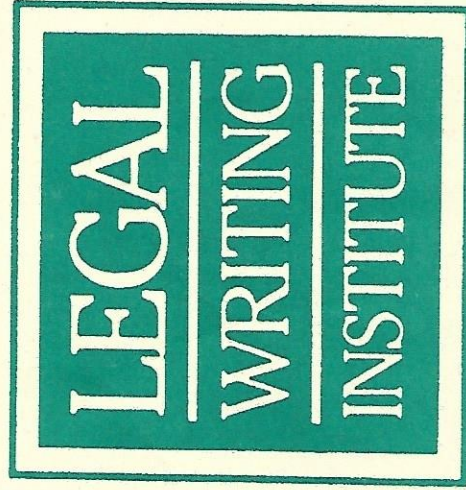

Learning from the Disciplines

A Conference for People Who Teach in or
Administer Legal Writing Programs



July 18 - 20, 1996

Seattle University
Seattle, Washington

Sponsored by the Legal Writing Institute



Legal Writing Institute

The Legal Writing Institute is a non-profit corporation founded in 1984 and located at Seattle University School of Law. The purpose of the Institute is to promote the exchange of information and ideas about legal writing and to provide a forum for research and scholarship about legal writing and legal analysis. The Institute promotes these activities through a conference, a newsletter, and a journal.

The Institute sponsors its conference on legal writing every other summer. This 1996 conference is the seventh of these biennial conferences, which began in 1984.

The Institute has over 1800 members. This membership represents all of the ABA-accredited law schools in the United States. The Institute also has members from English departments; from Canada and Australia; from independent research and consulting organizations; and from the practicing bar. Anyone who is interested in legal writing or the teaching of legal writing may join the Institute by contacting the Institute at the following address:

Legal Writing Institute
950 Broadway Plaza
Tacoma, WA 98402-2235
(206) 591-2235



About This Conference

The theme of this, the Legal Writing Institute's seventh biennial conference, is Learning from the Disciplines. The sessions on Thursday morning will focus on learning theory, the sessions on Thursday afternoon on logic and rhetoric, and the sessions on Friday morning on composition. On Friday afternoon and Saturday conference participants can select from presentations from a variety of tracks, including tracks for new instructors and directors and training in the teaching of research and advocacy. There will also be a variety of social events, including a dinner cruise on Elliott Bay and a barbecue and talent show.

The conference will be held on the Seattle University campus, which is just blocks from downtown Seattle and the Seattle waterfront. The registration fee includes entrance to all meetings; copies of conference materials; a reception on Wednesday evening; breakfast, lunch, and the barbecue on Thursday; breakfast, lunch, and the dinner cruise on Friday; and breakfast and lunch on Saturday. Housing is available on campus in dorms or in nearby Seattle hotels.

Cindy Liles
752-9396



Biographies of Plenary Speakers

Anne Ruggles Gere

is Professor of English and Professor of Education at the University of Michigan where she directs the Joint Ph.D. Program in English and Education. Prior to joining the Michigan faculty, she was a member of the English Department at the University of Washington. A former chair of the Conference on College Composition and Communication, she was named Rhetorician of the Year for 1996 by the Conference of Young Rhetoricians, and she has published widely on composition and literacy. Her recent publications include *Into the Field: Sites of Composition Studies* (MLA, 1993) and *Writing Groups: History, Theory and Implications* (SILU, 1987). *Intimate Practices: Literacy and Cultural Work in Women's Clubs 1880-1920*, her forthcoming book, won the 1995 Manuscript Prize from the National Women's Studies Association.

Peter Suber

is a Professor of Philosophy at Earlham College in Richmond, Indiana. He is married and the father of two daughters. He has bicycled across the country (twice) and has various wilderness experiences. Professor Suber earned his doctorate in philosophy from Northwestern University in 1978. He then earned his J.D., also from Northwestern, in 1982. Since 1982, he has taught at Earlham College. He is a prolific scholar and has published numerous works relating to logic and the law, including a book in 1990, *The Paradox of Self-Amendment: A Study of Logic, Law, Omnipotence, and Change*, and a 1988 *Journal of Law & Education* article, "Analogy Exercises for Teaching Legal Reasoning." Because Professor Suber is a sparkling speaker, and despite his imposing credentials and the formidable title to his talk, "Legal Reasoning After Post-Modern Critiques of Reason," Professor Suber's talk will be eminently accessible and entertaining and will provide valuable insights and perspectives on that which we teach every day - legal reasoning.



Samuel S. Wineburg

is an educational psychologist who specializes in the teaching and learning of history. Prior to graduate work, he studied the history of religion at Brown University and University of California Berkeley, where he graduated summa cum laude and was named to Phi Beta Kappa. He then received his Ph.D. from Stanford in 1990. He is currently an associate professor in the College of Education and an adjunct associate professor of history at the University of Washington. His research has explored the nature of knowledge growth in beginning history teachers as well as the nature of expertise in the teaching of history (work that was featured in the *New York Times*, Oct. 12, 1988). He has also studied the cognitive processes used by professional historians as they work through primary documents, comparing these processes to those of able high school and college students. He holds membership in the American Educational Research Association, the American Psychological Association, and the Organization of American Historians. In 1991, he was one of thirty winners nationally of a Spencer Foundation Postdoctoral Fellowship. In the same year he received the "Outstanding Scholarship in Teacher Education Award" of the Association of Colleges of Education and Land Grant Colleges and was named a recipient of the "Distinguished Teaching Award" at the University of Washington. His work has received national and international recognition, and he has given invited addresses at Harvard University, the University of Chicago, the University of North Carolina, the University of Bielefeld (Germany), Autonomia University of Madrid, and the University of Haifa (Israel). He is a member of the Technical Assistance Group of the National Board of Professional Teaching Standards, and serves on the editorial boards of both the *American Educational Research Journal* and *Educational Psychologist*. In 1996, he was named to a 15 member commission of the National Research Council/National Academy of Sciences on the "Science of Learning." He is currently engaged in two major research projects, one on the intellectual development of experienced teachers (supported by the James S. McDonnell Foundation of Saint Louis) and the second, on the development of historical consciousness among adolescents (supported by the Spencer Foundation of Chicago).

1996 Legal Writing Institute Conference

Learning From the Disciplines

Wednesday, July 17, 1996

	Pigott Atrium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
3:30 p.m. - 8:30 p.m.	Registration						
6:00 p.m. - 8:30 p.m.	Reception Sponsored by Little Brown & Company						

Thursday, July 18, 1996

Morning Session: Educational Psychology

	Pigott Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
8:00-9:00 a.m.	Continental Breakfast (Pigott Atrium)						
9:00-9:15 a.m.	Welcome						
9:15-10:30 a.m.	Plenary Speaker: Dr. Samuel Wineburg University of Washington						
10:30-10:50 a.m.	Break						
10:50-12:00 p.m.		Informal Discussion Dr. Samuel Wineburg, University of Washington	Using Learning Theory to Design Curricula Laurel Currie Oates and Anne Enquist, Seattle University	A Piagetian Cycle Approach to Composition Instruction Terry Phelps, University of Oklahoma	Critical Pedagogies for the Classroom Brook Baker and Kristin Woolaver, Northeastern University	Exploring the Possibilities of Problem Based Learning Curricula in the first year of Legal Education Dorothy Deegan, Pennsylvania State University	When Readers Study Themselves Reading James F. Strathman, University of Colorado at Denver

Campion Ballroom

Thursday, July 18, 1996

Afternoon Session: Logic and Rhetoric

	Pigott Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
12:00-1:00 p.m.	Lunch Sponsored by Lexis/Nexis and Informal Group Meetings						
1:15-2:30 p.m.	Plenary Speaker Peter Suber, Earlham College						
2:30-2:45 p.m.	Break						
2:45-3:45 p.m.		Informal Discussion Peter Suber, Earlham College and Steve Jamar, Howard University	"But I Thought It Was Obvious": Using Generalizations to Get To Explicitness In Writing Cassandra Franklin, UCLA	Basic Tips for Teaching Analogization to First-Year Students Maureen Arrigo-Ward, California Western	Legal Writing as a Kind of Philosophy Joel R. Cornwell, John Marshall Law School	The Deductive Syllogism: "Obviously" Anita Schme, University of Arkansas	
4:00-5:00 p.m.		Logic, Rhetoric & Legal Writing Fredric G. Gale, University of Arkansas at Little Rock	Logical Fallacies Martha Siegal, Suffolk University	Teaching Arguments by Analogy Marc Lampson, Seattle University	Legal Writing: Orphaned by the Scientific Modernist Foundation of Law Schools Despite Its Noble Ancestor, the Art of Rhetoric Andrea Siler, University of Idaho	Determining and Applying Legal Rules Sanford Greenberg, Chicago-Kent	
6:00-7:30 p.m.	Picnic Dinner at Seattle University						
7:30-9:00 p.m.	Legal Writing Institute "Talent" Show - Organized by Joe Kimble						

Friday, July 19, 1996
Morning Session: Composition

	Pigott Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
8:00-9:00 a.m.	Continental Breakfast						
9:00-10:15 a.m.	Plenary Speaker: Anne Gere, University of Michigan						
10:15-10:30 a.m.	Break						
10:30-11:15 a.m.		Using Composition Theory Nancy Soompa, * Albany Law School	Process: Prewriting to Drafting Joanne Liebman Matson and Shirley Gray, University of Arkansas at Little Rock	Revisioning Organization Maureen Kordash, Widener University	Traumatic Transitions Part II - Teaching the Transitions Jessie Gearson, John Marshall Law School	Comments Worth Making: Supervising Seminar Papers Elizabeth Fajans and Mollie Falk, Brooklyn Law School	Using Student and Teacher Portfolios Steve Johansen, Lewis and Clark College, Susan Daily, Carolyn Spencer, Marcia Speziale, and Gail Stern, Quinipiac College
11:15-11:30 a.m.	Break						
11:30-12:15 p.m.		Integrating Insights from Logic etc. Joan Blum, Boston College, Cassandra Franklin, UCLA, Bari Burke, University of Montana	What Legal Writers Know Chris Rideout, Seattle University	Teaching Grammar & Usage Nancy Jones, University of Iowa	Mastering the Delete Key Kathryn A. Sampson, University of Arkansas, Fayetteville and Kevin G. Shelly, Gonzaga University	Teaching Students to Revise Using Guided Self Critique Mary Beth Beazley, Ohio State University *	Student-Administered Writing Clinics Terrill Pollman, Stetson College of Law

Friday, July 19, 1996
Afternoon Session: Specialized Programs

	Track 1: Training for New Instructors	Track 1: Training for New Instructors	Track 2: Directors	Track 2: Directors	Track 3: Technology	Track 4: Teaching Strategies	Track 5: Working with Students
12:15- 1:30 p.m.	Lunch and Informal Group Meetings						
1:30- 2:30 p.m.	Designing Effective Problems Group 1: Grace C. Tomner, University of Michigan and Diana Pratt, Wayne State University	Designing Effective Problems Group 2: Gail Kritzer, Maureen Straub Kordesh, and C. Ann Sheehan, Widener University	Seeking Respect: Some Helpful Hints; Some Hard, Unpleasant Facts J. Dennis Hynes, University of Colorado, and Lou Strico, Villanova University	Counting On Trends: Using Legal Writing Institute Surveys Jill Ramsfield, Georgetown University	Legal Writing in the Electronic Age Lucia A. Stecchia, Catholic University of America and Maria Perez Crist, University of Dayton	Alternative Pathways to Get to "Ah Ha" Anne Engquist and Paula Lustbader, Seattle University	Isolation in the Law School Classroom & Its Impact on Student Learning Kathryn Mercer, Case Western Reserve University
2:45- 3:45 p.m.	Evaluating Student Papers Group 1: K.K. DuVivier, University of Colorado, Joe Kimble, Thomas M. Cooley Law School, and John Dernbach, Widener University	Evaluating Student Papers Group 2: Grace Wagal, Tom Patrick, and Lisa Eichorn, West Virginia University	Training Teaching Assistants Dana Underwood, St. Louis University	Effective Use of Adjuncts Sharon L. Reich, University of Minnesota, Susan DeJarnatt, Rutgers-Camden, Kathy Rohn, Western State University, Gundi Hinnman, John Marshall Law School, Sue McQuigan, Whittier Law School, Alice Perlin, Loyola University - Chicago, Robert Volk, Boston University	Computers and their Effect on Student Learning Mollie Lien and Suzanne Ehrenberg, Chicago-Kent	Teaching Legal Analysis: A Step- by-Step Approach Linda Edwards, Mercer University	Can We Talk: Dealing with Difficult Students in the Classroom Nancy Jo Conison, Oklahoma City University, Deborah B. McGregor, University of Indiana-Indianapolis, Carol Parker, University of Tennessee, and Ruta Stropus, Northern Illinois University
4:00- 4:45 p.m.		Professional Challenges to New Writing Teachers Marilyn Walter, Brooklyn Law School, Richard Neuman, Hofstra University, and Helene Shapiro, North- western University	Strategic Design Theresa A. Neuman, Karen Albright, Diane Dimond, and Jane Wettach, Duke University	Continued from above	The Use of Computers as Visual Aids in Student Conferences Richard Risman, Albany Law School	The Curricular Ideal: Innovations to Maxi- mize Student Learning Mary Ellen Mahtman and Laurie Magid, Widener University	Teaching Foreign Students Darcy Kirk, University of Connecticut, Mark E. Wojcicki, The John Marshall Law School, Diane Pennys Edelman, Villanova University, Kristen Robbins and Craig Hoffman, Georgetown University
4:45- 5:30 p.m.	Shuttle Service to Pier 70 - Seattle Waterfront						
6:00- 10:00 p.m.	Dinner Cruise on Elliott Bay - Puget Sound						

Saturday, July 20, 1996

Morning Session: Specialized Programs

	Track 1: Training for New Instructors	Track 2: Teaching Legal Research	Track 2: Teaching Legal Research	Track 3: Teaching Advocacy	Track 3: Teaching Advocacy	Track 4: Academic Support Programs	Track 5: Internal Issues
8:00- 9:00 a.m.	Continental Breakfast						
9:00 - 9:45 a.m.	Using Writing as Process in Teaching Legal Writing Teresa Godwin Phelps, University of Notre Dame	Teaching Legal Research in the Technological Age Judy Stinson, University of Illinois	Towards A Reflective Method of Learning Legal Research: Plans, Logs and Student Self-Evaluation Tom McDonnell, Pace University	Educating the Judge to Persuade Diana Pratt, Wayne State University	Teaching Sentence Structure as a Form of Advocacy Pat Wellington, University of Miami	Teaching Non- Traditional Learners Linda Berger and Holly Coates Keehn, Thomas Jefferson School of Law	Educating the Educators: Explor- ing Legal Writing to Substantive Faculty Barbara Blumenfeld, University of New Mexico
10:00 - 10:45 a.m.	What New Legal Writing Instructors Should Know Susan K. McClellan, Seattle University or Teaching Effectively Using In-Class Exercises Carol Parter, University of Tennessee, Deborah McGregor and Andrew Solomon, Indiana University- Indianapolis	Teaching Legal Research Through Pro Bono Service Rebecca Cochran, University of Dayton	Empowering Student "Experts" Carol Bast, University of Central Florida	How to Teach the Basics of Brief Writing in Sixty Minutes or Less Robert Harrison, Yale University	Techniques for Teaching Students How To Shift From Objective to Persuasive Writing Henry Wilmyk and Patricia Thomson, University of Florida	Cultural Diversity in the Legal Writing Classroom Jennifer P. Zauatsky and Ramona Witt, Seattle University	Can Real Men Teach Legal Writing Joel R. Cornwell, John Marshall Law School
10:45 - 11:00 a.m.	Break						
11:00 - 11:45 a.m.	Conducting Effective Student Conferences Elizabeth Fajans, Brooklyn Law School and Judith Rosenbaum, Northwestern University	Teaching Legal Research to Adult Learners Kelly Brown and Steven R. Thorpe, University of Tennessee	Using Computer- Assisted Legal Instruction Amy E. Sloan, George Washington University	Teaching Oral Advocacy: Techniques for the Terrified Catherine J. Wasson, William Mitchell College of Law	Appellate Advocacy: Encouraging Students Toward High Standards of Professionalism Steven M. Prye, Vermont Law School	Be Creative: Providing Academic Support without an Academic Support Program Sam Jacobson, Williamette University, and Angela Passalacqua, Rutgers - Camden	Integrating Practice Elements into Traditional Legal Research and Writing Courses Pamela Norrix, Albany Law School

Saturday, July 20, 1996

Afternoon Session: Concurrent Sessions

	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
12:00-12:45 p.m.	Lunch Sponsored by West Publishing Company						
12:45-1:30 p.m.	Luncheon Speaker						
1:45-3:15 p.m.	Learning Theory, Learning Disabilities, and Legal Writing M. Kay Runyan, Educational Consultant, Sharon Reich, University of Minnesota, Jan M. Levine, Temple University, Susan Johame Adams, Chicago-Kent	Replacing the Faux Audience George Gopen, Duke University	Innovative Teaching Methods Sam Jacobson, Willamette University, Beverly Pyle, Deborah Klein, and Brian Glassman, Cleveland State University, and Henry Wiglesworth, University of Oregon	Using Examinations in First-Year Legal Research, Writing, and Reasoning Kim Cauthorn and Doug Miller, South Texas College of Law	Teaching Students to be Professionals Nancy Schultz, Chapman University, and Lou Sirico, Villanova University	Critiquing Critiques Robin Meyer, Wayne Schiess, and Christy McGrady, University of Texas at Austin	"Lawyering Skills, Process Drills, and Techno Thrills: Integrating Innovation Into A Legal Writing Program" Brett Andur, Lorray Brown, Jo Anne Durako, Diane Penneys Edelman, and Kathryn M. Stanchi, Villanova University
3:30-4:30 p.m.	1995 Survey of Plagiarism Policies Terri LeClercq, University of Texas at Austin, Pamela Lysaght, University of Detroit-Mercy, Susan Dunham, American University	OPEN SESSION					



Conference Information

For those wishing to stay in a hotel, the following hotels are holding rooms for the Legal Writing Institute. All of these hotels are within reasonable distance to the Seattle University campus, and most are near a bus line servicing the campus. Please call the hotels directly for reservations. Because the conference is being held during the peak season, the rates are high and the cut-off date for making reservations is June 15, 1996. When making your reservations, please ask for AAAs rates and any other discounts you might be entitled to.

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#99/act,
206-583-6453
Conf. # 3450163



Inn at Virginia Mason
1006 Spring Street
Seattle, WA
1-800-283-6453
\$81 single
\$99 double
\$121.50-\$130.50 Suites

Plaza Park Suites
1011 Pike Street
Seattle, WA
1-206-682-8282
Group No. 231
(great for families)
\$135 single
\$145 double

Stouffer Madison Hotel
515 Madison Street
Seattle, WA
1-206-583-0300
\$139 single/double

The Camlin Hotel
1619 9th Street
Seattle, WA
1-800-426-0670
\$83 single
\$93 double

The Sorrento Hotel
900 Madison Street
Seattle, WA
#G2638
1-800-426-1265
\$120 single/double
\$155 suite

Mayflower Park Hotel
Corner 4th & Olive Wy
Seattle, WA
1-800-426-5100
\$125 single
\$135 double

Weather:

The weather for the month of July can vary. Although temperatures usually range in the 70s, on rare occasions we have weather in the 60s and 80s or 90s. Please bring a jacket.

Transportation options:

1. Rental cars are available at the airport and through most hotels.
2. Shuttle Express. Upon arrival contact them via the information phones in the baggage claim area. The rates are \$18/single, \$24/double; each person after that is an additional \$4.00. These rates are all one way fares. Children 12 and under are free with each paying adult.
3. Taxis are available, but very expensive.