



Moving On:

Preparing Students for Life After the First Year

- *A Conference for People Who Teach in and Administer Legal Writing, Reasoning, and Research Programs*

July 19 - 22, 2000
Seattle University School of Law
Seattle, Washington

Sponsored by
The Legal Writing Institute

Wednesday, July 19, 2000

9:00 a.m. LWI Board Meeting

12:00 - 4:00 p.m. ALWD Meeting (Campion Ballroom)

3:00 - 8:30 p.m. Registration (First Floor)

5:30 - 8:30 p.m. Reception sponsored by LEXIS/NEXIS (Second Floor Gallery)

Thursday, July 20, 2000

7:30 - 8:30 a.m. Continental Breakfast (First Floor)

8:30 - 9:15 a.m. Welcome by Dean Rudy Hasl, Seattle University School of Law
 Welcome by Jane Kent Gionfriddo, President, LWI
 (Paccar Auditorium in the Pigott Building (north of the Law School and across from the Chapel))

9:15 - 10:45 a.m.

Title	Presenter	Location	Description
Plenary Session: Ethical Issues Facing New Lawyers	<input type="checkbox"/> Richard Zitrin	Pigott Auditorium	Professor Zitrin has promised a provocative examination of the ethical issues our students are likely to face as they head into the real world of practicing law and how those issues might be addressed in the law school curriculum.

10:45 - 11:15 a.m. Break and Book Signing (First Floor)

11:15 a.m. - 12:15 p.m.

Title	Presenter	Location	Description
Plenary Session Follow-Up Discussion.	<input type="checkbox"/> Davelene Cooper, New England School of Law	Room C-1	Professor Cooper, who teaches legal ethics as well as legal writing, will facilitate a discussion of the issues raised in the plenary session.

Title	Presenter	Location	Description
Designing Legal Writing Problems: Balancing Pedagogy and the Realities of Law Practice.	<input type="checkbox"/> Judith B. Tracy <input type="checkbox"/> Daniel Barnett, Boston College Law School	Room C-6	This presentation will address competing goals and restraints in designing meaningful assignments in a legal reasoning and writing course. We will focus on curriculum and pedagogical demands, law practice realities, student time realities, and reasonable expectations of professors. We will then discuss our experiences reconciling these considerations using particular examples from our curriculum.
*BASICS TRACK: This session is specifically designed for new teachers to the LR&W classroom. A 21 st Century Approach to Integrating Print and On-line Research: Creating a Portable Computer Lab Using Student Laptops.	<input type="checkbox"/> Judy Rosenbaum, Northwestern University School of Law	Room C-5	In this presentation Professor Rosenbaum will discuss the pros and cons of integrating print and on-line research instruction into the first semester curriculum. A primary focus will be to share the self-guided exercises used at Northwestern to teach both LEXIS and Westlaw. A second focus will be to serve as a forum for those who want to share or learn about experiences integrating print and on-line research.
TECHNOLOGY TRACK SESSION. Life After Caps: Consider the Options.	<input type="checkbox"/> Maria Perez Crist, University of Dayton School of Law <input type="checkbox"/> Myra Orlen, Western New England College School of Law <input type="checkbox"/> Mary Cornaby, Villanova University School of Law <input type="checkbox"/> Judy Stinson, Arizona State University College of Law	Room 110	Within our profession, we welcome the elimination of caps and the opportunity to grow as LR&W professionals. This panel presentation will explore some of the options available as we develop our own professional identities. The four panelists will address four different career paths within the LR&W profession: 1) directing an LR&W program (Professor Judy Stinson); 2) working in academic support (Professor Myra Orlen); 3) advising in academic computing (Professor Mary Cornaby); and 4) providing CLE and "bridge the gap" programs (Professor Maria Crist).

Title	Presenter	Location	Description
Reinventing the Case Brief: Breathing New Life into Langdell's Method.	<input type="checkbox"/> Mary Ellen Maatman <input type="checkbox"/> Teresa A. Wallace, Widener University School of Law, Delaware Campus	Room 109	Traditional case briefing encourages students to merely find and label parts of a case rather than think critically about the analysis encompassed within the court's opinion. Moreover, traditional briefing does little to enable students to link the analysis from several cases together to form a fuller picture of a given area of the law. Professors Maatman and Wallace will lead a discussion of the problems generated by traditional case briefing methods and offer alternative techniques for case reading and notation which they believe better facilitate student understanding of case materials.
Using Learning Styles to Help Students Maximize Their Potential.	<input type="checkbox"/> M. H. Sam Jacobson, Willamette University College of Law	Room 105	This presentation reviews different learning styles and offers teaching tips and tools on how to empower students with various learning styles to learn more effectively. The presentation will discuss why we need to know about learning styles, will review the types of learning styles, and will discuss how we can teach to different learning styles most effectively to best complete the learning cycle and to best match the learning strategy with the type of knowledge the students need to acquire.

12:15 - 1:30 p.m. Lunch sponsored by LEXIS/NEXIS (First Floor of Law School and Courtyard)

1:30 - 2:30 p.m. Concurrent Sessions

Title	Presenter	Location	Description
<p>What Do You Say After "Good Morning"? Effective Classroom Teaching Strategies.</p>	<p><input type="checkbox"/> Jane Kent Gionfriddo, Boston College Law School <input type="checkbox"/> Steven J. Johansen, Northwestern School of Law, Lewis and Clark College</p>	<p>Room C-6</p>	<p>While students develop their Legal Writing skills among the library stacks, in front of their computers, and behind the moot court podium, their learning begins in the classroom. Successful lessons are the foundation of good teaching. In this session, Professors Gionfriddo and Johansen will explore how to create effective lesson plans and how to execute those plans to meet your desired learning objectives. They will demonstrate a range of teaching methodologies designed to meet the needs of all learners; and, using examples from their own experience, outline key mistakes to avoid in teaching Legal Writing.</p>
<p>BASICS TRACK: This session is specifically designed for new teachers to the LR&W classroom. Not Just Bells and Whistles, or How I Stopped Worrying and Learned to Love My Laptop.</p>	<p><input type="checkbox"/> E. Joan Blum, Boston College Law School</p>	<p>Room C-5</p>	<p>This presentation is a model class that demonstrates the use of a range of technological tools -- from very low tech to fairly high tech -- in the context of a class that introduces the major advocacy memo problem (itself technology-related) for the spring semester of the first year. Among the technologies demonstrated are the use of a course web page and the use of presentation software to project images and documents to inform and enliven class discussion.</p>
<p>TECHNOLOGY TRACK SESSION. Making Effective Policy Arguments: Teaching the Use of Non-Legal Materials in Appellate Briefs.</p>	<p><input type="checkbox"/> Ellie Margolis, Temple University School of Law</p>	<p>Room 109</p>	<p>Appellate courts are increasingly turning to non-legal sources of information (e.g., empirical and scientific studies, psychological and economic theory) to inform their policy judgments when developing and implementing new legal rules. This session will explore the ways legal writing professionals can help students become effective lawyers by teaching them to use these sources in appellate briefs.</p>

Title	Presenter	Location	Description
Reality Bites.	<input type="checkbox"/> Vickie Rainwater <input type="checkbox"/> Thomas Trahan, Texas Wesleyan University School of Law	Room C-1	Many first-year law students have only a vague idea about how, in law practice, they will use the skills we are teaching them. This year at Texas Wesleyan we have tried to sharpen our students' understanding of what awaits them through a series of presentations called "Reality Bites." We will discuss the series and show portions of the presentations on videotape and Powerpoint.
Teaching Students to Orally Present Legal Research and Writing.	<input type="checkbox"/> Jo Ellen Lewis <input type="checkbox"/> Ann Davis Shields, Washington University School of Law	Room 105	Today, as a means of controlling client costs, young associates are increasingly asked to present their analysis of legal issues orally, rather than in written form. Because the form for the presentation of the research and analysis is verbal, many students become anxious that they are being asked to do something for which they have not been prepared. We designed a class to allay that anxiety by helping students understand that the pre-drafting analysis and organization considerations learned in LR&W are as equally applicable to an oral presentation as to a written memorandum.
Meeting for Writing Advisors.	Chaired by Anne Enquist, Seattle University School of Law	Room 329	

2:30 - 2:45 p.m.

Break and Book Signing (First Floor)

2:45 - 3:45 p.m. Concurrent Sessions

Title	Presenter	Location	Description
<p>Teaching Writing and Editing in the Computer Classroom.</p> <p>This session is a BASICS TRACK session as well as a TECHNOLOGY TRACK session.</p>	<p><input type="checkbox"/> Mary Kaye Polachek, The Dickinson School of Law, Pennsylvania State University</p>	<p>Room C-5</p>	<p>The presentation will demonstrate the teaching of group drafting and editing through the use of computer technology. The system, using no specialized software, enables the teacher to direct students to engage in individual or small group drafting or editing and then to call on the student(s) by immediately projecting the student's (students') work for review and further editing by the group. The system provides a variety of opportunities for self review, peer review, and instructor review.</p>
<p>Shooting from the Lip: Role [im]morality and the Ethics of Legal Rhetoric.</p>	<p><input type="checkbox"/> Mary R. Falk <input type="checkbox"/> Elizabeth Fajans, Brooklyn Law School</p>	<p>Room C-1</p>	<p>In the first half of this workshop, Professors Falk and Fajans will provide some background on role-differentiated morality and some features of legal rhetoric that seem to offend universalist notions of morality. Then they will hold a group discussion on moral, institutional, and practical justifications for law's persistent use of advocacy rhetoric and the possible need to change our language behavior, focusing on its implications for teachers of legal writing.</p>
<p>From Editor to Mentor: Considering the Effect of Your Commenting Style.</p>	<p><input type="checkbox"/> Jessie C. Grearson, The John Marshall Law School</p>	<p>Room C-6</p>	<p>In this session, Professor Grearson will invite participants to consider commenting choices they make in light of their long-term goal as writing teachers -- to foster in students an ability to critically review their own writing. She will (1) describe four typical commenting styles of legal writing professionals and discuss why these may be so prevalent; (2) focus on the benefits and potential drawbacks of each style; and (3) identify difficult commenting situations and suggest ways to address them.</p>
<p>Self-Regulated Learning Among Law Students: A Qualitative Inquiry.</p>	<p><input type="checkbox"/> Dorothy Evensen, Pennsylvania State University</p>	<p>Room 109</p>	<p>Self-regulated learning is a term used in educational psychology to describe the degree to which individuals are cognitively, motivationally and behaviorally active in their own learning processes. In this session, participants will be asked to evaluate statements made by law students during qualitative interviews in terms of a model of self-regulation.</p>

Title	Presenter	Location	Description
The Client, the Colleague, and the Context: Opportunities in the LR&W Curriculum to Teach Lessons About the "Real World."	<input type="checkbox"/> Sharon K. O'Roke, Oklahoma City University School of Law	Room 105	This presentation will suggest ways for a legal writing professor to remove some of the artificiality inherent in traditional assignment structures through minor changes in the normal writing curriculum. For example, the professor can sensitize students to client concerns by requiring them to draft client letters regarding a "pending appeal," emphasize the importance of collegiality by requiring students to conduct conferences with one another about changes recommended after a peer editing exercise, and demonstrate the importance of context to writing by having students brief both sides of an appeal.
Performance Assessment in Legal Drafting.	<input type="checkbox"/> Erika Abner, Osgoode Hall Law School, York University, CANADA	Room 110	This presentation will situate the assessment of drafting skills within the larger universe of performance assessment. Drawing on past and present research in surgical skills training at the Faculty of Medicine at the University of Toronto, the presentation will describe the development of assessment instruments such as global rating scales and checklists. Participants will have an opportunity to use a sample global rating scale applied to a sample document.
Meeting of Professors Who Teach in Academic Resource Programs	<input type="checkbox"/> Discussion Leader: Paula Lustbader	Room 329	

3:45 - 4:00 p.m. Break (First Floor)

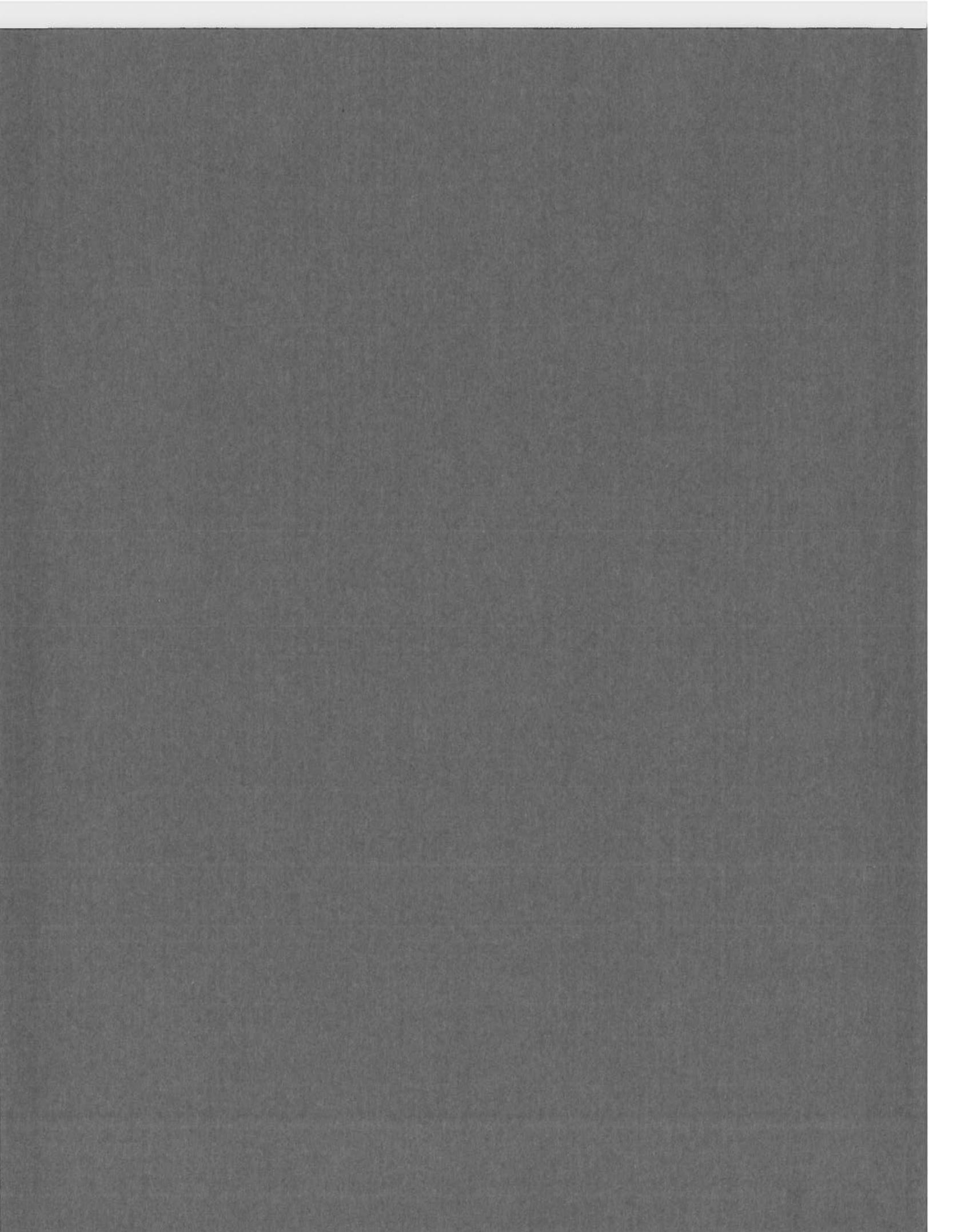
4:00 - 5:00 p.m. Concurrent Sessions

Title	Presenter	Location	Description
<p>Teaching Citation to the E-Generation: The Interactive Citation Workstation.</p>	<p><input type="checkbox"/> Christine Hurt, University of Houston Law Center <input type="checkbox"/> Kay Holloway, Texas Tech Law School</p>	<p>Room C-1</p>	<p>Learn how to free up class time and to capture the interest of the video game set by teaching legal citation using an interactive website. Professors Hurt and Holloway will reflect on their experiences in teaching citation electronically and will present feedback from 15 schools who used the same self-paced Internet citation program this past academic year. Presenters will also discuss the applicability of web-based programs to other aspects of legal research and writing.</p>
<p>This session is a BASICS TRACK session as well as a TECHNOLOGY TRACK session. Introduction to Classical Legal Rhetoric: A Lost Heritage.</p>	<p><input type="checkbox"/> Michaela Frost, Southwestern University School of Law</p>	<p>Room 109</p>	<p>Despite a growing interest in systematic approaches to teaching legal writing and a growing number of books on the topic, lawyers, law students and legal writing teachers usually overlook the most comprehensive, adaptable, and practical analysis of legal discourse ever devised: the classical art of rhetoric. Beginning with Aristotle's Rhetoric and culminating with Cicero's De Oratore and Quintilian's Institutio Oratoria, Greek and Roman rhetoricians created rhetorical techniques and an educational system that enabled ordinary Greek and Roman citizens to make successful legal arguments without the help of lawyers and without formal legal training. My presentation will introduce legal writing teachers to the principles of classical legal rhetoric as they appear in the works of Aristotle, Cicero, and Quintilian and describe the ways some modern rhetoricians and writers have adapted these principles to modern uses.</p>

5:00 - 5:30 p.m. Meeting for Basics Workshop Small Group Leaders (Room 104)

5:30 - 8:00 p.m. Dinner (Campion Ballroom)

8:00 - 11:00 p.m. Talent Show, organized by Joe Kimble, Thomas M. Cooley Law School (Campion Ballroom)



The Basics Workshop:
Critiquing Student Work.

The Basics Workshop, led by Dan Barnett, Boston College Law School and Anne Enquist, Seattle University School of Law, will include a panel-discussion on providing effective written feedback, and small group break-out sessions where participants will work together critiquing student samples. This workshop is especially designed for newer teachers looking for some hands-on suggestions from some of the Institute's experienced teachers. ADVANCE REGISTRATION REQUIRED.

Panelists:

- Daniel L. Barnett, Boston College Law School
- Mary Beth Beazley, Ohio State University College of Law
- Anne Enquist, Seattle University School of Law

Small Group Leaders:

- Susan Adams, Chicago-Kent College of Law
- Lorraine Banna, Seattle University School of Law
- Paul Bateman, Southwestern University School of Law
- Charles Calleros, Arizona State University College of Law
- Mary Anne Chirba-Martin, Boston College Law School
- Davalene Cooper, New England School of Law
- Jessie C. Gearson, The John Marshall Law School
- Deborah Hecht, Touro Law Center
- Nancy Jones, University of Iowa College of Law
- Christy Nisbett, University of Texas School of Law
- Kate O'Neil, University of Washington School of Law
- Debbie Parker, Wake Forest University School of Law
- Mary Barnard Ray, University of Wisconsin School of Law
- David Romantz, The University of Memphis Law School
- Nancy Soonpaa, Albany Law School
- Judith B. Tracy, Boston College Law School
- Ramona Witt, Seattle University School of Law

Friday, July 21, 2000

7:30 - 8:30 a.m. Continental Breakfast (First Floor)
 Pick up Mariner tickets (Registration Desk)

8:00 - 11:30 a.m.

Basics Workshop. *(Preregistration required) This session is specifically designed for new teachers to the LR&W classroom.	<input type="checkbox"/> Coordinated by Daniel Barnett, Boston College Law School	Room C-1 Breakout Rooms: 302, 303, 304, 305, and 306, 402, 403, 404, and 405 in the Library.	This workshop will include a panel-discussion on providing effective written feedback, and small group break-out sessions where participants will work together critiquing student samples. This workshop is especially designed for newer teachers looking for some hands-on suggestions from some of the Institute's experienced teachers.
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8:30 - 10:00 a.m. Concurrent Sessions

Title	Presenter	Location	Description
Depression and Anxiety in Law Students: Are We Part of the Problem and Can We Be a Part of the Solution?	<input type="checkbox"/> Ruth Ann McKinney, University of North Carolina School of Law	Room 110	This presentation will introduce participants to the social-psychological concept of "self-efficacy" (an individual's specific belief that he or she can do the things necessary to succeed in a given area) and the direct impact that self-efficacy has on performance as well as on depression and anxiety. Self-efficacy is a learned attitude and can be positively or negatively influenced by course design. Participants will have an opportunity to explore the probable impact that their individual program may be having on their students' self-efficacy (and hence on their ability to perform well), and will discuss possible changes that can improve student morale, motivation, and performance.

Title	Presenter	Location	Description
<p>I Know That I Taught Them How To Do That.</p>	<p><input type="checkbox"/> Laurel Currie Oates, Seattle University School of Law</p>	<p>Room C-5</p>	<p>It has happened to all of us. Although we know that we have taught our students how to do something, they don't seem to be able to use what it is that we have taught them. For example, even though we have taught our students how to research a problem that required them to locate and apply a state statute, they seem lost when we ask them to research a problem that requires them to locate and apply a federal statute. Similarly, even though we have taught our students how to organize the discussion section of a memo that required them to set out and analyze the elements of a criminal statute, they don't see that they should use the same organizational scheme for a memo that requires them to set out and analyze the elements of a tort. In this workshop, we will talk about the ways in which we can help our students transfer what they learn in one situation to other situations. We will begin by reviewing the research and literature on transfer. We will then divide into small groups to develop and share model lesson plans.</p>
<p>The Perspectives of Lawyers and Judges: As We Prepare Our Students for the Practice of Law, Do We Understand the 21st Century Practice?</p>	<p><input type="checkbox"/> Molly Warner Lien, Chicago-Kent College of Law, Illinois Institute of Technology <input type="checkbox"/> Susan McClellan <input type="checkbox"/> Connie Krontz, Seattle University School of Law</p>	<p>Room 105</p>	<p>To improve our Legal Writing programs, faculties need information about how new law graduates perform in practice and about the expectations of supervising attorneys. In this session, we will present the results of research about what hiring partners, state agencies, and judges see as the most critical needs for improving the legal research and writing skills of law school graduates. The materials will focus not only on the traditional skill components but also on the realities of practice, especially the economic realities. A panel of judges and supervising attorneys from various types and sizes of practice will discuss their views about improving both legal writing skills and legal writing programs.</p>

Title	Presenter	Location	Description
To Grade or Not to Grade: Pedagogical and Staffing Considerations in a Legal Research and Writing Course.	<input type="checkbox"/> Craig Hoffman, Georgetown University Law Center <input type="checkbox"/> Christy Nisbett, University of Texas School of Law <input type="checkbox"/> Diana Pratt, Wayne State University Law School <input type="checkbox"/> Helene Shapo, Northwestern University School of Law	Room C-6	The panel will explore the myths, fears and realities of both graded and non-graded legal writing courses. We come at the question from four different angles: Professor Helene Shapo is a proponent of Northwestern's graded program, while Professor Christy Nisbett advocates the non-graded system used at Texas. Professor Craig Hoffman teaches at Georgetown, where the program has just changed from non-graded to graded, and Professor Diana Pratt has participated in the transformation at Wayne State from a graded to a non-graded format.
Toward A More Diverse Pedagogy of Legal Writing	<input type="checkbox"/> Kathy Stanchi, Temple University School of Law	Room 109	This presentation will focus on whether and how legal writing pedagogy may contribute to the "mainstreaming" of students' voices, particularly women students, students of color and gay students. There will be a very short introduction that summarizes the focus of the discussion, but the bulk of the time will be spent exploring several hypothetical teaching situations, so please come expecting to talk!

10:00 - 10:15 a.m. Break (First Floor)

10:15 - 11:15 a.m. Scholarship Workshops

Title	Presenter	Location	Description
<p>Collaborative Planning: A Model for Teaching Analysis in the Process-Based the Legal Writing Course.</p>	<p><input type="checkbox"/> Chris Rideout, Seattle University School of Law</p>	<p>Room C-5</p>	<p>This presentation includes research and pedagogy from the National Center for the Study of Writing and Literacy that may extend our paradigms for teaching legal writing, and perhaps open up a new one. Starting with two common models for planning in legal writing pedagogy, schema-based planning and knowledge-based planning, we will look at the possible uses of a third type, collaborative planning, and consider the potential of it and other social-constructivist models for improving students' analytical and writing abilities. We will end by discussing the classroom inquiry project at the Center for the Study of Writing and Literacy and consider an analogous research project for legal writing.</p>
<p>Exploring the Transitions into Legal Discourse.</p>	<p><input type="checkbox"/> Mary Kaye Polachek, The Dickinson School of Law, Pennsylvania State University <input type="checkbox"/> Dorothy Evensen, Pennsylvania State University</p>	<p>Room 109</p>	<p>Co-authors will discuss findings from a longitudinal study that attempted to assess political science and criminal justice majors' performance on a discipline-specific task and then compare that to performance on three legal writing tasks spaced over the first semester of law school. Analyses reveal that problems in legal writing can be traced to residual undergraduate practices and basic misconceptions about reading cases and applying rules.</p>
<p>The Question Presented: A Misbegotten Convention.</p>	<p><input type="checkbox"/> Peter Ben Friedman, Case Western Reserve University School of Law</p>	<p>Room 105</p>	<p>Beginning a legal memorandum with a "Question Presented" is a convention dating back over one hundred years. It is also a convention I have always despised. My work is an attempt to trace the convention's origins, to suggest that those origins lie in a view that equates legal and scientific writing, and to suggest that an understanding of law as a rhetorical art rather than as a science would lead to the abandonment of the convention.</p>

Title	Presenter	Location	Description
Vulcan Mind Melds: Using Neuro-Linguistic Programming to Read Your Readers' Minds.	<input type="checkbox"/> K.K. DuVivier, University of Denver College of Law	Room 110	<p>The fundamental objective of legal writing is communication of ideas. Yet communication is not the message we intend to give; instead it is the message our audience actually receives. Consequently, our communication efforts will be more effective if we better understand how our audiences receive information.</p> <p>Neuro-linguistic programming and other communication theories may provide keys to understanding how legal audiences react to our writing. I have asked all of the judges of the Colorado Supreme Court and the Colorado Court of Appeals to respond to a survey to determine how their communication styles affect their responses to legal writing. This research is the basis for a scholarly article addressing how communication theories may help all legal writers to communicate better with their audiences.</p>
Writing Across the Curriculum as a Means of Integrating Theory and Craft: Process to Product.	<input type="checkbox"/> Pamela Lysaght, University of Detroit Mercy School of Law	Room C-6	<p>A well conceived and implemented writing-across-the-curriculum (WAC) program can transcend economical, philosophical, and political obstacles to curricular reform. This scholarship presentation will focus on aspects of the article that establish functional criteria for WAC in the law school context and describe how WAC principles can influence the design, structure, and content of a first-year legal writing program. Additionally, the presentation will include strategies for designing and implementing a coordinated WAC program for upper-level doctrinal courses.</p>
Meeting of Professors Who Teach Legal Drafting	<input type="checkbox"/> Discussion Leader: John Weaver	Room 329	

11:15 a.m. - 11:30 a.m.

Break (First Floor)
Pick up Mariner Tickets (Registration Desk)

11:30 a.m. - 12:15 p.m.

Business Meeting, chaired by Jane Kent Gionfriddo, LWI President (Room C-1)

12:15 - 12:30 p.m. Break. Walk over to Champion Ballroom for Lunch.
 12:30 - 1:15 p.m. Lunch sponsored by Aspen Law and Business (Champion Ballroom)
 1:15 - 2:00 p.m.

Title	Presenter	Location	Description
Plenary Session: The Survey - How to Use it to Improve Your Program.	<input type="checkbox"/> Jo Anne Durako, Rutgers School of Law, Camden <input type="checkbox"/> Louis Sirico, Villanova University School of Law	Champion Ballroom	Come hear what's happening at law schools around the country. Find out the best practices, the worst practices, and the trends. The 2000 LWI/ALWD Survey gathered data on salary, status, curriculum, and gender. You'll hear the highlights from the latest survey and watch videoclips to learn how others have used this information to improve their salary, their status, and their writing programs. We will distribute copies of surveys at this session.

2:00 - 2:15 p.m. Break (First Floor)
 Pick up Mariner tickets (Registration Desk)
 2:15 - 5:00 p.m.

Title	Presenter	Location	Description
Opening Windows: Using Your Computer To Teach Legal Writing Better.	<input type="checkbox"/> Jan M. Levine <input type="checkbox"/> Kristin B. Gerdy, Temple University School of Law	Room C-6 Breakout Room: C-5	This workshop consists of four sessions about using a personal computer to teach classes better, administer writing programs more efficiently, and critique student papers more effectively. The first session will offer beginners an overview about working within Windows; the second session will address how to modify Windows itself and use other helpful software products. We will conclude with two parallel sessions about critiquing student papers using Microsoft Word and Corel WordPerfect (and how to customize those programs to reflect their use by legal writing professors.)
TECHNOLOGY TRACK SESSION.			

2:15 - 3:15 p.m. Concurrent Sessions

Title	Presenter	Location	Description
<p>Using Non-legal Analogies to Illustrate Legal Analysis and Argument.</p> <p>BASICS TRACK: This session is specifically designed for new teachers to the LR&W classroom.</p>	<p><input type="checkbox"/> Bruce Ching Paul Beneke, University of Oregon School of Law</p>	<p>Room 109</p>	<p>Professors Ching and Beneke will demonstrate the use of martial art principles to illustrate concepts of advocacy (especially in oral argument). Professor Ching will also conduct a simulated class session involving a teenage driver hypothetical to illustrate the use of analogies to non-legal situations in bringing together law, facts, equity, and policy arguments.</p>
<p>A Tale of Two Cities: A Comparison of Two Summer Legal English Programs for International Lawyers Entering Law School.</p>	<p><input type="checkbox"/> Teresa Brostoff <input type="checkbox"/> Ann Sinsheimer, University of Pittsburgh School of Law <input type="checkbox"/> Susan Reinhart, English Language Institute, University of Michigan</p>	<p>Room 329</p>	<p>This presentation will compare two pre-law programs aimed at non-native speakers of English who have been accepted in a Master's of Law or LL.M program. The University of Michigan has designed a six and one half week program known as the English for Legal Studies (ELS) program. The University of Pittsburgh has opted for a shorter program, a three week program known as the English for Lawyers (EFL) program. We will discuss the similarities and differences in the design, framework and curriculum of our programs, and will explain some of the methods we have used to teach legal language, and to prepare non-native speakers for their legal studies.</p>
<p>How the Richest Man Ever Convicted of Murder Helped Me Teach Appellate Advocacy.</p>	<p><input type="checkbox"/> Laurie Magid, Villanova University School of Law</p>	<p>Room C-1</p>	<p>Professor Magid will discuss her experience using a series of advocacy writing exercises that were based on the briefs filed in the high-profile murder case of <i>Commonwealth v. duPont</i>. Professor Magid represented the Commonwealth of Pennsylvania and Professor Alan Dershowitz led the large team of lawyers representing multi-millionaire John duPont, who was convicted of killing Olympic gold-medal wrestler David Schultz. We will consider the advantages of creating one's own set of writing exercises from the briefs in a real case.</p>

Title	Presenter	Location	Description
Investing Students in Their Work: Self-selected Drafting Projects in Advanced Legal Research and Writing.	<input type="checkbox"/> Terry Jean Seligmann, University of Arkansas School of Law, Fayetteville <input type="checkbox"/> Richard J. Peltz, University of Arkansas School of Law, Little Rock	Room 105	Not feeling up to fifty more briefs on the same problem? Students clamoring for "real world" skills? Set your students free. Let them research and draft the legal instruments they want to learn about, from harassment policies to zoning ordinances. That's the assignment in our advanced legal writing classes, and we see results.
Non-Director Round Table Discussion on Rule 405c Status.	Discussion leaders: <input type="checkbox"/> E. Joan Blum, Boston College Law School <input type="checkbox"/> Susan McClellan, Seattle University School of Law	Room 110	Over the past several years, a group of members of LWI and ALWD has been working to improve the status of legal writing faculty by encouraging the ABA to change the provisions that apply to legal writing faculty in its standards for accreditation for law schools. This work has included submitting proposals to the group within the ABA that is responsible for drafting accreditation standards, and testifying at numerous hearings over the past several months. We will lead a discussion group for legal writing faculty who do not direct programs to bring interested LWI members up to date on this activity and to discuss the potential impact of the proposals submitted to the ABA.

3:15 - 3:30 p.m.

Break (First Floor)
Pick up Mariner tickets (Registration Desk)

3:30 - 5:00 p.m.

Concurrent Sessions

Title	Presenter	Location	Description
Conducting Effective Office Conferences.	<input type="checkbox"/> Robin S. Wellford, Chapman University School of Law	Room C-1	This presentation will focus on the different phases of an office conference and the specific rapport-building and Socratic approaches that make an office conference effective. The presentation will discuss successful strategies for each phase of an office conference and will illustrate different strategies using clips of videotapes from mock student conferences. There will also be group role-playing exercises.

BASICS TRACK: This session is specifically designed for new teachers to the LR&W classroom.

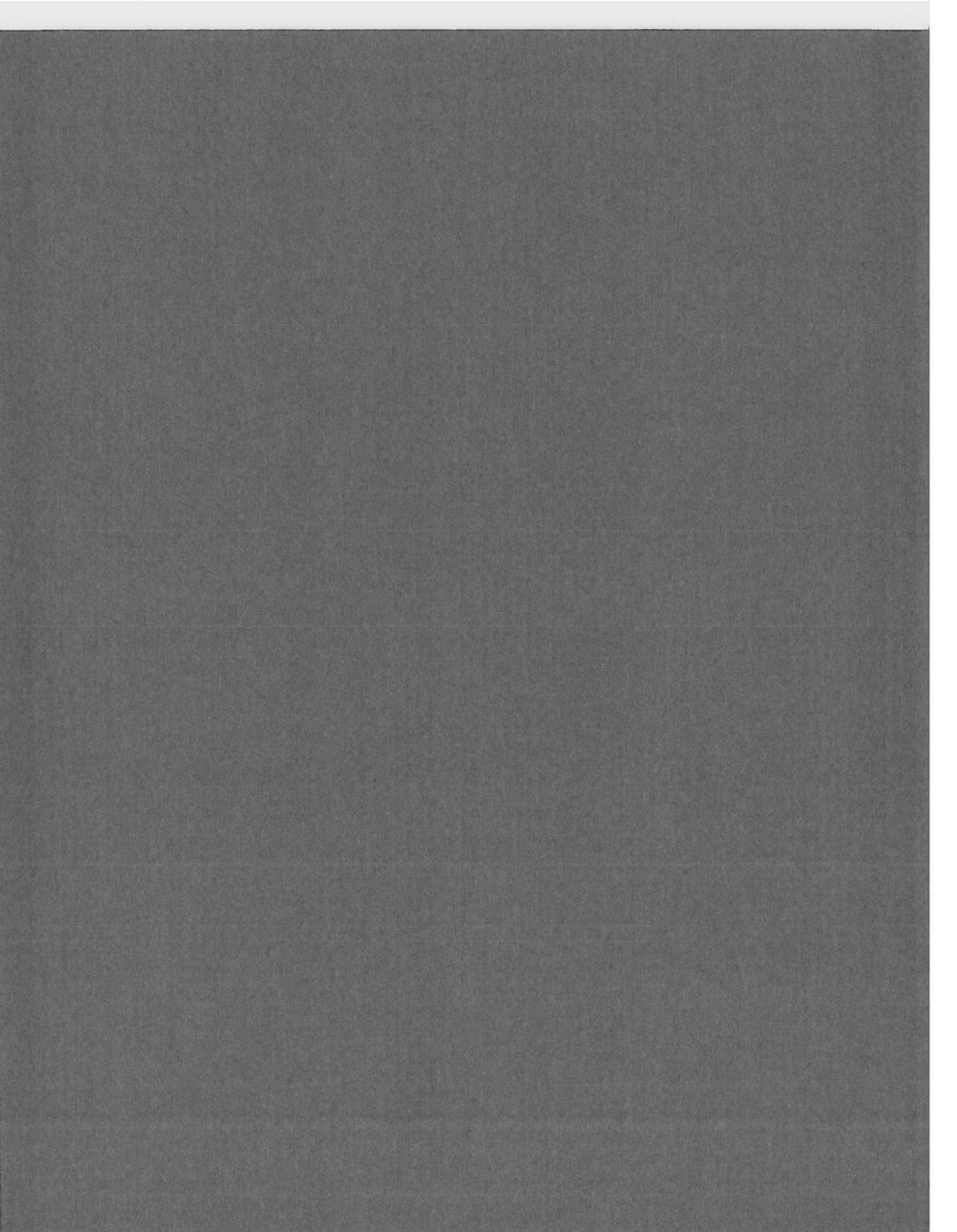
Title	Presenter	Location	Description
Adult Learning Theory in the Law School Classroom: Understanding Ingrained Learning Patterns Can Often Help Law Students Succeed in Spite of Themselves.	<input type="checkbox"/> Lois Schwartz, Boalt Hall School of Law, University of California, Berkeley	Room 109	This presentation focuses on returning students, who are often disadvantaged by the very qualities that have made them successful in a previous career, enterprise, or area of study. Furthermore, returning law students are often juggling competing obligations such as family and work. Such students are often frustrated by the amount of trouble they have adjusting to law school, but are reluctant to seek help. A teacher who recognizes this situation and applies some basic principles of adult learning theory can ease this complex transition for returning law students.
Having It All or Doing It All: Bringing "Substance" and Writing Together in the Upper Level Curriculum.	<input type="checkbox"/> Barbara Busharis, Florida State University College of Law <input type="checkbox"/> Susan DeJarnatt, Temple University School of Law <input type="checkbox"/> Suzanne Rowe, University of Oregon School of Law	Room 110	Integrating the teaching of a doctrinal subject with the teaching of advanced legal writing is highly effective for learning. This approach can also expand your school's curriculum, enhance your professional development, and earn you the respect of doctrinal colleagues. The panelists, using their upper level courses in consumer bankruptcy, employment discrimination, and federal taxation as models, will discuss the value of this approach to advanced legal writing, and will then lead small group discussions to help audience members develop their own courses.
Teaching Social Justice Through Legal Writing.	<input type="checkbox"/> Pamela Edwards, CUNY School of Law at Queens College <input type="checkbox"/> Sheila D. Vance, Villanova University School of Law	Room 105	This panel will address the purposes and reasons behind teaching social justice in LR&W through objective (predictive) writing, as well as persuasive writing. We will define the parameters of social justice, address the potential range of issues to be raised, and draw upon our collective experience. Finally, the panel will address tangential issues that can arise in the course of teaching social justice in LR&W.

5:00 - 5:30 p.m. Pre-game Picnic sponsored by Westgroup (Courtyard)

5:30 - 6:00 p.m. Begin loading buses sponsored by Westgroup (Courtyard)

7:00 - 10:00 p.m. Mariner's Game, Safeco Field, sponsored by Westgroup

10:00 p.m. est. Buses will return participants to hotels/Xavier Hall. Each bus will designate drop off location.



Saturday, July 22, 2000

8:00 a.m. - 9:30 a.m. Continental Breakfast (First Floor)

9:00 a.m. - 12:00 p.m.

Title	Presenter	Location	Description
Multistate Performance Test Workshop.	<input type="checkbox"/> Nancy L. Schultz, Chapman University School of Law <input type="checkbox"/> Maureen Straub Kordesh, The John Marshall Law School <input type="checkbox"/> Jane Smith and <input type="checkbox"/> Jean C. Gaskin, National Council of Bar Examiners	Room C-5	This workshop will offer an opportunity for discussion and hands-on experience with the new Multistate Performance Test. We will discuss the goals and design of the test, as well as grading standards and curriculum issues.

9:30 - 10:30 a.m. Concurrent Sessions

Title	Presenter	Location	Description
Helping Your Students Live (and Write) Without You: Heuristic Devices for "Cutting the Cord."	<input type="checkbox"/> Teresa Godwin Phelps, University of Notre Dame Law School	Room C-6	The presentation will demonstrate the use of three heuristic devices: planning strategies, revising questions, and issue generation. It will engage the participants in using these devices to show how the devices might help students learn writing strategies rather than rules and models. Strategies empower students to write and revise on their own.
BASICS TRACK: This session is specifically designed for new teachers to the LR&W classroom.	<input type="checkbox"/> Steven D. Jamar, Howard University School of Law	Room 105	I will demonstrate the use of a web-based database as a LR&W problem bank which is intended to be made available to all members of LWI. I will also discuss some of the underlying technology and what it may mean for LR&W over the longer term.
TECHNOLOGY TRACK SESSION.			

Title	Presenter	Location	Description
<p>Synergy and Synthesis: Teaming Socratic Method with Data-Projection Technology to Teach Synthesis.</p>	<p><input type="checkbox"/> Craig T. Smith, University Law School</p>	<p>Room 109</p>	<p>Teaming the Socratic Method with data-projection technology produces a powerful synergy that can help us accomplish one of our most difficult tasks: teaching students to synthesize a governing rule or rules from multiple legal authorities. Professor Smith will demonstrate this synergic teaching of synthesis, engaging participants in a Socratic colloquy that is (1) aimed at synthesizing cases, (2) augmented by data-projection technology, and (3) recorded using that technology. Participants will then discuss this technique's limitations and possibilities, searching collectively for optimal ways to use it.</p>
<p>TECHNOLOGY TRACK SESSION. The Adjudicative Perspective: How Judicial Decision-Making and Opinion-Writing Exercises Make Students Better Advocates and Case-Law Analysts.</p>	<p><input type="checkbox"/> Darren R. Latham, Rutgers School of Law, Camden <input type="checkbox"/> Amanda Buttress Cialkowski, University of Illinois College of Law</p>	<p>Room 110</p>	<p>Experienced judicial writing teachers demonstrate how students learn to better read, analyze, and apply judicial precedent by critically examining judicial opinions as pieces of writing and attempting to decide cases and write opinions themselves. In addition to materials for starting up a separate judicial-writing course, the presenters offer discrete exercises that could be incorporated into the standard research and writing curriculum. Session participants themselves will be able to experience the benefits of judicial writing exercises (that go beyond clerkship training) through a short judicial-decision-making and opinion-writing exercise during the session.</p>
<p>Waiting to Exhale: Subtraction as a Component of Teaching Writing.</p>	<p><input type="checkbox"/> Mary Barnard Ray, University of Wisconsin School of Law</p>	<p>Room C-1</p>	<p>Writing in general, and legal writing in particular, is often seen as an additive process, with writers gaining more information, mastering more techniques, and learning new rules. But writers also need to subtract some content, techniques, and rules to maintain a workable focus. This presentation points out how this need to subtract affects teaching, both positively and negatively, and includes an opportunity to discuss this approach to determining what is needed to teach writing.</p>

10:30 - 10:45 a.m. Break (First Floor)

10:45 - 11:45 a.m. Concurrent Sessions

Title	Presenter	Location	Description
Creative Ways to Teach Persuasive Facts.	<input type="checkbox"/> Ruth Anne Robbins, Rutgers School of Law, Camden <input type="checkbox"/> Brian J. Foley, Widener University School of Law	Room C-6	We will demonstrate how to teach students to write Persuasive Facts sections using techniques and exercises borrowed from Journalism and fiction writing. According to many top attorneys and judges, the Facts section is the most important part of a brief -- and the hardest to write. Our materials will help make teaching this subject effective, fascinating and fun.
BASICS TRACK: This session is specifically designed for new teachers to the LR&W classroom. It's Not Just for 1Ls Anymore: Integrating Research Instruction With a Subject-Based Upper Level Course.	<input type="checkbox"/> Irene R. Good, Boston College Law School	Room 105	This presentation is based on the collaboration between a professor and a reference librarian in designing and teaching an upper level Immigration Law course with an elective research component. The presentation will illustrate why the research component not only taught students research skills and strategies relevant to Immigration Law, including WWW sources, but also enhanced students' understanding of the legal concepts in this area of law.
TECHNOLOGY TRACK SESSION. Locating the "Angle of Saying" in Judicial Rhetoric.	<input type="checkbox"/> Gwen C. Mathewson	Room 109	Seamus Heaney has said, "Saying what happened is an angle of saying -- the angle of saying is what is important." But how do we help students identify the "angle of saying"? In this hour we will focus on linguistic analysis as a basis for interpretations of texts that illuminate the author's particular point of view.
What I Learned When Clinicians Taught Legal Writing.	<input type="checkbox"/> Terrill Pollman, University of Nevada, Las Vegas, School of Law	Room 110	This session will explore how the theory, pedagogy and methodology developed by clinical law professors might influence LR&W programs. This is not a session about including skills in the legal writing curriculum, nor is it about skills teaching per se. Rather, we will look at how some of the foundational themes of clinical scholarship could impact teaching legal writing.

11:45 a.m. - 1:00 p.m. Picnic/Buffer Lunch (Courtyard)

1:00 p.m. - 2:30 p.m. Concurrent Sessions

Title	Presenter	Location	Description
Using Technology to Bring the Law Library to Life: Self-Guided Audiotope Library Tours and Web-Based Multimedia Research Tutorials.	<input type="checkbox"/> Susan Ehrenberg <input type="checkbox"/> Susan Valentine, Chicago-Kent College of Law, Illinois Institute of Technology <input type="checkbox"/> James Levy, University of Colorado School of Law	Room C-1	<p>In an ideal world, we would teach legal research by taking our students through the library, one or two at a time, on a personal tour; we would pursue sample research problems through multiple sources and demonstrate the use of those sources in their "native habitat." While such individualized tours generally are not practical for teaching research to hundreds of first-year law students, technology offers us alternative methods for teaching large groups of students basic legal sources and research strategies in a manner that is engaging, personalized and pedagogically sound. This presentation will discuss both low-tech and high-tech methods to better teach students how to use the law library: 1) self-guided museum-type audiotape library tours; and 2) multi-media tutorials on computer, which present a "virtual" library tour in video format, followed by interactive exercises.</p>
<p>TECHNOLOGY TRACK SESSION.</p> <p>Race in the Classroom: Recognizing and Responding to Cultural Dissonance Factors Which May Affect Learning.</p>	<input type="checkbox"/> Katy Mercer, Case Western Reserve University School of Law	Room C-5	<p>To prepare non-traditional and diversity students for life after the first year of law school, and, indeed, the rest of their legal career, we must understand and respond to what factors in our pedagogy could cause our students stress. This workshop will dialogue about the tools and techniques we could use to demystify the educational experience and bring these students into the academic circle. It will also explore solutions to reduce the alienation some of these students experience in our class and at law school.</p>

Title	Presenter	Location	Description
Smashing a Pedagogical Paradigm: Should We Start Teaching Students How to Write By First Teaching Them How to Edit?	<input type="checkbox"/> Susan Smith Bakshian, Loyola Law School, Los Angeles <input type="checkbox"/> Mark E. Wojcik, The John Marshall Law School	Room C-6	Without a clear understanding of purpose and audience, even the best writers struggle. This presentation will share methods and resources for teaching students to edit and revise, as an alternative to the writing and rewriting approach of most legal writing programs. The presentation will use a hypothetical problem involving hate crimes against gays and lesbians, and will include concrete examples of how to design a course -- in whole or in part -- to better teach legal writing and analysis.
The Agony & The Ecstasy: Using Portfolios for Writing Assessment.	<input type="checkbox"/> Tracy L. McGaugh <input type="checkbox"/> Sheryl L. Buske, Texas Tech School of Law	Room 109	Writing portfolios allow teachers to evaluate student writing throughout the semester without grading the writing until the end of the semester. Professor McGaugh will talk about variations on portfolios used in legal writing and the approach used at Texas Tech School of Law during the 1999-2000 academic year. Professors McGaugh and Buske will discuss the advantages and disadvantages of using portfolios from the perspectives of experienced and novice teachers.

2:30 - 2:45 p.m.

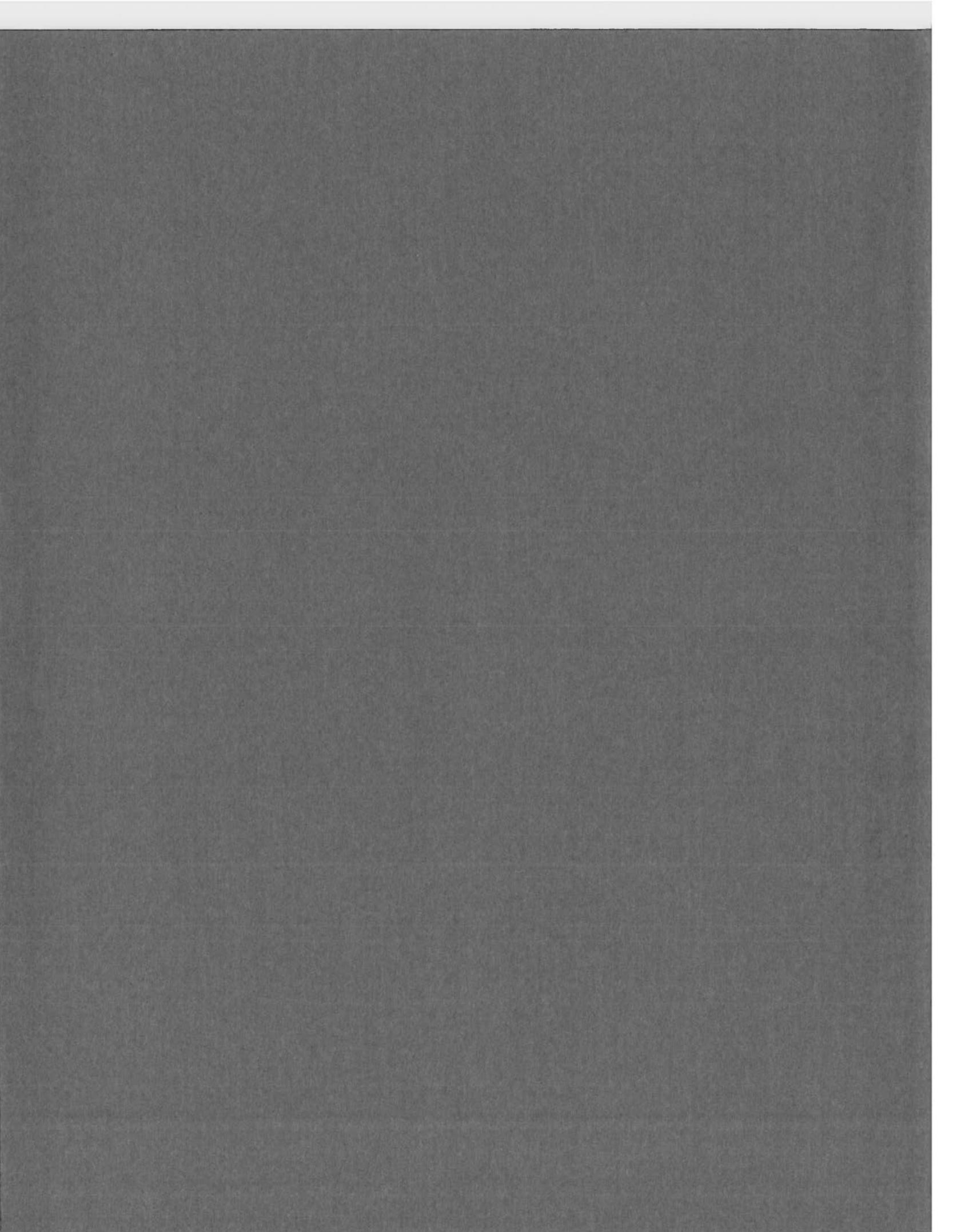
Break (First Floor)

2:45 - 3:45 p.m. Concurrent Sessions

Title	Presenter	Location	Description
Scholarship by Legal Writing Teachers: An Empirical Study.	<input type="checkbox"/> Linda Edwards, Mercer University Law School	Room 109	Among the misconceptions about Legal Writing teachers is the myth that we cannot, should not, or do not want to write. This session will present the results of an empirical study analyzing how much we're writing, what we're writing about, and where we're publishing. It will explore the definition of "Legal Writing scholarship" and identify some subject areas that are ripe for further scholarly attention.
Teaching Legal Method Through Analogy to Problem Solving in Familiar Contexts.	<input type="checkbox"/> Charles Calleros, Arizona State University College of Law	Room C-6	Drawing on previous presentations, Professor Calleros will demonstrate methods of helping new students master concepts of legal method. By drawing analogies to problems, set in familiar, nonlegal contexts, he hopes to build on pre-existing knowledge shared by all students, perhaps reducing student alienation and insecurity. In this interactive demonstration, Professor Calleros will use a grocery store clerk's dilemma to illustrate analogy, distinction, and indeterminacy in case analysis, and he will examine family rules about teen social activities to illustrate the process of synthesizing cases.
The Future of Legal Citation: The ALWD Citation Manual.	<input type="checkbox"/> Darby Dickerson, Stetson University College of Law <input type="checkbox"/> Sue Liemer, Southern Illinois University School of Law <input type="checkbox"/> Richard K. Neumann, Jr., Hofstra University School of Law	Room C-5	This session will provide an overview of the ALWD Citation Manual, and will cover the Manual's history and organization. Panelists will provide information about how to effectively introduce and teach the Manual to first-year students and to law-review students. They will also discuss different ways to implement adoption of the ALWD Manual and how to address concerns of faculty members and deans. Panelists will share power point presentations, citation tests, answer keys, conversion charts, and other useful information.

3:45 - 5:00 p.m. Closing Reception sponsored by Loislaw.com (Second Floor Gallery)

4:00 - 6:00 p.m. ALWD Board Meeting (Dean's Conference Room, Second Floor)



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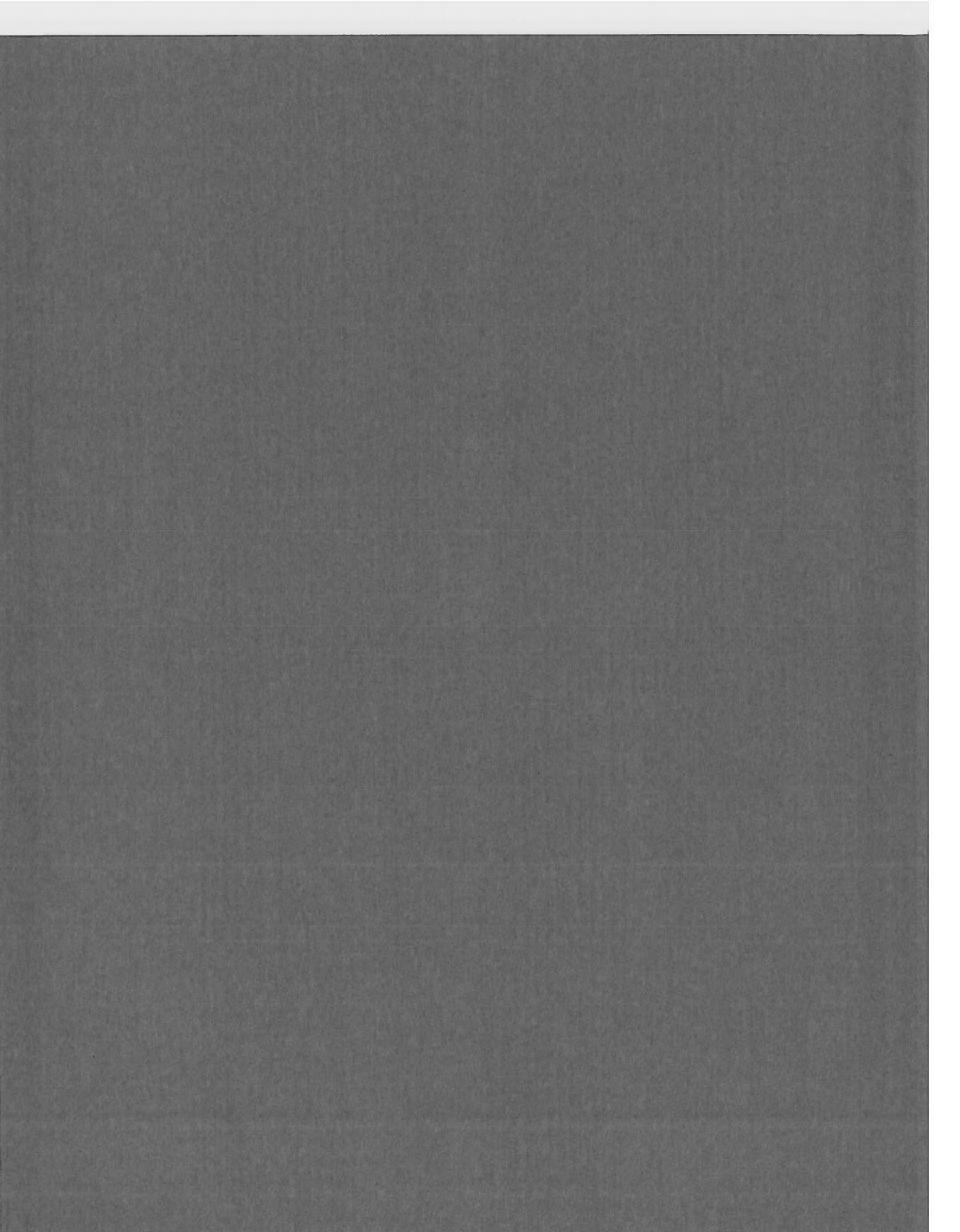
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