

Additional Recommended Reading – Monograph Volume 7

1. Catherine J. Wasson & Barbara J. Tyler, *How Metacognitive Deficiencies of Law Students Lead to Biased Ratings of Law Professors*, 28 *Touro L. Rev.* 1305 (2012), https://www.tourolaw.edu/pdf/5.%20Wasson_5.16.pdf
2. Linda H. Edwards, *The Trouble with Categories: What Theory Can Teach Us about the Doctrine-Skills Divide*, 64 *J. Legal Ed.* 181 (2014), <http://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=1931&context=facpub>
3. Deborah L. Borman, *De-Grading Assessment: Rejecting Rubrics in Favor of Authentic Analysis*, 41 *Seattle U.L. Rev.* __ (2018), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2596818
4. Brenda D. Gibson, *Grading Rubrics: Their Creation and their Many Benefits to Professors and Students*, 38 *N.C. Cent. L. Rev.* 41 (2015), <https://law.lclark.edu/live/files/22730-grading-rubrics>
5. Alex Berrio Matamoros, *Answering the Call: Flipping the Classroom to Prepare Practice-Ready Attorneys*, 43 *Capital U.L. Rev.* 113 (2015), <http://law.capital.edu/WorkArea/DownloadAsset.aspx?id=35607>
6. Rita Barnett-Rose, *Reduce, Reuse, and Recycle: How using Recycled Simulations in an LRW Course Benefits Students, LRW Professors, and the Relevant Global Community Special Issue: Articles on Legal Research and Writing*, 38 *U. Dayton L. Rev.* 1 (2013), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2463842
7. Jason S. Palmer, *"The Millennials are Coming!": Improving Self-Efficacy in Law Students Through Universal Design in Learning*, 63 *Clev. St. L. Rev.* 675 (2015), <https://engagedscholarship.csuohio.edu/cgi/viewcontent.cgi?article=3862&context=clevstlrev>
8. Shelley Kierstead & Erika Abner, *Text Work as Identity Work for Legal Writers: How Writing Texts Contribute to the Construction of a Professional Identity*, 9 *Legal Comm. & Rhetoric: JAWLD* 327 (2012), <http://stg.alwd.org/publications/legal-communication-rhetoric/archives/fall-2012/kierstead-abner/>
9. Diane Penneys Edelman, *A Global Approach to Legal Writing and Legal Research: An Evolutionary Process*, 5 *Drexel L. Rev.* 497 (2013). <https://drexel.edu/~media/Files/law/law%20review/Spring-2013/Edelman.ashx>

10. Mary Beth Beazley, *Writing for a Mind at Work: Appellate Fundamentals and the Science of Digital Reading*, 54 Duq. L. Rev. 415 (2016).
<http://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=2085&context=facpub>
11. Sherri Lee Keene, *Standing in the Judge's Shoes: Exploring Techniques to Help Legal Writers More Fully Address the Needs of Their Audience*, 50 U.S.F.L.R. Forum 479 (2016).
http://digitalcommons.law.umaryland.edu/cgi/viewcontent.cgi?article=2566&context=fac_pubs
12. Katrina June Lee, Susan Azyndar, Ingrid Matteson, *A New Era: Integrating Today's "Next Gen" Research Tools Ravel and Casetext in the Law School Curriculum*, 41 Rutgers Computer & Tech. L. J. 31 (2015)
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2550430
13. Jootaek Lee, *Gatekeepers of Legal Information: Evaluating and Integrating Free Internet Legal Resources into the Classroom*, 17 Barry L. Rev. 221 (2012).
<https://lawpublications.barry.edu/cgi/viewcontent.cgi?article=1065&context=barrylrev>
14. Nancy Schultz, *The Integrated Curriculum of the Future: Integrating First-Year Legal Writing with Other Lawyering Skills*, 7 Elon L. Rev. 405 (2015).
https://www.elon.edu/docs/e-web/law/law_review/Issues/Elon_Law_Review_V7_No1_Schultz.pdf
15. Sara K. Rankin, Lisa Brodoff, Mary Nicol Bowman, *We Have a Dream: Integrating Skills Courses and Public Interest Work in the First Year of Law School (And Beyond)*, 17 Chap. L. Rev. 89 (2013).
<https://www.chapman.edu/law/files/publications/CLR-17-rankin-brodoff-bowman.pdf>
16. Section on "American Bar Association Accreditation Standard 405(c)(3)" in the Journal of Legal Education, Volume 66, No. 3, Spring 2017,
<https://jle.aals.org/home/vol66/iss3/> (articles by Melissa H. Weresh, Linda L. Berger, Kathryn Stanchi, Kristin Konrad Tiscione, Teri A. McMurtry-Chubb, Peter A. Joy, and Donald Pomain and Joseph P. Tomain)