



**LWI One-Day Workshop at Vermont Law & Graduate School**  
**December 8, 2023**  
**Virtual, 12:00 – 4:45 EST**

<b>Time</b>	<b>Speaker</b>	<b>Presentation</b>
12:00 – 12:10	Beth McCormack (Dean of Vermont Law & Graduate School)	<i>Welcome and Brief Introduction to Workshop</i>
12:10 – 12:35	Craig Smith (UNC School of Law)	<i>Use It, Maintain It, Expand It, Refine It</i>  Fostering expertise in legal writing, advocacy, and professional-identity development are related tasks, and each is the work of a lifetime. First-year students need to learn about them, and upper-level students benefit from ample opportunities to practice, expand, and refine them, learning how to continually develop both (1) an effective, authentic voice as writer and oral advocate and (2) a sustainable, rewarding professional identity. I'll address, and invite discussion about, ways that upper-level

		writing courses can help students to grow in multiple ways as effective, responsible, committed legal professionals.
12:35 – 12:45		<i>Q &amp; A, moderated by Greg Johnson</i>
12:45 – 12:55	Grant Smith (Vermont Law & Graduate School)	<i>Introduction to Panel 1: LRW Intersections with Doctrinal Courses</i>
12:55 – 1:20	Miranda Johnson (Loyola University Chicago School of Law)	<p><i>Teaching Students How to Blog</i></p> <p>This presentation outlines the process for a blog-writing exercise that is included in a doctrinal education law class. Blog writing helps build skills in public communication of legal concepts as well as enables students to develop their voice as legal professionals. Through this exercise, students are encouraged to pick a legal or policy topic of interest to them and are provided with peer and instructor feedback on their topic and an initial draft. Selected students are given the opportunity to post their finalized blog on the website of a law school institute. Materials designed to support this exercise will be shared.</p>
1:20 – 1:45	Catherine Archibald (University of Detroit Mercy School of Law) & Julie St. John (University of Detroit Mercy School of Law)	<p><i>How Having Law Faculty that Teach Both Writing and Doctrinal Classes Can Improve Student Learning</i></p> <p>At Detroit Mercy Law, all faculty that teach legal writing also teach doctrinal courses. In this presentation, we will discuss how we have incorporated legal research and writing skills into our teaching of doctrinal classes. We will share exercises and assignments that we have used for both types of classes. Our conclusion is that by increasing the number of faculty members that teach both legal writing and doctrinal classes, students</p>

		benefit, and will be better prepared for the new bar exam, because they will review and use key legal writing and research concepts throughout the curriculum.
1:45 – 1:55		<i>Q &amp; A with Panel 1 presenters, moderated by Grant Smith</i>
1:55 – 2:10	Mary Bowman & Bob Brain	<i>Discussion of comment period on ABA proposal to eliminate Standard 405(d)</i>
2:10 – 2:20		Break
2:20 – 2:30	Anna Connolly (Vermont Law & Graduate School)	<i>Introduction to Panel 2: Upper-Level Writing Courses</i>
2:30 – 2:55	Claire Abely (Boston University School of Law) & Laura D'Amato (Boston University School of Law)	<p><i>Preparing Students for Practice: Creating a Trial Level Advanced Persuasive Writing Course</i></p> <p>This presentation will be a primer for creating an advanced persuasive writing course that prepares upper-level students for litigation practice. We will explain our assignment creation process and strategy, discuss the inclusion of ethics and professionalism in our curriculum, and show some of our teaching strategies, which include teaching through example pleadings, focusing on small-picture persuasive techniques, bringing in practitioners to discuss their writing process, and using group work to both mimic practice and also to make the student workload manageable. We will also include any planned updates to the course in light of the impact of AI on writing persuasively.</p>
2:55 – 3:20	Tenielle Fordyce-Ruff (Arizona State University) & Jason G. Dykstra (University of Idaho College of Law)	<i>Getting in Practice Shape: Connecting LRW to the Practice of Law with a Capstone Writing Course</i>

		Students need to be ready to hit the ground running whether for the next-gen bar or their first year of practice. We will present a detailed capstone litigation planning and drafting course we developed, explore ways to expand and improve our original design, and discuss various ways this course could be adapted.
3:20 – 3:45	Brooke McDonough (George Washington University Law School)	<p><i>Scholarly Writing Course Design: Leveraging the Student Note Writing Process to Foster Skills Maintenance</i></p> <p>Using upper-level courses for skills maintenance can be challenging because such courses are often focused on helping students develop a baseline level of knowledge about a particular subject matter. GW Law’s Scholarly Writing course, which is mandatory for all students writing a Note for one of the law school’s journals, focuses primarily on helping students hone the skills they began developing during their 1L year. This presentation will focus on how GW has used the Note-writing process—often required of many upper-level law students—to create opportunities for oral advocacy, frequent self-reflection, and professional identify formation.</p>
3:45 – 4:00		<i>Q &amp; A with Panel 2 presenters, moderated by Anna Connolly</i>
4:00 – 4:05	Greg Johnson (Vermont Law & Graduate School, Director of Legal Writing)	<i>Introduction to Closing Session</i>
4:05 – 4:30	Ezra Ross (UCI Law)	<p><i>Ethics and the Future of Legal Writing</i></p> <p>Much of the discussion about the future of legal writing instruction concerns the role of technology. In this talk,</p>

		however, I challenge the premise that technology should be at the heart of these conversations. Instead, I argue that debates about technology mask more important underlying issues related to the ethical impacts of our teaching. In fact, as this talk will describe, the rise of technologies that can themselves perform analytical lawyering tasks arguably makes development of students' moral faculties more critical than ever.
4:30 – 4:45		<i>Q &amp; A and closing comments, moderated by Greg Johnson</i>