

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
Tue. 7/10	9 a.m. to 5 p.m.	ALWD Board Meeting			Jodi Wilson	433A
	1:30 p.m. to 5 p.m.	LC&R Retreat			Sue Bay and Ruth Anne Robbins	255
Wed. 7/11	8:30 a.m. to 1:30 p.m.	CLE			Heather Baum and Kristin Hazelwood	444 for presentation, 433B breakfast, lunch & breakouts
	9 a.m. to 4 p.m.	ALWD Board Meeting			Jodi Wilson	433A (morning through lunch); 355 (afternoon)
	11 a.m. to 3 p.m.	LWI Board Meeting			Kris Tiscione	255
	3 p.m. to 8 p.m.	Registration				Law school lobby
	3:30 to 5:30 p.m.	LWI Publications Editors Retreat			Kris Tiscione	255
	5:00-6:00 p.m.	Tech Training Session	Train the Presenters	A member of the Marquette IT team will be available to familiarize any interested presenters with the technology available in the law school classrooms.	Marquette IT team	246
	6 to 8 p.m.	Opening Reception		Join us for a variety of hors d'oeuvres and desserts as we welcome old friends and meet new ones! Thank you to our Opening Reception sponsors for generously supporting LWI: John Marshall Law School, Seattle University School of Law, and Stetson University College of Law		Zilber Forum
	8 p.m.	New Member Dinner at Benelux			Abigail Perdue and Cathren Page (hosts)	Benelux Restaurant
Thurs. 7/12	8 to 8:45 a.m.	Breakfast		Thank you to our Thursday breakfast sponsor for generously supporting LWI: Marquette University Law School		Hilton Hotel Crystal Ballroom - 5th floor
	8:45 to 10 a.m.	Welcome from Dean Kearney and Plenary				Hilton Hotel Crystal Ballroom - 5th floor
	10 a.m. to 5 p.m.	Registration				Law school lobby
	11:15 a.m. to 12:30 p.m.	Panel	Teaching Workshop: Going "Back to School" with New Ideas	Join the Teaching Resources Committee for a collaborative workshop designed to share teaching ideas with each other. Participants will choose one of six groups for a break out, ending with a wrap up session guaranteeing that everyone will go "back to school" with at least one new idea to implement.	Heather Baxter, Michelle Cue, Tamara Herrera, Trisha Kanan, and Tracy Norton	Lubar Center - room 144

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		Panel	#LegalWriting: Using Twitter to Gather Ideas, Build Networks, & Keep Up with Practice Trends	Thought about using Twitter but find it intimidating? Doubt that it has value for your work? Whether you're an active user or an observer, the panel will discuss how Twitter can enhance your teaching and scholarship, connect with the bench and bar, and confirm writing best-practices.	Ellie Margolis, Jennifer Romig, Anne Ralph, Joe Fore, Rachel Gurvich, and Beth Wilensky	246
		Panel	Getting Students to the Finish Line: Perspectives on Bar Prep	As bar pass rates continue to trend downward, law schools purposefully strive to provide effective bar preparation. This presentation will provide an engaging discussion about bridging the development of skills throughout law school to bar exam performance and provide concrete ideas that can be implemented and/or refined at your school.	Wanda Temm, Dan Real, Joan Rocklin, Kristin Cote, and Susan Bakhshian	263
		Idea Bank Live I	1. Introducing Oral Advocacy Using "Hot Topics" Presentations; 2. Ripped from the Headlines: Using Current Supreme Court Cases to Teach Statutory Interpretation; 3. Cases Alive! Branching into Law for 1L Students	1. Formal oral argument in a legal setting can be intimidating for first-year students. A "step-up" assignment can ease the pressure. Learn about a fun, non-legal, and easily accessible student-presentation assignment that introduces students to oral advocacy. BONUS: The students take over the class while the professor is grading! 2. Presentation shows the use of an in-class statutory interpretation exercise based on facts from a recent Supreme Court opinion. After completing the exercise, students review the appellate briefs, listen to oral arguments, and evaluate the Court's opinion. Students learn that statutory interpretation techniques are useful tools rather than abstract concepts. 3. Looking for a new way to give students a foundation in sources of law? Ready to make research and citations meaningful? This hands-on, interactive exercise will help students connect their pre-law school knowledge about the branches of government with the published authority they will rely on throughout their legal career.	1. Karen Sanner; 2. Neil Sobol; and 3. Anne Alexander	267

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		Scholarship Panel	1. The Fifth Discipline: Creating Learning Organizations in Legal Education; 2. Should Law Schools Divide into Academic Departments?; 3. Teaching Cultural Competence: Opportunities and Challenges in the Learning Outcome Era	1. Are law schools effective learning organizations? The disciplines—personal mastery, mental models, shared vision, team learning, systems thinking—have not been broadly applied to legal education. This presentation will explore learning organization disciplines in legal education and the challenges law schools may encounter when the disciplines are broadly applied. 2. Most universities divide their faculties by department, with each co-equal department responsible for its own curriculum and personnel, subject to some oversight by college-wide committees. I propose that law schools adopt similar structures. This would address the problems associated with the subordination of legal writing faculty to their tenure-track colleagues. 3. This paper explores the relationship between the ethical duty of competence and cultural sensibility arising from the minimum competency requirement of ABA Standard 302. It argues that “cultural competency”—currently included in the category of “other professional skills”—should be embraced and taught as a necessary skill for competent representation.	Moderator: Margaret Hahn-DuPont 1. Renee Allen, 2. Larry Cunningham, 3. Danielle Tully	363
		Panel	Way Back to School: Intersections of Classical Rhetoric and Contemporary Law	Over the past year, legal writing and rhetoric scholars have met to read and to discuss classical rhetoric texts. This session will focus on a small number of the texts, discussing the theoretical and potential pedagogical implications of the texts, and include an activity to promote audience discussion of them.	Angela Morrison, Megan E. Boyd, Sue Provenzano, and Lori D. Johnson	433
		Panel	Converting to Tenure: Stories of Success	This panel will feature representatives from law schools that provide tenure to legal writing professors. Panelists will address how their schools navigated these journeys. Specifically, panelists will share how these conversions were accomplished and the logistics of change, including scholarship requirements, national search possibilities, and credit for work toward tenure.	Mel Weresh, Chris Coughlin, Nancy Soonpaa, Kirsten Davis, and Terry Pollman	444
	12:30 to 2 p.m.	Lunch		Thank you to our Thursday lunch sponsor for generously supporting LWI: Loyola Law School Los Angeles		Zilber Forum

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		ALWD Membership Meeting				Lubar Center - room 144; simulcast in rooms 257 and 267
	1 to 2 p.m.	Academic Support Committee meeting				242
		Professional Status Committee meeting				334
		Awards Committee meeting				340
		Diversity Committee meeting				406
		Global Legal Writing Skills Committee meeting				446
	2 p.m. to 5 p.m.	Coffee, Tea, and Water		Thank you to our Thursday afternoon coffee sponsor for generously supporting LWI: University of Houston Law Center		
	2:15 p.m. to 3 p.m.	Scholarly Research/Work in Progress	Climate Comments-Leaders of Tomorrow Impacting Climate Change Today	Climate Comments is a website created by law students and undergraduate communications majors to help make complex environmental regulations more accessible and to encourage individuals to participate in climate change policy choices. This interdisciplinary project was funded by a grant from Syracuse University's Campus as a Laboratory for Sustainability Committee.	Emily Brown	246
		Lecture/Interactive Presentation	Why Legal Writers Should Think Like Teachers	Explore the cognitive science and research underlying "Why Legal Writers Should Think like Teachers," published in Journal of Legal Education (Fall 2017). Understand how readers learn (how brains absorb, access, and analyze information); how experts and novices receive information differently; and how student writers can improve by accepting new roles.	Laura Webb	263

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Lecture/Interactive Presentation	Artificial Intelligence Meets Legal Research	The robots may not be coming but legal research is changing. This presentation, demonstration, and interactive workshop goes beyond the hype of “artificial intelligence” and gets practical: what it is, how it affects the research landscape, why we should incorporate it in the classroom, and why you should care.	Dyane O’Leary	267
		Lecture/Interactive Presentation	Using New Tools and Old Tricks to Improve Student Writing	This presentation introduces an approach to integrating grammar instruction into the teaching of first-year legal analysis and writing. In this approach, instruction in grammar and punctuation proceeds in a sequence linked to instruction in legal analysis and writing generally. Assessment tracks this sequence, so students achieve mastery incrementally. Handouts provided.	Jane Scott	363
		Lecture/Interactive Presentation	New Year, New Goal for Faculty and Students: Zealously Guard Your Wellbeing for Peak Performance	This workshop describes the lawyer wellbeing crisis; summarizes the recommendations for law schools from the Carnegie, ABA Lawyer Wellbeing, and Foundations for Practice Reports; demonstrates that teaching wellbeing skills can improve academic performance; and offers guidance on how legal educators can enhance student and faculty wellbeing and optimize our work.	Debra Austin	367
		Lecture/Interactive Presentation	What I Learned About When I Learned Something New	Effective teaching requires putting ourselves in our students’ shoes. Drawing on research about learning theory, I will (1) explain how teaching myself a writing skill I struggled with enhanced my law teaching and (2) lead a discussion of how we can become better teachers by learning new skills ourselves.	Beth Wilensky	433
		Panel	Big Foot, UFOs, and a Prestigious Legal Pedigree: Busting the Myths About Article Writing and Publication	This panel of myth-busting professors will delve into the psychology behind productive scholarly writing, tell you how they’ve written articles while teaching legal writing, and give insight into the submission process, which has resulted in publications in law review journals at Cardozo, Cincinnati, Columbia, Harvard, Lewis & Clark, and Stanford.	Brie Sherwin, Robert Sherwin, and Wendy-Adele Humphrey	444

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	3:15 to 4 p.m.	Lecture/Interactive Presentation	Helicopter Professors	Helicopter professors, like their parenting counterparts, hover over students, guiding them precisely, and swooping in to rescue them from any hint of failure or challenge. Might you be one? Why? Is that good or bad? How can you resist the tendency to helicopter students? Let's talk about it!	Emily Grant	246
		Lecture/Interactive Presentation	Writing Images	Writers must describe the images in their brains so they are clear to their readers. Drawing on sequential art (aka comics) technique and theory, this talk will introduce visual narrative concepts and demonstrate ways in which these tools are particularly useful in presenting persuasive stories about the law.	Susan King	263
		Lecture/Interactive Presentation	Teaching Students to Apply the Law: Learning from South Park and Railroad Law	We will discuss what South Park can teach us about writing applications and then work on an application of our own. The exercise will take a portion of a real judicial opinion and ask participants to quickly write two case explanations and an application to "finish" the opinion.	Brad Desnoyer	267
		Scholarly Research/Work in Progress	Judges and the Craft of Writing	How do judges approach writing as a craft? How much do they see themselves as like other professional writers? I've interviewed judges and will share their thoughts, such as about writer's block, writing as editing, and who they love to read. We'll discuss implications for judges and their many audiences.	Amy Langenfeld	363
		Lecture/Interactive Presentation	Paper Cuts: Microaggression Against Legal Writing Faculty	While "microaggressions" are typically known as "brief and commonplace" indignities faced by people of color, it is also apt for the comments and actions taken against LRW professors by colleagues in the legal academy. This presentation and discussion unpacks the power and privilege at play in law school environments.	Nantiya Ruan	367
		Lecture/Interactive Presentation	The Benefit of Reading Aloud in the Legal Writing Classroom	Asking law students to read aloud can diagnose hidden reading comprehension difficulties. My observation of this led me to apply for and receive a grant to study the link between oral reading disfluency and reading comprehension difficulties. In this presentation, I will discuss my findings.	Ann Nowak	433

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Panel	How We Built a Scholarly Group Devoted to Classical Rhetoric (You Can Do the Same for Another Topic)	LRW professors came together over a year in a discussion group to explore an aspect of the legal writing field, classical rhetoric and law. We'll explain how attendees can form similar groups, addressing specific guidance about "nuts and bolts" topics, leaving (we hope) inspired to form their own discussion groups.	Brian Larson, Ted Becker, Lori Johnson, Susan Provenzano, and Kirsten Davis	444
	4 to 5:30 p.m.	Poster Presentation	Legal Texting		Dyane O'Leary	Gallery - 4th Floor
		Poster Presentation	#EQ4ALL@[YourSchool]: Telling the Stories of Students, Staff, and Faculty Members who are Committed to Equality for All	Powerful personal narratives change minds. #Eq4ALL@LLS (https://eq4all.lis.edu/) was created to do just that. Short first-person stories (500-1000 words) profile students, professors, and staff who are committed to equality and equity not just for their own tribe, but for everyone. Ready to try it at your school?	Maureen Johnson	Gallery - 4th Floor
		Poster Presentation	Plans for Success: Using Strategic Planning Tools in First-Year Legal Writing Courses	A strategic plan can be a roadmap to a student's success. It can also be an effective tool for a self-regulated learner. This poster presentation outlines how you can use strategic planning tools to help students become self-regulated learners so they can create their own roadmaps to success.	Wendy Shea	Gallery - 4th Floor
		Poster Presentation	Back to School with <i>Stairway to Heaven</i> : Using Current Cases to Introduce the Basics Before School Starts	The poster will explain how to demonstrate basic legal structure, vocabulary, and case flow using the <i>Stairway to Heaven</i> copyright case during orientation or a class for incoming 1Ls. Links to pleadings, jury instructions, appellate arguments, and more will be provided. And, you get to listen to iconic 1970's songs!	Connie Smothermon and Erin DeWalt	Gallery - 4th Floor
		Poster Presentation	Character 101: Developing Character Traits	The Character 101 poster presentation will provide a visual of ABA Standard 302 and its relationship to character traits, will identify traits valued by the legal profession based on surveys of legal practitioners and LWI Listserv members, and will identify teaching techniques to develop these character traits in law students.	Heather Baum	Gallery - 4th Floor

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		Poster Presentation	Teaching Legal Skills Through an Experiential Education Course	Interested in increasing experiential opportunities for your students, but don't have the bandwidth for a semester-long class? A short simulation course, which can be taught over a week or during weekends, may be the answer. This poster walks readers through the process of designing and teaching a one-credit simulation.	Michael Cedrone and Susan McMahon	Gallery - 4th Floor
		Poster Presentation	Challenging the Faulty Assumptions of the Majority	The poster will demonstrate why it is important to include all opinions when having a discussion in the classroom.	Karin Mika	Gallery - 4th Floor
		Poster Presentation	Integrating Tech & Maximizing Student Engagement: A Case for Laptops in the LRW Classroom	In a modern digital world, students should be encouraged to work with online resources and to maintain digital files. The recent trend to ban laptops seems inconsistent with this goal and may actually undermine the way today's students process information. Thoughtful integration of laptops may be the better solution.	Adrienne Brungess	Gallery - 4th Floor
		Poster Presentation	Legal Communication & Rhetoric: JALWD		Ruth Anne Robbins and Joan Ames Magat	Gallery - 4th Floor
		Poster Presentation	The Monograph Series		Jennifer Romig	Gallery - 4th Floor
		Poster Presentation	Journal of the Legal Writing Institute		Karen Sneddon	Gallery - 4th Floor
		Poster Presentation	LWI Lives		Joan Rocklin, Grace Hum, Maureen Collins	Gallery - 4th Floor
		Poster Presentation	Second Draft		Second Draft Board	Gallery - 4th Floor
		Poster Presentation	Giving Back to the Conference Host Community—Pro Bono Projects for Milwaukee Non-Profits		Frances C. DeLaurentis, Elizabeth M. Grant, Jarrod Reich	Gallery - 4th Floor
	4 to 5:30 p.m.		Celebrate the LWI Journal's 30th Anniversary!	Come by for a special treat and help us celebrate the LWI Journal's 30th Anniversary. Meet and exchange ideas with creative poster presenters and learn about all of LWI's myriad publications, in the Fourth Floor Gallery.		Gallery - 4th Floor
	5 to 6 p.m.	SALT Collaborations				140
		Pro Bono Committee meeting				151

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		LWI Lives Committee meeting				204
		Website Committee meeting				242
		ALWD Leadership Committee				255
		Moot Court Committee meeting				334
		Discipline Building Working Group meeting				340
		Association of Legal Writing Specialists meeting			Lurene Contento	355
		Scholarship Development				406
	5:30-6:30 p.m.	Monograph Board Meeting			Margaret Hannon	304
	6 to 7 p.m.	ALWD New Directors Meeting				255
Fri. 7/13	7:30 to 9 a.m.	Breakfast		Thank you to our Friday breakfast sponsor for generously supporting LWI: Gonzaga Law School		Zilber Forum
	8 a.m. to 4 p.m.	Registration				Law school lobby
	8:15 to 9 a.m.	Law Library of Congress	How to Conduct Free Legal Research Online	As the first of many collaborations with the Law Library of Congress, this session will discuss the range of current, free legal research resources online for faculty and students.	Barbara Bavis, Bibliographic and Research Instruction Librarian, Public Services Division, Law Library of Congress	246
		Coffee Session	The Elephant or the Donkey in the Room: Revealing our True Colors in a Tumultuous Time	During this tumultuous time in political history, should we reveal our opinions about the current political climate in order to further our learning goals? If we reveal our "true colors" in class, are we attempting to indoctrinate students into our way of thinking?	Jennifer Rosa	263

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		Coffee Session	Going Old School--To Hold Students Accountable for THEIR Role in THEIR Learning	Looking for increased student accountability? Ever feel like you're working harder than your students? Come discover and share ideas to get students to do their part in the learning process. Let's help them realize that learning occurs in and out of the classroom hours!	Heidi Thompson	267
		Coffee Session	Hear Me: Teaching Students to Use Responsible Rhetoric to Combat Implicit Bias & Promote Social Change	Rhetoric has been used for ages to subtly and then overtly strip others of their humanity. Neural shortcuts further inflame prejudicial norms. But those same rhetorical tools can yield an opposite result. The Social Justice Initiative. Let's forge a path to move conservatives and liberals toward an acceptable middle ground.	Maureen Johnson	363
		Coffee Session	What is the Value of Scholarship?	In this area of budget cuts and increasing workloads, the question arises as to the value of legal scholarship. This session will facilitate a conversation exploring the value of legal scholarship in general, and legal writing scholarship in particular.	Karen Sneddon and Ted Becker	433
		Coffee Session	Is Remedial the New Normal?	In recent years, the number of students struggling with basic mechanical writing skills seems to be on the rise. Is it a "remedial" problem if a larger percentage of students need help? Join us for coffee to to brainstorm about ways to address this issue.	Jan Baker and Lisa Eichhorn	444
	9:15 to 10:30 a. m.	Panel	Catch the Wave: Teaching Legal Writing and Skills Online	The ABA may soon allow first year credits to be taken online, and schools may soon look to LRW faculty to teach in this way. In this program, four legal writing teachers who have taught skills courses online will share their experiences and discuss best practices and lessons learned.	Cynthia Adams, David Thomson, Ken Swift, and Amy Stein	Lubar Center - room 144
		Panel	Masters of Jurisprudence? Legal Writing Goes Back to School with a Different Audience	In a challenging marketplace for JD students, many law schools have created masters degree programs for students not intending to practice law. Can lawyering skills faculty leverage their expertise in this new arena? Come hear from professors who made the leap into M.Jur/J.M./M.L.S. programs and lived to tell the tale.	Mark Burge, Deborah McGregor, and Katherine Lyons	246

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Panel	Developing a Professional Identity in the First Year of Law School	Incorporating professional identity into the first year helps students develop cross-cultural competencies and levels the playing field for students from different backgrounds. We will suggest strategies for incorporating professional identity development into the first year, including the use of live-client work, guidance from local practitioners, and other short assignments.	Sammy Mansour, Margaret Hannon, and JoAnne Sweeny	263
		Idea Bank Live II	1. Using Reflective Essays to Integrate Students' Prior Writing Experience with Legal Writing; 2. Some User-Friendly Tools to Support Online Learning in LR&W 3. Collaborative Writing in the Cloud: No? Maybe? Yes!	1. In this Idea-Bank Live presentation, we share two short, graded exercises we use in our legal writing classes to help students to identify areas of existing strength and acquire higher level skills. Both exercises require students to reflect upon and critically evaluate an experience, and summarize it clearly and concisely. 2. Online learning can supplement class work in legal writing courses by presenting videos, case files, or quizzes. We highlight two user-friendly tools for creating online modules. Screen casting blends videos with documents, slides, or web resources. Case-scenario builders create online case files linking photos, video, and text. 3. Our students have savvy social media skills, but often lack experience using the technology that transforms collaborative writing. This presentation will focus on benefits and pitfalls students may encounter using shared technology in legal writing. How do we train students to avoid a disaster downpour and embrace a cloud-e day?	1. Ann Sinsheimer 2. Ursula Weigold and Kim Peterson; 3. Gail Mullins, Daniel Nicholson, and Zachary Schmook	267
		Scholarship Panel II	1. Fearful Palimpsests: Obstacles in Teaching the Rewrite; 2. Searching for Missing Narratives in Judicial Treatment of Obstetric Violence Claims	1. This project examines teaching the rewrite, drawing on critical literary studies to explore how the acts of writing, erasure, and rewriting interrelate. How do technology and the Internet impact students' thinking about rewriting; and how can we use their experiences of digital revisionary practices to enhance our teaching? 2. This presentation examines how courts analyze women's claims of mistreatment by their health care providers during childbirth. It explores judicial framing of women's experiences of alleged mistreatment, and how that framing both reflects and reinforces the limitations of existing legal frameworks in the context of obstetric violence.	Moderator: Tenielle Fordyce-Ruff 1. Cynthia Bond 2. Liz Kukura	363

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Idea Bank Live III	1. Teaching Right-Brain Thinking: Letting <i>The Cat</i> Out of the Bag; 2. Turning Bar Prep into Legal Writing Workshops; 3. How to Create and Teach a "Problem Solving" Class at Your Law School	1. Effective lawyering requires not only the logic of left-brain thinking but also the creativity of right-brain thinking. My Cat in the Hat exercise encourages students to think creatively about the differences between facts, inferences, and characterizations, and why the latter two don't belong in a predictive memo's Statement of Facts. 2. Are students interested in writing opportunities beyond the required curriculum? Are they seeking writing practice before the bar exam? That's why I developed "Prof. Knoepfler's Writing Workshop," using MPTs as mini-writing projects. The presentation addresses the workshop's creation, its implementation, student benefits (including certificates and résumé references), and student assessments. 3. What do lawyers constantly say about our students? That they must be more proactive, creative, tenacious, resourceful, and altogether more competent as problem solvers. We legal writing professors are uniquely qualified to design and teach upper-level problem solving courses. Come find out how.	1. Norm Plate; 2. Carol Knoepfler; 3. Kari Johnson	367
		Panel	The Revolution and Evolution of the Discipline of Legal Writing	To explore the revolution and evolution of the discipline of legal writing, this panel will feature members of the Editorial Board of the Journal of the Legal Writing Institute sharing their thoughts on the discipline of legal writing and the Journal role in the discipline. This session will be modeled on James Lipton's "Inside the Actor's Studio." Each of the panelists will respond to both classic "Inside the Actor's Studio" questions and modified versions relating to legal writing scholarship.	Kim Holst, Lindsey Gustafson, Lori Johnson, and Lisa Mazzie	433
		Workshop	Critiquing Workshop	The Critiquing Workshop is a series of large and small group sessions designed to help new (and new-ish) legal writing teachers develop effective strategies for commenting on student work using a range of critiquing techniques.	Laura Graham, Camille Lamar, Heather Baxter, and Lisa Bradley	444
	10 a.m. to 12:30 p.m.	Coffee, Tea, and Water		Thank you to our Friday morning coffee sponsor for generously supporting LWI: Arizona State University Sandra Day O'Connor College of Law		

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	10:45 to 11:30 a.m.	Lecture/Interactive Presentation	Why Does It Matter if Readers Are "Drawn Into" A Story?	Remember the last time you were "drawn into" the story of a good movie/book? That metaphor refers to what neuroscientists call narrative transportation—mentally traveling to a place inside the narrative's world. Relatedly, kairos (the rhetorical sense of timing) supports narrative transportation, allowing advocates to match opportune moments with fitting arguments.	Ruth Anne Robbins and Linda Berger	Lubar Center - room 144
		Lecture/Interactive Presentation	Teaching with Technology: A Collective Experiment	How can we use technology in the classroom? Should we be doing more? This year, I organized a technology "teaching collective" for the law faculty. In my talk, I will present the results of this "experiment" along with a rundown of some new/popular technologies we might deploy in our courses.	Kristen Murray	246
		Panel	Cover to Cover: Published Authors Take the Mystique Out of the Book Writing Process from Proposal to Publication	Speakers will share perspectives about the process of writing and publishing a book—including idea development, book proposals, publishing contracts, writing, editing, and marketing. This presentation will be useful for aspiring and experienced book authors. The speakers will provide do's and don'ts for all stages of the book publishing process.	Katrina Lee, Heidi Brown, Abigail Perdue, and Kathleen Vinson	263
		Panel	Best Practices in Teaching International LLM Students	Foreign LLM candidates often have extensive practice experience and already "think like lawyers" – but not necessarily like U.S. lawyers. These students work primarily with codes and prefer abstract reasoning and indirect rhetorical styles. Panelists will discuss strategies for developing syllabi and research and writing exercises uniquely suited to this cohort.	Katherine Brem, John Thornton, and Lurene Contento	363
		Lecture/Interactive Presentation	How to Use Learning Outcomes and Assessments to Foster Growth Mindsets in Your Legal Writing Course	Some students crave constructive criticism and use it to improve their writing, while others react defensively and fail to improve. We will show you how to change defensive students into motivated students through formative assessment that also satisfies the new ABA Standards on Assessment of Student Learning.	Carrie Sperling and Trina Tinglum	433

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		Lecture/Interactive Presentation	Group Wise: The Power of Teams and How to Form Them	The ability to work collaboratively as a team is an important skill for lawyers. For in-class activities, how can we best divide students into groups to achieve our learning outcomes? This panel will address different ways of forming groups to maximize learning outcomes in the classroom.	Lindsey Gustafson, Mel Weresh, and Jennifer Rosa	444
		Workshop	Critiquing Workshop	The Critiquing Workshop is a series of large and small group sessions designed to help new (and new-ish) legal writing teachers develop effective strategies for commenting on student work using a range of critiquing techniques.	Laura Graham, Camille Lamar, Heather Baxter, and Lisa Bradley	
	11:45 a.m. to 12:30 p.m.	Panel	Incorporating Ideas from Applied Linguistics and English Education into the Legal Writing Classroom	Panelists will demonstrate how ideas from applied linguistics and English education can advance legal writing pedagogy. After explaining theories such as discourse analysis, noticing, contrastive rhetoric, convergent creativity, and action research, panelists will apply the theories using exercises that can benefit all law students, from 1Ls to international LLM students.	Jeremy Francis, Alissa Hartig, Diane Kraft, and Lurene Contento	246
		Scholarly Research/Work in Progress	Citation Stickiness	How closely do the authorities cited in federal appellate opinions track the authorities cited in the parties' briefs? Do litigants' citations "stick" to the resulting opinion? What does citation stickiness mean for judicial decision making and effective brief writing? Come and learn the results of our empirical study!	Alexa Z. Chew and Kevin Bennardo	263
		Scholarly Research/Work in Progress	Pink Collar Pedagogy	Teaching legal writing is a pink-collar job: abdicated to women, characterized by low status and relatively low pay, and structured to require the giving of service, care, and attention to others. This presentation seeks to disentangle the pedagogy of legal writing from its pink-collar status.	Rachel Smith	267
		Lecture/Interactive Presentation	Using Visual, Digital, and Oral Communication Skills in the Legal Writing Classroom	This workshop will explore ways to enhance learning in the legal writing classroom by adding multimodal communication assignments that involve visual, digital, and oral skills. The workshop will also demonstrate how to enhance these assignments using rubrics that convey professor expectations and evaluate student performance.	Jane Grise and Melissa Henke	363

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Lecture/Interactive Presentation	Linking Through Logic: Teaching First-Year Students to Orient Their Writing and Oral Advocacy Around the Deep Issue	Join our discussion of the use of Deep-Issue syllogisms to generate better arguments by first-year students. We'll discuss rewriting the issue presented, adjusting this syllogism as their research expands, and incorporating examples from "real" briefs and other assignments. We will also share how to frame oral argument using these syllogisms.	Mary Ksobiech and Anita Kay Head	433
		Lecture/Interactive Presentation	Murder by Consensus	This presentation addresses toxic interpersonal situations arising in professional academic environments, to wit: academic mobbing: "an insidious. . . kind of psychological bullying that predominantly takes place in college and university campuses." In addition to collective forms of academic violence, we will describe individualized forms of academic oppression.	Deborah Borman and Lucille Jewel	444
		Workshop	Critiquing Workshop	The Critiquing Workshop is a series of large and small group sessions designed to help new (and new-ish) legal writing teachers develop effective strategies for commenting on student work using a range of critiquing techniques.	Laura Graham, Camille Lamar, Heather Baxter, and Lisa Bradley	151, 204, 255, 304,334, 355, 357, 455
	12:45 to 2 p.m.	Lunch and LWI Membership Meeting Sponsor: Georgetown		Thank you to our Friday lunch sponsor for generously supporting LWI: Georgetown University Law Center		Lunch in Zilber Forum; LWI Membership Meeting in Lubar Center - room 144 and simulcast into Zilber Forum and rooms 257 and 267
	2:00 to 4 p.m.	Coffee, Tea, and Water		Thank you to our Friday afternoon coffee sponsor for generously supporting LWI: University of Denver Sturm College of Law		
	2:15 to 3 p.m.	Scholarly Research/Work in Progress	Artisanal Advocacy: Using Narrative and Empathy in Briefs and Oral Argument to Reveal a Hidden Story	In this age of artificial intelligence, lawyers still add value because they have the uniquely human ability to use empathy to tell stories that further arguments. We will examine cases where the client's story was not obvious and show how lawyers nevertheless effectively used narrative and empathy.	Julie Oseid, Melissa Love Koenig, and Amy Vorenberg	Lubar Center - room 144

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Scholarly Research/Work in Progress	Mise en Scène and the Decisive Moment of Visual Legal Rhetoric	This presentation explores the principles—referred to as <i>mise en scène</i> —that define how visual rhetorical works fulfill the task of effective communication and advocacy, and which will guide the attorney author to design and use effective “decisive moment” visuals, and challenge or respond to the works proffered by opponents.	Michael Murray	246
		Panel	Teaching Students to Think Globally: The Why, What, and How of Infusing Transnational Law into the Legal Skills Curriculum	Preparing students for globalized law practice should include providing exposure to transnational law. The panelists will discuss 1) why teaching global skills is essential; 2) what transnational laws work well in a legal writing course; and 3) how to design a problem to teach core skills in a global context.	Rosa Kim, Diane Penneys Edelman, Susan DeJarnatt, Adrienne Brungess	263
		Lecture/Interactive Presentation	Trial by Fire: Lessons Learned from Integrating a Live-Client Hearing into a Required, 1L Class	Is it feasible to incorporate a live-client administrative hearing into a required Legal Writing class? Is it desirable? This session will describe the University of Michigan’s 3-year effort to incorporate various live-client experiences into the 1L year, the pedagogical goals, practical concerns, changes made, and outcomes for the students.	Nancy Vettorello	267
		Panel	A Macro- and Micro- Discussion of Legal Research Instruction in the 1L Curriculum	This panel of law librarians plans to discuss an overview of the various methods and models of teaching legal research in the law school curriculum, as well as open up a discussion as to which models work and which tend to fail.	T.J. Striepe, Franklin Runge, Alyson Drake, and Austin Williams	363
		Lecture/Interactive Presentation	Reflective Practices for Students and Faculty	Structured reflection techniques can improve teaching and help students connect to their work. This presentation will discuss broad-based secular contemplative practices as well as Ignatian Pedagogy, which is specific to Jesuit education. We will share teaching exercises and faculty enrichment techniques, and we invite conversation into whether these techniques belong in legal writing courses.	Rebecca Blemberg and Lisa Mazzie	433
		Workshop	Critiquing Workshop	The Critiquing Workshop is a series of large and small group sessions designed to help new (and new-ish) legal writing teachers develop effective strategies for commenting on student work using a range of critiquing techniques.	Laura Graham, Camille Lamar, Heather Baxter, and Lisa Bradley	444

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
	3:15 to 4 p.m.	Scholarly Research/Work in Progress	FOMO and the Lawyer's Brain: How Shallow Reading Hurts Deep Thinking	Overuse of digital platforms for information-related tasks may overcrowd short-term memory and reduce knowledge development in long-term memory. How do we teach our students to nurture their ability to think deeply so that they are able to make the sophisticated connections necessary for innovative legal thought and argument?	Mary Beth Beazley	Lubar Center - room 144
		Lecture/Interactive Presentation	Where Do We Go From Here? An Interactive Discussion Enhanced by Real-Time Polling About Our Professional Status	Join our interactive presentation about the status and future of our community. We will use polling software, breakout sessions, and public commenting to examine the current status, recent changes, and future outlooks for our: (1) security of position; (2) job satisfaction/workload; and (3) growth of legal writing as a doctrine.	Bob Brain, Anne Wells, and Cindy Archer	246
		Lecture/Interactive Presentation	Cognitive Emotion and the Law	Using insights from modern neuroscience, psychology, and philosophy, this session explores within the context of law: (i) the "co-dependence" of reason and emotion, (ii) the cognitive nature of emotion, (iii) rubrics of basic emotions, and (iii) basics of emotional intelligence applicable to lawyers, their art, and their mental health.	Harold Anthony Lloyd	263
		Lecture/Interactive Presentation	"You've Got a Friend in Me" – The Synergy of the Legal Writing Department and the Externship Department	The focus is on collaboration between the two departments within each law school with both sides of this equation working towards giving our students the best experiential proficiency.	Mary Nagel	267
		Scholarly Research/Work in Progress	Astonishingly Excellent Success or Sad Loser? Why President Trump's Legal Narratives "Win" with Some Audiences and "Lose" with Others	President Trump's legal narratives share genre traits with superhero fiction and other popular pulp. He secured his base by identifying his audience and disseminating this style of message to them via a bot army. Nonetheless, some of the same techniques that "win" with his base alienate others, including the courts.	Cathren Page	367
		Lecture/Interactive Presentation	Learning By Accident, Learning By Design: Solutions for Mindful Issue Selection in the LRW Classroom	Develops a new typology for the skills/doctrine divide and the degree to which these aspects of legal education overlap in skills and doctrinal classrooms. Drawing on learning theory and their classroom experience, the presenters use this new framework to advance our thinking about law school pedagogy and LRW course design.	Lee Carpenter and Bonny Tavares	433

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Lecture/Interactive Presentation	Words, Words, Words	This presentation looks at the role words play in the law. I'll propose the idea that words have no meaning, and suggest that this might prove a problem for legal textualists. Paradoxically, or not, I'll use words to do this.	Ian Gallacher	444
	5:30 to 9 p.m.	Gala		Thank you to our sponsors for generously supporting LWI: Dinner -- Suffolk University Law School; Music -- Texas Tech University School of Law		Discovery World Museum
Sat. 7/14	8 a.m. to 1 p.m.	Registration				Law school lobby
	8 to 9:30 a.m.	Breakfast		Thank you to our Saturday breakfast sponsor for generously supporting LWI: Drexel University Thomas R. Kline School of Law		Zilber Forum
	8 to 8:50 a.m.	LexisNexis breakfast presentation	Legal Research in the 21st century: Help students harness the power of analytics to uncover insights exponentially faster	Legal technology is evolving at unprecedented speed, and research tools are no exception. New and emerging analytic tools that harness artificial intelligence and data visualization are helping researchers work smarter and faster than ever before. Join us for this exciting session where LexisNexis will reveal the new integrated Ravel View and other innovative features.	Loryn Limoges, Research Attorney, LexisNexis	246
	9 to 9:45 a.m.	Panel	Protecting and Improving LRW Status on Law School Faculties-- An Update from the Professional Status Committee	Members of LWI's Professional Status Committee (PSC) will share key results from their recent survey on status issues, compare key results to our 2016 survey results that we presented in Portland, and discuss upcoming PSC projects and priorities. We will also be available for individual conversations throughout the conference.	Mary Bowman, Mel Weresh, Heidi Brown, Lucy Jewell, and David Austin	Lubar Center - room 144
		Lecture/Interactive Presentation	Narrative for Novices: Introducing Legal Storytelling Techniques to Today's Students	This session will provide attendees with strategies from the world of legal storytelling to ease students' transition from objective to persuasive writing. Even novices will understand these engaging, interactive exercises that explore story archetypes and that demystify the process of generating engaging theories and themes.	Olympia Duhart and Camille Lamar	246

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Lecture/Interactive Presentation	In Theory and in Practice	This presentation provides a snapshot of theoretical ideas undergirding some of the practical skills we already teach in legal writing courses and offers pedagogical techniques for teaching theory and practice side-by-side.	Sonya Bonneau and Susan McMahon	263
		Lecture/Interactive Presentation	Invasions, Scourges, and Swindlers: The Impact of Metaphor in the Law	The impact of metaphors in law is significant, much to the detriment of marginalized and vulnerable groups. Metaphors create schemas in the minds of decision-makers, resulting in laws that criminalize and debase these populations. Teaching students to recognize and critically dissect those metaphors is crucial in the pursuit of justice.	Margaret Hahn-DuPont	267
		Lecture/Interactive Presentation	Meeting Students Where They Are: Self-Directed Learning in Law School	Current law school curricula assume that students arrive as fully-formed self-directed learners. That assumption is fundamentally flawed. I will share empirical research revealing that most incoming law students are not yet self-directed learners. I will also propose ways to revise law school curricula to develop self-directed learners.	Anne Mullins	367
		Panel	Things Have Changed Since You Were in Law School: Tips for New Teachers	Legal education is different than it was when today's new professors graduated. There is an increased emphasis on skills, professionalism, formative assessments, and feedback. And, many of today's students are tech-savvy Millennials accustomed to multimedia environments and interactive studies. This presentation will provide tips for adapting to this new atmosphere.	Lindsey Blanchard, Ederlina Co, and Dan Croxall	444
	9:30 a.m. to 12:00 p.m.	Coffee, Tea, and Water		Thank you to our Saturday morning coffee sponsor for generously supporting LWI: Mercer University School of Law		
	10 to 10:45 a.m.	Lecture/Interactive Presentation	Change Your Syllabus, Change Your Life	Bring your syllabus to this session, where we will look at the latest research on syllabus content and design and incorporate it into our own syllabi. You'll leave this session not only with a revised and refreshed document, but with a renewed perspective on teaching and learning.	Elizabeth Sherowski	246

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Workshop	The Published Article, from Start to Finish: LWI Scholarship Incubation Workshop	This interactive workshop is open to scholars of any experience level. Following a short presentation by facilitators, attendees will break out into small groups for brainstorming/Q&A sessions guided by scholar-facilitators. Small group topics will include: selecting a topic; finding time to write; publicizing work; and strategies for placement.	Katrina Lee and Olympia Duhart (facilitators)	267
		Lecture/Interactive Presentation	Reaching Backwards and Stretching Forward: Legal Writing/Clinician Collaborations for Transfer of Student Learning	After providing an overview of why students fail to transfer what they learn from course to course, we will share what we've learned about transference from our clinic director taking 1L legal writing and our LW director taking a clinical course. Lessons include small tweaks and more ambitious collaborations.	Mary Bowman and Lisa Brodoff	363
		Lecture/Interactive Presentation	Legal Writing and Skills Faculty as Leaders: Innovations to Enhance Skills, Admissions, Diversity, and Retention	Legal writing and skills faculty are uniquely positioned to lead efforts to boost admissions, enhance diversity, and discourage transfers by providing skills and experiential learning opportunities for admitted students before and after law school begins. Learn about examples of these programs and what makes them successful.	Jean Boylan, Gary Craig, and Aimee Dudovitz	367
		Lecture/Interactive Presentation	Pedagogical Tips for the New Legal Writing Teacher: Classroom, Comments, Conferences	This session will provide a cohesive approach to effective classroom teaching, commenting, and conferencing; these tools should be conceptualized to complement, rather than duplicate, one another. We will use a combination of tips, techniques, samples, and exercises to help new legal writing professors develop an effective pedagogical approach.	Diana Donahoe and Julie Ross	433
		Lecture/Interactive Presentation	A Conversation with the LWI Discipline-Building Working Group on Where We Are and Where We're Going	LWI's Discipline Building Working Group fosters the growth of legal writing as a field of serious study and scholarship. Join us in a discussion of the current state of legal writing scholarship as we create a "map" of our discipline and consider how the discipline should develop going forward.	Linda Berger, Sherri Keene, Ellie Margolis, Anne Mullins, Anne Ralph, Ruth Anne Robbins, and Nantiya Ruan	444

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
	11 to 11:45 a.m.	Lecture/Interactive Presentation	Cut Curbs: Using Universal Design to Teach Millennials and Students with Disabilities	Universal Design, a concept from architecture, creates structures accessible to everyone. Think of the cut curb, which benefits people using wheelchairs, strollers, suitcases, and skateboards. In law school classrooms, we use universal design principles to help millennials and students with disabilities to learn effectively and efficiently.	Suzanne Rowe and Jason Palmer	Lubar Center - room 144
		Lecture/Interactive Presentation	Where Are They Now? Articles that Have Shaped the Discipline of Legal Writing	Thirty years ago, the LWI Board decided to create a peer-edited journal. This session will draw from the archives of the Journal of the Legal Writing Institute to explore how published articles have inspired the work of others to develop, explore, and re-imagine these contributions.	Karen Sneddon	246
		Panel	Baptism by Fire: Social Justice Lawyering for Every IL	At Northeastern Law School, the Legal Skills in Social Context course provides students with an opportunity to learn both traditional and 21st century lawyering skills. Students develop these skills through their work on a comprehensive year-long social justice research project on behalf of a community organization. This panel will discuss the course ideology and how components can be replicated at other law schools.	Stephanie Hartung and Carol Mallory	263
		Scholarly Research/Work in Progress	The History of Legal Writing Part III: Modern Programs Take Shape	This talk will examine the history of legal writing instruction in American legal education, the origins of our current program-based model, and some interesting parallels to the current state of legal education. It is based on the speakers' research for their ongoing series of articles "Legal Writing: A History."	David Cleveland and Jeffrey Jackson	267
		Lecture/Interactive Presentation	Ways to Prevent, Identify, and Correct Academic Dishonesty in the Legal Writing Classroom		Beth McCormack	363
		Scholarly Research/Work in Progress	Collaboration Between Legal Writing Faculty and Law Librarians: Two Surveys	Legal writing faculty and law librarians both teach 1L legal research, but there is great variation in how these roles overlap. In 2018 I conducted two inter-related surveys to learn more about each cohort's experiences teaching legal research and, when applicable, their experiences collaborating with one another. I will present the results of these surveys and discuss ways that librarians and legal writing teachers can become better pedagogical allies.	Genevieve Tung	367

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Panel	Understanding Cultural Competency as a Core Lawyering "Skill"	ABA Standard 302 identifies cultural competency as a core lawyering skill for all lawyers—not just those who intend to engage in transnational practice. Join us to discuss what the Standard entails; how institutions might respond; and what other professional schools have done in this regard.	Cara Cunningham Warren, Sha-Shana Crichton, Sandra Simpson, and Jeff Proske	433
		Panel	Breaking Up with Individualized Feedback is (Not So) Hard to Do	While individualized feedback on traditional writing assessments is highly beneficial, there are times when other methods may be valuable. This presentation will discuss other methods of formative assessment that provide students with beneficial feedback in formats other than the traditional written comments on each paper or in-person individual conferences.	Kim Holst, Alyssa Dragnich, and Susan Chesler	444
	12 to 1 p.m.	Lunch		Thank you to our Saturday lunch sponsor for generously supporting LWI: University of Michigan Law School		Zilber Forum
	12:15 to 1 p.m.	New Member Outreach Committee meeting				242
		One Day Workshops Committee meeting				332
		Second Draft Board meeting				334
		Public Relations and Social Media Committee meeting				338
		Teaching Resources Committee meeting				340
	1:15 to 2:30 p.m.	Panel	Promoting Legal Writing Within the Legal Academy: Perspectives from the Dean's Office	This panel of law school deans will address the role of the law school dean in promoting legal writing (in terms of both the curriculum and the professional status of professors who teach legal writing).	Emily Zimmerman (moderator), Jennifer Rosato Perea, Dan Filler, and Joseph Kearney	Lubar Center - room 144

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Scholarship Panel III	1. Considering the Impact of Artificial Intelligence and Data Analytics on the Legal Writing Classroom: Friend or Foe?; 2. A Story is the Truth Well Told: Live Cases in Persuasive Legal Writing; 3. The Power, Promise, and Pitfalls of Video in Legal Writing	1. This presentation will explore new technologies in legal-industry AI with a focus on currently- and soon-to-be-available tools with application for legal writers. We will then discuss whether, and to what extent, legal writing professors should incorporate these tools in the classroom for their own and their students' benefit. 2. My work-in-progress describes my legal writing students' experience representing an inmate in a pending post-conviction case. Through the project, the students gained valuable persuasive writing experience. They also learned to integrate a compelling factual narrative into a legal framework. Finally, the project served to instill social justice values in my students. 3. Video--from police body cameras, surveillance, smartphones, etc.—is increasingly making its way into trial and appellate courts. I will discuss the different ways that advocates and courts approach this incredibly persuasive but sometimes conflicting, misleading, or incomplete evidence.	Moderator: Katrina Lee 1. Trisha Kanan and Windsor Adams, 2. Hugh Mundy, 3. Joel Schumm	246
		Mentoring	New Members Speed Mentoring	Courtesy of New Member Outreach, mentors will discuss: (1) Effective Teaching; (2) Leadership and Service; (3) Productive Scholarship; (4) Tenure and Promotion; (5) Status Issues and Law School Politics; and (6) Diversity and Inclusion.	Abigail Perdue and Cathren Page	Aitken Reading Room - room 324
		Panel	All I Really Need to Know About Law Teaching I Learned in Kindergarten: Why Law Matters	This interactive presentation will spring from the lessons imparted by Robert Fulghum in his book, All I Really Need to Know I Learned in Kindergarten. Based on Fulghum's advice, the panel will engage the attendees in a discussion of how the basic rules learned in kindergarten illuminate why law matters.	Jason Palmer, Amy Stein, and Iselin Gambert	433

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Idea Bank Live IV	1. True Detective: Igniting Empathy in the LRW Classroom Using the Serial and Making a Murderer True Crime Docuseries; 2. Pet Custody Agreement: Contract Drafting Made DOGgone Fun!; 3. Virtual Legal Research Assistance as a Means to Provide Access to Justice	1. Empathy is one of the most important lawyering skills, yet it is often overlooked in law school curriculum. This presentation will detail how true crime series like Serial and Making a Murderer can be used in the legal writing classroom to encourage students to explore the complexities of real cases. 2. Contracts are long! Boring! Complex! In general, I've found students react to contract drafting with a mixture of reluctance and resistance. To help them overcome these feelings, I've designed a classroom exercise involving a Pet Custody Agreement that I look forward to sharing during my "Idea Bank Live" Presentation. 3. The presentation will discuss an exercise that integrates real-world research into the curriculum to give students the opportunity to collaborate, serve a pro bono organization, and understand the role they can play in closing the legal aid gap. We will address the benefits and challenges and provide a handout.	1. Brie Sherwin; 2. Whitney Heard; 3. Kathleen Vinson and Samantha Moppett	444
	2:45 to 3:30 p. m.	Panel	Weird Science: The Empirical Study of Legal Writing	Attendees will learn about emerging approaches to the empirical study of legal writing and gain practical advice about finding a research question, choosing a methodology, finding subjects, gathering and coding data, and publishing.	Shaun Spencer, Kenneth Chestek, Brian Larson, and Lance Long	Lubar Center - room 144
		Lecture/Interactive Presentation	Effective Leadership Skills for Women: Breaking Through Unconscious Bias	Female law professors and lawyers face career roadblocks because experienced, competent women can be marginalized based on gendered perceptions of their communication styles and leadership traits. This presentation will provide tactical guidance for women and men to help them recognize and prevent biased treatment of women.	Shailini George and Dana Hill	267
		Lecture/Interactive Presentation	Beyond Binders and Folders: Helping Students Manage Information and Convert Research into Writing	Students today have access to more information than ever before. However, they need help to assess, analyze, organize, and retrieve the information they acquire. We will describe methods and tools that can help students use the pieces of data they've found to effectively communicate an analysis of a legal problem.	Elizabeth DeArmond and Douglas Godfrey	367

Day	Session Time	Session Type	Session Name	Session Description	Session Presenter(s)	Session Location
		Panel	Breaking the Ice: Creating a Community in a First Year Lawyering Course	In this panel discussion, we will present exercises that can help “break the ice” and reduce anxiety in our classes. These exercises can increase students’ comfort level with legal writing in particular and with law school in general, while also introducing “soft” skills like teamwork and oral presentation skills.	Robert Volk, Gigi Walker, and Jennifer McCloskey	433
		Lecture/Interactive Presentation	Fantasy Faculty Roster: Energize Your Teaching & Give Your Students the Education They Deserve	Come hear about a Community of Practice in which professors from five very different law schools came together to adapt a STEM peer review tool for legal education and started a movement in choosing your own colleagues to better educate our students.	Tracy Norton	444
	3:45 to 4:30 p. m.	Closing Reception				Zilber Forum