

Thursday, July 17, 2008

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

9:30-10:15 Session 1

Room	Presentation
100 (Wynne Courtroom)	<p>Grading: Using Spreadsheets and Rubrics <i>Timothy D. Blevins, Florida A&M; Brenda Gibson, North Carolina Central</i> Summary: Grading is perhaps the hardest part of being a legal writing professor. Most people think of writing grades as being subject to the whims of the professor and here are two tools that can make the process a little more objective.</p> <p>Effective and Efficient Electronic Commenting <i>Christine E. Rollins, St. Louis Univ.</i> Summary: Using electronic tools to provide effective and efficient electronic commenting including; bubble comments, highlighting text, inserting text, and cutting and pasting comments from a scoring rubric.</p>
300	<p>Mapping Thoughts and Deepening Student Analysis Via Diagramming <i>Laurie C. Kadoch, Vermont</i> Summary: The more we learn about the cognitive sciences the more we understand that teaching is so much more than imparting knowledge. It involves teaching our students how to absorb and integrate new knowledge and how to apply and communicate that knowledge with critical thought. The learning needs unique to the current generation of law students support the notion that we must be open to the development of new approaches to the teaching and learning of legal writing. The diagram can be used to provide an evolving visual representation to the teacher useful for identification and/or discussion of student understanding at each stage of research, analysis and writing. The diagram similarly provides a tool for self-assessment to each student.</p>
375	<p>Defining the Purpose and Parameters of Scholarship for Legal Writing Professors <i>Mitchell Nathanson, Villanova; Kristen Triscione, Georgetown; Linda Berger, Mercer</i> Summary: Why should legal research and writing faculty bother to publish? Do we have a shared sense of what makes scholarship valuable? Is there a substantive doctrine of legal research and writing for us to write about? A panel of faculty from three different law schools will focus first on why legal research and writing faculty should publish even in the absence of scholarship requirements, and second, on developing a working definition of good scholarship. The discussion will conclude with an attempt to articulate whether there is an identifiable field of legal research and writing for us to write about and whether we should publish in any and all fields of interest. It is hoped that we will engage in a larger group discussion on how to put our profession's best foot forward in the context of the legal academy.</p>
385	<p>They're Not Enemies, They're Untapped Allies: Strategies for Handling Disruptive, Disaffected, and Plain-Old Bad Students <i>Allison Ortlieb, DePaul; Susan Thrower, DePaul</i> Summary: At your wits' end as to how to manage your students' bad behavior? This presentation will explore why some students behave so "badly" and provide some strategies for turning those problematic students into solid LRW citizens.</p>
245	<p>The Real World: Law School: Professionalism in Electronic Communication <i>Melissa H. Weresh, Drake; Lisa Penland, Drake</i> Summary: Join us in examining aspects of electronic communication that give rise to</p>

	lapses and professionalism, in law school and in law practice. We will then illustrate a technology-forward, interactive workshop for students designed to help students be more thoughtful, deliberate, and professional in electronic communication.
259	<p>Co-dependent No More? When Teaching Becomes Enabling <i>Lisa Eichhorn, Univ. of South Carolina; Jan Baker, Univ. of South Carolina</i> Summary: In this session, the two presenters will ask attendees to discuss several scenarios concerning particularly needy or demanding students and the amount of time, effort, and explicit assistance a teacher should offer in response to their demands. The presenters will also discuss suggestions to allow teachers to put reasonable limits on their availability to students to prevent burnout and foster student responsibility (while not sacrificing student evaluation ratings).</p>
Lobby Café Posters (for more about these see abstracts section of this program)	<p>Connecting the Dots: Using Connected Legal Writing Assignments to Help Students Think outside the Assignment and About the Bigger Picture <i>Candace Mueller Centeno, Villanova</i></p> <p>Not-So-Magnificent Obsession: Performance vs. Professionalism <i>Jennifer B. Horn, Texas Tech</i></p> <p>*Moving From First to Final Draft -- An Empirical Study on Motivating Students to Move Through the Writing Process <i>Carol Wallinger, Rutgers-Camden</i></p>

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

10:30-11:15 Session 2

Room	Presentation
100 (Wynne Courtroom)	<p>"You Had Me at 'Hello'" -- Structuring the Classroom Experience to Optimize Learning <i>Wanda M. Temm, Univ. of Missouri-Kansas City; Barbara E. Wilson, Univ. of Missouri-Kansas City; Judith Popper, Univ. of Missouri-Kansas City</i> Summary: How a teacher creates the learning environment, both verbally and non-verbally, directly impacts the students' engagement with the subject matter. This session will discuss specific teaching techniques through a brief presentation and through a mock class with the participants, modeling the techniques.</p>
300	<p>Was Colonel Sanders a Terrorist? The Ethics of Storytelling in Litigation. <i>Steve Johansen, Lewis & Clark</i> Summary: Where is the boundary between legitimate persuasion and improper deception in the art of legal storytelling? This presentation will explore whether truth and justice are incompatible.</p>
375	<p>Using Comparative Legal Principles to Teach International Students in U.S. Law <i>Teresa Brostoff, Univ. of Pittsburgh; Ann Sisheimer, Univ. of Pittsburgh</i> Summary: In this presentation, we will demonstrate our use of comparative case reading and briefing to help international students draw upon their prior knowledge of civil law reasoning to begin to master U.S. common law reasoning. We will share our experiences with this technique and provide sample exercises using U.S. Supreme Court opinions and opinions from the European Court of Justice.</p>

	<p>Expanding Your Horizons: Going Global <i>Marilyn Walter, Brooklyn</i> Summary: My six weeks of teaching at the University of Delhi Law School in the spring/2008 will provide a unique opportunity to analyze differences in pedagogy when teaching legal writing, analysis and research here and half way around the world.</p>
385	<p>Goodbye to Kingsfield? Increasing Student Autonomy in the Legal Writing Classroom <i>Deanne Lawrence Andrews, Michigan State</i> Summary: Recent research by Kennon M. Sheldon and Lawrence S. Krieger continues to document the ill effects that law school has on students' emotional well-being. In a three-year study, Krieger and Sheldon found that these negative effects can be mitigated by increasing "students' feelings of autonomy." Kennon M. Sheldon & Lawrence S. Krieger, <i>Understanding the Negative Effects of Legal Education on Law Students: A Longitudinal Test of Self-Determination Theory</i>, 33 <i>Pers. Soc. Psychol. Bull.</i> 883, 894 (2007). This session will explore concrete teaching tips designed to increase student autonomy in the legal writing classroom.</p>
245	<p>Dealing with Race, Culture and Gender in the Classroom <i>Kathryn Mercer, Case Western</i> Summary: During the workshop, we will discuss the diversity/non-traditional law student and her experience in the law school. To facilitate this inquiry, we will listen to the students themselves via video tape/DVD, their comments on the environment and what have been critical learning moments for them.</p> <p>Gender and Law School Performance: How Legal Writing Professors Can Bolster the Performance of Women Law Students <i>Christine Ventner, Notre Dame</i> Summary: Research has shown that women law students tend to under-perform in law school. This presentation will develop specific strategies that legal writing professors can implement to help reverse this trend, and to create a more positive learning experience for students.</p>
259	<p>Effective Presentation of Statistics in Legal Writing <i>Danton Asher Berube, Detroit-Mercy</i> Summary: The use of statistics continues to grow in importance both to the practice of law and to legal scholarship. This presentation will provide guidelines – applicable to practitioners and academics alike – on how best to incorporate statistics in legal writing.</p>
LWI Computer Lab	<p>CaseMap demonstration by Lexis/Nexis</p>

11:30-12:15 Session 3

Room	Presentation
100 (Wynne Courtroom)	<p>Beyond Powerpoint and Movie Clips: How to Reach Your Full Potential as a Teacher <i>Mary Garvey Algero, Loyola-New Orleans; Robin Wellford Slocum, Chapman Univ.</i> Summary: Research shows that the most effective teachers are those who bring their</p>

	<p>personal identities into the classroom, and who are able to show a connectedness between themselves, their students, and the subject. While use of technology and innovative teaching techniques can enhance effective teaching, they are not the most important ingredients; this presentation will explore ways to fully engage the hearts and minds of law students.</p>
300	<p>Reality Bites or Does it? Incorporating Learning Theory and Student Expectations in Problem Design for a First-Year Writing Course <i>Julie Spanbauer, John Marshall-Chicago; Sonia Bychkov Green, John Marshall-Chicago; Maureen Kordesh, John Marshall-Chicago</i> Summary: As professors we often fail to appreciate how students struggle to understand published cases, documents written by legal experts designed to resolve legal disputes, never intended for their primary use as a teaching and learning tool in the first-year law school curriculum. This panel will present teaching and learning theory, samples of classroom techniques, and student surveys all addressing how the real world of the law can be effectively incorporated into a first-year legal research and writing classroom.</p>
375	<p>Teaching Basic Contract Drafting to First Year Law Students in Four Hours or Less <i>Sue Payne, Northwestern</i> Summary: Learn how to teach a large number of first year law students the basics of contract drafting in a short period of time. I will demonstrate how to: introduce basic contract drafting concepts to student teams through interactive lectures and simulated interviews with clients and opposing counsel; guide each team through the process of drafting a basic contract; and conduct a spirited, in-class critique of the students' drafts.</p> <p>Re-imagining Collaborate Learning: New Technologies and Possibilities <i>Thomas D. Cobb, Univ. of Washington; Sarah Kaltsounis, Univ. of Washington; Theodore Myhre, Univ. of Washington</i> Summary: Web-based social networking and collaborative drafting software has opened up new possibilities for collaborative learning in law school classes. This interactive panel/workshop will survey new collaborative technologies, discuss how some faculty at the University of Washington School of Law have employed those technologies, and invite audience members to explore further innovative applications.</p>
385	<p>Does Voice Exist in Legal Writing? <i>Christopher J. Rideout, Seattle</i> Summary: Can a legal writer have a voice? Drawing upon recent work in academic literacies, we would like to offer a framework for answering this admittedly complex question and along the way pose some possibilities for the legal writing classroom.</p>
245	<p>Creating an Effective Syllabus <i>Nancy Soonpaa, Texas Tech</i> Summary: Drafting an effective syllabus is part of designing an effective course: a syllabus establishes expectations and defines relationships in the learning environment. Its presentation, content, and tone require thoughtful attention as part of course development. In addition, the syllabus defines the course itself by setting out learning objectives and how the professor expects those goals to be met; in doing so, it implicitly (and sometimes unintentionally) shapes (and limits) that professor's experience with the course—and therefore the students' experience as well. A professor who teaches more than one course or who teaches a course with numerous assessment methods and assignments has special needs in syllabus construction: those of scheduling and managing time efficiently. Hence, drafting an effective syllabus is an early and important step towards an creating an effective learning environment and well-structure course in which optimal learning can occur.</p>

	<p>Teaching Professionalism and Efficient Document Production With an Exercise in Timekeeping <i>Grace Wigal, Univ. of West Virginia</i> Summary: Many of today's law students have little experience in producing documents that are based on in-depth research or that contain more than a few pages of analysis/synthesis of source material. The Millennial Generation also has a reputation for not understanding the importance of focused time on task and the value of polished final product. Thus, they struggle to discover an effective and efficient document production "process" that results in billable work product that also meets professional standards. A timekeeping exercise can help students "see" how they are using billable minutes and hours, while teaching them valuable lessons about professionalism, the ethics of billing, and their own skills. The exercise also helps the teacher "observe" individuals and the class working through the assignment. This session will explain the timekeeping exercise conducted at West Virginia University College of Law, how students have responded to it, and how their timesheets can inform our teaching endeavors.</p>
LWI Computer Lab	TWEN demonstration by Westlaw

12:15-1:30 Hoosier Picnic

1:30-2:15 Session 4

Room	Presentation
100 (Wynne Courtroom)	<p>Communicating with the Millennials: Teaching and Preparing the Next Generation of Lawyers <i>Mary N. Bowman, Seattle; Janet K.G. Dickson, Seattle</i> Summary: For the last few years, our law school classrooms have been largely filled with Generation X students, but we are now seeing the first wave of the next generation, the Millennial students. Building upon Tracy McGaugh's work on Generation X and other generational research, this presentation will explore the transition to teaching the Millennials, to help participants understand the forces that have shaped this new generation of students. The presentation will then focus on two aspects of communicating with the Millennials: (1) how to more effectively explain the material that we already teach in our classes, given this particular audience; and (2) why we need to more intentionally teach our students professionalism, to help prepare them to enter the legal profession.</p>
300	<p>Methods of Demystifying and Critiquing Analogical Reasoning in Legal Analysis <i>Stephanie Hartung, Suffolk; Shailini George, Suffolk</i> Summary: This presentation will focus on methods of teaching students to incorporate analogical reasoning into their writing, in part by demonstrating that this type of reasoning is already used in everyday discourse. Additionally, we will discuss ways of developing a more solid and sophisticated analysis using analogical reasoning once it is employed in legal writing.</p>
375	<p>Designing (or Re-Designing) Your Course to Improve Learning and Teaching -- Integrated Instructional Design Tools <i>Linda S. Anderson, Stetson</i> Summary: Engaging in thoughtful course design is essential to highly effective teaching, yet we devote little time doing this or learning how to do this. This</p>

	<p>workshop will demonstrate how to use a series of materials (provided to participants) to guide course design decisions to create a dynamic and integrated course that allows us to teach well and our students to maximize their learning.</p>
385	<p>Mentoring in the Classroom: A Legal Writing Trifecta <i>Michael G. Massey, Univ. of Denver</i> Summary: This presentation describes how to include practitioner-mentors into the classroom environment of a legal research and writing program.</p> <p>Selecting, Training and Supervising Student Tutors <i>Jennifer Brendel, Loyola – Chicago; Alice Perlin, Loyola - Chicago</i> Summary: This session will focus on effectively using student tutors in the legal writing classroom, so that the experience is beneficial for the students, the tutor, and the professor. We'll share strategies and practical suggestions for the selection, supervision, and evaluation of student tutors. We'll also discuss the challenges involved in using student tutors and ways to address those issues. Our presentation will draw on our experiences in supervising an adjunct-taught program with 30 legal writing tutors each year. Our discussion will be relevant to professors/programs considering using a student tutor for the first time, as well as those looking for ways to enhance an existing tutor program.</p>
245	<p>Why & How to Incorporate Visuals: Poster Presentations, Handouts and Beyond <i>Ruth Anne Robbins, Rutgers-Camden; Alison Julien, Marquette</i> Summary: Using visual images for teaching or for scholarship facilitates learning. The relatively new (in law) medium of poster presentations highlights visuals in scholarship. LWI members will have a chance to see this exciting new type of presentation at this year's biennial conference. You can do it too! And yes, you should. It is more fun than you would imagine a presentation could be. Moreover, we all use visuals in our teaching – whether it is with handouts or PowerPoint or drawings on the board. How can we maximize their impact? Great visuals are attainable even if you aren't a skilled artist. Just ask the presenters, who can't even draw a stick figure very well. During this presentation, we will (1) Provide ideas about how to incorporate visual images (beyond outlines and charts) in your documents/posters and where to find those images; (2) Analyze the role of poster presentations and their place on the spectrum of legal scholarship by looking through the lens of marketing and graphic design principles; and (3) Address copyright concerns that may arise from using copyrighted images found on the Web or elsewhere.</p>
259	<p>Aestheticism and Legal Writing <i>Adam Todd, Univ. of Baltimore</i> Summary: This presentation explores the aesthetics of legal writing and what are their implications for the teaching of legal writing. The presentation would serve as a primer about aestheticism and aesthetic theory and examines the "beauty" found in legal writing.</p>

2:30 Closing Event: Ice Cream Social (Atrium)

Friday, July 19, 2008

9:00 am ALWD Board Meeting

Room 389 ♦ Contact = Judy Stinson