



From the Editors...

This issue of *The Second Draft* reports on work of the Institute at and after its 1998 biennial conference in Ann Arbor. The topic of the Spring issue is Technology in the Classroom. Do you make use of high technology in teaching legal writing? What technologies have you used? How has it worked out? Is it an unadulterated benefit, or does it have some downsides, as well? If you would like to contribute to this discussion, please send an essay of no more than 750 words on the subject to Joan Blum at Boston College Law School, 885 Centre St., Newton, MA 02459-1163. While we prefer submissions in hard copy and on disk, we will also take submissions by email. If you submit by email (<blum@bc.edu>), do not send your essay as an attachment; include it in the body of your message.

*...Jane Gionfriddo & Joan Blum
Boston College Law School*

*The President's
Corner*

by Mary Beth Beazley,
The Ohio State University
College of Law



In this issue, the President's Corner will contain a lot more information than it does philosophy. A lot has happened since the last issue of the *Second Draft* was published in Fall, 1997.

1998 LWI Elections

Jo Anne Durako of Rutgers-Camden ably conducted the LWI elections in the Spring of 1998. The following people were elected to board positions and will serve until 2002:

Jane Kent Gionfriddo
Boston College Law School

Jan Levine
Temple University School of Law

Laurel Currie Oates
Seattle University School of Law

Deborah Parker
Wake Forest University
School of Law

Terry Seligmann
University of Arkansas, Fayetteville

Helene Shapo
Northwestern University
School of Law

Lou Sirico
Villanova University School of Law

They join the following board members, whose terms end in 2000:

Mary Beth Beazley
The Ohio State University
College of Law

Steve Jamar
Howard University School of Law

Steve Johansen
Northwestern School of Law at
Lewis & Clark College

Terri LeClercq
University of Texas School of Law

Susan McClellan
Seattle University
School of Law

Kathryn Mercer
Case Western Reserve
University School of Law

Marilyn Walter
Brooklyn Law School

Mark E. Wojcik
The John Marshall Law School

1998 LWI Summer Conference

One more thank you to the fantastic people who did such a wonderful job on the 1998 conference in Ann Arbor, Michigan. As Nancy Soonpaa noted, and others echoed, the conference was “intellectually stimulating, reassuringly collegial, and very career-affirming.” A good time was had by all, both in the conference sessions (starting with Charles Calleros’s marvelous opening session) and during the “extra-curriculars.” We had great fun at Second City (where Tom Domonoske of Duke narrowly escaped “arrest”) and at the Talent Show, where we saw some amusing “fake” talent and some incredible real talent; we ended with an impromptu jam session led by Charles Calleros and some talented others.

Kudos to Terri LeClercq, of the University of Texas, and her Program Committee, and to our co-host schools, Wayne State University College of Law and

the University of Michigan Law School. Grace Tonner and Carolyn Spencer, of the University of Michigan, and Diana Pratt, of Wayne State University — and their committees — put in many long hours making sure that the conference would run smoothly.

LWI Board Meeting



The LWI Board of Directors met at the conference, as is usual. Steve Jamar opened his last board meeting as President, and he received a well-deserved round of applause as he handed over the metaphorical gavel. Thank you, Steve, for all of your hard work over the past two years; you’ve done good things for Legal Writing and for the Legal Writing Institute. Jane Kent Gionfriddo, of Boston College, is our new President-elect; she will serve as President from 2000-2002. Steve Johansen, of Lewis and Clark, was re-elected Treasurer, and Debby Parker, of Wake Forest, was elected Secretary. Congratulations to all!

2000 Conference

The 2000 LWI Conference will be held in Seattle, Washington, on July 19-22. Save the dates,

and if you’d like to be on the Conference Planning Committee, get in touch with one of the Co-chairs: Jane Kent Gionfriddo (617-552-4358; <gionfrid@bc.edu> and Steve Johansen (503-768-6637; <tvj@lclark.edu>). Stay tuned to the Second Draft and the Legal Writing Lists for further information.

At the Board meeting, the Board asked Mark Wojcik to investigate presenting an award to President Clinton to thank him for a Presidential Order on Plain Language, which appears at 63 Fed. Reg. 31,885. The award was Mark’s idea, and it was a great idea, but current events dictate that we table the suggestion for now. In the current climate in Washington, “plain language” as a concept is charged with a little too much irony. Joe Kimble, Chair of the Outreach Committee, has also suggested that we can promote the goals of the Legal Writing Institute by presenting appropriate awards to persons or institutions that exemplify or promote good legal writing. Check in with him if you have some ideas for awards we could present. Awards can be a good way to both raise the profile of the Legal Writing Institute (and thus, of legal writing) and to encourage good legal writing by rewarding it.



2002 Conference

The Board is already looking for host schools for the 2002 conference. The board has compiled a list of policies and procedures for the national conference, but let me give you the basics right now: 1) Host schools must have a site that can accommodate at least 350 people; 2) they must be willing to provide support staff and facilities at no or minimal cost to LWI; 3) the location must be accessible to people of varying physical abilities, must be near an airport, and must have a variety of housing (including low-cost housing) available; 4) the site must be conducive to community-building among LWI members; and 5) the location must be one that participants want to visit at the time of year in which the conference is held. On this last note, the Board decided that it would prefer a July date for the Seattle conference and a June date for the non-Seattle conference in order to accommodate those members for whom either June or July is not feasible.

If you are interested in hosting, or if you even think you might possibly be interested in hosting, please get in touch with me or with a board member to get detailed information about the requirements. Hosting the conference is a wonderful opportunity to put your school and your program on a national stage; please consider taking that opportunity in 2002.

The Second Draft

The Board approved a budget for the Second Draft that will allow it to be published four times every two years. A new host school will have to be found; Boston College has been doing a great job for five years now, but it's time for someone else to take a turn. If you think you might be interested in editing the newsletter, contact Jane Gionfriddo or Joan Blum for more information. If you are looking for a way to get involved in LWI, publishing and editing the newsletter is an important service that will help you get to know a lot of LWI members and help you impress your Dean and the legal writing community. I know that we have all been impressed by the hard work of Jane Kent Gionfriddo and Joan Blum at Boston College. Once again, take advantage of this opportunity for service.



Committees

All active committees have included a report here. Please review the details about the committees listed and see which committees, if any, you would

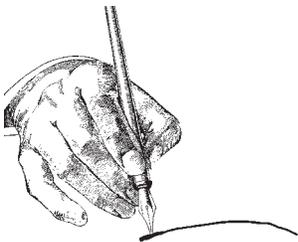
be interested in joining. In the alternative, do you have an idea for a committee you'd like to work on that doesn't exist? Maybe you can be the founding member of a new and important committee! If you signed up for a committee at the LWI Conference, you should have been contacted by the time you read this; if you didn't sign up at the Conference and you'd like to be on a committee, or if you did sign up but haven't been contacted yet, please contact the appropriate chair directly. We need your talents!

A Final Word

In the next issue of the Second Draft, I will talk about some of the pieces of "Good News" that people gave me at the summer conference; if you have some good news between now and then, please send it to me. I have been delighted at the response to my request for good news – there are good things happening out there. Programs are getting more credit, and teachers are getting more cash; we are getting involved beyond the Institute and beyond Legal Writing. This is an exciting time in the life of the Legal Writing Institute and of the Profession. Please do what you can to get involved – for your own good and for the good of legal writing.



Committee Reports



Legal Writing: The Journal of the Legal Writing Institute

Legal Writing: The Journal of the Legal Writing Institute has two issues under way. Diana Pratt is editing the 1998 Proceedings Issue, which includes nine articles from the 1998 Conference in Ann Arbor. The authors and assistant editors are currently working toward a Spring 1999 publication date. Katy Mercer, of Case Western Reserve, is the editor of the next regular issue of the Journal, Volume 6. Questions on Volume 6 should be directed to her (216-368-2713).

If you have an article you would like to submit to the Journal, please send three copies of your manuscript to Chris Rideout, Legal Writing: The Journal of the Legal Writing Institute, Seattle University School of Law, 950 Broadway Plaza, Tacoma, WA 98402.

Listserve & Website Committee

Chair, Steven D. Jamar, Howard

The LWI Listserve & Website Committee has reconfigured the LWI listserve to be a one-way

mailing list to be used only for official announcements by LWI to LWI members. Therefore, the committee did not find it necessary to create guidelines for appropriate use of the list.

General discussion of LRW topics should be done on legwri-l, an open list not limited to LWI members, which is hosted by Chicago-Kent.

Plans are being made to create an LWI website, which should be up and running within 8 months. Suggestions regarding content and links should be forwarded to:
<sjamar@law.howard.edu>.

Membership Outreach Committee

Co-chairs, Joan Blum, Boston College, and Terry Seligmann, University of Arkansas, Fayetteville

This committee is charged with introducing the Legal Writing Institute to new legal writing faculty and to other law faculty who have an interest in teaching legal writing. The committee plans to put together a package to send them. The package will include a cover letter about the Institute, a copy of The Second Draft, information on how to subscribe to legal writing listserves, and information about other resources for teaching LRW. Suzanne Rowe of Florida State University has begun work on the contents of the mailing. The next step is to identify new legal writing faculty (full- or part-time) and

other law faculty who should receive this information. If your law school has people in either category, please let the committee know about them by emailing Terry Seligmann at <tselig@law.uark.edu> or Joan Blum at <blum@bc.edu>.

Outreach Committee

Chair, Joe Kimble,
Thomas M. Cooley Law School

Committee members:
Teodora DeLorenzo
Jessie Grearson
Steve Johansen
Susan Liemer
Mark Wojcik.

The following is a general outline of the committee's work. For a more detailed report, please contact Joe Kimble at: <kimblej@mlc.lib.mi.us>.

The Institute's Outreach Program has three general goals:

- * Improve the quality of legal writing throughout the legal profession.
- * Keep members of the Legal Writing Institute informed about developments in writing theory and practice that might come from undergraduate and graduate programs.
- * Raise the profile of the Legal Writing Institute.

The committee cannot accomplish these goals without the work of the general membership of the Institute. The Outreach Committee will provide a structure and direction

for the program, and report each year or two on its progress, but the general membership of the Institute must work to achieve the goals.

Possible Activities for Achieving the Goals of the Outreach Program

1. Establish a legal writing committee in every state bar association.

Possible activities for state committees:

- * Write a regular column for the state bar journal.
- * Give yearly awards to well-written legal documents.
- * Speak to law firms and local bar organizations.

2. Develop Institute publications for practicing lawyers.

3. Express support for initiatives to reform legal writing.

4. Support existing organizations devoted to improving legal writing.

5. At the biennial conferences, include presenters from graduate and undergraduate writing programs.

6. Publish in *The Second Draft* a list of articles on good legal writing.

Scholarship Committee

Chair, Michael Smith, Temple

Michael R. Smith was recently appointed chair of the LWI Scholarship Committee. If you are interested in serving on this committee, or have ideas or suggestions for committee projects, please contact him at (215) 204-2651 or by e-mail at <msmith5@vm.temple.edu>.

Survey Committee

Chair, Jo Anne Durako, Rutgers-Camden

Committee members:

Janet Blocher
Capital University

J. Dennis Hynes
University of Colorado

Pam Lysaght
Detroit Mercy

Pam Norrix
Albany Law

Deborah Mc Gregor
University of Indiana

Marilyn Walter
Brooklyn

For the past two years, the LWI/ALWD Survey Committee has collected data relating to issues of status, salary, and workload from participating law schools. Distributed in the spring, the survey includes about 100 questions covering areas of interest to LRW professionals and law schools drawn from responses of about 75 schools. This information has proven to be helpful to many who are seeking to improve their LRW

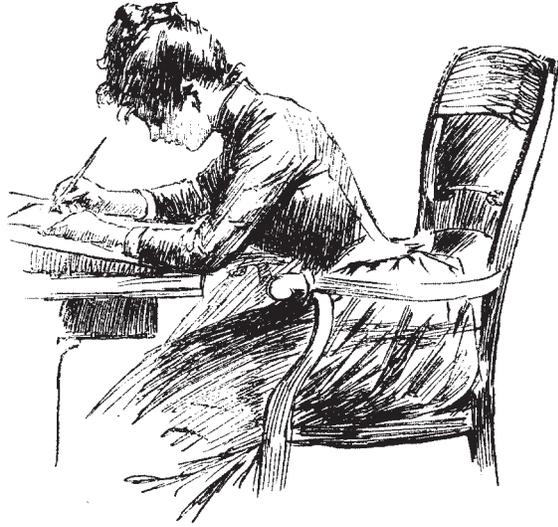
programs.

The committee is currently soliciting new areas to investigate and questions to include in the 1999 survey. At the LWI Conference this summer, we received suggestions to include questions on gender as it relates to salary and status. As part of this year's survey we may also be soliciting narrative descriptions of LRW programs to post on the website, if the website is up and running.

Please send your suggestions for survey questions to Jo Anne Durako, Survey Committee Chair, Rutgers-Camden Law School, 217 South 5th Street, Camden, NJ 08102-1203, or by e-mail to: <durako@camden.rutgers.edu>.



From the Desk of the Writing Specialist



CONFIDENCE

by Anne Enquist
Seattle University
School of Law

Most athletes know that they perform better when they are feeling confident. In fact, many a sport psychologist is making a decent living by teaching professional athletes skills like “positive visualization,” which, at least in its most primitive form, is learning to pause before attempting a feat and mentally visualizing yourself go through all the steps to accomplish the task successfully.

For example, an on-deck batter might mentally picture himself stepping into the batter’s box, seeing the ball coming toward him, feeling the motions of swinging the bat, and then hitting the ball out of the park. The idea, of course, is to tap into the training and confidence one should have based on that training. The concept is a fairly simple one: If you believe you can do it, that’s one step closer to actually doing it.

Unfortunately, this type of self-fulfilling prophesy can also work the other way. The on-deck batter who starts thinking about striking out probably will. Allowing such feelings of insecurity and inadequacy to creep in can cause

people to question every small detail about their upcoming performance and thus lose their natural ability to put the pieces of the performance together in a fluid, successful way.

Writing is like many other skills, even athletic skills like batting. There are specific techniques one has to learn in order to be a good writer. And there is no substitute for training; it is essential for one to achieve peak performance. But training alone is not enough-not if one is striving for excellence in writing.

Excellent writers count on their natural fluency to help them get their points across. They know, perhaps at a subconscious level, that some of the sentences will almost write themselves. They have written well before. They have seen their ideas come to life on a page. They have even enjoyed writing moments when serendipitous combinations of words and sentences have refined or possibly even created an idea or an insight. After many successful experiences “at the plate,” they are confident that they will write well and they actually look forward to the challenges and rewards of writing.

Insecure writers, on the other hand, rarely enjoy writing. To them, putting words on a page is preferable only to having a root canal, car accident, and IRS audit all on the same day. To an insecure writer, writing is often an exercise in error-avoidance. Rather than focusing completely on the task of communicating their ideas to a reader, insecure writers are distracted by thoughts of “how can I avoid making a mistake?” This lack of confidence often leads to “safe” but bland writing, contorted syntax (to avoid something they are not sure of, such as how to use a semicolon), and errors that stem from, ironically, an effort to be correct (the “between you and I” kind of error).

Well, you say, many of my students lack confidence in their writing for good reasons! They don’t know yada, yada, yada-(you fill in the blanks). I don’t entirely disagree. I see weaknesses in almost every piece of student writing I read, and occasionally, I even see things that I consider egregious mistakes. However, I also see some good things in just about every student paper I read. Nicely phrased renditions of the facts, concise brief answers, accurate explanations of the rules, convincing and well-thought out arguments, yada, yada, yada-(you fill in the blanks). In fact, in most students’ work there is more good writing than bad writing. There is more on which to build the student’s confidence than there is for building the student’s insecurities.

In years past, I felt it was my job to help students look at their writing with an intensely critical eye. I wanted them to realize (still do) that as lawyers they would be professional writers. I emphasized that there were high

standards for writing in the profession, probably higher than they had encountered in their life before law school, and that I expected/demanded that they reach those standards.

None of that has changed. But, and this is a big “but,” I noticed in the past that that approach could very easily lead to a nose dive in confidence, even among the strongest writers. If I did not learn to use my “intensely critical eye” to see writing strengths as well as weaknesses, students went away with a false picture of their ability as a writer. They, like me,

focused only on the weaknesses, and the next time they wrote, they were a pile of insecurities. Not surprisingly, their next efforts at writing betrayed their lack of confidence in expressing themselves. It didn’t take me long to realize that this was not a good thing.



What I am proposing, then, is not that we suggest to our students that they are already the Shakespeares or the Learned Hands of the legal profession. A false or unfounded sense of confidence is worse than a lack of confidence. Instead, I propose that we pay attention to the role confidence plays in our student’s writing and take care not to inadvertently and unnecessarily hobble* students by undermining their fluency. We need to point out their strengths so that they can build on them, and we need to restrain ourselves from pointing out more weaknesses than they can possibly address at one time. I am convinced that we can do the former without resorting to empty praise and the latter without suggesting to students that the weaknesses we are emphasizing at the moment are the only weaknesses that they

must eventually confront in their own writing.

Like batting coaches, we need to be selective as we critique students' writing and give advice. Rather than tie our students up in knots trying to remember to do 20 new things all at once, we need to do the work of sorting through and prioritizing their weaknesses. Possibly the most important part of our job as we read and comment on their writing is selecting the two or three things to highlight in the end comment that we think they should focus on the next time

they write. If we have carefully chosen and highlighted those concerns that, if properly addressed, will give our students the most significant overall improvement, then we are far less likely to have undermined their natural fluency and confidence in their writing.

The best formula-natural fluency + limited and tailored advice + confidence - gives them their best chance at hitting a home run the next time they write.

*If you are going to split an infinitive, go all the way!



LWI and ALWD Joint Career Services Committee

Jan Levine, Chair

This committee is charged with collecting salary information in legal writing job postings in order to promote awareness among law schools and job applicants of status and salary inequities faced by legal writing professors. Developing this awareness may be a catalyst for change. The committee is preparing a "cover sheet" that all three Internet-based legal writing listservs (LWI-NET, DIRCON97, and LEGWRI-L) would require for all job-related postings. A draft of the cover sheet has been circulated for comment to the officers and boards of the two organizations, and to some other legal writing professors. If the cover sheet notion is successful, it may be used for advertisements in paper newsletters mailed by the two organizations, and perhaps the

two organizations would do a special legal writing jobs bulletin as a service to law schools and those persons seeking a legal writing teaching appointment.

News



AALS Annual Meeting

Workshop on Reading Critically

A full day workshop on the theory and practice of reading critically will take place on Thursday, January 7 at the Annual Meeting of the AALS in New Orleans. Kudos to Katie

McManus and Carol Parker, who submitted the proposal for the workshop, to Mary Lawrence, Chair of the Planning Committee, and to all the other members of the Institute who will present or lead break-out sessions at the workshop. The registration fee to attend this workshop is included in the Annual Meeting registration fee. Attendance is on a first come, first served basis. (You should already have received AALS registration materials through your Dean.)

Section on Legal Writing, Reasoning, and Research

This year, the Section will present a panel discussion on the history, development, and ramifications of the performance examination, now part of the bar exam in 15 states. Panelists include Frank Morrissey, Peter Honigsberg, and Nancy Schultz.

ALWD/LWI Reception

Once again, ALWD and LWI are sponsoring a joint reception at the AALS annual meeting. Come relax with good food, good drink, and good colleagues. The reception will be held on Saturday, January 9 from 6-8 p.m. at L'Appartement de l'Empereur in Napoleon House, 500 Chartres Street, New Orleans. Make your reservation by sending a check for \$25, made out to ALWD, no later than December 21, 1998, to Eric Easton, 9805 Bristol Ave., Silver Spring, MD 20901. For more information, contact Eric Easton at <eeaston@ubmail.ubalt.edu>.

ALWD

The Association of Legal Writing Directors is negotiating with publishers to publish the first citation guide drafted and approved by legal writing professionals. ALWD held a break-out session on Careers in Legal Writing at the AALS Recruitment Conference in Washington, D.C, this Fall. This is the first time the AALS has permitted a legal writing group to present at this conference. The Association is indebted to the efforts of Barbara Cox in getting our profession on to the agenda. ALWD will host a reception for friends of legal writing on Saturday, January 9 from 6-8 p.m. at The Napoleon during the 1999 AALS Conference in New Orleans. ALWD is planning its second biennial conference for summer

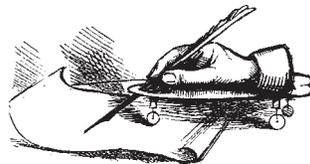
1999, at a location to be announced.

CALI Conference 1999

The Center for Computer-Assisted Legal Instruction's Conference for Law School Computing will be held June 16-19, 1999, at the University of Oregon School of Law in Eugene, Oregon. Last year, over 400 faculty attended. Sessions are very diverse and include discussions about using technology in the class room, distance education, and developing online components to a course. Materials from the past conferences (including sessions archived via Real Audio and Real Video), and information about the 1999 conference, can be viewed at <http://www.cali.org/>. CALI hopes to see you in Eugene!

Writing Skills Clinic at WNEC

The Lawyering Process Program and the Legal Education Assistance Program at Western New England College School of Law have developed a new Writing Skills Clinic that is open to all students. Myra Orlen, a Lawyering Process Instructor at Western WNEC since 1995, will offer monthly workshops and individual conferences.



Publications



With Jane Garry, Fred Shapiro at Yale Law School has co-edited Trial and Error: An Oxford Anthology of Legal Stories (Oxford University Press, 1998).

Scott Fruehwald of University of Alabama School of Law has two articles that are scheduled to appear in late 1998 or early 1999: "Choice of Law in Federal Courts," which will be published in the Brandeis Law Journal, and "Constitutional Constraints on State Choice of Law," which will be published in University of Dayton Law Review.

Achievements



The University of Arkansas at Little Rock is allowing its four legal writing faculty members (as well as its clinical faculty) to

convert to the tenure track as of the coming fall.

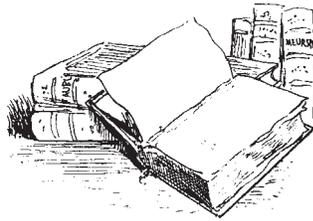
Congratulations to Colleen Barger and her colleagues!

Congratulations to Carol Bast, who was granted tenure and was promoted to associate professor in the Department of Criminal Justice and Legal Studies at the University of Central Florida.

Beth D. Cohen was appointed to serve as Acting Director of the Lawyering Process Program at Western New England College School of Law in Springfield, MA. Beth is also Director of the Legal Education Assistance Program at WNEC. Jeanne M. Kaiser has joined the Lawyering Process Program at as an Instructor. Prior to joining the Lawyering Process faculty, Jeanne served as a law clerk in the Massachusetts Appeals Court and was a litigation associate in a general practice firm in Northampton, MA.

Terri LeClercq was a Visiting Professor at St. Louis University this fall, where she taught Editing for Editors. She was elected a member of the Society for Values in Higher Education. (Terri reports that she and Jack enjoy drinking bubbly from the great glasses given her as thanks for being Program Chair for the Institute's Summer 1998 Conference.)

Book Review



Legal Analysis and Writing by Robin S. Wellford, Director of Legal Writing, Washington University School of Law

LEXIS®-NEXIS® Electronic Authors Press, 1997; 208 pages, \$29.95

Includes Workbook and LEXIS®-NEXIS® Legal Research and Writing Course Kit II in CD-ROM, and Professor's Manual
Reviewed by Diane Penneys Edelman Villanova University School of Law

From “product” to “process”—these words have been the hallmark of Legal Writing pedagogy during the past decade. For a number of years, Legal Writing professionals have worked to make their courses more process-oriented by introducing prewriting, peer editing, self editing and other techniques designed to get their students thinking not just about what to write, but how to write. Professor Robin S. Wellford's Legal Analysis and Writing incorporates this approach into a unique Legal Writing textbook-workbook-CD-ROM “course

kit.” Using several innovative approaches, Legal Analysis and Writing puts the process approach into textbook form.

Like many legal writing texts, Legal Analysis and Writing uses writing exercises to teach basic skills of legal writing. This course kit goes a step further by using single hypothetical (involving a residential burglary) to demonstrate graphically the process of legal analysis and written communication in the context of memo writing. This problem can be used by the professor throughout the course to illustrate nearly thirty steps in the analysis-to-writing process, from the inception of the client's problem (e.g., factual investigation, note taking from initial research) to completion (e.g., outlining and preparing several drafts of the memorandum).

The course kit takes into account that different students learn in different ways. For example, note-taking examples in the residential burglary scenario demonstrate how to take notes in both “free-form” and chart format. In addition, examples of several drafts of the final residential burglary memo show how a student's thinking process might evolve as the student revises a memorandum. For the typical law student who is concerned that there is only one correct way to write a memo, the course kit offers reassurance by illustrating different “format options” and strategies for effective memo



writing.

Throughout, the course kit helps students focus on the progression from fact investigation to final memorandum by inserting questions and comments (in both the text and the Workbook) that are designed to get students thinking, again, about the process of legal analysis and writing. For example, the text asks, “In this second draft, the drafting attorney added a thesis paragraph. What five components of an effective thesis paragraph does it contain?” or comments, “Note that the writer elects to explain the McIntyre case before discussing the client’s facts.” Legal Analysis and Writing reinforces the importance of the process approach by using redline and strikeout text to illustrate the memo editing process. It uses similar strategies to instruct students on writing client letters and trial level briefs. Inclusion of sections on appellate brief

writing would be useful in the next version of the course kit.

This course kit is particularly innovative because a user-friendly CD-ROM accompanies the written texts. The CD, which contains the entire textbook and Workbook, links the exercises and residential burglary examples to references in the textbook. Consequently, when a student sees a reference to a sample memorandum in the textbook, the student can bring the sample memo to the screen with one click of the mouse. The CD uses highlighting and other visual techniques to emphasize successfully the process methods to students. Moreover, as with most educational software, the student can “backtrack” or jump from the textbook to Workbook and back.

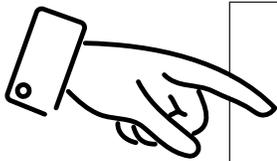
The course kit also includes the Electronic Guide to Legal Research. This ten-chapter Guide and its comprehensive set of research exercises is found on

the CD-ROM, and the exercises are contained in the print version of the Workbook as well — resulting in a research tool that is useful for technophiles and technophobes alike. Potential users of Legal Analysis and Writing should not be concerned that this innovative course kit is too complex to use. To the contrary, the kit provides a variety of teaching tools and guidance for using them. In addition to a Preface that clues students in on the text’s “building block approach,” the text comes with a Professor’s Manual with teaching tips and a suggested syllabus. The course kit is flexible; one can follow it closely and use all of the materials for a combined Legal Research and Writing course, or use some or all of the Legal Writing component materials. Given that students learn in a variety of ways, Legal Analysis and Writing is a versatile text that can be used to teach, and reach, the entire class.

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