



LWI One-Day Workshop at South Texas College of Law Houston
Your One Best Thing
December 10, 2021
Via Zoom, 10:00 a.m. to 4:30 p.m. CDT



Session 1:

Time	Zoom Room 1	Zoom Room 2
10:00 – 10:50	Susan Greene (Hofstra): <i>Mindful Listening and Mindful Movements: How to Be More Present,</i>	Hillary Reed (Houston): <i>Please Get Back to Me Soon! Short Research Email Assignments that Reinforce Research, Writing, and Analysis (25 minutes)</i>

	<p><i>Physically and Mentally, During Online Conferences</i> (50 minutes)</p> <p>Conferences are always an exhausting time for all of us, but the transition to online conferences adds particular challenges. From “Zoom fatigue” to the difficulties of making human connections with students through a screen, we are navigating a new world. Drawing on my roles as a yoga teacher and a mindfulness teacher, I have been able to make online conferencing much more rewarding. I will present several exercises, both physical and mental, that have allowed me to better interact with and listen to my students from a chair and through a screen over a day that can span eight to ten hours. I will then guide participants through some chair yoga and a mindful listening exercise.</p>	<p>Many of the assignments we give in first year legal writing courses have longer time horizons and expect deep research and analysis. But in practice and even some interviews, our students may face quick turnaround assignments. I will introduce an assignment that I give in the fall after the first closed memo and research units and before their open memo. Students research a simple question and write a professional email with the answer in only 75 minutes. I will discuss the benefits and reasoning behind doing this short assignment and give sample problems.</p> <p>Lorie Schweer (Iowa): <i>An Effective Sample Memo</i> (25 minutes)</p> <p>Students generally have some experience writing, but not with legal writing, legal analysis or using legal authority. To prepare students for their first legal memo, have students prepare their own sample memo in teams in a laboratory environment. Students can explore the entire process of producing their first legal writing, including reading cases, preparing a case chart, memo organization, and development of “rule” and “application.” In addition to giving students a low-stress environment for exploring a new genre, it gives concrete examples for the rest of the semester.</p>
10:50 – 11:00	Break	Break

Session 2:

Time	Zoom Room 1	Zoom Room 2
11:00 – 11:50	<p>Lauren Simpson (Houston): <i>Demanding Attention: Teaching Persuasive Writing through the Demand Letter</i> (25 minutes)</p> <p>The demand letter is a powerful—but often overlooked—persuasive device for moving a client’s goals toward an expedient resolution. It also presents a short and effective vehicle for teaching persuasive writing techniques. In this presentation, Professor Simpson explains why she incorporates the demand letter into her persuasive-writing curriculum; describes how she teaches effective demand-letter drafting and its accompanying practical considerations; reveals what her demand-letter assignment consists of and assesses; and shares why she enjoys teaching this writing form so much.</p> <p>Mark Cooney (Cooley): <i>The Extra-Stuff Rule</i> (25 minutes)</p> <p>Before starting law school, students have likely gone for years without any formal instruction on writing mechanics. Then they're thrust into a world</p>	<p>Rachel H. Smith (St. John’s): <i>Hide & Seek: Using Anonymity & Attention In My Legal Writing Classes</i> (25 minutes)</p> <p>My “best thing” is a combination of teaching strategies that allow and encourage students to vent, think, and brainstorm anonymously and strategies that show the students personalized and individualized attention and care. This balance of anonymity and attention is the “secret sauce” that keeps students engaged and open to learning during my year-long course. I will share the exercises I use with examples of my students’ work. Attendees will leave with specific ideas and suggestions for how to incorporate anonymity and attention into their legal writing classes.</p> <p>Harold A. Lloyd (Wake Forest): <i>The Role of Legal Writing Professors in Best Transactional Classes</i> (25 minutes)</p> <p>Taking "best class" in the broad sense of "best course," I will review how my course entitled Contracts and Commercial Transactions models ways legal writing professors can integrate review and analysis of complex contracts in legal education as well as take the lead in both the teaching of transactional courses and the promotion of transactional competitions in law school. Time permitting, I will discuss</p>

<p>in which their writing comes under hyper-scrutiny. Students trying to catch up on writing mechanics face intimidating lists of comma rules clothed in grammarian jargon that they haven't seen since fifth grade. In reality, most of those rules are really the same exact rule: the Extra-Stuff Rule. Once students think of punctuation in this frame, the walls of intimidation start to fall away. Students no longer write scared.</p>	<p>how my other course titled Commercial Leasing provides a similar model.</p>
---	--

Lunch Break: 11:50 – 1:00

Session 3:

Time	Zoom Room 1	Zoom Room 2
1:00 – 2:15	<p>Marci A. Rosenthal (Florida Int'l): <i>Not-So-Rude Awakenings: Engaging the Early Morning Legal Writing Classroom</i> (25 minutes)</p> <p>For the past four semesters, my legal writing class has been scheduled for the first time slot of the day. After only one session in this slot, I knew I needed to create a reliable method of combating students' morning doldrums. In keeping with the conference theme, in this session I will discuss the "one best thing" that I developed to engage sleepy students: five-minute formative assessment exercises that</p>	<p>Laura Graham (Wake Forest): <i>Baby-Stepping: The Process of Legal Writing</i> (25 minutes)</p> <p>Over the years, I've become increasingly aware of the importance of recognizing that our 1Ls are complete novices—babies, if you will—in the legal writing world. My 1Ls learn quickly that I take a "baby-stepping" approach to LAWR. In our first week, I spend a class talking about the steps of the legal writing process, and I use three Fisher-Price toys to illustrate (in keeping with the baby-stepping approach). In my presentation, I'll describe how I "baby-step"</p>

<p>students complete at the start of every class. I will provide samples and discuss considerations for creating exercises that prime students for successful class sessions regardless of the time of day.</p> <p>Tina Boudreaux (Tulane): <i>Using the Course's Final Class to Reinforce (or Introduce) Transfer Theory</i> (25 minutes)</p> <p>My presentation will address transfer theory—"the use of knowledge or a skill acquired in one situation to perform a different task"*—and scholars' suggestions for teaching it in the legal writing classroom. I'll focus on the exercise I created for the course's final class to remind students they have been taught transferable skills and how to call upon them in their summer jobs and externships, clinic work, and beyond. *Laurel Currie Oates, <i>I Know That I Taught Them How to Do That</i>, 7 LEGAL WRITING: J. LEGAL WRITING INST. 1, 1 (2001).</p> <p>Jennifer Mitchell (George Washington): <i>Rebranding the Self-Reflection</i> (25 minutes)</p> <p>As teachers we all know how important it is for students to reflect on strengths, weaknesses, and processes but my students would often half-</p>	<p>my students through their early assignments and how I use the toys as visual reminders that it's okay to be a novice!</p> <p>Marty Largent Purvis (Mississippi College): <i>Decluttering the Classroom: Using a Flipped Classroom Model to Teach Transactional Drafting</i> (25 minutes)</p> <p>A flipped classroom model for a legal writing course can shift the focus of class time away from substantive lecture, and to a more student-centered experience that allows students to practice the skills and concepts covered in substantive lectures. In-class exercises that foster engagement and collaboration can impact student engagement and foster professional development. This presentation will focus on how a flipped classroom model can be used to teach and assess a transactional drafting module in a legal writing course.</p> <p>Tenielle Fordyce-Ruff (Arizona State): <i>The Un-Lesson: Student-Led Energy</i> (25 minutes)</p> <p>Even a few minutes of student-led activity during class greatly benefits your classroom and your students. Come learn how exhaustion, cold, and darkness sparked one of my favorite lessons: bringing the energy. And how having students bring the energy benefited their engagement, connection, creativity, and learning, and my teaching. In addition to some energizing examples, I will discuss ground</p>
---	--

	heartedly fill out their self-reflections after major assignments and turn them into the abyss. Professional Identity Formation (PIF) became the answer to my self-reflection woes; students are tasked with drafting 1-2 page after action type memos after major assignments as a way not to just reflect post assignments but articulate their gains, takeaways, areas for improvement and practice memo writing. Bonus, we get to discuss them in small groups in class, I use them as discussion points in conferences, and students can better articulate their research, writing, and practical skills in interviews. By thinking through the PIF lens I took a semi-boring activity and made it relevant to students' PIF development and legal practice.	rules to give your students for leading this activity and the pedagogical benefits to including this un-lesson into your classes.
2:15 – 2:30	Break	Break

Greetings from STCL Dean Mike Barry and Networking Event: 2:30 – 3:00

Session 4:

Time	Zoom Room 1	Zoom Room 2
3:00 – 4:15	Erin A. Donelon (Tulane): <i>My One Best Thing: Teaching Persuasive Writing Techniques Through the College Admissions Scandal Briefs</i> (25 minutes)	Meredith Stange (Northern Illinois): <i>To Ketchup or Not to Ketchup: Potatoes and Synthesis</i> (25 minutes)

<p>This presentation will illustrate how I have recently updated a lesson on persuasive drafting to include excerpts from briefs in the so-called “college admissions scandal.” The briefs provide helpful examples of persuasive techniques and are well written, well organized, and polished. Students are generally familiar with the facts of the case, and the legal arguments are straightforward and easy to follow without additional research. The extensive media coverage also provides opportunities to supplement the lesson with photos and videos.</p> <p>Michael Pinsof (Law Offices of Michael W. Pinsof, P.C.): <i>Utilizing an LRW Class Exercise as a Means for De-Constructing the Silos of Legal Education</i> (25 minutes)</p> <p>LRW professors are blessed with the opportunity to impart to our students the insight that the practice of law requires more than demonstrating comprehension of a series of separate and distinct “silos” of doctrinal courses. Unconstrained by the boundaries of case books, we are able to simulate the real world by using an experiential, integrated approach to the analysis of real problems experienced by real clients and provide the means to effectively advocate on their behalf. This presentation suggests a practical framework and</p>	<p>Rule synthesis can be a difficult skill for 1L students to learn. To demystify the concept of synthesis, I created an exercise identifying when my husband puts ketchup on potatoes. I show slides with pictures of different kinds of potatoes, including American fries, hash browns, and French fries, and discuss which get ketchup. The students and I then work together to create a rule for what kinds of potatoes should get ketchup. Once we have a rule, I show them the test case, tater tots, and we adjust the rule we created to reflect this new information.</p> <p>Ronald S. Gieseke (Chicago-Kent): <i>Let’s Make a Deal</i> (25 minutes)</p> <p>The presentation “Let’s Make a Deal” describes a writing skills course project that instructs law students in the art of creating an exceptional transactional document. The class is divided into newly formed closely held businesses of six students. The individuals are assigned roles in the business, ranging from a 45% owner who has deep pockets to the 10% owner and founder of the business. Each owner is provided a description of individual investment objectives. The students negotiate a shareholder agreement that reflects the vision of the business and balances the separate ownership interests and talents of the individual owners. After submission of the written agreement, each business makes a class presentation that outlines the key shareholder</p>
---	---

<p>proposes a series of lesson plans and learning outcomes as a means to achieve these goals.</p> <p>John Korzen (Wake Forest): <i>Representing the Wicked Witch of the West</i> (25 minutes)</p> <p>As an experience in planning and drafting a fact statement, as well as representing an unpopular client, I have students represent the Wicked Witch of the West. The case scenario I have created is <i>Commonwealth of Oz v. Wicked Witch of the West</i>. West has appealed from a conviction of aggravated assault, after the trial court did not allow the jury to consider whether she was acting in self defense. Students use an accurate transcript of dialogue that I created from the movie. It can be a fun and memorable exercise.</p>	<p>discussions and the trade-offs that were necessary to reach the final product.</p> <p>Chandra Lee (Mississippi College): <i>Citing for the Win!</i> (25 minutes)</p> <p>My proposed presentation is based on an exercise that I conduct with my 1L students in the spring of each year. I will briefly show the slides that I have created that demonstrate the most commonly used citation rules. Then I will show an excerpt of an appellate brief that contains citation errors and show how I create teams within my class to correct the errors.</p>
---	--