

# Wednesday, July 16, 2008

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

## 7:00 First Biennial Fun Run/Walk

◆ This event will take place along the Downtown Canal. There are three routes: a 2-mile, 3-mile or 5-mile course. There will be a sign-up sheet at the registration table; course maps (with instructions on where to find the start/finish line, which is about one block from the school) are included in your registration folder. Contact: Ken Chestek

## 9:30 am – 10:15 am Session 1

Room	Presentation
100 (Wynne Courtroom)	<p><b>Mind the Gaps: Teaching Students to Recognize and Address Flaws in their Analysis</b>  <i>Christopher R. Trudeau, Thomas Cooley</i>            Summary: Poor analysis is one of the main problems that prevent students from becoming effective lawyers. Students often fail to include enough law, which leads to making logical leaps in their analysis. This presentation will explore using various techniques to teach students to find and fill gaps in their analysis</p>
300	<p><b>Geek 101: Using Technology Effectively (Without Having to Learn the Difference Between Star Wars and Star Trek)</b>  <i>Jan M. Levine, Duquesne; Kenneth D. Chestek, IU – Indianapolis; John Mollenkamp, Cornell</i>            Summary: Technology provides great opportunity for improved learning by our students, but sometimes there are obstacles to sound pedagogical uses of appropriate technology. Three self-confessed “geeks” share their techniques for overcoming obstacles (such as inexperience, cost, lack of support, and lack of time) in order to use technology effectively to teach legal writing and do other things needed for our work.</p>
375	<p><b>Critiquing Workshop **requires separate registration (no extra fee)</b>  <i>Joan Malmud, Oregon</i>            Summary: The Workshop on Critiquing Student Work is part of the New Teacher's Track. This workshop, based on Dan Barnett's <i>Triage in the Trenches, 38 U Toledo L. Rev 651 (2007)</i>, is especially designed for newer teachers looking for hands-on suggestions from some of the Institute's most experienced teachers. The workshop will discuss how to critique a first and second draft of a student paper. It also includes a small group break-out session during which participants will work together on critiquing a student sample. Advance registration is required.</p>
385	<p><b>The Embedded Rule</b>  <i>David S. Romantz, Univ. of Memphis</i>            Summary: First-year students must develop early the intellectual flexibility to recognize embedded rules—rules not expressly stated within an opinion. This presentation will demonstrate how to introduce the idea of the embedded rule at first-year orientation.</p>
245	<p><b>* Taming Hubris: Using Feedback Theory to Ease the Undergraduate Writer's Transition to Novice Legal Writer</b>  <i>Sheila Rodriguez, Rutgers-Camden</i>            Summary:            This session will examine how a structured feedback model, used in conferences, can</p>

	help all students develop legal writing expertise. The discussion will focus on how the feedback model works with students who resist criticism of their legal writing.
259	<p><b>The Student Initiative</b>  <i>Jill Ramsfield, Univ. of Hawaii</i>          Summary: Law students, as sophisticated and talented graduate students, can design and implement an innovative legal writing curriculum. Researching, teaching, and writing, members of a Student Initiative can magnify the positive impact of any legal writing curriculum.</p>
267	<p><b>"A Matter of Style": Preparing First-Year Law Students to Write to Audiences with Distinct and Diverse Stylistic Preferences</b>  <i>Jennifer Murphy Romig, Emory</i>          Summary: Introducing first-year students to specific stylistic preferences they may see in practice helps them to imagine real legal readers, helps debunk the monolithic view of the legal reader, and helps prepare them to change writing conventions that are not effective.</p>
271	<p><b>Priming for Pro Bono and Public Service: LRW's Role</b>  <i>Deborah Schmedemann, William Mitchell</i>          Summary: My empirical research into pro bono, involving over 1,000 law students and lawyers, has revealed LRW's central role in and potential for priming our students for pro bono and public service. I will present key findings and facilitate a discussion of incorporating the role of public citizen into LRW courses.</p>

\* Talk relates to a proposal that was awarded an ALWD or LWI Legal Writing Scholarship

## 10:30 am – 11:15 am Session 2

Room	Presentation
100 (Wynne Courtroom)	<p><b>Playing With Fire: The Science of Confronting Negative Information in Persuasive Legal Writing</b>  <i>Kathy Stanchi, Temple</i>          Summary: This presentation will summarize the social science research on the effectiveness of disclosing adverse information in a persuasive message. The presentation will then analyze how the results of that research can shed light on strategies for handling adverse information in persuasive legal writing.</p>
300	<p><b>Teaching How Legal Writing Fits into Law Practice</b>  <i>Louis Sirico, Villanova; Nancy Schultz, Chapman Univ.; Libby White, Villanova</i>          Summary: We can connect Legal Writing with law practice by engaging in lawyering skills exercises coordinated with other courses. We offer two illustrations: a drafting exercise connected with a doctrinal course (Property) and writing exercise connected with a skills course (Mediation).</p>
375	<p><b>Techniques for Better Legal Drafting: Lessons from the Federal Rules of Civil Procedure</b>  <i>Joseph Kimble, Thomas Cooley</i>          Summary: This session will briskly cover 10-20 techniques — many of them routinely ignored — for better, clearer legal drafting. The techniques will be useful for all forms of drafting and anyone who teaches it.</p> <p><b>Lessons Learned from Administrative Law Writing</b>  <i>Elizabeth Fajans, Brooklyn</i>          Summary: In light of the legal writing community's increased interest in writing-across-the-</p>

	<p>curriculum, this presentation describes an administrative law practicum I co-taught in the Spring of 2007. The practicum was intended to give students some hands-on experience with drafting legislation, regulations, and judicial review of agency actions in the hope such experience would provide hands-on lessons about some of the differences between drafting statutes and drafting administrative regulations, and some of the problems in interpreting both. It was our belief this experience would enrich the students' understanding of the administrative state. Although only the students in the practicum drafted the documents, we involved the entire administrative law class in the process, which acted as sponsors of the bill and commentators on the regulations. It was our hope that students would come to appreciate the development of administrative law from the inside as the very issues that arose in the drafting class replicated problems that were discussed in administrative law cases.</p>
385	<p><b>*Effective Methods for Teaching Legal Writing Online</b>  <i>David Thomson, Univ. of Denver</i>          Summary: At first blush, teaching legal writing online would seem difficult, if not impossible. But it can be done. This presentation will describe how to adjust generally accepted LRW pedagogy and deliver it in an online environment. Part of the presentation will also demonstrate and explain the myriad technologies that are currently available to deliver online content. The results of some empirical research into the effectiveness of these methods will also be presented.</p>
245	<p><b>Politics &amp; Persuasion: Lessons in Logic &amp; Argument from Political Communication</b>  <i>Kris Panikowski, Univ. of San Diego; Nicola Kean, Univ. of San Diego</i>          Summary: This panel focuses on bringing the theories behind and application of political communication techniques into the legal writing classroom to enhance students' understanding of legal lines of argumentation, including audience, fact development and separation, logic sequences and organization. To that end, this presentation examines the lines of argumentation, word choice, logic, intended audience and political theories driving paid television and print political communication and discusses how these concepts intersect with legal theories of logic and argumentation.</p>
259	<p><b>*Clearly, Using Intensifiers Is Very Bad</b>  <i>Lance N. Long, Oregon</i>          Summary: Is there any correlation between success on appeal and the overuse of intensifiers in appellate briefs? This presentation discusses the perceived problems with using intensifiers and the results of my statistical studies on this issue, which show that intensifiers are associated with an increase in negative outcomes on appeal.</p>
267	<p><b>Religious Lawyering and Legal Writing, Or, Do Religious Perspectives Help Teach Students Anything About IRAC?</b>  <i>Ted Becker, Univ. of Michigan</i>          Summary: Over the past decade or so, the Religious Lawyering movement has devoted much attention to exploring whether and how practitioners and academics can incorporate their religious beliefs into their professional careers. This presentation considers how religious perspectives might broaden students' exposure to several topics often covered in LRW classes, such as legal ethics, interacting with clients, and reconciling personal values with professional obligations.</p>

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## 11:30 am– 12:15 pm Session 3

Room	Presentation
100 (Wynne Courtroom)	<p><b>From Aristotle to Abraham Lincoln to Clarence Darrow and Everything In Between: Bringing Persuasive Techniques Alive in the Classroom by Using and Analyzing Political Speeches, Courtroom Arguments, Supreme Court Briefs, and Historical Reenactments as Teaching Tools</b> <i>Rachel Croskery-Roberts, Univ. of Michigan</i></p> <p>Summary: In order to be good advocates, students must understand and be able to use persuasive tactics both effectively and ethically. Reading about persuasion, however, is not nearly as helpful as seeing and feeling what actually persuades a given audience. This presentation will explore some of the techniques I have used in bringing persuasive techniques alive in the classroom.</p>
300	<p><b>A Narrative Approach to Teaching Grammar</b> <i>William E. Blais, DePaul</i></p> <p>Summary: This presentation shows how traditional rules of grammar can be re-taught as rules for story-telling. Presented in the context of legal writing, students will grasp the rules more firmly, and apply them more readily because they understand how the rules help them achieve their analytical objectives.</p> <p><b>The “Grammar Bee” – Taking the Pain Out of One-Ls’ Grammatical Deficiencies</b> <i>Ed Telfeyan, Univ. of the Pacific-McGeorge</i></p> <p>Summary: An in-class activity for first-semester One L’s to cure remedial writing deficiencies common to entering law students. This program, developed and time-tested by the presenter, is guaranteed to take to agony out of that part of the LRW prof’s work that is not included in the job description.</p>
375	<p><b>Teaching to Different Learning Styles in the LR&amp;W Classroom</b> <i>Catherine Cameron, Stetson; Jeff Minneti, Stetson; Robin A. Boyle, St. John’s</i></p> <p>Summary: Our data suggests that law students are diverse in their learning styles and, therefore, learn best when professors vary their teaching methods. Our presentation will show recent comparisons of law students at two law schools, and we also provide a model lesson for an engaging legal writing class.</p>
385	<p><b>Podcasting in LRR&amp;W: Downloading the Greatest Hits</b> <i>Kathleen Elliott Vinson, Suffolk; Judith B. Tracy, Boston College</i></p> <p>Summary: The use of iPods or MP3 players by today’s law school students is ubiquitous. This presentation discusses why, how, and when to use podcasting in legal reasoning, research, and writing courses to enhance and supplement your students’ learning experience, in particular, focusing on iPod feedback on written assignments.</p>
245	<p><b>Developing a Methodology for Comparing Discourse Communities</b> <i>Richard K. Neumann Jr., Hofstra; Amy K. Langenfeld, Arizona State</i></p> <p>Summary: Why do faculty talk as they do at faculty meetings? In this roundtable discussion, we seek the audience’s assistance in designing a methodology to measure remarks that invoke hierarchy, shut down discussion, obfuscate issues, or protect turf or at the other end of the spectrum, remarks that help solve problems through reflection, inquiry, or brainstorming. Afterward, we might do an exhaustive social science discourse analysis, or instead write a satire...</p>
259	<p><b>Using Live Cases to Teach Legal Research, Analysis, and Communication: Problem-Based Service Learning</b> <i>Tracy Bach, Vermont</i></p> <p>Summary: Problem-based service learning (PBSL) has become a core teaching strategy</p>

	in undergraduate education and has even made its way into professional learning via medical and business schools. This presentation will explain what PBSL is and how it can help law students learning LRW, and then take you through a hands-on workshop to help you incorporate a PBSL problem into your next LRW course.
267	<p><b>Teaching the Unwritten Rules of Lawyering</b>  <i>Ursula Weigold, Cornell</i></p> <p>Summary: Legal communities often have unwritten rules that can affect professional success and reputation as surely as technical proficiency does, and new lawyers may struggle to even recognize these norms. This session will explore how legal writing professors can help to socialize students into the unstated expectations that relate to a lawyer's quality of work, attitude, and conduct both in and outside of a work setting.</p>

## 12:15 Lunch

### 1:00 \*\*Special Session (bring your lunch!)

Room	Presentation
100 (Wynne Courtroom)	<b>LWI Membership Business Meeting</b> ♦ Contact = Ruth Anne Robbins
300	♦Live Videocast

### 2:30 pm – 3:15 pm Session 4

Room	Presentation
100 (Wynne Courtroom)	<p><b>Redesigning the Mold: An Alternative Approach to Teaching First Year Legal Skills</b>  <i>Alice Briggs, Franklin Pierce; Margaret Sova McCabe, Franklin Pierce; Kathleen Mangold-Spoto, Franklin Pierce, Amy Vorenberg, Franklin Pierce</i></p> <p>Summary: In this session participants will learn about recent empirical research; that research revealed discrepancies between expectations of writing in practice and those taught in law school. Based on that research, participants will learn about ways to change first year writing curricula to more effectively prepare students for practice in line with the Carnegie Foundation's, <i>Educating Lawyers</i>, (2007) and Roy Stuckey's <i>Best Practices for Legal Education</i> (2007).</p>
300	<p><b>ABA updates</b>  <i>Richard K. Neumann, Jr., Hofstra</i></p> <p><b>ABA site teams</b>  <i>Ralph Brill, Chicago-Kent; Mary Beth Beazley, Ohio State</i></p>
375	<p><b>Critiquing Workshop Part II</b>  <i>Joan Malmud, Oregon</i></p>
385	<p><b>Race and the Law School Classroom</b>  <i>William Y. Chin, Lewis &amp; Clark</i></p> <p>Summary: "Know your audience" by understanding that what and how you teach your legal writing class might at times have a greater impact on students of color in your</p>

	<p>classroom. Issues to be aware of include the race of the characters in the legal writing problems you create, the inclusion of racial slurs in your legal writing problems, the factors you use in your grading system, and the criteria you use in judging “effective” first-year Wynne Courtroom advocates.</p>
245	<p><b>The YouTube of Professional Practice -- Instant Oral Advocacy Review and Feedback thru Revolutionary Web-Based Technology</b>  <i>Mark E. Hoch, Louisiana State; Grace H. Barry, Louisiana State; William Monroe, LSU (Law Library)</i>          Summary: Communicate more effectively with your students about their oral argument skill development via revolutionary new Internet-based technology. Review and critique entire practice and final oral arguments instantaneously from your home, office, or anywhere you can access the Web while students receive and review your personal feedback just as easily whenever and wherever they wish.</p>
259	<p><b>Legislative Writing: Why the "New" Legal Writing Frontier Should Be Explored</b>  <i>Meredith L. Schalick, Rutgers-Camden</i>          Summary: Legislative writing is a form of legal writing that has yet to be meaningfully explored in the legal writing literature or by other law school disciplines. This presentation will review examples of legislative writing and the necessary legal writing skills for each. The discussion will then include why this area of legal writing is important for law students, how to overcome obstacles to inclusion, and ideas for incorporating legislative writing into existing curricula.</p>
267	<p><b>VoiceLynx - a PAR 83 course: Tee-ching Through Time Saving Technology</b>  <i>Linda J. Hiemer, Concord; Jan Wise, Concord</i>          Summary: The implementation of verbal comments through the use of VoiceLynx that allows an instructor to record verbal comments as an MP3 file uploaded with an electronically graded assignment. This enables the marriage of visual and audio teaching modalities to enhance the learning experience of the student regardless of learning style.</p>
Lobby Café: <b>Posters</b> <i>(for more about these see abstracts section of this program)</i>	<p><b>From One Part-Time Student to Another: A Lesson Plan From the Trenches</b>  <i>Ann Picard, Stetson</i></p> <p><b>Statutory Construction and the Life Cycle of Disability Definition</b>  <i>Kathryn A. Sampson, Univ. of Arkansas - Fayetteville</i></p> <p><b>Illustrated Instruction: Using Images to Help Teach Basic Organizational Structures of Legal Writing</b>  <i>Craig T. Smith, Vanderbilt</i></p>
LWI Computer Lab	<b>TWEN demonstrated by Westlaw</b>

### 3:15 – 4:30 LWI Committee Fair: Main Hall

Refreshments for this event sponsored by Carolina Academic Press

◆ Information about our committee system

◆ Sign up if you are interested in working on an LWI committee

- ◆ “Show me the money”: Explanations of various programs
- ◆ “Traveling with LWI”: Writers Workshop, international conferences, etc.

**3:30-4:30**

LWI Computer Lab	<b>CaseMap demonstration by Lexis/Nexis</b>
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**6: 00 – 9:30 Gala Event: Eiteljorg Native American Museum  
Sponsored by Aspen Publishers**