



Philadelphia IS Legal Writing



WE THE PEOPLE of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do hereby ordain and establish this Constitution for the United States of America.

16th Biennial  
Conference of the  
Legal Writing Institute

June 29-July 2, 2014



LegalWriting  
institute

9:00 a.m. – 10:00 a.m.

Meeting Room 303 Moot Court Handbook Committee Meeting

1:00 p.m. – 5:00 p.m.

Conference Suite 2 (3<sup>rd</sup> Floor) LWI Board Meeting

3:00 p.m. – 8:00 p.m.

5<sup>th</sup> Floor Registration

5:00 p.m. – 7:00 p.m.

Franklin Hall A Poster Hanging

5:30 p.m. – 7:30 p.m.

Conference Suite 3 (3<sup>rd</sup> Floor) ALWD Board Meeting

6:00 p.m. – 9:00 p.m.

Franklin Hall A

Vendor Exhibits

- Bloomberg BNA
- Carolina Academic Press
- LexisNexis
- Thomson Reuters
- West Academic
- Wolters Kluwer Law & Business

Conference Exhibits

- Scholarly Publications
- Scribes
- Writers' Workshop

7:30 p.m. – 9:30 p.m.

Liberty Ballroom Welcome Dessert Reception

8:00 a.m. – 8:30 a.m.

Franklin 7 & 8      Technology Review Meeting for Conference Presenters  
conducted by Kristen Murray

8:00 a.m. – 9:30 a.m.

Franklin Hall Foyer      Continental Breakfast

8:00 a.m. – 5:00 p.m.

5<sup>th</sup> Floor      Registration

Franklin Hall A

Vendor Exhibits

- Bloomberg BNA
- Carolina Academic Press
- LexisNexis
- Thomson Reuters
- West Academic
- Wolters Kluwer Law & Business

Conference Exhibits

- Scholarly Publications
- Scribes
- Writers' Workshop

8:45 a.m. – 9:30 a.m.  
Concurrent Coffee Sessions

Franklin 5 & 6      † An Outcomes-Based Approach to Assignment Design  
Michelle Brown Cue, DePaul University College of Law

Franklin 7 & 8      Lawyers' Briefs and Motions: The Forgotten (or Simply Ignored?) Story Behind the Story  
Betsy Lenhart, University of Cincinnati College of Law

Franklin 9 & 10      → I Finished My Article—Now What? Fresh Strategies for Navigating the Article Submission Process  
Katherine Vukadin, TSU Thurgood Marshall School of Law

Franklin 11 & 12      Subject-Matter Specialties in Legal Writing: A Three-Dimensional Approach to Legal Writing Pedagogy  
Greg Johnson, Vermont Law School; Lance Long, Stetson University College of Law; & Susan Thrower, DePaul University College of Law

Salons A & B      Teaching Students to Recognize Cultural Bias in Legal Writing and Argument: The Need and Strategies  
Lorraine Bannai, Seattle University School of Law

Salons C & D      ◆ Orientation/Disorientation: What Should Law Schools Provide and What Should Accepted Students Do Immediately Before Beginning Law School?  
Mary Garvey Algero & Marie Tufts, Loyola University New Orleans College of Law

Salons E & F      Beyond Legal Writing: The Benefits of Engaging in Other Academic Organizations and Associations  
Kim Chanbongpin, The John Marshall Law School—Chicago; Olympia Duhart & Camille Lamar, Nova Southeastern University, Shepard Broad Law Center; Sara Rankin, Seattle University School of Law; & Nantiya Ruan, University of Denver Sturm College of Law

9:45 a.m. – 10:30 a.m.  
Concurrent Sessions

- Franklin 5 & 6      →    *Using Empirical Analysis to Study Legal Writing*  
Shaun Spencer, The University of Massachusetts School of Law-Dartmouth
  
- Franklin 7 & 8      †    *Fantastic Five-Minute Fundamentals: Teaching and Reinforcing Research Skills in Five Minutes*  
Brooke Bowman & Wanita Scroggs, Stetson University College of Law; & Whitney Curtis, University of California Hastings College of Law
  
- Franklin 9 & 10    ◆    *This is Your Brain on Stress: How to Help Your Students Improve Resilience and Maximize Cognition*  
Debra Austin, University of Denver Sturm College of Law; & Corie Rosen Felder, University of Colorado Law School
  
- Franklin 11 & 12    [    *Bringing the Flipped Classroom to a Legal Writing Classroom*  
Robert Anderson, University of Denver Sturm College of Law
  
- Salons A & B            *The Interplay of Pre-Admission Skills, Instruction, and Student Engagement in the Teaching and Learning of Grammar, Punctuation, and Style: Results of a Five-Year, Longitudinal Study*  
Ryan Black, Department of Political Science, Michigan State University; & Jeremy Francis & Daphne O'Regan, Michigan State University College of Law
  
- Salons C & D            *Getting the Story Straight: Teaching Students to Gather, Report, and Persuade with Facts as an Integral Part of Effective Legal Analysis*  
Eleanor Barrett, Alison Kehner, Cecilia Silver & Jessica Simon, University of Pennsylvania Law School
  
- Salons E & F            *Incorporating Outcomes Assessment into Your Teaching Without Grading*  
Maura Ratigan & Christine Venter, Notre Dame Law School

10:45 a.m. – 11:30 a.m.  
Concurrent Sessions

- Franklin 5 & 6      ◆    *Today, We Write: How Speed Writing Can Change Student Outcomes, Student Engagement, and Even the World*  
Rachel Csar & Julie Gunnigle, Arizona Summit Law School
  
- Franklin 7 & 8            *Creating Clear, User-Friendly Documents: Tools for the Drafting Professor*  
Christopher Trudeau, The Thomas M. Cooley Law School
  
- Franklin 9 & 10      →    **Scholarly Paper Panel—Genre Theory**  
*facilitated by Deborah Gordon, on behalf of the Scholarship Development & Outreach Committee*
  - The Genre Discovery Approach: Teaching Law Students How to Write Any Legal Document*  
Katie Pryal, University of North Carolina School of Law
  
  - Legal Writing and Genre: A Contextual View*  
Chris Rideout, Seattle University School of Law

|  |                         |  |
|--|-------------------------|--|
| Franklin 11 & 12   | ‡ <b>Idea Bank Live</b> | <p><i>Of Old Dogs and New Tricks—Can Law Schools Really Fix Their (And Their Students’) Fixed Mindsets?</i><br/>Sarah Adams-Schoen, Touro College-Jacob D. Fuchsberg Law Center</p> <p><i>But My Undergraduate Professor Told Me I Was a Great Writer! Helping Students Make the Transition to Legal Writing</i><br/>Eric Fleetham &amp; Wendy Tenzer, Ave Maria School of Law</p> |
| Salons A & B   |                         | <p><i>Are Law Graduates Legal Writing Mushfakers? Designing Upper-Level Courses to Promote Mastery in Analytical and Persuasive Legal Writing</i><br/>Susan Provenzano &amp; Sarah Schrup, Northwestern University School of Law</p>   |
| Salons C & D   | ➔                       | <p><i>Threshold Concepts in the Legal Writing Curriculum</i><br/>Mel Weresh, Drake University Law School</p>   |
| Salons E & F   |                         | <p><i>Practicing Today for Practice Tomorrow: Innovative Approaches</i><br/>Elizabeth Inglehart, Northwestern University School of Law; Karl Okamoto &amp; Terry Seligmann, Drexel University School of Law; &amp; Lori Johnson, UNLV William S. Boyd School of Law</p>  |
| <p><b>11:45 a.m. – 12:30 p.m.</b><br/><b>Concurrent Sessions</b></p> |                         |  |
| Franklin 5 & 6   |                         | <p><i>Using International Law to Illustrate Core Concepts in Legal Writing and Research</i><br/>JoAnne Sweeny, University of Louisville Louis D. Brandeis School of Law</p>  |
| Franklin 7 & 8   | ➔                       | <p><b>Scholarly Paper Panel—Rhetorical Studies</b><br/><i>facilitated by Shailini Jandial George, on behalf of the Scholarship Development &amp; Outreach Committee</i></p> <p><i>Visual Rhetoric and Storytelling in Five Sections of a Brief</i><br/>Michael Murray, Valparaiso University Law School</p>  |
|  |                         | <p><i>Teaching the Rhetoric of Dissent: Using Dissenting Opinions to Model Clear and Effective Writing</i><br/>Andrea McArdle, City University of New York School of Law</p>   |
| Franklin 9 & 10  |                         | <p><i>Computer to Professor: Anything You Can Do, I Can Do Better?</i><br/>Mary Adkins, University of Florida Levin College of Law</p>   |
| Salons A & B   |                         | <p><i>Never Let a Crisis Go to Waste: Opportunities for Legal Writing Professors During the Law School Downturn</i><br/>Ralph Brill, Chicago-Kent College of Law, Illinois Institute of Technology; Pamela Lysaght, University of Detroit Mercy School of Law; Noah Messing, Yale Law School; &amp; Richard Neumann, Hofstra University-Maurice A. Deane School of Law</p>         |
| Salons C & D   |                         | <p><i>Kinetic Rhetoric: Lessons in Oral Advocacy from Orchestral Conducting</i><br/>Ian Gallacher, Syracuse University College of Law</p>  |
| Salons E & F   |                         | <p><i>Mission: Impossible, Mission: Accomplished or Mission: Underway? A Survey and Analysis of Current Trends in Professionalism Education in American Law Schools</i><br/>Mary Ann Robinson, Villanova University School of Law</p>  |

12:30 p.m. – 2:00 p.m.

Salons E-H Foyer      Lunch Buffet – Seating Available in Salons E & F

12:45 p.m. – 2:00 p.m.

Salons E & F      **Welcome to LWI 2014**  
LWI Membership Meeting & Selected Awards Presentations  
All LWI Members Welcome!

2:15 p.m. – 3:30 p.m.

**Concurrent Sessions**

Franklin 5 & 6      *Gender, Communication, and the Academy: To Thine Own Self Be True. But Don't Forsake Your Goals*  
Kathryn Fehrman, California Western School of Law; Kathryn Mercer, Case Western Reserve University School of Law; & Sabrina Sojourner

Franklin 7 & 8      *Love Me Now or Thank Me Later? Issues Related to Student Evaluations as a Tool for Judging the Efficacy of Teaching*  
Judith Fischer, University of Louisville Louis D. Brandeis School of Law; Karin Mika, Cleveland State University, Cleveland-Marshall College of Law; & Catherine Wasson, Elon University School of Law

Franklin 9 & 10      **Idea Bank Live**  
  
*Words Matter: Using Prosecutorial Misconduct Issues to Teach Precision, Professionalism, and Persuasion*  
Mary Nicol Bowman, Seattle University School of Law

*Stop Slinging Mud: Using the Legal Writing Classroom to Teach Students to Practice Civilly*  
Jenn Cupar & Maureen Kenny, Case Western Reserve University School of Law

*Funny Ha Ha or Funny Unethical?: What Our Students Can Learn from Bench Slaps*  
Joseph Mastro Simone, Washburn University School of Law

Franklin 11 & 12      ‡ **Idea Bank Live**  
  
*We Should Teach Research More Like We Teach Writing*  
Beth Wilensky, The University of Michigan Law School

*In-class Exercise: Researching and Presenting About Free Legal Research Sources*  
Beth Honetschlager, Hamline University School of Law

Salons A & B      → *Law is Rhetoric: A Guide to Using Rhetoric to Teach and Write About the Law*  
Kirsten Davis, Stetson University College of Law; Julie Oseid, University of Saint Thomas School of Law; & Kristen Tiscione, Georgetown University Law Center

Salons C & D      → *Art-iculating the Analysis: Visuals Used as Legal Reasoning*  
Victoria L. Chase & Ruth Anne Robbins, Rutgers School of Law-Camden; & Steve Johansen, Lewis & Clark Law School

Salons E &amp; F

**Idea Bank Live**

*Using a Collaborative Rewrite to Reinforce Learning*  
Kamela Bridges, The University of Texas School of Law

*Making Headlines: Using Media Skills Exercises to Develop Advocacy Skills*  
Jodi Balsam, Brooklyn Law School

*Speed Dating with an Elephant: A Successful In-Class Discovery Drafting Exercise*  
Jan Baker & Amy Milligan, University of South Carolina School of Law

3:45 p.m. – 5:00 p.m.

**Poster Presentations—Franklin Hall A**

- *The Second Draft: The Official Magazine of the Legal Writing Institute*  
Heather Baum, Villanova University School of Law; & Mary-Beth Moylan, University of the Pacific, McGeorge School of Law, on behalf of the Editorial Board of *The Second Draft*
  
- Learning to Read from a Writer's Perspective: Using Text-Based Critical Reading and Workshopping Techniques to Improve Legal Writing*  
Susan Bay, Marquette University Law School
  
- *The Monograph Series: Common Ground is the Basis of a Discipline*  
Linda Berger, UNLV William S. Boyd School of Law, on behalf of the Editorial Board of the *Monograph Series*
  
- *Legal Writing: The Journal of the Legal Writing Institute*  
Brooke Bowman, Stetson University College of Law, on behalf of the Editorial Board of *Legal Writing: The Journal of the Legal Writing Institute*
  
- ‡ *Evaluation to Advocacy—Transitioning from Objective to Persuasive Writing*  
Adrienne Brungess, University of the Pacific, McGeorge School of Law
  
- March Madness in the Legal Writing Classroom*  
Jacob Carpenter, Marquette University Law School
  
- ‡ *"Mirror, Mirror on the Wall—How Do I Have the Most Persuasive Oral Argument of All?"*  
Candace Centeno, Villanova University School of Law
  
- *A Better Author Experience: Publishing in Legal Communication & Rhetoric: JALWD*  
Jessica Clark, Georgetown University Law Center, on behalf of the Editorial Board of *Legal Communication & Rhetoric: JALWD*
  
- Using a Classical Architecture Metaphor to Teach Organization of an Appellate Brief*  
Kirsten Dauphinais, University of North Dakota School of Law
  
- ◆ *Mad Men, Mad Law: How Academic Support Can Improve Its Messaging and the Products It Sells*  
Claudia Diamond & Chris Hart, University of Baltimore School of Law
  
- ◆ *Jobs Wanted: Low Cost Ways Legal Writing and Academic Success Can Help*  
Aimee Dudovitz & Katherine Lyons, Loyola Law School, Los Angeles
  
- Mid-Year Intervention to Boost Legal Reading and Analytical Abilities*  
Tenielle Fordyce-Ruff & Rebecca Nickell, Concordia University School of Law

*Mining and Gathering for Case Law: How to Help Students Visualize the Hunt for Additional Case Law by Using One On-Point Case*

Marcia Goldsmith, Saint Louis University School of Law

*Occam's Razor: Teaching Students to Use Plain English and Straightforward Logic to Cut to the Chase*

Philip Kaplan, Suffolk University Law School

*The Barking Dog and Cognitive Learning Theory: Using Real Life Experiences to Teach Legal Skills*

Carol Mallory, University of Massachusetts School of Law-Dartmouth

*Flipped Classrooms: Which Techniques Maximize Achievement and Satisfaction?*

Allison Ortlieb, DePaul University College of Law

*Only Connect: Opportunities for Collaboration Between Legal Writing Faculty and Other Law School Departments*

Tammy Pettinato, University of North Dakota School of Law

‡ *What Not to Write (in e-mail)*

Kelley Poleynard, Whittier Law School

*Multi-Purpose Summer Program*

Loren Pratt, Mississippi College School of Law

*The 5 BEs: Buzzing into Practice*

Laura Schulz, Saint Louis University School of Law

*Wikipedia on the Rise: Teaching Legal Writers to Assess Non-Traditional Sources*

Jodi Wilson, The University of Memphis-Cecil C. Humphreys School of Law

**4:45 p.m. – 5:45 p.m.**

Salons E & F

ALWD Membership Meeting

**5:00 p.m. – 6:00 p.m.**

Franklin 11 & 12

LWI/ALWD Survey Committee – RFP Sub-Committee

**5:45 p.m. – 6:45 p.m.**

Franklin 5 & 6

Meeting of those with Loved Ones with Disabilities  
hosted by Cynthia Adams, Kirsten Dauphinais & Betsy Lenhart

Franklin 7 & 8

Meeting of the Editorial Board of *Legal Writing: The Journal of the Legal Writing Institute*

Franklin 9 & 10

Meeting of the Editorial Board of *The Second Draft*

**6:00 p.m. – 7:00 p.m.**

Salons E & F

ALWD President Advisory Council

**6:15 p.m.**

New Members Dinners hosted by the New Member Outreach Committee  
Meet in the Marriott Hotel Lobby at 6:15 p.m.



7:00 a.m. – 8:30 a.m.

Franklin 5 & 6 Meeting of the Editorial Board of *Legal Communication & Rhetoric*: JALWD

7:45 a.m. – 8:30 a.m.

Franklin 7 & 8 *Ripped from the Headlines: News Stories in LRW Problem Design*  
an informal discussion facilitated by Jennifer Romig & Amy R. Stein

8:00 a.m. – 9:30 a.m.

Franklin Hall Foyer Continental Breakfast

8:00 a.m. – 5:00 p.m.

5<sup>th</sup> Floor Registration

Franklin Hall A

Vendor Exhibits

- Bloomberg BNA
- Carolina Academic Press
- LexisNexis
- Thomson Reuters
- West Academic
- Wolters Kluwer Law & Business

Conference Exhibits

- Scholarly Publications
- Scribes
- Writers' Workshop

8:30 a.m. – 9:15 a.m.

Concurrent Coffee Sessions

Franklin 5 & 6 → *The Unwritten Constitution*  
Linda Edwards & Terry Pollman, UNLV William S. Boyd School of Law

Franklin 7 & 8 *Opportunities for LRW Faculty in the New Normal*  
Beth D. Cohen, Jeanne Kaiser & Myra G. Orlen, Western New England University School of Law

Franklin 9 & 10 ◆ *Effective Skills Counseling Through Academic Self-Assessment*  
Moji Olaniyan, University of Wisconsin Law School

Franklin 11 & 12 † *But It's Not My Job! Managing Students' Career Services Requests and Honoring Your Role as Professional Mentor without Burning Yourself Out*  
Selina Farrell Brandt & Hilary S. Reed, Pepperdine University School of Law

Salons A & B *Writing for Social Justice*  
Terri LeClercq, The University of Texas School of Law

Salons C & D *Publishing in Law Journals, Presenting at Conferences, and Teaching Other Classes: Advancing by Maximizing the Opportunities Available in the Legal Academy*  
Bill Chin, Lewis & Clark Law School; Tonya Kowalski, Washburn University School of Law; & Teri McMurtry-Chubb, Mercer University Walter F. George School of Law

Salons E & F *A Little Negotiations: Breathe Life into Your Drafting Assignments*  
Cynthia Adams, Indiana University-Robert H. McKinney School of Law

9:30 a.m. – 10:15 a.m.  
Concurrent Sessions

- Franklin 5 & 6      → **Scholarly Paper Panel—Historical Perspectives**  
*facilitated by Julie Oseid, on behalf of the Scholarship Development & Outreach Committee*
- The Early History of Legal Writing: Where We Came From and How We Got Here*  
 David Cleveland, Valparaiso University School of Law; & Jeffrey D. Jackson, Washburn University School of Law
- How the West Was Won: Manifest Destiny and the Myth of Divine Right*  
 Kenneth D. Chestek, University of Wyoming College of Law
- Franklin 7 & 8      *Using the Problematized Teaching Method to Engage Students in Critical Thinking in the LRW Classroom*  
 Dana Hill & Kathleen Dillon Narko, Northwestern University School of Law
- Franklin 11 & 12      ‡ **Workshop on Critiquing Student Work—The First Draft: Critiquing Organization and Analysis**  
 Megan McAlpin & Joan Rocklin, University of Oregon School of Law
- This workshop is intended to help new legal writing professors develop a system for critiquing student work. The workshop is limited to 100 participants. Advance registration and a small amount of reading is required before participating in the workshop. [Register here.](#)
- Salons C & D      *Teaching the Smartphone Generation: How Cognitive Science Can Help Maximize Learning in the Law School Classroom*  
 Shailini Jandial George & Rosa Kim, Suffolk University Law School
- Salons E & F      *Flipping the Lid Off Old Ideas about Classroom Pedagogy: One Professor’s Odyssey Through the World of a Flipped Classroom*  
 Jennifer Rosa, Michigan State University College of Law

10:30 a.m. – 11:45 a.m.  
Concurrent Sessions

- Franklin 5 & 6      **Idea Bank Live**
- He Said, She Said, We React: Using Instant Polling Technology to Emphasize the Power of Persuasive Writing Techniques*  
 Elizabeth De Armond & Kari Johnson, Chicago-Kent College of Law, Illinois Institute of Technology
- It’s How You Finish: Our Adventures in Drafting Comprehensive Legal Writing Exams to Evaluate the Entire First-Year Experience*  
 Kimberly Boone, Cameron Fogle, Anita Kay Head & Mary Ksobiech, University of Alabama School of Law
- Franklin 7 & 8      **Idea Bank Live**
- The Self-Assessed Writer: Harnessing Fiction Writing Processes to Understand Ourselves as Legal Writers and Maximize Legal Writing Productivity*  
 Pam Jenoff, Rutgers School of Law-Camden

Tom Buchanan v. Jay Gatsby: Using The Great Gatsby as the Basis of a Teaching Module About Narrative Theory  
Amy Stein, Hofstra University-Maurice A. Deane School of Law

Franklin 9 & 10 ◆ **Writing Across Cultures and Languages: Teaching ESL/EFL Students**  
Lurene Contento, The John Marshall Law School-Chicago; Anne Enquist, Seattle University School of Law; Elizabeth Fajans, Brooklyn Law School; Alissa Hartig, The Pennsylvania State University, Dickinson School of Law; Ann Nowak, Touro College-Jacob D. Fuchsberg Law Center; & Catherine Schenker, American University Washington College of Law, on behalf of the Association of Legal Writing Specialists

Franklin 11 & 12 † **Idea Bank Live**  
  
*Two Skills, One Assignment: Research Meetings that are Productive, Professional, and (relatively) Painless*  
Katherine Kelly, The Ohio State University Moritz College of Law  
  
*Creating Practice Ready Students Through Post-Conferencing*  
Mary Ann Becker, DePaul University College of Law

Salons A & B → **You Are Already Writing An Article! Scholarship Incubation Workshop**  
*facilitated by Anna Hemingway, Widener University School of Law, on behalf of the Scholarship Development & Outreach Committee*

Salons C & D **Frantic Frankie's Faculty Talk or the Presenter's Predicament**  
Tamara Herrera, Kimberly Holst, Amy Langenfeld & Chad Noreuil, ASU Sandra Day O'Connor College of Law; & Samantha A. Moppett, Suffolk University Law School

Salons E & F **Teaching Professional Identity Across the Curriculum**  
Michael Hunter Schwartz, University of Arkansas at Little Rock, William H. Bowen School of Law; Sarah Ricks, Rutgers School of Law-Camden; & Laura Rovner, University of Denver Sturm College of Law

Meeting Rooms TBD † **Workshop on Critiquing Student Work-Practice Critique**  
Small Group Sessions

11:45 a.m. – 1:00 p.m.

Salons E-H Foyer Lunch Buffet - Seating Available in Salons E & F

12:15 p.m. – 1:15 p.m.

**LWI Committee Meetings**

- Awards Committee
  - Diversity Initiatives Committee
  - Editorial Board of the *Monograph Series*
  - "Faces of LWI" Committee
  - Global Legal Writing Skills Committee
  - Idea Bank Committee
  - New Member Outreach Committee
  - One-Day Workshops Committee
  - Plagiarism Committee
  - Pro Bono Cooperation Committee
  - Scholarship Development & Outreach Committee
  - Teaching Resources & Development Committee
- Meeting Room 413  
Meeting Room 414  
Meeting Room 403  
Meeting Room 415  
Meeting Room 405  
Salons C & D  
Meeting Room 407  
Salons A & B  
Meeting Room 408  
Meeting Room 409  
Meeting Room 410  
Meeting Room 411

- Franklin 5 & 6 Meeting Room 412
- Website & Social Media Committee
  - Writers' Workshop Committee

1:15 p.m. – 2:00 p.m.  
Concurrent Sessions

- Franklin 5 & 6 *The Triple Crown: How Problem Solving Can Foster Professionalism, Emotional Intelligence, and Professional Identity*  
Kathleen Elliott Vinson, Suffolk University Law School
- Franklin 7 & 8 ◆ *But I Understood the Material! Helping Students Translate Critical Thinking into Legal Writing by Using Visual Thinking Paths to Model the Progression from Novice to Expert*  
Kris Franklin, New York Law School; & Paula Manning, Western State College of Law
- Franklin 9 & 10 → *A Look Inside the Butler's Cupboard: How the External World Reveals Internal State of Mind in Legal Writing*  
Cathren Koehlert-Page, Barry University, Dwayne O. Andreas School of Law
- Franklin 11 & 12 *This is Not Your Mother's Law Practice! How 20<sup>th</sup> Century Professors Can Teach 21<sup>st</sup> Century Skills Through Intensive Mini-Courses*  
Ann McGonigle Santos, Suffolk University Law School
- Salons A & B → *Sabbaticals for Legal Writing Professionals: Thinking Both Inside and Outside the Box*  
Suzanne Rabe, The University of Arizona-James E. Rogers College of Law
- Salons C & D *Pursuing Justice: Bringing Community Partners into the Classroom sponsored by the Pro Bono & Clinical Collaboration Committees*  
Marissa Bluestine, Executive Director of the Pennsylvania Innocence Project; & R. Barrett Marshall, Staff Attorney at the Mazzoni Center
- Salons E & F *Expanding the Teaching of LRW Beyond the Traditional Classroom*  
Anthony Niedwiecki, The John Marshall Law School-Chicago
- Meeting Rooms TBD ‡ *Workshop on Critiquing Student Work-Critique Discussion*  
Small Group Sessions

2:15 p.m. – 4:00 p.m.

- Salons E & F **Spotlight Presentation - Bringing Cases to Light and Life**  
Gregory Garre, Chair, Latham & Watkins' Supreme Court and Appellate Practice Group, and 44th Solicitor General of the United States; Honorable Patricia Millett, United States Court of Appeals for the District of Columbia; & Nicole A. Saharsky, Assistant to the Solicitor General
- Golden Pen Award**  
Recipient - Kenneth A. Adams, Consultant, Writer and Speaker on Contract Drafting

4:15 p.m. – 5:00 p.m.  
Concurrent Sessions

- Franklin 5 & 6 → *Rhythm as Reason: The Power of Alliterative Antithesis in Legal Persuasion*  
Michael Smith, University of Wyoming College of Law
- Franklin 7 & 8 *What Should We Teach in the Second Year?*  
Nancy Schultz, Chapman University-Dale E. Fowler School of Law; & Louis Sirico, Villanova University School of Law

Franklin 9 & 10

*A Multicultural Perspective on PLAGIARISM: Teaching about an Age-Old Problem in the New Age of the Global Student*

Jaime Bourier & Jonathan Gordon, Case Western Reserve University School of Law; & Cliff Zimmerman, Northwestern University School of Law

Franklin 11 & 12

‡ *Workshop on Critiquing Student Work—Efficiency and Consistency: The Eternal Quest*  
Megan McAlpin & Joan Rocklin, University of Oregon School of Law

Salons A & B

*Tackling Institutional “Isms” in LWI*

sponsored by the Diversity Initiatives Committee

Cindy Archer, Loyola Law School, Los Angeles; Lorraine Bannai, Seattle University School of Law; Bill Chin, Lewis & Clark Law School; Jane Cross, Nova Southeastern University, Shepard Broad Law Center; Brenda Gibson, North Carolina Central University School of Law; Teri McMurtry-Chubb, Mercer University Walter F. George School of Law; & Nantiya Ruan, University of Denver Sturm College of Law

Salons C & D

*Distance Learning Course Development: Inside and Outside of Legal Writing*  
Kenneth Swift, Hamline University School of Law

6:00 p.m. – 10:00 p.m.



Gala Reception at the National Constitution Center

7:30 a.m. – 9:00 a.m.

Franklin Hall Foyer Continental Breakfast

7:30 a.m. – 4:30 p.m.

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|-----------------|---|--|
| Franklin Hall A | Vendor Exhibits <ul style="list-style-type: none"> <li>• Bloomberg BNA</li> <li>• Carolina Academic Press</li> <li>• LexisNexis</li> <li>• Thomson Reuters</li> <li>• West Academic</li> <li>• Wolters Kluwer Law &amp; Business</li> </ul> | Conference Exhibits <ul style="list-style-type: none"> <li>• Scribes</li> <li>• Writers' Workshop</li> <li>• Scholarly Publications</li> </ul> |
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7:45 a.m. – 12:00 p.m.

5<sup>th</sup> Floor Registration

8:00 a.m. – 8:45 a.m.  
Concurrent Vendor Presentations

Franklin 5 & 6 **LexisNexis**  
*Coming Attractions for Fall 2014: New Interactive Citation Workstation (ICW) Platform and Updated Lexis Advance Interface*

Franklin 7 & 8 **Bloomberg BNA**  
*Using Bloomberg Law, Bloomberg BNA & TeachingLaw.com to Help Your Students Excel*

9:00 a.m. – 9:45 a.m.  
Concurrent Coffee Sessions

Franklin 5 & 6 *Rewriting Writing Across the Curriculum*  
Charles MacLean, Indiana Tech Law School; & David Walker, Lincoln Memorial University-Duncan School of Law

Franklin 7 & 8 *Drinking from a Fire Hose: Teaching a Three-Credit Writing Course in Three Weeks*  
Elizabeth Dalzell & Ami Leventis, University of South Carolina School of Law

Franklin 9 & 10 ◆ *Designing & Teaching Bar Exam Preparation: Three Models*  
Keith Elkin, The Pennsylvania State University, Dickinson School of Law; Nancy Kraybill & Amy Montemarano, Drexel University School of Law; & Courtney Lee, University of the Pacific, McGeorge School of Law

Franklin 11 & 12 → *Playing to Win the Book Proposal Game: Getting Your Idea Noticed and Your Book Published*  
Cassandra Hill, TSU Thurgood Marshall School of Law

Salons A & B *Institutional Assessment: Sharing Experiences and Resources*  
Andrea Funk, Whittier Law School; & Victoria VanZandt, University of Dayton School of Law

Salons C & D *Hillbillies, Cajuns, and Valley Girls: Teaching Students Who Are Native Speakers of Stigmatized American Dialects*  
Bethany K. Dumas, Department of English, University of Tennessee College of Law; & Wendy K. Shea & Gail S. Stephenson, Southern University Law Center

Salons E & F *Teach Them and They Will Come: Using Skills Faculty to Boost Yield Rates of Admitted Students*  
 Cindy Archer, Bob Brain, Gary Craig & Christopher Hawthorne, Loyola Law School-Los Angeles

**10:00 a.m. – 10:45 a.m.**  
**Concurrent Sessions**

Franklin 5 & 6 *Sometime You Just Need to Rip It Out, Tear It Up, Throw It Away, and Start Over*  
 Paige Canfield & Christine Rollins, Saint Louis University School of Law; & Twinette Johnson, Southern Illinois University School of Law

Franklin 7 & 8 *Lessons from Our Founding Fathers: The Art of Negotiating as an Inherent Principle in Successful Advocacy*  
 Catherine Christopher, Deleith Gossett, Wendy Adele Humphrey, T. Dale Jones, Shery Kime-Goodwin, Brie Sherwin, Rob Sherwin & Nancy Soonpaa, Texas Tech University School of Law

Franklin 9 & 10 † *Help! My Student's Can't Write – How to Demonstrate Efficiently the Importance of Grammar, Spelling, and Punctuation, and Teach It Effectively*  
 Ann Ching, Pepperdine University School of Law; & Jayne Woods, University of Missouri School of Law

Franklin 11 & 12 → *Once Upon a Transaction: Narrative Techniques and Drafting*  
 Susan Chesler, ASU Sandra Day O'Connor College of Law; & Karen Sneddon, Mercer University Walter F. George School of Law

Salons A & B → **Scholarly Paper Panel—Psychological Theory**  
*facilitated by Kathy Stanchi, on behalf of the Scholarship Development & Outreach Committee*

*Categories! A Cognitive Rhetorician's Approach to Logos and Pathos*  
 Lucy Jewel, University of Tennessee College of Law; & Elizabeth Megale, Savannah Law School

*What Jurors Want to Know: Motivating Juror Cognition to Increase Legal Knowledge & Improve Decision-Making*  
 Sara Gordon, UNLV William S. Boyd School of Law

Salons C & D *Hearing, Listening, and Lawyering: An Exploration of Listening Skills*  
 Tami Lefko, Vanderbilt Law School; & Jennifer Romig, Emory University School of Law

Salons E & F *Was Lord Voldemort Misunderstood, Insane, or Magically Profiled: Techniques For Selecting A Narrative To Aid Your Client On Appeal*  
 Jennifer Bontrager, Assistant Defender, Illinois Office of the State Appellate Defender; & Christopher Evers, Qatar University College of Law

11:00 a.m. – 11:45 a.m.  
Concurrent Sessions

- Franklin 5 & 6 → **Scholarly Paper Panel—Narrative Approaches**  
facilitated by Susan Bay, on behalf of the Scholarship Development & Outreach Committee
- Not the Same Old Story: Using Narrative Theory to Understand and Overcome the Plausibility Pleading Standard*  
Anne Ralph, The Ohio State University Moritz College of Law
- Story Deconstructed: Using Wigmorean Analysis to Evaluate Stories in Litigation*  
Ellen Ross Belfer, University of Miami School of Law
- Dangerous Tongues: Storytelling in Congressional Testimony*  
Clare Keefe Coleman, Drexel University School of Law
- Franklin 7 & 8  
*What My Dog Taught Me About Teaching Law Students*  
Suzianne Painter-Thorne, Mercer University Walter F. George School of Law
- Franklin 9 & 10 ◆ **Grit, Tenacity, and Perseverance: Applying Current Research in the Legal Skills Classroom**  
Carolyn Broering-Jacobs, Cleveland State University, Cleveland-Marshall College of Law; & Kristina Niedringhaus, Georgia State University College of Law
- Franklin 11 & 12  
*Team-Based Learning 101*  
Jennifer Lear, The George Washington University Law School; & David Raeker-Jordan, Widener University School of Law
- Salons A & B † **When the Student Becomes the Teacher: A Different Kind of Flipped Classroom**  
Michelle Falkoff & Chris Martin, Northwestern University School of Law; Lorie Reinschweer & Caroline Sheerin, University of Iowa College of Law
- Salons C & D  
*The Future of the Flipped Legal Writing Classroom: Making it Work Without So Much Work*  
Suzanne Ehrenberg, Chicago-Kent College of Law, Illinois Institute of Technology; & Anne Villella, Lewis & Clark Law School
- Salons E & F  
*Judge for Yourself: Designing a Judicial Writing Course*  
Dionne Anthon & Amanda Smith, Widener University School of Law

11:45 a.m. – 1:15 p.m.

Lunch—Vouchers for Reading Terminal Market

12:15 p.m. – 1:15 p.m.

- Franklin 5 & 6  
Franklin 7 & 8  
Franklin 9 & 10  
Salons A & B  
Salons C & D  
Franklin 11 & 12  
Meeting Room 413
- LWI Committee Meetings**
- Association of Legal Writing Specialists
  - Bar Outreach Committee
  - Clinical Cooperation Committee
  - Listserv Committee
  - Moot Court Committee
  - Professional Development Committee
  - Scholarship Grants Committee



1:15 p.m. – 2:30 p.m.  
Concurrent Sessions

- Franklin 5 & 6 † **Idea Bank Live**
- Moving Beyond Apples to Apples: Why Using a Statute-based Problem for the First Assignment in the First Semester Improves the Overall Analysis in 1L CREACs*  
Heather Baxter & Marilyn Uzdavines, Nova Southeastern University, Shepard Broad Law Center
- Using Templates to Structure Case-Based Reasoning*  
Amy Day, Thomas Jefferson School of Law
- Toddlers, Teenagers, & Table Tennis: Simple Ideas for Helping Students Improve Rule Application*  
Joi Pearson, Brigham Young University-J. Reuben Clark Law School
- Franklin 7 & 8 **Idea Bank Live**
- Lecture Less, Do More! Using Narrated PowerPoints to Free Up Class Time for Exercises*  
Tracy Turner, Southwestern Law School
- Blueprint for The Bluebook: Building a Citation Foundation*  
Connie Krantz, Seattle University School of Law
- Franklin 9 & 10 ◆ **Idea Bank Live**
- Integrating Academic Success into the Legal Writing Curriculum*  
Jane Grise, University of Kentucky College of Law
- Voulez-vous Apprendre Avec Moi (Ce Soir)? Working with the Foreign Students in Legal Writing and Academic Support*  
Juli Campagna, Hofstra University-Maurice A. Deane School of Law; & Mary Nagel, The John Marshall Law School-Chicago
- Helping Students Chart a Course Through Law School*  
Linda Fowler, Southern University Law Center
- Franklin 11 & 12 *Teaching Students to Read Contracts: It's as Easy as Do Re Mi*  
Tina Stark, Fordham University School of Law
- Salons A & B *Building Your Legal Writing Curriculum from the Ground Up*  
Alison Julien, Marquette University Law School; & Deborah McGregor, Indiana University Robert H. McKinney School of Law
- Salons E & F → **Scholarship Speed Mentoring**  
facilitated by Kirsten K. Davis, Stetson University College of Law; Tamara Herrera, ASU Sandra Day O'Connor College of Law; & Sue Liemer, Southern Illinois University School of Law, on behalf of the Scholarship Development & Outreach Committee

## 2:45 p.m. – 3:30 p.m. Concurrent Sessions

- Franklin 5 & 6      *De-Grading Assessment: Rejecting Rubrics in Favor of Authentic Analysis*  
Deborah Borman, Northwestern University School of Law
- Franklin 7 & 8      *Engaging in Motion Argument Before the Trial Court*  
Anne Alexander, Brad Desnoyer & Melody Daily, University of Missouri School of Law
- Franklin 9 & 10      ➔ **Scholarly Paper Panel—Empirical Studies**  
*facilitated by Emily Zimmerman, on behalf of the Scholarship Development & Outreach Committee*
- Empirical Findings from a Law Student’s Study Habits Survey: How Our Students Really Study and What Really Works*  
Jennifer Cooper, Attorney at Law, Legal Educator & Program Director, Working Group for Distance Learning in Legal Education
- Showcasing a Learning Tool: An Empirical Study of Law Students’ Use of Electronic Portfolios*  
Susan Dailey, Quinnipiac University School of Law
- Franklin 11 & 12      ‡ *Ample Samples*  
Lindsey Gustafson, University of Arkansas at Little Rock William H. Bowen School of Law
- Salons A & B      *Thinking Deeper: Introducing “Anchors” to Help Students Read Authorities More Carefully and Deepen Their Legal Analysis*  
Jill Barton & Rachel H. Smith, University of Miami School of Law
- Salons C & D      *The Read Shoes: Stepping into the Reader’s Shoes Through Video, Case Illustration, Drawing, and a Model*  
Jean Sbarge, Widener University School of Law
- Salons E & F      *Calibrated Peer Review: Report from a Two-Year Study*  
Iva Ferrell & Susan King, Widener University School of Law

## 3:45 p.m. – 4:30 p.m. Concurrent Sessions

- Franklin 5 & 6      ➔ *The Law is Made of Stories: Erasing the False Dichotomy Between Stories and Legal Rules*  
Stephen Paskey, SUNY Buffalo Law School
- Franklin 7 & 8      *Self-Learning Nonverbal Persuasion: Body Language, Video Clips, and Simultaneous Modeling*  
Bruce Ching, Michigan State University College of Law
- Franklin 9 & 10      *Resurrecting (and Modernizing) the Research Treasure Hunt*  
Nancy Vettorello, The University of Michigan Law School
- Franklin 11 & 12      ‡ **Idea Bank Live**
- Teaching Through the Test: Using Review Tests to Teach Students to Avoid Mistakes*  
Robert Somers, Whittier Law School
- Feet to the Fire – Eliminating the Closed Memo Assignment*  
Margaret Hahn-DuPont, Northeastern University School of Law

Salons A & B

*The QT on Quick Turnaround Assignments*  
William Blais, Southern University Law Center

Salons C & D

◆ *Shame on Me: Acknowledging the Deeper Issues Faced by Novice Legal Writers*  
Amy Vorenberg, University of New Hampshire School of Law

**4:45 p.m. – 5:45 p.m.**  
**LWI Committee Meeting**

Meeting Room 413

Pre-Law Outreach Committee

**5:00 p.m. – 6:00 p.m.**

TBD

Conference Planning Wrap-Up Meeting