

***LEGAL WRITING INSTITUTE***  
**ONE DAY WORKSHOP**

**Making Lemonade: Positive Takeaways from a Difficult Year**  
*Dec. 9, 2020*

**California Western School of Law**  
**Pacific Standard Time**

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**8:00**

**Registration and Introductions**

**8:30 a.m.**

**Welcome Message**

*Dean Sean Scott*

California Western School of Law

**8:45 a.m.**

**The Germ of an Idea: How CWSL Adapted Its Legal Skills Program in Response to the Pandemic**

*David Austin, Allison Cato, Amy Day, Liam Vavasour*

California Western School of Law Legal Skills Department

(50 minutes)

This presentation will explore recent programmatic and curricular changes the Legal Skills faculty at California Western School of Law made in order to implement best practices for online teaching, foster student engagement, and address issues of faculty workload and scheduling. The presentation will offer practical recommendations for professors in other programs looking to boost student engagement and improve faculty collaboration in the online semester ahead, and will explore strategies for applying the best aspects of the modified program even after the law school returns to in-person instruction.

**9:35 a.m.**

**BREAK/SOCIAL NETWORKING**

**10:00 a.m.**

**If You Build It, They Will Come (Through)**

***Olympia Duhart***

Associate Dean for Faculty and Student Dev. and Professor of Law  
Shepard Broad College of Law - Nova Southeastern University

***Hugh Mundy***

Associate Professor of Law  
UIC John Marshall Law School

(50 minutes)

For professors still struggling to program their VCRs, the instant switch to online teaching brought incredible stress. But the move also brought the opportunity to learn more about teaching, experiment with technology and think critically about our classes. This presentation shares what two professors learned as they used the move to online teaching to build a culture of engagement and exploration for faculty and students. One created a summer session for faculty to teach and learn new strategies to bolster online teaching. The other created new course materials that leveraged the power of Netflix and podcasts to reach students.

**11 a.m.**

**Top-5 LRW Apps and Learning Platforms: One Professor's Opinion**

***Joshua Aaron Jones***

Visiting Assistant Professor  
Robert H. McKinney School of Law – Indiana University

(25 minutes)

With so many learning management systems (“LMS”) and writing apps, any LRW professor should be overwhelmed. This presentation provides a review of my top-5, favorite legal writing, research, and reasoning platforms and nifty tricks, including interactive walk-throughs and examples. For example, creating collaborations with students via Canvas

to manage drafts in Google Docs or similar with Microsoft Teams; learn quiz nuances that vary between Microsoft Forms, Google Forms, Canvas Quizzes, and Top Hat; or manage rubrics and learning outcomes across your LRW faculty to optimize outcome data. Participants will become better informed about software choices that improve students', and their own, efficiency. The session will also remind colleagues about free options (or at least paid for by the school) that support writing and research projects, such as Google's G Suite and Microsoft's extensive app catalogue. And all will realize that not one app rules them all.

**11:30 a.m.**

**The Adaptable Law Professor: Ten Tips for Keeping the Magic of an Oral Argument Competition Alive on Zoom**

*Melissa Shultz*

Associate Professor of Law

Mitchell Hamline School of Law

*Christine Tamer*

Assistant Professor of Law and Assistant Director of Legal Writing

University of North Texas at Dallas College of Law

(25 minutes)

Unfortunately, it looks like the next twelve months may require as much adaptability as the past six—for both professors and for students. For most legal writing professors this reality brings with it a special kind of panic because it means that the traditional spring oral argument competitions will need to take place online. Given this inevitability, this presentation share tips and tricks (learned from last spring) for how to put it all—the traditional in-person, in-class rounds and the subsequent competition—into an online synchronous event. The presentation will focus on providing professors with practical takeaways—including organizational documents that professors can use to plan their online competition, tips for how use Zoom's functionality to make an online competition more seamless than one in-person, and some ways to keep the magic associated with a traditional (in-person) advocacy competition alive online.

**12 p.m.**

**BREAK/SOCIAL NETWORKING**

**1 p.m.**

**How Changes to Our Teaching Methods Improved Student Learning**

***Mark E. Wojcik***

Professor of Law

UIC John Marshall Law School

(25 minutes)

Remote teaching and learning has been criticized as being less effective than in-person instruction. This presentation looks at the silver linings of the dark clouds and finds that some online teaching methods have improved student learning. The presentation will review (1) online live grading, (2) online peer editing, (3) time-saving tools for teaching legal research, (4) enhanced legislative research, and (5) keeping students engaged.

**1:30 p.m.**

**Teaching Four Dimensional Lawyering in a Two Dimensional World**

***Cindy Thomas Archer***

Professor of Lawyering Skills

University of California, Irvine School of Law

***Alison M. Mikkor***

Assistant Professor of Lawyering Skills

University of California, Irvine School of Law

(50 minutes)

There are four dimensions to every legal project – the law, the facts, the client’s goals, and the project’s interactive setting. To succeed at a legal task, the lawyer must be able to navigate the goals, biases, and circumstances of the other people involved in the legal problem. In

short, the context matters. Our presentation will explore the techniques we use to encourage our students to consider context, with particular attention to how the move to on-line lawyering has changed both the contexts in which our students will practice and the ways in which we teach them to account for context. A portion of the time will be spent asking participants to share techniques that they have used to encourage students to think about the context of a legal problem and discuss what has worked and not worked.

**2:25 p.m.**

**BREAK/SOCIAL/NETWORKING**

**2:45 p.m.**

**Co-Teaching, Remote Learning, and the Fiction & Reality of the Fifth Amendment**

***Katherine Silver Kelly***

Clinical Professor of Law & Director, Academic Support Program  
The Ohio State University Moritz College of Law

***David Roper***

Litigation Associate, Taft Law

(25 minutes)

We co-taught a four-week unit in my 1L (remote) writing class. Students were tasked with writing a short, closed universe bench memo on whether a defendant's confession was voluntary. The news about the Breonna Taylor indictments was announced the day before one of our class sessions and we knew the assignment was the perfect vehicle to discuss the language of the Fifth Amendment, the structure of the system in which it operates, and the impact on individuals within this system and how it is different because of certain factors. The result was a rich class discussion and an understanding of how the abstract concept of voluntary confession operates in our imperfect criminal system.

**3:10 p.m.**

**Movement Lawyering: Virtual Experiential Learning in Service of Grassroots Organizations**

*Alexi Freeman*

Associate Dean of Diversity, Equity and Inclusion and Director of Social Justice Initiatives & Professor of the Practice of Law  
University of Denver Sturm College of Law

*Lindsey Webb*

Associate Professor  
University of Denver Sturm College of Law  
(50 minutes)

We will discuss the Movement Lawyering Lab, an experiential course at Denver Law that exposes students to the philosophy of movement lawyering and provides an opportunity for students to partner directly with national and grassroots organizations. The Lab was first taught in Spring 2020 and then again in Summer 2020, providing to be an experiential model that easily adapted to virtual teaching and oversight. The timing also allowed students to learn about rapid response and actively contribute to current national, state and local campaigns dedicated to social, racial, and economic justice.

**4:00 p.m.**

**SOCIAL NETWORKING/FINALE**