



LWI One-Day Workshop at Drake University Law School

Friday, December 12, 2025

9:00 a.m. – 3:45 p.m.

Virtual (CST)

Legal Writing in the Age of NextGen: Opportunities and Challenges

Time	Speaker	Presentation
9:00– 9:15	Drake University Law School (Mel Weresh and Danielle Shelton)	<i>Welcome and Overview of Workshop</i>
9:15-9:45	Donna Eng (University of Florida Levin College of Law)	<i>Keeping the Ball Moving: Suggestions for Revising Legal Writing Curriculum to Incorporate NextGen Bar Foundational Skills, the Guiding Principle Behind the ABA's Latest Proposed Revisions for Experiential Learning Standards, and Advancements in AI</i> As of the summer of 2025, Legal Research and Writing Professors across the country are at a pivotal moment: determining if, and how, they should revise their course curriculum to incorporate the NextGen Uniform Bar's

		Foundational Skills. This presentation will address how Legal Research and Writing Professors might revise their curriculum in modest ways to not only put them in a good position to succeed on the NextGen Bar, but to also increase student learning, thinking, and performance so that they are better equipped to perform the entry-level tasks that newly licensed attorneys are expected to perform without supervision.
9:45 –10:15	Betsy Byra (Suffolk University School of Law)	<i>Bite Size Legal Skills: Breaking Down and Re-Imagining Legal Practice Skills to Reinforce Key Concepts</i> My presentation focuses on opportunities for LRW professors to incorporate discrete, brief tasks into their existing curriculum. Through these tasks, students will have the opportunity to practice legal skills outside of the formal memo/brief assignment context, while also being introduced to new competencies. In doing so, students develop core skills and flexibility in exercising those skills in a variety of contexts, including on the NextGen bar exam. Examples I will discuss include a deposition simulation, a timed email assignment, and an AI workshop.
10:15 – 10:30	Break	
10:30 – 11:15	Alissa Gomez and Hilary Reed (University of Houston Law Center)	<i>Creating Legal Writing Assignments Around Politically-Heated Issues</i> This presentation will address creating legal writing assignments that engage politically sensitive issues without triggering partisanship. This is especially urgent in states where our curriculum faces heightened scrutiny. The presenters—who often have different political viewpoints—intentionally

		use those differences to model civil engagement and to highlight shared principles. By taking important concepts like Free Speech, and placing them in less politicized contexts, we can focus on critical issues without sending people to their respective corners. Participants will leave with strategies to “turn down the heat” while still preparing students to write about the complex, contested issues lawyers must address.
11:15 – 11:45	Amy Stein (Hofstra Law School)	<i>Integrating NextGen Performance Test Concepts into the Legal Writing classroom</i> Performance Tasks will make up 30% of the new bar exam; there will be three of them, one in each testing session. These tasks will be similar to the current MPT, although they will also include Legal Research tasks, which are multiple choice questions focused on hierarchical/ ordering type questions; these legal research tasks still require a written product such as a memo, letter, etc. My talk will address concrete, replicable steps that we are taking at Hofstra to integrate Performance Task activities into the legal writing classroom so our students will be well prepared for the exam.
11:45 – 12:45	Lunch Break	
12:45 – 1:20	Megan Davis (University of Houston Law Center)	<i>Fear and Loathing in NextGen Teaching: How to Softly Embrace Change For the Better</i> As NextGen draws near the lack of information is real. The lack of materials does not leave us without options. It does not have to be scary. We do not have to fear or loathe this change. Now is a time to be creative. But I believe that change in support of

		NextGen does not have to be a bigger lift, just a different one. This presentation will provide tangible changes for legal writing courses from the small verbiage tweaks to tasks, and assignments from a bar prep person and legal writing professor.
1:20 – 1:55	Mary Purvis (Mississippi College School of Law)	<i>Collaborative Strategies for Writing Across the Curriculum: Rubrics, Reflection, and Self-Assessment</i> Legal writing faculty are uniquely positioned to collaborate with doctrinal faculty and enhance student preparation for the NextGen Bar Exam. The leadership of legal writing faculty in explicitly teaching self-assessment strategies can help foster students' understanding of critical lawyering skills such as communication, judgment, and problem-solving. By designing rubrics and sharing self-assessment techniques that can help students evaluate and improve their own legal writing, legal writing faculty can support efforts across the curriculum to provide formative practice opportunities that reinforce the substantive law while also preparing students for the skills needed for practice and success on the NextGen Bar Exam.
1:55 – 2:30	Paige Kohn (Capital University Law School)	<i>Beyond Silos: Preparing Students for NextGen Through Integrated Legal Writing Assignments</i> This presentation demonstrates how NextGen encouraged innovation in my legal writing pedagogy. First, I created a mental framework called “holistic lawyering” that integrates both NextGen foundational concepts and skills. Second, I designed a housing justice assignment for my legal drafting

		class, which incorporates the framework and requires writing an answer and client letter. The assignment implicates both NextGen foundational concepts, such as contracts, property, and civil procedure, and NextGen foundational skills, such as legal writing and drafting, legal research, client counseling and advising, and issue spotting, analysis, and evaluation. This approach supports teaching the NextGen integrated problem set component.
2:30 – 2:45	Break	
2:45 – 3:30	Jessica Wherry, Afton Cavanaugh, Nancy Modesitt, and Richard Luedeman (University of Baltimore)	<i>NextGen and an All-In Approach to Upper-Level Writing Courses</i> Learn about Baltimore’s required upper-level enhanced writing courses in response to the NextGen Bar Exam’s emphasis on analysis and writing. We will discuss challenges, rewards, and lessons learned.
3:30– 3:45	Drake University Law School (Mel Weresh and Danielle Shelton)	Wrap-Up