

## LWI One-Day Workshop

*December 3, 2020*

DePaul University, College of Law

*Moderators, Martha Pagliari, Jody Marcucci, & Michelle Cue*

Central Standard Time

- 9 a.m. Time to log-on/**Welcome Message**
- 9:30 a.m. **Baby Steps: Striding Toward Legal Competence** (*Wendy Tenzer & Julie Simpson*)
- 10 a.m. **Let them Talk: Cognitive Benefits of Elaboration** (*Jennifer Cooper*)
- 10:30 a.m. Short Break/Virtual Coffee Break
- 10:45 a.m. **Law School's Homage to National Day on Writing** (*Danielle McCain & Irene Jagla*)
- 11:15 a.m. Discussion/Break-Out Rooms
- 12 p.m. Lunch
- 1 p.m. **Using Entry Tickets to Track & Engage Students** (*Robert Doeckel*)
- 1:30 p.m. **Implementing Simulations in Online/Hybrid Legal Writing Courses** (*Joan Foley*)
- 2 p.m. Short Break/Virtual Coffee Break
- 2:15 p.m. **Covid's Impact on Teaching Oral Advocacy** (*Abigail Perdue*)
- 2:45 p.m. **Teaching Projects for Year Three** (*Kerry Kornblatt*)
- 3 p.m. Discussion/Break-out rooms
- 3:30 p.m. Final Thoughts and Closing Remarks

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<b><i>Time</i></b>	<b><i>Presenter(s)</i></b>	<b><i>Description</i></b>
<b>9:00 a.m. CST</b>	Martha Pagliari, Jody Marcucci, and Michelle Cue	Welcome!
<b>9:30 a.m.</b> <b><u><i>Creative Baby Steps: Striding Toward Legal Writing Competence</i></u></b>	Wendy Tenzer – <a href="mailto:wtenzer@avemarialaw.edu">wtenzer@avemarialaw.edu</a> ; Julie Simpson – <a href="mailto:jsimpson@avemarialaw.edu">jsimpson@avemarialaw.edu</a>	Today's 1L students seem to have difficulty retaining information more than in the past, exacerbated by the online environment. Alternative ways to introduce smaller bits of information help introduce concepts to students that LRW professors may not have enough time to address in class. The use of creative videos and quizzes is one way to introduce new concepts, such as CREAC/IRAC, without having to expend precious class time introducing it in class for the first time. Giving students some initial exposure to these concepts helps retention and shows how alternative asynchronous lessons can preserve precious classroom time and aid retention.
<b>10:00 a.m.</b> <b><u><i>Let Them Talk: The Cognitive Benefits of Elaboration</i></u></b>	<b>Jennifer M. Cooper, Assistant Professor of the Practice of Law</b> <i>University of Denver, Sturm College of Law</i> jcooper@law.du.edu	Allowing students to talk about graded written assignments "outside of the classroom" leverages cognitive benefits of elaboration, the discovery of additional layers of meaning, and deeper structural understanding of material. In light of COVID and changes to teaching in hybrid, hyflex, and online environments, students crave social connections now more than ever, providing additional incentives and opportunities for faculty to leverage the cognitive benefits of elaboration to build social connections and deeper levels of meaning.
<b>10:30</b>	<b>Break – Virtual Coffee Break</b>	<b>Virtual Coffee Break</b>

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<b>10:45 a.m.</b>  <b><u><i>A Law School Writing Center's Homage to National Day on Writing</i></u></b>	<b>Danielle McCain</b> ( <a href="mailto:dmccain@uic.edu">dmccain@uic.edu</a> ) and <b>Irene Jagla</b> ( <a href="mailto:ijagla@uic.edu">ijagla@uic.edu</a> )	Every year, legal writing professors like Sue Liemer, promote National Day on Writing (NDW) on the ALWD or LWI listservs. Founded by the National Council of Teachers of English, NDW honors writing as a form of expression across disciplines. Law school writing centers add value to pedagogical innovations and best practices in the legal writing field. This year, UIC Law's Writing Resource Center contributed to these innovations by hosting <i>Write Chicago</i> , an exemplary panel of legal and creative writers, journalists, and drafters with multidisciplinary experience. Law-sponsored celebrations like <i>Write Chicago</i> amplify legal writing and elevate the importance of writing, generally.
<b>11:15 a.m.</b>	<b>Discussion – Break out rooms</b>	
<b>12:00</b>	<b>Lunch break</b>	
<b>1:00 p.m.</b>  <b><u><i>Who's here and what's up: Using entry tickets to track attendance and engage students.</i></u></b>	<b>Robert Doeckel</b> Visiting Assistant Professor of Lawyering Lewis & Clark Law School	This session will demonstrate how to create a single question, short answer online survey for each class session to track attendance and assess student skills, build class community, or reinforce positive self-care. These "entry tickets" are a low-friction and familiar medium for students in a remote, hybrid, or in-person class to provide immediate, candid, and constructive feedback to the instructor. The data student responses provide can help the instructor to gauge and address student engagement, comprehension, or confusion on key course concepts, and much more.
<b>1:30 p.m.</b>	<b>Joan Foley</b>	Faculty teaching legal writing often use active learning techniques to enhance student learning and motivation. This presentation

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<b><u>Implementing Simulations in Online and Hybrid Legal Writing Courses</u></b>	Kermit Gitenstein Distinguished Professor of Health Law and Policy & Professor of Legal Process	will examine course and assignment design in moving one active learning technique - simulations - from the residential classroom to synchronous online and asynchronous course components in legal writing coursework. I will discuss practical techniques in creating simulations in online and hybrid courses, from readiness assurance assignments to prepare for the skills demonstration to reflective surveys to assess student learning. I will identify curricular trade-offs, as well as share challenges and successes in using online simulations. Session participants will be encouraged to share ideas on how simulations can be incorporated into their own courses.
2:00	Virtual Coffee Break	Virtual Coffee Break
2:15 p.m. <b><u>From Interruption to Innovation: How COVID-19 Changed the Way I Teach Oral Advocacy</u></b>	Abigail Perdue <a href="mailto:perduea@wfu.edu">perduea@wfu.edu</a>	Due to COVID-related course interruption, I taught <i>Appellate Advocacy</i> in a virtual classroom for the very first time this fall. What began as an uninvited interruption ultimately inspired a substantial redesign of my longstanding approach to teaching effective oral advocacy. This mental exercise inspired the creation of several innovative, new exercises, which culminated in one of the strongest sets of oral arguments to date. In this presentation, I will share several of the innovations that I plan to retain long after I return to in-person teaching.
2:45 p.m.	Kerry Kornblatt	If the first couple of years of teaching legal writing are mostly dedicated to Figuring It Out, somewhere around year three is

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<b><u>Teaching Projects for Year Three</u></b>	<a href="mailto:kkorn@umich.edu">kkorn@umich.edu</a>	when a newer teacher might look to try a new method, bring in practitioners, or experiment with creative approaches. This presentation will suggest a few projects for newer teachers who are looking to engage their students and make their class their own: <ul style="list-style-type: none"><li>· Provide more tailored feedback with live evaluation.</li><li>· Bring in practitioners' advice through a "virtual interview."</li><li>· Mine your best and worst practice experiences to craft creative class exercises</li></ul>
<b>3:00 p.m.</b>	<b>Discussion – Break-Out Rooms</b>	
<b>3:30 p.m.</b>	<b>Final Thoughts &amp; Closing Remarks</b>	