

## ASF Sessions: Hypos

**Carlos:** Closed captioning for this episode is available thanks to the office of disability services at the Syracuse University College of Law.

**Carlos:** Welcome everyone to another episode of the Syracuse University College of Law's Academic Success Sessions. My name is Carlos Negron. I'm a 2L here at the College of Law and a fellow with the office of Academic Success. I'm joined here with my amazing colleague, Zebedayo.

**Zeb:** Hi everyone, my name is Zeb, and I'm also an Academic Success Fellow here at the College of Law. Thank you for joining us today. And as we discuss what are hypos. We hope you guys enjoy listening just as much as we enjoyed preparing this for you.

**Carlos:** That's right. That's right. And much like everything else here in law school, Zeb, let's just jump into it. Why don't you tell our audience what hypo means?

**Zeb:** So, a hypo is short for a hypothetical. Um, a hypo is the first opportunity you get to apply everything you've learned in class. It usually involves an actual fact pattern, usually a story of sorts, and in that story, there's usually legal questions that you, as a student, have to analyze. So, let's say, it may say, "Carlos is walking down the stairs while Zeb was walking up the stairs. As they pass each other, Zeb bumps Carlos by accident and Carlos falls and breaks his arm. What claims, if any, can be brought by Carlos?" It poses a scenario that allows you to apply some of the rules and doctrines that you learned in class.

**Carlos:** And that's actually pretty close to some of the outlandish scenarios that you can expect, which is why paying attention to the cases you read in class is so important, because those fact patterns are fact patterns from real situations, and the court in those cases is taking those facts, and they are applying the law to it in order to resolve the legal question. In a hypo, you're doing the same thing, just with fictional facts, which is why I think your characterization is so true, Zeb, that hypos are the opportunity to answer questions like a lawyer.

Zeb, where in law school are we going to encounter hypos?

**Zeb:** So, when it comes to hypos, um, like as you guys heard, I just created one in my mind, which was very random. But you will run into them in a few different places. So, if you use study aids and supplements, you'll find a few there. If, sometimes your professor may give you practice questions. And you can use those whether it's in between class or after class, and then, you can also get hypos from your peers, your classmates may Google them, you may get some from mentors, from the Academic Success Fellows. And also, in your study groups, there

may—there’s a lot of exchange of ideas, and you can also bring them to the study groups to actually discuss.

**Carlos:** Yeah, yeah. That’s true, we were just talking about that in our law school study group episode.

**Zeb:** I know, I know, you were telling me off air that you and your friend would actually draft your own hypos.

**Carlos:** Oh yeah, I did. I had a good friend, which, you know, by the way, everyone, this is one of the best things about coming to law school, you get to meet some really smart people here, and you become really good friends with them and they actually contribute to your success. But anyway, my friend, him and I were talking about going to the Mohegan Sun to make a wager on a game, but we never did it. And after the game, that bet hit [laughs]. We were talking about it, and we were trying to discuss if that wager was in fact a contract. And he had some good arguments, but I thought mine were a lot better, so we developed a long fact pattern where, let’s say, Carlos and Zeb made a wager, but the acceptance on it was a little blurry, and then Carlos refused to perform. And the call of the question was: does Zeb and Carlos have a contract? Is there a contract here? And we sent that to everyone in our study group, and then we discussed it in our next study session. But we tried to give enough facts in our hypo to give room for both arguments because, as you know, Zeb, it’s not always about the answer, but it’s about the analysis.

**Zeb:** Right, right, the “A” in IRAC.

**Carlos:** Exactly. Anyway, we reviewed it with them, and I think everyone had some good points. Uh, we brought it to our contracts professor after, who actually said that, based on the facts of the hypo, he didn’t think that there was a contract, and he actually gave us another summary on contract acceptance, which is one of the key elements of contracts. So, the whole exercise was more involved than just, reading a hypo off of a book because we had to discuss the facts, we had to draft the hypo to send it to everybody. And we created an argument during our self-study. And at the end, we got together to discuss it and we finally got together with the professor who was—I was real proud of it, and I did well in contracts, but I could’ve spent less time on that and made the hypo shorter. I got a little too carried away, a little too creative.

**Zeb:** And look, sometimes you *do* get carried away, but you mentioned a very great point, you mentioned about doing it during your self-study and creating that argument. We can’t stress enough: you have to self-study before you actually get into the group study session. Now, sometimes you also could get carried away, you’re running through hypos, and you could find yourself doing 10, 15 hypos a night. And really, you’re just tiring yourself, because at some

point, you're just working backwards. So, you have to find a way to learn how to balance it. You don't have to do long hypos a night, 10, 15, 20 hypos a night. Especially if you're not getting any feedback about them, which we're gonna definitely address later.

Also, if you're not doing the right kinds of hypos, which are probably the biggest part, most people actually don't understand that. Um, like, if you're not doing the right kind of hypos, you're actually not getting anything from—out of it at all.

**Carlos:** Yeah, and they're—they really vary the types of hypos that are out there. I think it's because the professors exams can vary as well, and you don't always know if a professor will give you a few short fact patterns or just one long fact pattern. So just like exams, there is a lot of different types of hypos out there. There are hypos that you will only be able to identify a single issue because they're so short. But there could be long hypos that have multiple issues and are really complex. Just like, in an exam, you could have a fact patten that has multiple issues and is very complex.

**Zeb:** Do you have preference on what kind of hypos you like to study? Long ones versus short ones?

**Carlos:** What I like to do, Zeb, is I analyze where my weaknesses lie, and that that's what determines what kind of hypos I need to do. For example, if I'm missing the mark issue spotting, then I'll try to do longer hypos where I might not actually get to write a complete answer, but I'll write out all of the issues that I can spot. And that's how I kind of train myself to recognize issues. What about you, Zeb?

**Zeb:** So, I don't do hypos about topics that I haven't completely mastered because that doesn't do anything for my confidence [laughs]. Um, if I've studied it 3 to 4 times, um, then I'll end up doing a hypo. I actually won't waste my time any time before that because it's just hurting myself. For example, if I'm studying torts, and, as you all—as you're all going to know, Carlos knows for sure, negligence is a big part of torts. If I'm studying torts and I run into a hypo that's about contributory negligence, and I haven't completed negligence, I'm not going to tackle that specific hypo yet. So I'll most likely save that hypo for later and not waste my time, because as Carlos knows, a great hypo is few and far between.

**Carlos:** Yeah, and I think that's a good point because a lot of times, we get caught up in study mode, and we kind of forget to work on our confidence, too. Like, it's important to get your mind right, so that you feel ready to crush an exam. Where do you land on the short hypos versus long hypos question?

**Zeb:** So, let's say every class is broken up into different modules, different parts, different sections, and usually you can use a syllabus in order to see. So, I'll do short hypos while we're

going through certain topics, and then once we reach the end of that topic, then I'll tackle a longer one. Once I feel like I understand more specific pieces about that class and I have a better overall understanding, then I'll tackle the longer ones. I won't do it any time before that because I actually won't actually have the requisite knowledge to understand the longer ones.

**Carlos:** Ah so like, you're similar to me, but backwards, like I focus on my weaknesses, and you actually focus on your strengths first.

**Zeb:** Yeah, but ultimately, we reach the same result. Also, for the listeners, we're using a lot of terms, so fact patterns and hypos, we're using those interchangeably. But just know that a fact pattern is a story laid out in the hypo. So anytime you hear that, we're generally referring to the same thing because that's what really varies, but the questions can sometimes be short and sometime be long but they're both fact patterns and they're both a part of hypos. But to your question, the kind of hypos that I enjoy are the complex ones. I like it messy, um, I like things to be just grimy and just crazy and just so I can really simulate the full experience [Carlos laughs]. And I think that, when you get to look at a problem that has all these different scenarios, you get to really figure out everything you've learned in class. It's very rare that you're gonna have, like, a simple fact pattern on an exam, where it's just very straight forward. Normally, it's actually gonna be pretty complex because, usually in the real world, issues are generally intertwined, which takes us to, you know, a few different things. Because you can choose hypos based on your skill set, but you can also choose them based on—on the class itself.

**Carlos:** Yeah, that's true and—and what Zeb is referring to here, is identifying what the professor is trying to get out of class. What is he trying to get out of this class discussion? And ultimately, what he wants you to know, for midterms, for finals, and later for the bar.

**Zeb:** Which I mean, look at that. Which takes us to, I guess, a different thing, which would be now we know where the hypos come from. Now we know what kind of hypos are out there. Which ones am I supposed to actually use.

**Carlos:** Yeah, that's true. That's a great question. And that really comes from the class, doesn't it? You know, your knowledge of what the professor is looking for in his class, what is he trying to get out of the class lesson? Some professors, they'll blatantly tell you, "This is what I expect after my class." But other ones won't, and you can still figure it out.

Zeb mentioned the phrase that he—makes a lot of sense in this context. Zeb, you're always saying, "read the room, read the room." What does that mean?

**Zeb:** So, you're sitting in class and your professor constantly asks about one specific thing. Let's say some professors love public policy. Let's say they always ask about public policy, or

professors are always asking about the issues or the law or the salient facts. Write these kinds of things down, because what's essentially happening is the person who's writing your exam is essentially showing their hand, similar to poker. They're showing you what cards they have, because if every time you speak to them, they talk about public policy, or they're always asking about the issue, you're gonna find out that these are the kinds of questions that they're gonna ask on the actual exam.

So, I think, when you read the room now, it helps you when you're picking out what kind of hypos to use. You'll pick the ones which are more aligned with the kind of stuff you actually hear your professor talk about. We've all had professors who are very complex, and their explanations to questions may be very outlandish, and if you're not present in the classroom to really hear and understand what they're saying, you're doing yourself a huge disservice because now, you can't make any note of all of these small details.

**Carlos:** Right, if you're not in the classroom mentally, you can't really "read the room" like you're suggesting.

I actually had a professor that, my first semester of law school, he would give us hypos in class. And it would usually be after a very complex case, like a case that took a lot of discussion. And these hypos usually tested the limits of the law that we literally just discussed. But they were never straightforward, they always left room for both sides, and I think they were meant to inspire debate, to create a discussion in the classroom.

Sometimes a professor would even flat out tell you, "Hey guys, this there is no right answer for this."

**Zeb:** Oh, for sure. So, professors are interesting, and I think the law school experience is different because, you know, most people, all their lives, they've been told that there's a right and wrong answer. But here, you're learning how to think. And debating both sides is actually a big part of the law school experience. And that's something which may take you a while to get comfortable with. But just embrace that fully, right. Be really aware of how both sides can affect the argument, and here in law school, it's only about the argument. So, when you're doing hypos, understand that you need to really logically and systematically go through your process. And many professors will reward you on a test if you can find an argument and argue both sides of an issue. So, if you run across a hypo that allows you to practice that, that's a solid hypo.

What a professor really wants to see, they want to see if you can go about arguing something the right way, using the relevant law, and you're applying it. You've identified the imports of the problem, so you know how to identify, and you know how to analyze, right. This is about taking

the law and applying it to the key facts of the hypothetical and reaching a conclusion about those key facts. This is how you show the grader that you actually know the law. Maybe you guys just have a different perspective about certain things, but if your professor sees that you're going through it the right way, then that's what it means to be doing a good legal analysis.

**Carlos:** That's right. And I've certainly had some experiences in conversations with professors where they told me, "Carlos, this wasn't the right thing to focus on," or, "Carlos, you actually didn't spot the issue that I wanted you to spot." But I still got enough points on the exam where I was able to do well because I practiced my argument, so I was ready for that. And that's two of the things that I really like about hypos. The first is, like I said, it gives us a great opportunity to practice our argument. You get to work on your argument skills, you work on how to—how do you apply the law, like you just mentioned. The second is that it exposes my weaknesses when I do a hypo. Especially those supplement hypos or where the professor gives you an old exam and a model answer. Now you get to see where your weaknesses are: what am I missing, what do I need to work on? Zeb, where do you find your hypos?

**Zeb:** So, they can come from several different places. Um, as we discussed, you and your friends sometimes made up your own. Sometimes your professors may give you some, and also, you may get some from your Academic Success Fellow Sessions as well.

**Carlos:** Basically, there's endless sources of hypos. But it's important that you use your time effectively and that you use the hypos that are going to prepare you best for your test. But Zeb, let's say I found the hypos I want to use, I worked through the hypos, now what? I'm done, right? I can go play Xbox until the test?

**Zeb:** No, not at all. Carlos knows, and I know, and any successful law student would actually tell you that the hypo's only as good as the feedback you get after you're done. That reviewing part is actually a key part of the studying process. Now, how you go about that can actually be done in many different ways. Some hypos come with model answers. Now I would say, and, you know, give kind of a fair warning about the model answers, sometimes, they're not structured the way your professor may want, so make sure you also take those to your professor so that they can see, and so they can tell you, "No, I don't want it done like this, I want it done like that. Sometimes your study groups may help out. Sometimes your professor may help out. But here's the thing, you actually just have to be kind with yourself. Realize that, sometimes you might have the right answer, but the structure's wrong. Sometimes the structure's all the way right, but the answer's wrong. Always try to see, you know, the glass half full, because you're a student, so you're still learning day by day. But understand that something as simple as structure could be the difference between an A and a B or a B and a C.

Um, that is what I like to do personally, and I like to take stuff to my professor because they're going to tell you, as a person who's grading the exam, what aspects to focus on. They're going to tell you exactly what they like to actually see. It's the equivalent of you writing a paper and taking it to the professor, and them editing it, and handing it back to you.

**Carlos:** Yeah, I agree. And, this is reminiscent, actually, about one of our earlier points because mental fatigue is real, and I don't think you want to be meeting with your professor every week to talk about hypos. I—I don't think the professors would appreciate that, right?

**Zeb:** No, not at all. But your professor does want to see that you did the work. You know, even though they're actually grading the exams blind, and they don't know whose paper they're grading as they're grading it, *you* as a student want to know that you did as much as you possibly could've done to get the proper answer and you want to actually talk to the person, talk to the professor.

**Carlos:** Right.

**Zeb:** So, do the whole thing, take it to the professor after you've done the actual hypo. Don't do a half a hypo. Don't go to them with just confusion and you have no clue where you wanna actually start. They're there to help, so once they see that you've done the work, then they'll know that you're not wasting their time. But always remember, you still have to self-study, because you can't apply the law if you haven't learned the law.

**Carlos:** Right, right, right, Zeb, same thing. If you haven't even finished your outline, or you haven't finished studying one area of law, then it's going to be really difficult to start working the hypos because you haven't really memorized anything, you haven't done any studying.

But if you have an outline going, or maybe you have some notes or flashcards you can rely on, you can use that to answer a few hypos in the beginning, and eventually you can ween yourself off of that stuff.

**Zeb:** Of course. Several professors call that "memory spacing." Now, everyone has their own timeline of how and when they learn things, so don't worry too much about if someone else is doing hypos before you. Everyone is different and some people may not even tackle their first hypo until after midterms.

**Carlos:** Yeah, I actually did my first hypos in preparation for midterms, and I think that was actually a good introduction to what to expect on my midterm exams.

**Zeb:** Of definitely, a perfect introduction. But remember, if you don't understand the subject matter, don't do the hypo.

And I would take this a bad time. If you don't understand the subject matter, don't go hypo. You can still meet with the professor and ask them to help you understand the important information. But that's probably not the time to go and do the hypo, because the professor may tell you the truth: go study, learn the information first, and then do the hypo before coming, which is perfect advice.

**Carlos:** Mm hm.

**Zeb:** So be careful about your time and the professor's time. But always study first, hypos second.

**Carlos:** Yeah, and time, that's a scarce resource in law school. But if you schedule things the right way, if you are efficient with the way that you use your time, your time outside of class, your time inside the classroom, you can find time to do these hypos, you can find time to review your answers and discuss them with your professor, or whoever you want to discuss them with, and fine tune up your skills. There's time to do it. As long as, like you just told us, Zeb don't waste time. But don't pick a bad time by trying to do hypos right away. Don't forget to do hypo reviews because, like Zeb just told us, then you just wasted your own time.

**Zeb:** Yeah, look, study first, hypos second, review the answer to the hypo third. Because after that, you can improve on the actual hypo. It's okay to have dialogue with friends and the Academic Success Fellows, but having that review with the professors helps a lot. In my opinion, you should be careful about placing your friends' opinions over your own. That conversation with your professor is more important because your friends aren't actually grading your exam. Your friends may actually have some ideas and don't actually—don't' actually tell you where they got it from.

As you're gonna learn in law school, there's so many resources and sometimes some of them can be overwhelming and they lead some people astray. So talking to a person who's done this before, like in the ASF, might be beneficial. But think about it, the professor's the only one in the class who's actually graduated law school before [Carlos agreeing]. He or she is actually the expert.

**Carlos:** Yeah and if you're—if you're too tired to do your hypos, there's other ways to do it. You can, like we said, compare it against a model answer if you have one available. You can exchange your hypo with a classmate, and they can review yours while you review theirs. And, a note, if you do that, just make sure you have some friends that are comfortable being jerks to



you. You don't want people sugarcoating things. And also that they have a good grasp on the material so that they're able to analyze your answer.

You could even, let's say, if you started hypoing too early, you don't have to review that right now. You can save those answers, wait until you finish that unit, and then you can review your answers. That's when you really get a chance to see, "oh, well this is what I knew really well back then when I did this hypo," or you can say "oh, I struggled with this a month ago because I hadn't learned *this* part yet. This is how I would answer it today." And look, if you want to take another stab at it, I'm not gonna stop you. What's your opinion on redoing hypos, Zeb?

**Zeb:** So, personally, I don't do the same hypo twice, or I don't count that second time. If I *am* gonna do a hypo, um, let's say the professor spoke to me, and my issue was organization, or the professor walked me through, um, what I need to study to get it right. Then I'll do it. But that's just me working on organization and more technical issues. But I don't count that [Carlos laughs]. Right? I don't count that as me doing a hypo.

Let's say I get hypo 1 on Monday, I finish it by Friday, I meet with the professor next Monday. Then the professor gives me feedback, then I do hypo 1 in order to perfect it. I don't count that as me doing 2 hypos. I'm just doing one hypo

**Carlos:** It doesn't go on your stats?

**Zeb:** No, no, not at all [Carlos laughs]. Not at all. Now, if I've done 5 hypos, and all 5, the professor tells me I'm missing key issues, I'm probably not gonna do new hypos until I figure out, what issue am I actually missing, why do I keep getting this wrong.

**Carlos:** Right, because your mind is kind of like an engine. You may just need to recalibrate the engine.

**Zeb:** Oh, for sure. For example, I keep missing key facts, let's just say in battery, or negligence, then maybe I'm actually having a fundamental misunderstanding of the actual topic. Um, I have now figured out a problem. I can go to my professor, or I can go to a student to figure out, why do I keep missing this? Maybe I should read slower. Maybe I should study a case over. Maybe I need to see an example answer. Because if I, just by my hypo review, if I can do it again and eventually I'll start to actually get it right.

Um, and you might think you're really good at this, but it's muscle memory. You're not really good at anything if you're just doing the same hypo over and over and over again [Carlos laughs]. But building good habits is actually amazing. And just writing the same answer over and over again, you're not learning anything.

**Carlos:** Yeah, and it kind of comes back to utility. You need to manage your time. When you're doing things inefficiently, well now you're not managing your time. And for our listeners who might not be aware, you heard Zeb mention the term "ASF," and Academic Success Fellow, and we even mentioned it at the top of the show. And for you—those of you who don't know, an Academic Success Fellow here in Syracuse College of Law, and ASF is an upperclassman who's been hired to aid other students academically. They're gonna be 2Ls like Zeb, Hailey, and I, or 3Ls like Elizabeth, and you might also meet some new academic success fellows during the school year because we're in the summer session right now. And if you feel like you need some guidance, or maybe you're seeking hypos, or you want to go to a hypo session, you go to those ASF sessions, or you can go to their office hours, you can contact them. Sometimes, they'll even do a follow-up hypo review session. Zeb, have you found any of those sessions useful?

**Zeb:** Yeah, I—I went to most of the ones that I could actually make. As you guys are gonna see, sometimes your schedule just gets ahead of you. But they're a lot more informal, right? You're there with your peers, you're there with other students. It's not like talking to a professor where it sometimes can be an intimidating thing and some students are just so intimidated by it that they don't even really get anything out of it. Um, and if that's the case, just—this is actually the perfect kind of sessions for you. They have hypotheticals that sometimes they've been given to give to you, or that they're written because they've taken these classes before. And when you're working through them, you'll see your weak spots. And maybe one of the ASFs is—had similar weak spots, they can tell you how they worked through it, which helps with the conversational atmosphere.

Now, by the time you're ready to talk to a professor, you're not coming completely empty-handed. You've already had a little bit of guidance. So I would utilize a lot of those resources that are available to you as much as possible. Law school's already a stressful experience, so why not use them? And who knows, it might be Carlos, or I who might be the Academic Success Fellow who's helping you out and giving some of that good guidance.

**Carlos:** Yup, it could be us or it could be some other equally successful student. But you're still gonna get some good guidance. And that's kind of one of my favorite things about coming here to Syracuse College of Law. All the resources that they make available to you to help you succeed because you have the ASFs, you get peer mentors, you get faculty mentors, even the LLMs have mentors.

I actually went to my peer mentors and ASF sessions as much as I could during my first year, and I'm sure that helped me be successful because, Zeb, if I'm honest with you, I had no idea

what I was doing. Like for example, I—I never took advantage of those hypo sessions as an opportunity to practice answering things in IRAC format.

**Zeb:** Yeah, IRAC organization, organization, organization. That's actually one of the central elements of being successful here. And if you want to know which format your professor uses, you can really just ask. That can be in an email, that could be in office hours, that's a very short answer. And most professors, honestly, if not all professors, are very straight-forward about the format of their exams.

**Carlos:** They want you to succeed.

**Zeb:** Of course. Now think about it like this, hypos are practice. That's the time to make mistakes. If you've ever done anything competitively, practice is actually the time to make mistakes. Your grades don't hurt from losing at a hypothetical. If you get the thing wrong, it's bad, but always know, the more you work at it, the more you get better, the more prepared you're gonna be for the real game. So that once you get to the real game, which is the exam, you feel prepared and you don't make some of the same mistakes, um, that you've been making before.

me for the stress of the test where I have to all of a sudden worry about organization for sure.

**Carlos:** Exactly, and you don't have to worry in the middle of an exam, "oh my God, did I—did I organize things in the way that the professor wanted?" You don't have to focus that because you've practiced it, you've just developed it from muscle memory, from practicing it under timed conditions. And those organization techniques that you practiced when you're hypoing. But Zeb, not every hypo has to be treated like a practice exam, right? I don't have to time myself on every hypo.

**Zeb:** No, not at all. I would advise, um, my personal strategy is, I start timing myself when I'm nearing midterms. So before midterms, you're hypoing so you can really get the feel of how the exam actually is. Maybe a week or two before midterms, start doing things in timed conditions. And from that point onward, everything is timed.

**Carlos:** Okay.

**Zeb:** Right? So, from two weeks until midterms until, [laughs] the final, everything is timed. Um, I don't know about Carlos, but I usually have a strategy where, um, where I manage my time, and we know that there are other conversations about these in another session called "Understanding Law School Exams," which I hope you guys all tune in for. But look, at this point in your academic careers, you've seen a *lot* of standardized tests. You all took the LSAT,

SAT, ACT, GRE, and so, timing yourself isn't something that you're not used to. So when you go to the exam, just understand that if you've practiced it before, then you can use the mental clock, and you'll be fine when you're writing out your answers.

**Carlos:** Yeah, and adding to that point, Zeb, hypos helped me out with typing speed, too, which I didn't expect. Like, during exams, I typed a little bit faster, and I made less mistakes because I was practicing hypos under timed conditions, so I was kind of training my hands as well as my mind during that time.

Now Zeb, there are some things that you wish you would've known before law school that could've helped you out your first year. What are they?

**Zeb:** Yeah, I think the one thing for me would be, you know, talking to my professors after the hypos.

I think I made things a lot harder on myself than I needed to because I didn't use that extra guidance. Um, going to a professor and getting that guidance after a hypo, would've helped out a lot as far as my comfort during the actual exam. I think I did fine, but I could've done a lot better if I would've worked out certain kinks before the exam. Which is why I'm telling you guys to do it, because you don't have to make the same mistakes that I did.

**Carlos:** Yeah I made that mistake as well. We want you guys to learn from our mistakes.

**Zeb:** Definitely. But look, utilize the professors. I actually can't stress that enough. They're actually there to help. And when they give you the syllabus, when they give you those office hours, pay attention. You're gonna notice that in the beginning of the semester, office hours might actually be pretty empty, and as the semester goes on, they get busier and busier because people are afraid of finals. So, if there's any piece of advice I'd give to Zeb in the fall of 2020, is go to the professor after each hypo, and don't be afraid to ask questions or email them the answer you did for the hypo. But look at their reply, understand it, and actually use their advice. What about you, Carlos?

**Carlos:** I would tell the old Carlos that there's just a lot of hypos sources out there because I figured that that the professors, that the hypos that he gave us in class or that she gave us in class, whatever we were discussing, that that was my only source of hypos and that I just needed to focus on that. And my thought was, "well, the professor gave me these short hypos, that means the exam is just gonna be a bunch of short fact patterns." And, man Zeb, I was way wrong on that prediction. The truth is that there's a lot of places for hypos. You can actually go astray and fall into this big black hole of hypos, like we mentioned, the professors' hypos, the ASF hypos, there's study aid hypos. But some professors sometimes will give you an old exam,

and you can use that to create hypos for yourself, too. And frankly, in my opinion, those are the best hypos that you can use because they're more targeted towards *this class* than any of the other study aid hypos or anything like that. What are some of your favorite hypos to use?

**Zeb:** So I don't use many supplements. Um, I rely mostly on the professor and any hypos that they may share, or on Academic Success Fellows, but I do enjoy Quimbee to learn certain things here and there.

**Carlos:** Yeah, Quimbee has some good hypos on their long and short quiz section that most people don't know

**Zeb:** Oh, for sure. Right. But most of the time, um, I'll just meet with the professor, and I'll just ask questions. "Hey Professor So-and-So, um, I want to talk about class on March 3<sup>rd</sup>." So I keep my—my notes, and I date them based on the day that I took them so I can get very specific, and um, I can ask very specific questions so I can get through and learn about different things.

**Carlos:** And some hypos can just be conversations with professors, like they don't all have to be something so formal where you sit down, and you go word for word through your hypo answer. Some of them can just be talking a little bit about the hypo, the problems that you had with it, then trying to identify what your weaknesses were here. But like I mentioned, there are endless companies that make things for you to study, and the library has a lot of books and it's for that reason. So take some time to find out what works best for you. It might be different than what works for your buddies, but that's okay because everybody gets graded individually anyway.

That concludes our session for today on hypotheticals. We want to thank you from the bottom of our hearts for joining us here today. We hope that we have imparted some knowledge that's gonna be beneficial to you. I certainly have learned some things from you today, Zeb, so thank you for that.

**Zeb:** Oh, no problem. I think, look, there were a lot of conversations that Carlos and I had leading up to this. But I think, listen, be patient with yourselves. You're gonna get there. Me and Carlos were in your same shoes this time last year. Uh, we'll be around campus if you need anything. Please feel free to actually just reach out to us. Um, and look, you're gonna have a lot more context about what we're saying once the semester starts, so you can just ask us questions at that point as well

**Carlos:** Yeah, and I know that the Academic Success Office is back in business. You might see Zeb and I in there over the summer. And it's in the second-floor suite, office 214. If we're not

there, there's still gonna be plenty of people there, plenty of resources. That's really one of the advantages of coming to the Syracuse College of Law

**Zeb:** Of course, of course. There's always someone to help and I'm sure me and Carlos will try to be there to help as much as we can. And we hope we'll see you at our next Academic Success Session.