out to myself or Alison at lee@lawschooltoolbox.com or alison@lawschooltoolbox.com. Or you can always contact us via our website contact form at LawSchoolToolBox.com. Thanks for listening, and we'll talk soon!

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Podcast Episode 398: Start Law School Right – The Socratic Method
Be Prepared and Speak Up! A Different Approach to the Socratic Method
What's the Point of Reading Cases in Law School?
Notes? Case Briefs? Highlighting? How Do You Prepare for Class?
Ahead of the Curve: What Should You Be Doing to Prepare for Class as a 1L and How Long Should It Take?