LSAT Information Session
University of San Diego
Test Preparation Course

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Introduction

The University of San Diego has been offering LSAT preparation courses for over 35 years.

Our courses help students:
• Understand the structure of the exam
• Assess strengths and weaknesses
• Learn the format and develop a successful approach
• Discuss questions in an interactive classroom format
• Experience actual practice tests
LSAT Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Items</th>
<th>Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unidentified Experimental Section</td>
<td>--</td>
<td>35 minutes</td>
</tr>
<tr>
<td>(2) Logical Reasoning</td>
<td>24-26 items each</td>
<td>35 minutes each section</td>
</tr>
<tr>
<td>(1) Reading Comprehension</td>
<td>26-28 items</td>
<td>35 minutes</td>
</tr>
<tr>
<td>(1) Analytical Reasoning</td>
<td>22-24 items</td>
<td>35 minutes</td>
</tr>
<tr>
<td>(1) Writing Sample (essay)</td>
<td>1 prompt</td>
<td>35 minutes</td>
</tr>
</tbody>
</table>

210 minutes total; 3.5 hours

The LSAT is a standardized test administered to compare the preparation and ability of applicants who are applying for advanced study in law. It is required for admission to all American Bar Association-approved law schools, as well as many other law schools. The various sections may be administered in any order – but the Writing Sample (essay) is always administered last.
Logical Reasoning
2 sections - 24-26 items in each section
Tests the ability to analyze and critique the reasoning used in an argument. A short argumentative text (20-100 words) precedes each item or pair of items.

Reading Comprehension
1 section – 26-28 items
Passages, or paired passages, are approximately 450 words per set. Tests the ability to understand words and statements in context, comprehend relationships among concepts in a passage and draw conclusions based on implied ideas. Section includes four sets of passages or paired passages followed by five to eight items.

Analytical Reasoning
1 section - 22-24 items
Tests the ability to understand and analyze a situation based on a set of given conditions. Examinees must deduce which scenarios could or must be true or not true using the given information. Section includes four sets of items.

Experimental
1 section - 22-28 items
Section is not included in examinees final score. May be any of the previously discussed section types.

Writing (Essay)
1 section – 1 prompt
Essay prompts include two alternative courses of action – examinees must argue for one course of action. The essay will be sent to all schools to which the examinee applies.
Scoring the LSAT

One raw score point is awarded for each item answered correctly. Raw scores are converted to scaled scores ranging from 120 (the minimum) to 180 (the maximum) using a formula specifically designed for that particular LSAT. The formulas for each individual LSAT equate each test to other official tests.

There is no “passing” score – rather students should contact the schools to which they are applying to determine if each school requires a particular score.

Only correct answers are used to calculate an examinee’s score. There is no penalty for incorrect answers – however, only one answer per item is allowed. If the automated scoring system sees two answers, no credit is given for that item.

Since there are no penalties for incorrect answers, students should attempt to answer every question.
The Logical Reasoning section presents 24-26 items in 35 minutes – which means that if you want to complete the entire section in the time allotted, you have approximately 1.5 minutes to spend on each item. This is a general guideline – you may spend more time on some items and less on others. As a general guideline, you can follow the pacing table above.

### Logical Reasoning Mechanics

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the initial statement</td>
<td>15 seconds</td>
</tr>
<tr>
<td>Read and assess the actual question</td>
<td>10 seconds</td>
</tr>
<tr>
<td>Read and evaluate the answer choices</td>
<td>10 seconds per answer choice - 50 seconds</td>
</tr>
<tr>
<td>Reconsider key choices and select one</td>
<td>15 seconds</td>
</tr>
<tr>
<td>Total</td>
<td>1.5 minutes</td>
</tr>
</tbody>
</table>
Logical Reasoning Sample 1

Please return to the presentation after watching the video above. Answer the questions on the following page.

https://vimeo.com/321833516
Which of the following, if true, points out a serious weakness in the mayor’s reasoning?

a. Milk and other dairy products contain important nutrients that are vital to the health and well-being of citizens, particularly children.
b. Redwood Farms achieved the increase in sales by offering discounts to businesses that purchased a complete line of Redwood Farms products.
c. The mayor made a speech on a previous occasion to the city’s chamber of commerce in which she proposed city tax abatements to attract new industry.
d. During the year cited, Redwood Farms showed only a 15 percent increase in before-tax profits over the previous year.
e. The size of the market in the city is relatively fixed, so any increase in sales by one firm comes at the expense of sales by other firms.

The initial statement presents an argument and the question asks for a logical weakness in the argument. Anytime an argument containing a cause and effect situation is presented with a question asking for the point that best weakens the argument, the correct choice will say the plan fails, for whatever reason.

In this case, the mayor applauds the success of one company in increasing its business and encourages other companies to do the same. If, however, the gains of ABC Farms came at the expense of other firms in the same business, then it is logically impossible for every other firm to achieve the same success. Therefore, option E is the best choice.
Logical Reasoning Sample 2

Please return to the presentation after watching the video above.
Answer the questions on the following page.
All of the following weaken the advertising claim EXCEPT:

a. The pain reliever most recommended by doctors is nothing more than aspirin.
b. Most doctors prescribe brand-name drugs instead of generic drugs.
c. The body can absorb only 25 percent of the pain reliever in Miracle Drug and passes through the rest.
d. Most other commercial pain relievers contain the same main ingredient as Miracle Drug.
e. Miracle Drug costs twice as much as other medicines with the same ingredients

Do not be caught off-guard by the brevity of the initial statement – careful reading is still important, especially when eliminating answer choices for an item like this one that includes the thought-reverser “EXCEPT.”

Eliminate (A) because it weakens the claim by stating that the main ingredient of Miracle Drug is common aspirin. Eliminate (C) because it weakens the claim by asking about the good of more medicine when the body cannot use it. Eliminate (D) because it weakens the claim by showing that Miracle Drug is no better than other similar remedies. Eliminate (E) because it weakens the claim by noting that Miracle Drug is more expensive than other remedies with the same ingredients. Therefore, by the process of elimination, (B) is the best choice. (B) fails to weaken the advertising claim because it does not address the claim at all.
Logical Reasoning Sample 3

Please return to the presentation after watching the video above.
Answer the questions on the following page.
In response to the allegation that it was more overstaffed with support and supervisory personnel than the FBI, the CIA could best argue that:

- **a.** The FBI is less useful than the CIA in gathering intelligence against foreign powers.
- **b.** The rate of pay for a CIA non-field agent is less than the rate of pay for a non-investigating FBI agent.
- **c.** The number of FBI agents should not rise so rapidly as the number of CIA agents given the longer tenure of an FBI agent.
- **d.** A CIA field agent working in a foreign country requires more backup support than does an FBI investigator working domestically.
- **e.** The number of CIA agents is determined by the Congress each year when they appropriate funds for the agency, and the Congress is very sensitive to changes in the international political climate.

*Based on the initial statement, the concern is not with the number of agents generally, but with the number of support and supervisory workers.*

*Eliminate (A) because conclusions about efficiency or work accomplished are not supportable by the data provided. (B) and (E) can also be eliminated as neither rate of pay nor appropriations has anything to do with whether or not there are too many people on the payroll. Eliminate (C) because it does not mention the ratio of non-field agents to field agents. (D) is correct as it focuses on why the CIA’s ratio of field agents to non-field agents should be larger than the FBI’s.*
Reading Comprehension Mechanics

<table>
<thead>
<tr>
<th>Task</th>
<th>Allotted Time</th>
<th>Remaining Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the first selected passage(s)</td>
<td>1.5 minutes</td>
<td>33.5 minutes</td>
</tr>
<tr>
<td>Answer the accompanying items</td>
<td>7.25 minutes*</td>
<td>26.25 minutes</td>
</tr>
<tr>
<td>Read the second selected passage(s)</td>
<td>1.5 minutes*</td>
<td>24.75 minutes</td>
</tr>
<tr>
<td>Answer the accompanying items</td>
<td>7.25 minutes*</td>
<td>17.5 minutes</td>
</tr>
<tr>
<td>Read the third selected passage(s)</td>
<td>1.5 minutes*</td>
<td>16 minutes</td>
</tr>
<tr>
<td>Answer the accompanying items</td>
<td>7.25 minutes*</td>
<td>8.75 minutes</td>
</tr>
<tr>
<td>Read the fourth selected passages(s)</td>
<td>1.5 minutes*</td>
<td>7.25 minutes</td>
</tr>
<tr>
<td>Answer the accompanying items</td>
<td>7.25 minutes*</td>
<td>0 minutes</td>
</tr>
</tbody>
</table>

*Five to eight items per passage indicates, on average, 65 seconds per item

The reading material for this section can address any subject, and the test-writers go out of their way to find material on unfamiliar topics. Remember though that no specific knowledge of the material is required to correctly answer the items. Reading items test comprehension, not subject knowledge. The pacing table here is a guideline and not an exact set of rules.
In a recent survey, Garber and Holtz concluded that the average half-hour children’s television show contains 47 violent acts. When asked about the survey, network television executive Jean Pater responded, “I sure as heck don’t think that Bugs Bunny’s pouring a glass of milk over a chipmunk’s head is violence.” Unfortunately, both Garber and Holtz and Pater beg the question. The real issue is whether children view such acts as violence.

The violence programming aimed at children almost always appears in the context of fantasy. Cartoon violence generally includes animation, humor and a remote setting; make-believe violence generally uses only the first two cues, realistic, acted violence, which is not used in programming for children, especially young children, can differentiate types of violence on a cognitive or rational basis – for example, by justification of motives for the violent behavior.

There is no evidence of direct imitation of television violence by children, though there is evidence that fantasy violence can energize previously learned aggressive responses such as a physical attack on another child during play. It is by no means clear, however, that the violence in a portrayal is solely responsible for this energizing effect. Rather, the evidence suggests that any exciting material can trigger subsequent aggressive behavior and that it is the excitation rather than the portrayal of violence that instigates or energizes any subsequent violent behavior. “Cold” imitation of violence by children is extremely rare, and the very occasional evidence of direct, imitative associations between television violence and aggressive behavior has been limited to extremely novel and violent acts by teenagers or adults with already established patterns of deviant behavior. The instigational effect means, in the short term, that exposure to violent portrayals could be dangerous if shortly after the exposure (within 15 to 20 minutes), the child happens to be in a situation that calls for interpersonal aggression as an appropriate response – for example, an argument between siblings or among peers. This same instigational effect, however, could be produced by other exciting but nonviolent television content or by any other excitational source, including, ironically enough, a parent’s turning off the set.

So, there is no convincing causal evidence of any cumulative instigational effects such as more aggressive or violent dispositions in children. In fact, passivity is a more likely long-term result of heavy viewing of television violence. The evidence does not warrant the strong conclusions advanced by many critics who tend to use television violence as a scapegoat to draw public attention away from the real causes of violence – causes like abusive spouses and parents and a culture that celebrates violence generally.
Reading Comprehension:

According to the passage, all of the following would deter a child from regarding an incident of television violence as real EXCEPT:

a. including recognizable cartoon characters  
b. explaining that characters mean no harm  
c. having characters laugh at their misfortunes  
d. using a futuristic setting with spaceships  
e. setting the action in prehistoric times

The phrase “according to” identifies this as a Specific Detail item, and the questions includes the thought-reverser “except,” so the correct choice will NOT be explicitly stated in the passage. The author gives a list of fantasy clues that includes animation, (A), humor (C) and remote setting (D) and (E). Only B is not mentioned in the list; in fact, it is specifically contradicted in later lines of the passage.
The author implies that a child who has an argument with a sibling two to three hours after watching fantasy violence on television would:

a. surely be more aggressive than usual
b. tend to act out the fantasy violence on the sibling
c. probably not be unusually violent or aggressive
d. likely lapse into a state of total passivity
e. generally, but not always, be more violent

The author does not specifically say what to expect in the situation described by the question, but it is inferable from the passage. According to the author, the worst that one should expect of a child who has seen televised violence is that for a short time – 15 to 20 minutes – the child will be energized. And in the last paragraph, the author specifically says that there is no evidence of a cumulative effect. Since the only effect is short-term, after two to three hours there should be no effect. So C is the best answer choice.
The primary purpose of the passage is to:

a. Correct a popular misconception
b. Outline the history of a theory
c. Propose a solution to a social problem
d. Criticize the work of earlier researchers
e. Offer a theory of criminal behavior

The author begins by saying that both the critics and the defenders of television miss the boat on the question of violence. The real question, according to the author, is whether the children see the programming as violent. In the second paragraph, the author sets up an analytical scheme by which to understand the significance of depictions of violence. Then in the third paragraph, the author discusses the probable effects on children of seeing depictions of violence. Finally, the author concludes that, in spite of the popular notion that violence in programming causes children to be more violent, the portrayal of violence probably doesn’t have a negative impact on children. This passage development is best described by choice A.
The 35-minute Analytical Reasoning section contains 23-24 items. The items are divided between four “puzzles” with 5-7 items for each puzzle. The puzzles present a situation with certain relationships among a group of variables. The accompanying items require deduction of additional relationships based on the original and additional conditions.

This section requires you to demonstrate skills such as command of detail, ability to reason clearly and deductively from a given set of conditions, and an understanding of how conditions limit and order behavior. This section requires a systematic approach and the proper use of notational scratchwork.

Performance on this section can be dramatically improved by careful preparation through learning diagramming techniques and symbolic representation of the conditions. These methods can increase success on this section by increasing both speed and accuracy.
## Analytical Reasoning Mechanics

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the scenario and all initial conditions</td>
<td>30 seconds</td>
</tr>
<tr>
<td>Summarize the initial conditions and any further conclusions</td>
<td>30 seconds</td>
</tr>
<tr>
<td>Read and assess each item, noting any additional conditions</td>
<td>30-45 seconds per item</td>
</tr>
<tr>
<td>Read and evaluate the answer choices</td>
<td>30 seconds per item</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.25 minutes per item = 9 minutes per set</strong></td>
</tr>
</tbody>
</table>

Pacing is not an exact science – the table is a guideline. The time spent on any given set will vary according to how many items are included. The total time needed for a set will also depend on its difficulty, but remember that the overall objective of pacing is to confirm the answer to the last item in the section just as time runs out. Let’s try a couple to give you a better idea of what you’ll be up against during the actual exam. The first scenario we’ll consider only has two questions.
Analytical Reasoning Sample

A group of six people – David, Ellen, Fred, Luke, Mike, and Sam – ran a series of races according to the following conditions:

- Sam finished last in every race
- Ellen finished before David in every race
- Mike finished before Fred in every race
- Luke finished somewhere between David and Fred in every race
Which one of the following is a possible order, from first to last?

a. Fred, Mike, Luke, Ellen, David, Sam
b. Mike, David, Luke, Fred, Ellen, Sam
c. Mike, Ellen, David, Luke, Fred, Sam
d. Mike, Fred, Luke, David, Ellen, Sam
e. Mike, Luke, Fred, Ellen, David, Sam

Choice (C) correctly describes a possible order of finish. (A) is not a possible order of finish since one of the initial conditions states that Mike finished before Fred in every race. Neither (B) nor (D) is a possible order of finish since one of the initial conditions states that Ellen finished before David in every race. Finally, (E) is not a possible order of finish since one of the initial conditions states that Luke finished somewhere between David and Fred in every race. So, (C) must be the correct answer choice.
Which one of the following CANNOT be the order of finish of a race, from first to last?

a. Ellen, David, Luke, Mike, Fred, Sam  
b. Ellen, Mike, Fred, Luke, David, Sam  
c. Mike, Ellen, Fred, Luke, David, Sam  
d. Mike, Ellen, Luke, Fred, David, Sam  
e. Mike, Fred, Luke, Ellen, David, Sam

Only (D) does not describe a possible order of finish because one of the initial conditions states that Luke finished between Fred and David in every race. Each of the other choices does describe a possible order of finish. So, (D) must be the correct answer choice.
Five juniors (F, G, H, J, and K) and four seniors (P, Q, R, and S) are to be appointed to serve on one of three committees – the Curriculum Committee, the Ethics Committee, or the Recreation Committee. Each committee will have three members, and each student will serve on exactly one committee. The following conditions must apply:

- F & Q must serve on the Curriculum Committee
- P must serve on the Recreation Committee
- G cannot serve on the Recreation Committee unless S also serves on the Recreation Committee
- J cannot serve on a committee with either H or Q
- R cannot serve on the same committee as S
- Each committee must include at least one senior
1. Which of the following is an acceptable assignment of students to the three committees?

<table>
<thead>
<tr>
<th></th>
<th>Curriculum Committee</th>
<th>Ethics Committee</th>
<th>Recreation Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>F, G, H</td>
<td>J, K, R</td>
<td>P, Q, S</td>
</tr>
<tr>
<td>B</td>
<td>F, Q, S</td>
<td>G, H, R</td>
<td>J, K, P</td>
</tr>
<tr>
<td>C</td>
<td>F, Q, J</td>
<td>G, H, R</td>
<td>K, P, S</td>
</tr>
<tr>
<td>E</td>
<td>F, S, Q</td>
<td>H, K, R</td>
<td>G, J, P</td>
</tr>
</tbody>
</table>

2. Which of the following is a complete and accurate list of the committees to which S could be assigned?

   a. Curriculum
   b. Curriculum, Ethics
   c. Curriculum, Recreation
   d. Ethics, Recreation
   e. Curriculum, Ethics, Recreation
3. If K serves on the Recreation Committee, the Ethics Committee must include:

a. G
b. H
c. J
d. R
e. S

4. If R serves on the Curriculum Committee, which of the following must be true?

a. G serves on the Recreation Committee
b. H serves on the Ethics Committee
c. H serves on the Recreation Committee
d. J serves on the Ethics Committee
e. K serves on the Recreation Committee
5. If exactly two seniors serve on the Curriculum Committee, which of the following must be true?

a. G serves on the Ethics Committee
b. H serves on the Recreation Committee
c. J serves on the Recreation Committee
d. R serves on the Curriculum Committee
e. S serves on the Ethics Committee

6. Which of the following would completely determine the assignment of students to the three committees?

a. G serves on the Ethics Committee
b. G serves on the Recreation Committee
c. H serves on the Curriculum Committee
d. R serves on the Ethics Committee
e. S serves on the Recreation Committee
To solve, begin by symbolizing the initial conditions.

1. F and Q must serve on the Curriculum Committee. \((F=Q)\) = Curr
2. P must serve on the Recreation Committee. \(P\) = Rec
3. G cannot serve on the Recreation Committee unless S also serves on the Recreation Committee. \(G \downarrow R \Rightarrow S \downarrow R\)
4. J cannot serve on the same committee with either H or Q. \(J \neq H ; J \neq Q\)
5. R cannot serve on the same committee as S. \(R \neq S\)
6. Each committee must include at least one senior.

Now, create a diagram.

<table>
<thead>
<tr>
<th>Curr.</th>
<th>Eth. (R or S)</th>
<th>Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, Q</td>
<td></td>
<td>P</td>
</tr>
</tbody>
</table>

Now, to solve the questions.
Answers

1. This question does not provide any additional information, so use the initial conditions to eliminate choices:

<table>
<thead>
<tr>
<th></th>
<th>Curriculum Committee</th>
<th>Ethics Committee</th>
<th>Recreation Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>F, G, H</td>
<td>J, K, R</td>
<td>P, Q, S</td>
</tr>
<tr>
<td>B.</td>
<td>F, Q, S</td>
<td>G, H, R</td>
<td>J, K, P</td>
</tr>
<tr>
<td>C.</td>
<td>F, Q, J</td>
<td>G, H, R</td>
<td>K, P, S</td>
</tr>
<tr>
<td>E.</td>
<td>F, S, Q</td>
<td>H, K, R</td>
<td>G, J, P</td>
</tr>
</tbody>
</table>

(A.) violates \((F=Q)=\text{Curr.}\)
(C.) violates \(J\neq Q\)
(D.) violates \(J\neq H\)
(E.) violates \(G\downarrow R\implies S\downarrow R\)

(B) is correct as it does not violate any of the initial conditions.
2. Use the chart to slot S into committees without violating any of the initial conditions:

<table>
<thead>
<tr>
<th>Curr.</th>
<th>Eth. (R or S)</th>
<th>Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, Q, S</td>
<td>R, G, H</td>
<td>P, J, K</td>
</tr>
<tr>
<td>F, Q, R</td>
<td>S, G, H</td>
<td>P, J, K</td>
</tr>
<tr>
<td>F, Q, H</td>
<td>R, J, K</td>
<td>S, P, G</td>
</tr>
</tbody>
</table>

As shown, S could serve on any of the three committees – so the correct choice is (E).

3. This question contains new information that needs to be added to the chart.

<table>
<thead>
<tr>
<th>Curr.</th>
<th>Eth. (R or S)</th>
<th>Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, Q</td>
<td></td>
<td>P, K</td>
</tr>
</tbody>
</table>

With K on the Recreation Committee, there is no room for both G and S, and G cannot serve on the Curriculum Committee because that would leave R and S or H and J together. Therefore (A) is the correct choice.
4. This question contained new information that needs to be entered into the chart.

<table>
<thead>
<tr>
<th>Curr.</th>
<th>Eth. (R or S)</th>
<th>Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, Q, R</td>
<td>S</td>
<td>P</td>
</tr>
</tbody>
</table>

J cannot serve with H and G cannot serve on the Recreation Committee without S. So choice (E) is correct and K must serve on the Recreation Committee.

<table>
<thead>
<tr>
<th>Curr.</th>
<th>Eth. (R or S)</th>
<th>Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, Q, R</td>
<td>S, G, J</td>
<td>P, K, H</td>
</tr>
<tr>
<td>F, Q, R</td>
<td>S, G, H</td>
<td>P, K, J</td>
</tr>
</tbody>
</table>
5. This question also includes additional information which must be added to the chart.

<table>
<thead>
<tr>
<th>Curr.</th>
<th>Eth. (R or S)</th>
<th>Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, Q, R</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>F, Q, S</td>
<td>R</td>
<td>P</td>
</tr>
</tbody>
</table>

Since S is either on the Curriculum Committee or on the Ethics Committee, G cannot serve on the Recreation Committee. Therefore, choice (A) is correct and G serves on the Ethics Committee.

6. Going back to the original conditions, test each of the offered choices in #6 until one is found that yields a complete order.

(A) does not determine whether R or S is on the Ethics Committee. (B) shows that with G on the Recreation Committee, S must also be on the Recreation Committee. Therefore, R is on the Ethics Committee. Since J cannot be on a committee with Q, J must serve on the Ethics Committee. J cannot serve with H either, so H is on the Curriculum Committee and K is on the Ethics Committee. Choice (B) is correct.
Writing Section Mechanics

The LSAT writing sample consists of one 35-minute writing task. It is always the final section of the exam to be administered.

The writing sample is not scored, but it is sent to all law schools to which the examinee applies. The writing sample tests the ability to write clearly and grammatically, argue a position on a specified topic, and analyze an argument. Admissions personnel at the various law schools may compare an applicant’s LSAT writing sample with their personal statement to compare writing styles to ensure that the personal statement is a true reflection of each applicant’s writing and was actually written by the applicant.
The writing sample is not a test of the examinee’s legal knowledge or skills and there is no right or wrong answer to a prompt. Applicants will be evaluated on their ability to think analytically and to communicate ideas in writing.

The writing prompts describe a decision that one person or a group of people must make and ask the examinee to write an argument for one of the two courses of action – depending on which best meets the interests of the person or group of people discussed. The examinee is asked to make someone else’s decision and they must give sensible and strong reasons for picking one course of action over the other.
## Writing Section Mechanics

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Topic</td>
<td>1 minute</td>
</tr>
<tr>
<td>Think and outline essay response</td>
<td>3-4 minutes</td>
</tr>
<tr>
<td>Write essay</td>
<td>22-25 minutes</td>
</tr>
<tr>
<td>Proofread and edit essay</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35 minutes</strong></td>
</tr>
</tbody>
</table>

35 minutes is not a long time to read the topic, consider the specified criteria and provided facts, outline a response, write the response, and then check one’s work. Consider the guidelines above for pacing.

While each of the above tasks is essential, keep in mind that the times allotted are merely general guidelines and are not exact.
USD LSAT Test Prep

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