

Tuesday, July 15, 2008

8:00 am: Breakfast, Welcome & Plenary

- ◆ At Hyatt Hotel Ballroom
- ◆ sponsored by LexisNexis

◆Welcome to the Biennial Legal Writing Institute Conference

Melissa Weresh, Drake (conference co-chair) & Ruth Anne Robbins, Rutgers-Camden (conference co-chair & President)

◆Welcome to Indianapolis by Indiana University School of Law - Indianapolis

Dean Gary R. Roberts & Deborah McGregor (site chair)

◆Plenary Session: Divine Secrets of the Ha-Ha Sisterhood

Sheila Simon, Southern Illinois; Mary Beth Beazley, Ohio State; Hollee Temple, West Virginia Univ.

9:30 Transfer to Law School Building

****Quiet room for presenters: Room 391**

10:30-11:15 am Session 1

Room	Presentation
100 (Wynne Courtroom)	<p>Beyond Chalk and Talk: Active Learning Activities for the Classroom <i>Karen Sneddon, Mercer</i> Summary: This presentation provides active learning activities that can easily be incorporated into the legal writing classroom. All of the activities use twenty minutes (or less) of class time.</p>
300	<p>Advice From the Editors: Getting Your Legal Writing Article Published <i>James B. Levy, Nova Southeastern; Kristin Gerdy, BYU; Coleen M. Barger, Univ. of Arkansas, Little Rock; Michael R. Smith, Wyoming</i> Summary: This panel features editors from several legal writing publications who will discuss what they look for in manuscripts and how you can increase your chances of placing an article in these publications. While the panel is geared towards professors contemplating their first legal writing article, the panel will also address issues helpful to more experienced authors.</p>
375	<p>Using "Real World" Documents to Teach Persuasive Writing <i>Beth Hirschfelder Wilensky, Michigan</i> Summary: Using "real world" documents – motions and briefs that have actually been filed in lawsuits – is an engaging and effective way to teach a variety of persuasive writing skills. This presentation will provide participants with detailed, practical advice on using such materials, and will include examples of documents professors can use to teach specific writing skills (such as small-scale organization, drafting effective point headings and introductions, etc.), a discussion of potential pitfalls to avoid when using "real world" documents, and ideas for sources of materials to use in class.</p>

385	<p>An Exploration of the Elements of Expert Performance in Legal Writing <i>Shelly Kierstead, Osgoode Univ.</i></p> <p>Summary: This session describes results of exploratory and descriptive research into the elements of effective legal writing in the early years of professional practice. Understanding the effective transition from writing at school to writing at work informs legal writing teachers and assists them in setting appropriate goals for students' written work at various stages of the law school journey.</p>
245	<p>The Changing Nature of Legal Research and Legal Authority in the Electronic Age <i>Ellie Margolis, Temple</i></p> <p>Summary: The easy availability of information through electronic means has brought changes in both the nature of legal research, and the nature of legal authority itself. This presentation will discuss some of these changes and their implications for teachers of legal research and writing.</p>
259	<p>We're Quacking as Fast as We Can: Building a Tenure-Track Legal Writing Program from the Ground Up <i>Terry Seligmann, Drexel; Kevin Oates, Drexel; Emily Zimmerman, Drexel</i></p> <p>Summary: OK, you are a duck, now what? This panel of professors from the new Drexel University College of Law hopes to provoke a lively discussion with attendees that includes some of the hiring, curriculum, workload, course package, scholarship, and other issues faced when building a faculty with tenured and tenure-track legal writing professors.</p>
267	<p>Class in the Classroom <i>Lucille Jewel, John Marshall, Atlanta</i></p> <p>Summary: Drawing upon contemporary sociology and class theory, this presentation will open up a discussion about class and the role it plays in legal writing and legal skills education. We will also discuss the historical role that class played to create the division between casebook teaching and practical teaching. We will conclude with a discussion of critical pedagogy and approaches we might use to build student awareness of class in the law and legal education.</p>
LWI Computer Lab	CaseMap demonstration by Lexis/Nexis

11:30 -12:15 pm Session 2

Room	Presentation
100 (Wynne Courtroom)	<p>Law Students' Case Reading and Reasoning Study: Final Results and Tools for Legal Writing Teachers <i>Dorie Evensen, Penn State College of Education; Jim Stratman, Univ. of Colorado, Denver</i></p> <p>Summary: Final results of a three-year study of case reading and reasoning indicate that law students are able to locate and understand canonical parts of single cases, but struggle when asked to synthesize among related cases and often fail to recognized subtleties of cases that will advance a position of advocacy. Panelists will discuss how legal writing teachers can use their instrument to formatively assess student reading development.</p>

300	<p>Responding to Academic Misconduct of Millennial Students <i>Tracy L. McGaugh, Touro</i> Summary: Millennials don't seem to understand what's wrong with plagiarism, unauthorized collaboration, or outright cheating. Come find out why this is and how a new model of responding to academic misconduct might cure some headaches for professors, academic support professionals, and administrators.</p>
375	<p>Life-long Legal Writing: Developing Attorney Writing Skills Within Law Firm Practice <i>Kris Butler Holland & Knight LLP, Mike Cavanaugh Holland & Knight LLP, Kathleen Dillon Narko, Northwestern</i> Summary: How do you provide a seamless bridge between law school legal writing and real practice legal writing development? Part of how to answer this questions includes a dialogue between schools and firms to understand how legal writing is taught in both settings.</p>
385	<p>Enhancing the Pedagogy of Oral Argument and First-Year Wynne Courtroom <i>Mary S. Lawrence, Oregon; Thomas McDonnell, Pace; Henry T. Wihnyk, Univ. of Florida</i> Summary: Although the highlight of the first-year for many students, oral argument and Wynne Courtroom often fail to follow sound pedagogy. Attorney judges are often ill prepared, harsh, and ineffectual providers of feedback and, at the same time, they often do not challenge the students appropriately. This panel addresses these problems and also proposes how to deepen the oral argument experience by posing ethical issues.</p>
245	<p>Demystifying the SSRN Process: How to Make it Work for You <i>Susan H. Duncan, Louisville</i> Summary: The Social Science Research Network (SSRN) is one of the key places scholars post academic papers. This presentation will introduce participants to SSRN, explain the benefits of SSRN, and provide step-by-step instructions for using SSRN.</p>
259	<p>"The Future's So Bright, I Gotta Wear Shades": A Study of Hope, Optimism and Well-Being in Law School <i>Allison Martin, IU – Indianapolis; Kevin Rand, IU</i> Summary: Do hope and optimism predict future performance and well-being in law school? In this presentation, we will reveal our findings about first-year law students' measured hope, optimism and well-being during their first semester, and compare those measures to their law school grades.</p>
267	<p>The Science Behind the ADA <i>Suzanne E. Rowe, Oregon</i> Summary: Understanding the Americans with Disabilities Act and the accommodations law students receive requires some familiarity with science. This presentation will explain disabilities, diagnosis, and the reasons for various accommodations in non-scientific, accessible terms.</p>
LWI Computer Lab	<p>TWEN demonstration by Westlaw</p>

12:15 Lunch

◆Special Meetings listed below:

Room	Special Meetings
300	Pink Ink ♦ Mark Wojcik = contact
245	Legal Writing Professors of Color ♦ Bill Chin = contact
259	Moot Court Advisors ♦ Jim Dimitri = contact
267	JALWD Editorial Board ♦ Linda Berger = contact

1:30-2:15 pm Session 3

Room	Presentation
100 (Wynne Courtroom)	<p>Integration of Statutory-Interpretation Skills into Your Existing Writing and Analysis Curriculum: Theoretical and Practical Perspectives <i>Mark Burge, Texas Wesleyan; Roger Simon, Texas Wesleyan</i> Summary: Statutory interpretation is both a valuable skill and a means to go outside the traditional judicial-review paradigm for law teaching, and this presentation addresses the theory underlying this truth, plus the practical means for legal writing professors to (1) teach crucial statutory construction skills; (2) expand students' understanding of the interpretive role that lawyers play outside of litigation; and (3) enhance skills training in first-year legal research and writing courses. Using examples dealing with the Uniform Trade Secrets Act and the Uniform Commercial Code, the presentation will also address practical aspect of designing interesting statute-based writing assignments.</p> <p>Analysis as More Than Case Synthesis: Teaching Statutory Analysis in a First Year Legal Writing Course <i>E. Joan Blum, Boston College</i> Summary: Teaching legal analysis is a goal of virtually every legal writing curriculum, but for most legal writing courses, teaching analysis means primarily teaching students how to analyze and synthesize cases. This presentation will address what the trend toward greater emphasis on statutes across the first year curriculum means for first year legal writing courses and walk through a problem that teaches students to work with a statute that has several interrelated sections.</p>
300	<p>Accomplishment, Independence, and Assessment: Final Exams in the Legal Writing Context <i>Suzanne Rabe, Univ. of Arizona</i> Summary: With concrete examples from a variety of programs, this presentation will explore the use of final exams in the legal writing context. Professor Rabe will discuss her years of experience using a spring-semester final exam as both an instructional and an assessment tool.</p> <p>Incorporating Performance Exams into a Legal Writing Course <i>Cristina Knolton, Univ. of LaVerne</i> Summary: The presentation will set forth the benefits of incorporating a performance exam into the legal writing curriculum. It will also include a comparison of different performance exams currently used by legal writing programs and provide sample fact patterns for those exams.</p>
375	<p>Putting the R in LRW <i>Rebecca S. Trammell, Stetson; Brooke J. Bowman, Stetson</i> Summary: The team will discuss integrating law librarians into the Legal Research and Writing program to teach research. We will show why playing to the strengths of our research colleagues enhances the students' learning experience and allows the writing faculty to emphasize writing instruction.</p>

385	<p>Ethics and Professionalism in Legal Writing: Blawgs, Briefs, and Professional Identity <i>Carol McCrehan Parker, Tennessee; Judy M. Cornett, Tennessee; Becky Jacobs, Tennessee</i></p> <p>Summary: This presentation will focus on issues of ethics and professionalism in legal writing that arise in both old forms and new, and on reflective writing as a means of developing professionalism. Panelists will discuss the ethics of "blawging," professionalism in written advocacy, and methods for using reflective writing to help students develop their professional identity and discover their professional voice.</p>
245	<p>"Have You Got a Minute to Talk?": How Novice and Experienced Legal Writing Professors Can Learn From Each Other <i>Terry Pollman, Nevada – Las Vegas; Sara Gordon; Nevada – Las Vegas</i></p> <p>Summary: A conversation between an experienced and a novice LRW professor will illustrate the dynamics of the mentor-mentee relationship. This session explores ways to maximize the benefits for each.</p> <p>Forming a Clinical/Legal Writing Scholarship Colloquium <i>Harriet N. Katz, Rutgers-Camden</i></p> <p>Summary: As part of my role in our lawyering programs I developed a regular monthly meeting model centered on scholarship and designed to foster collaboration among legal writing, clinical, pro bono and student services departments. I propose to briefly describe this clinical faculty scholarship colloquium and to then discuss with participants whether it is a replicable model for other schools. As part of the talk I would also talk about the general concerns that might arise from this type of group, and how to respond to the concerns.</p>
259	<p>Advanced Writing Instruction in Small Group Sessions <i>David Ritchie, Mercer; Suzanne Painter-Thorne, Mercer; Jennifer Sheppard, Mercer</i></p> <p>Summary: Have you ever wondered what it would be like to work with small groups of students in an advanced legal writing setting? Let us share our experiences in this novel and promising teaching environment with you.</p>
Lobby Café	<p>Ask Us Anything! Office Hours <i>Brad Clary, Univ. of Minnesota; Eric Easton, Univ. Of Baltimore; Pamela Lysaght, Detroit-Mercy</i></p> <p>Summary: Conferences often provide informal opportunities to seek advice from colleagues during conference breaks, especially regarding thorny political issues. This panel will provide a more concrete mechanism for newer legal writing professors to ask questions on a range of issues that concern them in their professional lives.</p>
Lobby Café Posters (for more about these see abstracts section of this program)	<p>Portrait of a Writing Specialist <i>Kim M. Baker, Roger Williams</i></p> <p>Judges and Gender-Neutral Language: Whether They Use It and What We Can Learn from Their Practices <i>Judith D. Fischer, Louisville</i></p> <p>"Plays Well with Others": What Contract-drafting Exercises Can Teach First-Year Students about the Practice of Law and Themselves <i>Travis Dale Jones, Texas Tech; Rosemary L. Dillon, Texas Tech</i></p> <p>Student Body Diversity: A View from the Trenches <i>Gail S. Stephenson, Southern Univ.</i></p>

2:30-3:15 pm Session 4

Room	Presentation
100 (Wynne Courtroom)	<p>Anatomy of an Appellate Brief Problem <i>Amy Neville, Wayne State</i> Summary: This session will focus on how to build an effective appellate brief problem from the ground up. In simulation format, the presentation will walk through the steps of creating an appellate or trial brief problem, from issue and jurisdiction selection to building a factual record, focusing on the factors that should influence the decisions we make at each step.</p> <p>Mapping The Way: A Guide to Creating Memorandum Assignments <i>Judy Rosenbaum, Northwestern</i> Summary: This presentation will give both a conceptual and a step-by-step framework to help new LRW faculty create memorandum assignments. Although the presentation focuses primarily on the “closed universe” assignment, used early in the first semester at many schools, the framework can easily be adapted to more complex memo assignments and even to advocacy assignments.</p>
300	<p>Harnessing the Power of Nonverbal Persuasion: How You Can Make Your Students Better Advocates and Yourself a Better Teacher <i>Michael Higdon, Nevada – Las Vegas; Rebecca Scharf, Nevada – Las Vegas</i> Summary: Studies have revealed that, when evaluating a speaker’s ethos, audience members are largely influenced and persuaded by nonverbal cues, including the speaker’s gestures, voice quality, stance and even dress. Using film clips as illustrations, this presentation will discuss the findings of these studies and how we can implement this knowledge to (1) help our students gain a more in-depth understanding of how to persuade their audience; and (2) help ourselves to better understand how nonverbal persuasion can help us become stronger and more effective classroom teachers.</p>
375	<p>Engaging, Entertaining, and Effective: Using Handheld Response Pads in the Legal Methods Classroom <i>Susan Chesler, Widener - Harrisburg; Ann Fruth, Widener - Harrisburg; Amanda Smith, Widener - Harrisburg</i> Summary: This presentation focuses on the use of an interactive teaching technology that uses handheld response pads, or “clickers,” to permit the students to anonymously participate in the classroom discussion. We will demonstrate various interesting and fun ways in which this technology can be used in a legal writing classroom to get students engaged in the learning process. During the presentation, each audience member will receive a clicker so that he or she can interactively participate in the demonstrations.</p>
385	<p>Changing Schools, Changing Lives: How to Get Out There, Get Noticed, and Get the Job You Want <i>Linda Edwards, Mercer; Lisa McElroy, Drexel; Kirsten Davis, Stetson; Molly Lien, John Marshall - Chicago</i> Summary: The academy’s recognition that analysis, research, and writing are core skills means that there is intense interest in hiring the best and the brightest candidates for tenure-track and long-term contract writing positions. What are the best strategies for candidates who are interested in making a change, and how do appointments committees identify and evaluate candidates for these positions?</p>

245	<p>Bar Exam Prep Course Seeking Long Term Relationship: Legal Writing, Academic Support, Both, or Something Else <i>Ben Bratman, Univ. of Pittsburgh; Susan Bakhshian, Loyola – Los Angeles</i> Summary: A growing number of law schools now offer a for-credit bar exam preparation course, but what exactly should such a course cover, and are legal writing professors best suited to create and teach the course? A panel of law school bar exam preparation teachers from various backgrounds will address these questions and others, including how large a role academic support departments should play, and the interplay between a law school bar prep course and a commercial bar review course.</p>
259	<p>*Sex, Lies, and Law Reviews: Uncovering the Mysteries of Those Who Have All the Power -- Student Editors <i>Julie Oseid, Univ. of St. Thomas; Leah M. Christensen, Univ. of St. Thomas</i> Summary: This presentation will report on the data collected from an empirical study on how law review editors at law schools select articles for publication in their journals. Although all new law professors struggle with the publication process, our project is particularly important to those of us attempting to elevate and bring awareness to the rich scholarship within the legal writing discipline.</p>
267	<p>Taking Off in a New Direction: Ground Rules and Flight Plans for Legal Writing Specialists <i>Mary Barnard Ray, Univ. of Wisconsin; Anne Enquist, Seattle</i> Summary: This session addresses the exciting, varied, and intellectually challenging position of a legal writing specialist. This session will offer tips, anecdotes, and resources from two legal writing specialists who each have over 25 years experience in the field.</p>
271	<p>Grade Disputes: How to Prevent (or Win) Them <i>Melody Richardson Daily, Univ. of Missouri - Columbia</i> Summary: Find out how your legal writing colleagues prevent or resolve grade disputes and how courts decide post-secondary grading challenges. This presentation will report the results of a survey sent to legal writing professionals throughout the nation, and describe the standards courts apply to grade-dispute cases.</p>

3:30 Group & Committee meetings

Room 267	Association of Legal Writing Specialists ♦ Anne Enquist = contact
Room 389	Idea Bank 2.0 & Idea Bank ♦ David Thomson = contact
Room 271	Journal of Legal Writing Editorial Board meeting ♦ Kristin Gerdy = contact

5:30 New Member Dinners

♦Sign-up sheets will be placed at the registration desk. Meet at the LWI Hospitality Suite at the Hyatt, 2nd floor. For more information, see the ad under the “General Information” tab.

8:00 pm – 9:30 pm Popcorn Sessions

Hyatt Hotel	Presentation
Cosmo A (3 rd floor)	Live Grading <i>Mark E. Wojcik, John Marshall - Chicago</i> Summary: Doing “live grading” of student papers can lessen the time you spend grading while at the same time providing students with a stronger pedagogical experience. Attend this presentation to learn how to do “live grading” and to discuss both appropriate uses and potential pitfalls to avoid.
Studio One (3 rd floor)	Publishing Books in LRW and Beyond: How We Did It and How You Can Too <i>Sarah Ricks, Rutgers-Camden; Michael D. Murray, Univ. of Illinois; Christy DeSanctis, George Washington; Ruth Ann McKinney, Univ. of North Carolina</i> Summary: Building on a successful 2006 panel, authors who have published with major publishing houses for legal research and writing books (Foundation, Aspen, West, LexisNexis, Carolina, and William S. Hein) will demystify the process by addressing each aspect of the publishing task, from creating a product idea, performing market research, drafting a proposal for publication, negotiating a contract, and dealing with production issues and post-production issues such as marketing and promotion. The message is that these people all did it, and you can do it, too. New to this panel for 2008, panelists will also discuss their experience as peer reviewers for publishers and as LRW professors publishing non-LRW books.
Studio Five (3 rd floor)	The Transition to a Directorless Program <i>Susan DeJarnatt, Temple; Kim Flanery Coats, Univ. of Arkansas – Fayetteville; Daniel Barnett, Boston College</i> Summary: As more LRW programs transition away from the director model to a directorless model, common questions and issues arise. Three LRW professors from three different schools, including a former director, will describe their schools' transitions and will lead a workshop on how to make the transition and deal with the myriad issues the transition raises.
Studio Six (3 rd floor)	Additional Q&A about publishing legal writing articles A panel of experienced editors representing several major legal writing publications will be available during this evening “popcorn” session to answer your questions about how to improve your chances for publishing your article. The panel will also answer your questions and provide information about how to become involved as a participant on these journals. Publications represented include the Journal of Legal Writing, the Journal of Appellate Practice & Process, Perspectives and JALWD.