## LWI One Day Workshop – hosted by Fordham University School of Law

**Friday, December 16, 2022**

Fordham University School of Law

150 West 62nd Street

New York, NY  10023

## Advancing Simulation-Based Pedagogy

Simulations are a vital piece of the experiential-learning triad, but they often go undiscussed in conversations about law school pedagogy. For decades, legal writing classes have been using simulations to teach lawyering skills. Our program hopes to highlight innovative and effective ways to use simulation-based learning to teach a broad range of skills – including research, writing, drafting, interviewing, negotiation, and counseling. We also welcome ideas about how to create simulations that introduce new skills and feedback methodologies, foster professional identity formation, and advance discussions about bias, cross-cultural competency, and racism (ABA Standard 303).

## PROGRAM

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| **8:30 a.m. – 9:30 a.m.** | **Registration and continental breakfast** |
| **9:30 a.m. – 9:45 a.m.** | **Aysha Ames, Marta Ricardo and Ilene Strauss, Fordham Law School** |
| **9:45 a.m. – 10:00 a.m.** | **Welcome and Opening Remarks from Dean Matthew Diller** |
| **10:00 a.m. – 10:30 am** | **John Terry Dundon, Georgetown University Law Center** |

*Approaching Contract Drafting and Email Writing Through a Simulated Law Firm Experience*

This presentation concerns two critical areas of legal "writing" that tend to be undertaught or even ignored at law schools – contract drafting and email writing. It describes a class on contract drafting that the presenter has taught in various iterations at three law schools. The class simulates the experience of a junior associate in a transactional practice area, with weekly contract drafting assignments that require students to adapt language from precedent contracts, just as they would at a law firm. All assignments are submitted via email, with conventions for law firm emails as a major component of the curriculum.

**10:30 a.m. – 11:00 a.m.**     **Debra Moss Vollweiler, Elisabeth Haub School of Law at Pace University (Visiting); Permanent Nova Southeastern University**

*My Year of Magical Teaching*

This presentation narrates eight lessons learned by teaching one course in three modalities during one academic year. Although this was not an LRW course, this unique situation allowed me to focus on teaching, away from doctrine—and offers universal lessons. It serves as a roadmap for starting or refreshing excellent teaching in the wake of the pandemic. I review my goals, which include building community; and increasing student engagement, student intrinsic motivation for learning and student transfer of Learning. My lessons learned include those about the syllabus, class preparation; flexibility, communication; visual feedback; humor; office hours and formative assessments.

**11:00 a.m. – 11:30 a.m.**     **Elizabeth Bloom, Northeastern University School of Law**

*Teaching Antiracist Lawyering Through Simulation-Based Pedagogy*

Using simulation exercises as drivers of the law school curriculum enables students to envision themselves as antiracist lawyers who will partner with a diverse group of clients to address critical legal issues. Northeastern's experiential learning model simulates students working as "lawyers" in "law offices," partnering with community-based organizations on year-long, social justice research projects to address the systemic inequities created and reinforced by the American legal system. These simulations give students the tools to work collaboratively in a group setting and engage with the law they are learning more deeply, while furthering the critical missions of their partners.

**11:30 a.m. – 12:00 p.m.**     **Victoria Chase, Assoc. Dean for Academic Affairs & Clinical Assoc. Prof. and Ann Freedman, Assoc. prof., Rutgers Law (Camden)**

*Narratively-Informed Lawyering and Simulations as a Cross-Silo Strategy*

This presentation describes a multi-layered family law clinic providing advice, counsel, and drafting assistance to returning citizens with child support matters. Built upon a collaboration across disciplines otherwise confined to siloed groupings in legal education, this course exposes students to the experiences of families marginalized by the exclusionary dynamics of family law systems. The presentation explores how sustained attention to narrative and relationship positions students to understand and challenge injustice and gain confidence in their lawyering skills. Techniques discussed include a process drama using an actor-teacher in the role of client; social location work; drafting pleadings for returning citizen clients; and the use of strength-based resilience dialogues.

**12:00 p.m. – 1:00 p.m.**     **Lunch**

**1:00 p.m. – 2:00 p.m.**     **Maureen Van Neste & Cheryl Bratt, Boston College Law School**

*From LRRW to Law Practice: Strengthening Our Teaching of Lawyering Skills by Offering Increased Access to Practitioner and Client Perspectives in the First Year*

In the reformulation of our course at BC Law from a narrower first-year LR&W course to a broader lawyering skills curriculum, we've developed two modules that we've found particularly effective in making students more practice-ready.

First, Prof. Maureen Van Neste will discuss our recent production of an Oral Report to Supervisors teaching video that offers the perspectives of alumni practitioners. While we will happily share the video with attendees, we will also discuss the benefits of creating one's own, which include deepening relationships with law school alumni and creating an esprit de corps around membership in one's law school community. In the second half of the presentation, Prof. Cheryl Bratt will discuss her partnership with the Boston legal services organization Lawyers Clearinghouse. Prof. Bratt has partnered with LC to create unique opportunities for 1L students to practice skills including client interviewing and drafting emails to a supervising attorney. Prof. Bratt will discuss the objectives of the program, the logistics, and the feedback she's received from participating students and attorneys.

**1:00 p.m. – 2:00 p.m.          Maria Termini and Joy Kanwar, Brooklyn Law School**

*Live and In Person: Bringing 303(b) and (c) Standards into the 1L Classroom with "Real" Clients and Real Lawyers*

To 1Ls focused on learning doctrine and surviving the first year of law school, discussions of professional identity and cross-cultural competency in law practice can seem theoretical and even, perhaps, unimportant. We make the issue more concrete for our students by inviting practicing lawyers to visit our classes during our transactional unit in the spring semester. These lawyers play the client in a simulation and talk to our students about their experiences as people of color at law firms and at the negotiating table. This presentation will describe how we plan these guest visits and how students have responded.

**2:00 p.m. – 2:30 p.m.          Hillary Reed, University of Houston**

*Negotiation Add-ons to Core LRW Assignments*

While the practice of law is typically collaborative, many LRW assignments require solitary work. This presentation will discuss where I have incorporated two realistic negotiation team exercises in the 1L LRW class, building on the work of others in our field. The two negotiation simulations, one in the fall to discuss a settlement of the Open Memo and one in the spring to negotiate terms for a Contract Drafting Assignment, give students real-world experience in pre-negotiation planning, negotiating, and communicating results. Crucially, these are limited scope negotiations that can each be done in one class with limited out-of-class work.

**2:30 p.m. – 2:55 p.m.          Jenny Samarzja, University of North Dakota School of Law**

*Integrating Pre-trial Skills into the Upper-Level Curriculum*

Although the number of criminal defendants in our legal system continues to rise, the percentage of those that ultimately choose to go to trial is steadily decreasing. Because of the prevalence of pretrial settlement, it is increasingly more important to prepare law students for pretrial practice. My current

criminal pre-trial practice course, an upper-level writing intensive course, prepares students for the realities of these cases by placing significant emphasis on pretrial skills through simulation exercises.

**2:55 p.m. – 3:15 p.m.**　　　　**Break**

**3:20 p.m. – 3:45 p.m.**　　　　**Rachel Croskery-Roberts, University of California, Irvine School of Law**

*Building Confidence and Celebrating Competence: Client Education Presentation Simulations*

The learning curve in law school is steep, and students often feel overwhelmed and under-prepared. Even in simulations, students often take the role of a junior attorney reporting to more senior attorneys or attorney arguing before an experienced judge; they rarely get to experience the feelings of competence and self-confidence that many likely arrived at law school with. Simulated client education presentations are a way to (1) allow students to build self-confidence by stepping into the role of expert; and (2) teach students how to engage with new audiences that are not typically the focus of 1L simulations.

**3:20 p.m. – 3:45 p.m.**　　　　**Julie St John, University of Detroit Mercy Law**

*Real-World Legal Research Simulations*

Last month, I was mortified to learn that a recent grad/former student didn't know how to research a topic that had been assigned to her by her supervising attorney (my husband!). So, in addition to my usual research instruction, I was now on a mission to incorporate extra research exercises into class every week. But, it was mid-semester and I'd already drafted/distributed my syllabus. So how was I going to accomplish this? ... By simulating real-world research questions young lawyers often face. That is, "bite-sized" questions on a specific topic for which the senior lawyer needs a quick answer.

**3:50 p.m. – 4:15 p.m.**　　　　**Colleen Parker, St. John's University School of Law**

*Presenting Current Events in Legal Writing*

My presentation will focus on a project I assign to students, in my Legal Writing II course, that requires them to work in groups and present on a current event in legal writing. Students must collaborate to select a topic, prepare slides, present, and summarize the presentation on Canvas. This experience enables students to evaluate legal writing, by practicing attorneys, using the concepts they have learned in class. It also provides them with the opportunity to enhance their oral communication skills, develop their professional identities, work with peers, and receive informal feedback.

***4:20 p.m. – 4:45 p.m.***　　　　**Jennifer J. Cook and Denitsa Mavrova Heinrich, University of North Dakota School of Law**

*A Tale of Two Simulations*

We hope that at the end our students exclaim: "It was the best of times learning from the layperson." This presentation will highlight innovative ways for creating simulations in the upper-level curriculum that

introduce new skills and feedback methodologies. Through concrete examples, the presentation will discuss the benefits of incorporating non-lawyers in simulations to help develop students' interpersonal and communication skills, foster professional identity formation, advance cross-cultural competency, and receive feedback from individuals who do not have a legal background.

4:45 p.m. – 5:00 p.m.       **Wrap Up**

**Conference Hotel (Tentative)**

Hotel Belleclaire
2175 Broadway
New York, NY  10024
(212) 362-7700

Deluxe One Queen - $299.00 + taxes
Deluxe One King - $329.00 + taxes

GROUP REF #FSLAW22
[Hotel Belleclaire Booking Link](#)