

LEGAL
WRITING
INSTITUTE

Horizons

Marking the Twentieth Anniversary of the
Founding of The Legal Writing Institute,
1984-2004

■ *The Eleventh Biennial Conference of
The Legal Writing Institute*

July 21-24, 2004
Seattle University
School of Law
Seattle, Washington



Conference Schedule

Wednesday, July 21

5:00-8:00 pm: **Reception and Registration**
Sponsored by West/Thomson.

Thursday, July 22

7:30-8:15 **Continental Breakfast**

8:30-9:45 **Welcome & Keynote**
Address

Knowing the Place for the First Time:
An Essential Look at the Legal Writing
Institute.

George D. Gopen, Duke University.

9:45-10:15 **Break**

10:15-11:15 **Concurrent Sessions**

Creating the Dynamics of a "Dynamite"
Classroom. *Debra Green, Florida Coastal*
School of Law.

Is the Sky Really Falling? Upcoming
Challenges in the Wake of the 2003
National Commission on Writing
Report and What The Report Means for
Legal Writing.

Cathaleen A. Roach, DePaul University
College of Law; Carol McCrehan Parker,
University of Tennessee College of Law.

From Google to Blawgs: Internet Tips
for the LRW Teacher. *Maria Perez Crist,*
University of Dayton School of Law.

Helping Students Develop their Philoso-
phy of Lawyering.

Beth D. Cohen, Western New England
College School of Law.

Portfolios for Legal Writing Faculty
Reviews. *Grace Tonner and Philip Frost,*
University of Michigan Law School.

Welcome to the LL.M. World: Strategies
for Teaching Writing and Analysis to
International Students. *Deborah McGregor*
and Cynthia Adams, Indiana University
School of Law, Indianapolis.

"In A Case, In A Book, They Will Not
Take A Second Look!" Critical Reading
In The Legal Writing Classroom.

Debra Moss Curtis and Judith R. Karp,
Nova Southeastern University Shepard
Broad Law Center.

11:15-11:30 **Break**

11:30-12:30 **Concurrent Sessions**

Designing Problems.

Susan Kosse, University of Louisville,
Louis D. Brandeis School of Law.

Visual Rhetoric in Legal Writing:
Creating More Effective Documents by
Way of Visual Design. *Ruth Anne*
Robbins. Rutgers School of Law, Camden.

Joel Schumm, Indiana University School of
Law, Indianapolis.

Unlocking the Secrets of Why Some
Legal Writing Students are Highly
Successful, Moderately Successful, or
only Marginally Successful Writers.

Anne M. Enquist, Seattle University School
of Law.

Intersecting Race and Gender
Marginalizations in the Legal Writing
Profession.

Teri A. McMurtry-Chubb, Western
Washington University, Fairhaven College
Law and Diversity Program.

Match or Clash: An Analysis of Whether
the Preferences of Non-Traditional
Students Match or Clash with Legal
Writing Instruction.

Susan Smith Bakhshian and Jean Boylan,
Loyola Law School.

Why I Wrote the LRW Assignment the
Night Before It was Due: Self-Handicap-
ping in Law School Students.

Rebecca A. Cochran, University of Dayton
School of Law.

12:30-2:00 **Lunch**

Moderated Discussion Group:

Teaching Legal Research. *Melissa Weresh,*
Drake University Law School.

Moderated Discussion Group:

Directorless Programs. *Suzanne E. Rowe,*
University of Oregon School of Law.

Moderated Discussion Group:

Parental Leave Roundtable *Ellie*
Margolis, Temple University, James E.
Beasley School of Law

Moderated Discussion Group:

Writing Specialists

2:00-3:30 **Concurrent Sessions**

If You Can't Beat Them, Have Them Join
You: Including CALR and Vendors in
Your First Semester LRW Course.

Hether C. Macfarlane and Ed Telfeyan,
McGeorge School of Law, University of the
Pacific.

Using Both Nonlegal Contexts and
Doctrinal Course Materials to Prepare
Students for Examinations.

Charles R. Calleros, Arizona State Univer-
sity College of Law.

Overcoming Reticence: Teaching
Reluctant Speakers to Talk About Law.

Anne Kringel, University of Pennsylvania
Law School; Sarah E. Ricks, Rutgers School
of Law, Camden.

Legal Writing Class Can Be Fun:

Danger Signs: Dealing Effectively with Troubled Students. *Darby Dickerson, Peter F. Lake, and Stephanie A. Vaughan, Stetson University College of Law.*

Five Ways to Sabotage Your Teaching Career Without Realizing What You're Doing. *Nancy Soonpaa, Texas Tech University School of Law.*

Divide and Conquer: How a Team-Teaching Model Can Benefit Students and the Legal Writing Faculty. *Bill Chin, Beth Enos, Toni Berres-Paul and Sandy Patrick, Lewis & Clark Law School.*

Using a Literary Case Study to Teach Lawyering Skills: How Two Law Schools Use *Damages: One Family's Legal Struggles in the World of Medicine*, by Barry Werth. *Myra G. Orlen and Jeanne Kaiser, Western New England College School of Law; Melody R. Daily, University of Missouri-Columbia School of Law.*

3:30-3:45 **Break**

3:45-4:45 **Concurrent Sessions**

Developing Effective Class Notes: Less is Not Always More. *Laura P. Graham, Wake Forest University School of Law.*

Reaching the Other Half: Teaching Transactional Skills in an Introductory Legal Writing Course. *Tracey Banks Coan and Barbara R. Lentz, Wake Forest University School of Law.*

Using Technology to Teach a Digital Audience. *Diana R. Donahoe, Georgetown University Law Center.*

Know Your Audience Redux: The Use of Quizzes and Objective Examinations to Communicate Effectively with Generation X. *Katherine Brem and Tobi Tabor, The University of Houston Law Center.*

Moderated Discussion Group:

Helping Troubled Students. *Shannon Moritz, University of Illinois College of Law.*

Scholarship Workshop

The Effect of Popular Culture on Law Students' Perceptions of Legal Writing. *Victoria S. Salzmann, Mercer University Law School.*

5:30-5:45 pm **Buses Leave**

6:00 pm **Boarding Boat**

6:30-9:30 **Dinner Cruise**

9:30-10:30 **Buses Return To Hotels And Dorm**

Friday, July 23

7:30-8:30 **Continental Breakfast**

Law School (space limited/pre-registration required).

8:30-10:00 **Concurrent Sessions**

E-Commenting Made Easy: Tips and Tricks on How to Provide Electronic Feedback.

Ken Chestek, Indiana University School of Law, Indianapolis; Mimi Samuel, Seattle University School of Law.

Legal Writing, Current Practices, and the Problematics of Legal Literacy.

Chris Rideout, Seattle University School of Law; Jill Ramsfield, Georgetown University Law School.

Climbing Everest (Sometimes Without a Guide): Teaching Challenging Students. *Lisa T. McElroy and Jessica Elliott, Roger Williams University School of Law.*

Can Citation Form and Legal Research Be Taught in the Classroom?

Louis Sirico, Villanova University School of Law; Nancy Schultz, Chapman University School of Law.

Point/Counterpoint - Sharing our Viewpoints on Hot Topics in LRW.

Carol Lynn Wallinger and Angela V. Baker, Rutgers School of Law, Camden; Christine Mooney and Mitchell Nathanson, Villanova University School of Law.

Teaching Contract Drafting: The Whereas and Wherefores

Susan J. Irion, Northwestern University College of Law; George Kuney, University of Tennessee College of Law.

10:00-10:15 **Break**

10:15-11:15 **Concurrent Sessions**

Keeping Books On The Horizon:

Teaching Legal Research To The Google Generation.

Ian Gallacher, Syracuse University School of Law.

Integrating Legal Ethics in the Research and Writing Curriculum. *Melissa H. Weresh, Drake University Law School.*

Weresb, Drake University Law School.

Making it Real and Getting it Right: Two Upper Level Writing Courses.

Patti Solari, North Carolina Central University School of Law.

Teaching Professionalism in the Legal Writing Classroom: Yes, The Small Stuff Does Matter.

Alison Julien and Jessica E. Price, Marquette University Law School.

Training Teaching Assistants by Modeling Teaching Techniques. *Susan J. Hankin, University of Maryland School of Law.*

11:15-11:30 **Break**

11:30-12:30 **LWI Membership and Business Meeting**

12:30-2:30 **20th Anniversary Lunch and Tribute (Sponsored by LEXISNEXIS)**

2:30-3:30 **Concurrent Sessions**

Workshop on Critiquing Student Work, continued.

Thinking Like a Lawyer...*Horizontally*.
Richard B. Graves, Stetson University College of Law.

Expand Your Writing Curriculum (and love it!): Proposing, Designing, and Teaching an Intersession Drafting Course. *Kirsten K. Davis, Arizona State University College of Law.*

Hiring and Training Teachers and Student Assistants for an Effective Adjunct Program.
Alice Perlin and Jennifer Brendel, Loyola University Chicago, School of Law.

Paperless Legal Writing Papers: Pros and Cons. *Susan E. Provenzano and Christina R. Heyde, Northwestern University School of Law.*

From Aristotle to Martin Luther King: Using Letter From a Birmingham Jail to teach Aristotle's Three Modes of Persuasion.
Suzanne Rabe, University of Arizona, James E. Rogers College of Law.

Moderated Discussion Group:
Teaching Disabled Students.
Ellen Saideman, Roger Williams University School of Law.

3:30-3:45 **Break**

3:45-5:15 **Concurrent Sessions**

Scanning the Horizon: How to Develop Classroom Assessment Techniques to Improve Both Teaching and Learning.
Coleen M. Barger, University of Arkansas at Little Rock, William H. Bowen School of Law.

Teaching Law Students Through Their Individual Learning Styles. *Robin Boyle, St. John's University School of Law; Dr. Joanne Ingham, New York Law School; Elaine Mills, Albany Law School, Union University.*

Teaching Students to Read, Analyze, and Synthesize Statutes and Cases.
Laurel Currie Oates, Seattle University School of Law.

How To Stay Sharp Teaching LRW: Teaching Exchanges and Visiting Professorships. *Jonathan Gordon, Case Western Reserve University School of Law.*

School; Judy Rosenbaum and Clifford S. Zimmerman, Northwestern University School of Law; Jo Anne Durako, Georgetown University Law Center.

Using Classical Rhetoric to Teach Traditional Legal Analysis as More Than Imitation or IRAC.
Kristen Konrad Robbins, Georgetown University Law Center.

To See Ourselves As Others See Us.
Catherine J. Wasson, Widener University School of Law.

Moderated Discussion Group:
Bringing Diversity and Social Justice Issues Into the Legal Writing Classroom: Issues and Ideas.
Lorraine Bannai, Seattle University School of Law; Susan Wawrose, University of Dayton School of Law.

Free Night

Saturday, July 24

8:00-9:00 **Continental Breakfast Sponsored by Aspen Law & Business.**

9:00-9:50 **Plenary Session**

Scholarship By Legal Writing Professors: Voices From An Emerging Discipline.
Terry Pollman, University of Nevada, Las Vegas, William S. Boyd School of Law; Linda Edwards, Mercer University Law School.

10:15-11:45 **Concurrent Sessions**

Scholarship Guides: Journals, Passports, Roadmaps. *Linda L. Berger, Thomas Jefferson School of Law; Michael Smith, Mercer University School of Law.*

Preparing Yourself and Your Students for the Future: A Global Approach to Legal Writing. *Diane Edelman and Emily Zimmerman, Villanova University School of Law; Nina Hovarava, European Humanities University (Minsk, Belarus); Robin Nilon, Temple University, James E. Beasley School of Law.*

The Devil's In the Details: Teaching Legal Writing By Teaching Students Self-Editing Skills. *Molly D. Current, Chicago Kent College of Law.*

"You Play the Judge": Teaching Persuasion by Casting the Novice Legal Writer as Legal Reader and Decision-Maker.
Tamara Herrera, Arizona State University College of Law.

Beyond Simulation: Legal Writing Collaborates with Clinical Programs to Create Quality Lawyering Skills in the Next Generation of Lawyers.
Merle Morris and Rhonda Beassie

Further Reflections on Voice in Legal Writing Pedagogy: Negotiating the Space Between Lawyerly Discourse and Creativity.

Andrea McArdle, City University of New York School of Law.

Teaching Those Who Teach: Bridging the Gap Between New and Experienced Teachers.

Mary Barnard Ray, University of Wisconsin Law School; Joy M. Burkholder, Marquette University Law School.

Expanding Our Classroom Walls: Enhancing Teaching and Learning Through Technology.

Kristin Gerdy and Jane Wise, Brigham Young University, J. Reuben Clark Law School.

11:45-1:00 **Lunch**

1:00-2:30 **Concurrent Sessions**

Effective Student Conferences.

Robin Wellford-Slocum, Chapman University School of Law.

Dealing with Race, Culture and Gender in the Classroom: Factors Which May Affect Learning.

Kathryn Mercer, Case Western Reserve University.

Beyond the Horizon: Legal Writing Approaches for International Law Students.

Lovisa Lyman and Alison Craig, Brigham Young University, J. Reuben Clark Law School; Julie Spanbauer, The John Marshall Law School.

More than Requiring Multiple Drafts: Course Structure and the Writing Process. *Mary Beth Beazley, The Ohio State University, Michael E. Moritz College of Law.*

Teaching Grammar & Punctuation to Law Students: What If It Is Our Job? *Tracy L. McGaugh, South Texas College of Law.*

Recognizing the Value of Producing Scholarship: Whether Your Law School Requires It of You or Not.

Mary Garvey Algero, Loyola University, New Orleans, School of Law.

Moderated Discussion Group:

Scholarship: After the Draft is Written. *Terry Jean Seligmann, University of Arkansas, Fayetteville.*

Scholarship Workshop:

Reasonable Accommodations for Unreasonable Requests: The ADA in LRW. *Suzanne E. Rowe, University of Oregon School of Law.*

2:45-4:15 **Concurrent Sessions**

Best Ideas for Teaching Oral Argument:

Oral Argument: Learning by Doing and Modeling. *Susan J. Irion, Northwestern University College of Law.*

The Three Bears Redux: It's More Than Just the Facts: A First Year Law Student's Fairy Tale Introduction to Effective Oral Advocacy. *Lisa T. McElroy, Roger Williams University School of Law.*

Harnessing "Lightning" to Improve Oral Argument. *Carol Lynn Wallinger, Rutgers School of Law, Camden.*

Oral Argument: Handling Questions From the Bench. *Catherine J. Wasson, Widener University School of Law.*

Demonstrating the Good, the Bad (and the Downright Ugly) of Oral Argument. *Libby A. White, Villanova University School of Law.*

Teaching Argument: Seeing the Forest, Not Just the Trees. *Susan McClellan, Seattle University School of Law.*

The Socio-Emotional Components to Law School Teaching.

James B. Levy, Nova Southeastern Law School; Dr. Gerald Amanda, Founder and Director (retired), City College of San Francisco Mental Health Program; Barbara Glesner-Fines, University of Missouri-Kansas City; and others.

The Reflective Practitioner as a Teacher: Learning from Your Teaching Experience. *Richard K. Neumann, Jr., Hofstra Law School; Terry Pollman, University of Nevada, Las Vegas, William S. Boyd School of Law.*

Maximize Class Time: Give Students Specific Written Directions. *Sophie M. Sparrow, Franklin Pierce Law Center.*

Getting Published.

Amy Gajda, University of Illinois College of Law; Elizabeth Wales, Wales Literary Agency, Seattle; Lee Moriwaki, opinion page editor, The Seattle Times; Pamela Siegel Chandler, Publication Manager, West Law School; Penelope J. Pether, American University, Washington College of Law; Joseph Kimble, Thomas Cooley Law School; Maureen Collins, DePaul University College of Law; Shannon Moritz, University of Illinois College of Law; A.G. Harmon, Columbus School of Law, Catholic University of America.

Theory and Models of Experiential Learning in the LRW Classroom. *Steven Schwinn, University of Maryland*

Registration

You may print this form from the conference section of the LWI web page at www.lwionline.org, but must mail your payment and a copy of the completed form to Lori Lamb at the address below.

Please Print or Type.

Name: _____

Address: _____

City: _____

State/Province: _____ Country: _____ ZIP: _____

Phone: () _____ Fax: () _____ E-mail: _____

Law School/Firm: _____

Special dietary needs: _____

Registration Fee (please check one):

- Registration (on or before July 1, 2004) \$375
 Late Registration (after July 1, 2004) \$425

I intend to take the dinner cruise ____ yes ____ no

Make checks payable to (credit cards not accepted): **The Legal Writing Institute**

Please send this form with your check to: Lori Lamb
Seattle University School of Law
900 Broadway
Seattle, WA 98122-4340

Requests for refunds must reach Lori Lamb by July 1, 2004.

Please check the appropriate item(s) below:

- This is my first LWI conference, and I would welcome being contacted by the New Member Outreach Committee.
- Please order my LWI vest in size ____ S, ____ M, ____ L, ____ XL, ____ XXL.
- I would like CLE credit, where possible, in _____ (state) for my participation in conference sessions. Board of Professional Responsibility or Bar number for that state (if applicable): _____

Advance Registration for Workshop.

Advance registration is required for the Workshop on Critiquing Student Work because space is limited. To register for the Workshop, please send an email to Anne Marie Dolan at dolanab@bc.edu. New LRW teachers will be given priority for the critiquing workshop, so please indicate in your email the number of years (0, 1, 2 or 3) you have been teaching LRW.

Weather

The weather in July is usually pleasant and temperate, with average temperatures in the 70's. Although July is the driest month, Seattle is famous for its gentle rains. Please plan to bring a sweater or light jacket and an umbrella. You may find a good pair of walking shoes useful. Dress for the conference is casual.

Housing

Off-Campus Housing

The Legal Writing Institute has arranged special room rates at a number of area hotels. The newly opened Silver Cloud Inn, \$109/night, is at 1100 Broadway, adjacent to the campus (800-590-1801). Conference rates have also been negotiated at the Crowne Plaza, Executive Extended Stay, Hilton (downtown), Inn at Virginia Mason, Mayflower Park Hotel, Madison Renaissance Hotel, Sheraton Seattle Hotel & Towers, Sorrento, and Summerfield Suites. Information on rates, cut-off dates, contact information for these hotels, and their locations are posted on the Institute website at www.lwionline.org. **Please make your hotel reservations early.** Seattle is a busy city with many events scheduled during the summer. Please also note the cancellation policy for your hotel.

On-Campus Housing

The Legal Writing Institute has arranged on-campus housing at a dorm located close to the law school. Each dorm room has two twin beds with linens, towels, soap, desk and chair, wardrobes, sink and mirror. All rooms have an Ethernet connection for laptops so you can check email. There are no in room telephones. Shared bathrooms are on each floor. Laundry facilities are located in the basement. Each floor has a TV/VCR lounge. The rooms are not air conditioned.

For Wednesday - Saturday a package housing fee totals \$124.00 per person double occupancy and \$178.00 single occupancy. Two optional nights of stay are available for attendees who take the housing package and wish to arrive one day early on Tuesday, July 20 or stay one extra night on Sunday, July 24, 2004. These nights are \$26.00 per person/per night double occupancy or \$39.50 per night single occupancy.

To reserve on-campus housing, please submit this form and full payment for the housing, along with your conference registration to Lori Lamb by June 30, 2004. Make the check for housing payable to Seattle University. You will receive a confirmation of your on-campus housing by mail.

I would like on-campus housing for the following nights:

- | | |
|---|--|
| <input type="checkbox"/> Tuesday, July 20 (early arrival) | <input type="checkbox"/> Friday, July 23 |
| <input type="checkbox"/> Wednesday, July 21 | <input type="checkbox"/> Saturday, July 24 |
| <input type="checkbox"/> Thursday, July 22 | <input type="checkbox"/> Sunday, July 25 |

I would like a (choose one): Single Room Double Room

I would like to share a room with: _____

If you have a disability or need other special accommodations, please explain those needs below, and the Legal Writing Institute will contact you concerning the accommodations.

Name: _____ (circle one) M F

Address: _____

Telephone: (work) _____ (home) _____

E-mail: _____ Fax: _____

Conference Highlights

Basics Track, including the Workshop on Critiquing Student Work.

The 2004 Conference will include a series of presentations addressing the “basics” of teaching legal reasoning, research, and writing. These sessions will be of particular interest to newer teachers. The sessions may also appeal to experienced teachers seeking fresh ideas on creating research problems, holding student conferences, and other issues that challenge every LRW teacher. These sessions are color highlighted in this brochure.

Workshop on Critiquing Student Work

Designed by Daniel L. Barnett, the Workshop on Critiquing Student Work will be part of the Basics Track again this year. The workshop will include a session on providing effective written feedback and small group break-out sessions where participants will work together on critiquing student samples. This workshop is especially designed for newer teachers looking for hands-on suggestions from some of the Institute’s most experienced teachers. Participants will receive materials to prepare for the workshop before the Conference. *Space is limited and advance registration is required.*

Focus on Scholarship—In a plenary session on Saturday morning, Professors Linda Edwards and Terrill Pollman will showcase the quantity and variety of scholarly contributions to the academy made by legal writing professors across the nation. The focus on scholarship will continue throughout Saturday with presentations including *Scholarship Guides: Journals, Passports, Roadmaps; Recognizing the Value of Producing Scholarship*; a discussion group on *Scholarship: After the Draft is Written*; and a panel, *Getting Published*.

Moderated Discussion Groups—Some of the best ideas come from informal discussions with others interested in the subject. The schedule includes moderated discussion groups during Thursday’s lunch and at other points in the program on topics including Teaching Legal Research; Directorless Programs; Parental Leave; Helping Troubled Students; Teaching Disabled Students; and Bringing Diversity and Social Justice Issues into the Classroom.

Day’s End: Evening Fun.

The fun doesn’t stop when the program concludes. Meet with friends, old and new, at the conference evening events:

Wednesday Evening—Registration Reception. Pick up your conference materials, meet friends, enjoy hors d’oeuvres and beverages, and make plans for dinner. Sponsored by West/Thomson.

Thursday Evening—Dinner Cruise on the Argosy. Buses will take Conference participants to board a dinner cruise on Seattle’s Elliot Bay. The cost of the dinner cruise is included in the conference registration fee for conference participants; **however, you must register in advance for the dinner cruise when you complete your conference registration. If you do not register, your ticket will be released to another guest or participant.**

Saturday Evening—Closing Reception. As soon as the last presentation has ended, join attendees for a closing reception.

The Legal Writing Institute Plenary Speaker

The Legal Writing Institute is a non-profit organization dedicated to improving legal writing by providing a forum for discussion and scholarship about legal writing, analysis, and research. The Institute has over 1,200 members, representing all ABA-accredited law schools in the United States. The Institute also has members from other countries, as well as from English departments, independent research and consulting organizations, and the practicing bar. The Institute promotes its goals in a variety of ways, including a web site at www.lwionline.org; a semi-annual newsletter called *The Second Draft*; an annual scholarly journal *Legal Writing*; and a national conference that has been held every other year since 1984. This 2004 Conference marks the Institute's twentieth anniversary. Seattle University School of Law, this year's Conference location, served as the Institute's host school from its founding until July, 2003.

About the 2004 Conference

The theme of this twentieth anniversary conference is "Horizons." The presentations offer much for exploration. They include global and international perspectives; advanced legal writing and non-traditional curricular choices; high-tech and low-tech teaching approaches; clinician and practitioner interactions with legal writing; and a focus on scholarship in the legal writing community. Teachers, whether new or experienced, directors, and writing specialists will find an abundant choice of stimulating programs.

The Conference will be held at the Seattle University School of Law. The registration fee includes entrance to all meetings; all social events; breakfast, lunch and dinner on Thursday; and breakfast and lunch on Friday and Saturday. Friday's luncheon will celebrate the twentieth anniversary of the Institute, honor the individuals who have helped the Institute begin and helped it thrive, and recognize Seattle University School of Law's contributions as host school for the past two decades. The Conference offers several social events: an opening reception on Wednesday night; a dinner cruise for conference participants on Thursday night; and a closing reception on Saturday. Friday evening is free for attendees to explore and enjoy Seattle.

Keynote Address— Knowing the Place for the First Time: An Essential Look at the Legal Writing Institute.

George D. Gopen

George D. Gopen is Professor of the Practice of Rhetoric at Duke University, where for 15 years he directed the University Writing Program. He is also Adjunct Professor of English at Duke and Senior Lecturing Fellow in the School of Law, as well as Adjunct Professor of Pharmaceutical Science at Campbell University. He holds both a J.D. and a Ph.D. in English from Harvard. He has taught legal writing at Duke, at Loyola University of Chicago, at the University of Maryland, and at the Harvard Law School. He is recognized as one of the country's leading legal writing consultants, having served over 100 clients in a 26-year consulting career. In 1980 he published *Writing from a Legal Perspective* (West Publishing Co.), the first composition textbook intended exclusively for pre-law undergraduate students. He has recently issued two books on his Reader Expectation approach to teaching writing - based on ideas initially developed in the 1980s by the Clearlines consulting group (Joseph Williams, Gregory Colomb, Frank Kinahan, and Gopen). The book explaining the approach is *Expectations: Teaching Writing from the Reader's Perspective*; the textbook for students is *The Sense of Structure: Writing from the Reader's Perspective* (Pearson Education Division of Longman Publishers, 2004). Much of what he knows about the English language comes from his life-long interest in classical music.

