LWI One-Day Workshop hosted by the Bay Area Legal Writing Consortium (BALWC)
Friday, December 11, 2026
Virtual, Pacific Standard Time (PST)

Time	Speaker	Presentation
9:00 – 9:10 am		**Welcome and Opening Remarks**
9:10 – 10:00 am	Eurilynne Williams and Precious Makuyana (Florida A&M University College of Law)	*"Reimagined Course Delivery for NextGen-eerz: Teaching at the Intersection of NextGen and Gen Z"* FAMU College of Law's Academic Success & Bar Preparation team has reimagined its first-year skills course to promote a Gen Z focused formative experience, while fostering lawyering competencies aligned with the NextGen UBE. By synergizing intergenerational trends in pop culture with innovative teaching techniques, our learners encounter more effective skill-building training. This strategy is designed to elevate our NextGen-eerz' navigation toward successful outcomes throughout the practice-ready attorney development life cycle: on law school exams, the bar exam, and in the practice of law. The presenters will share replicable exercises and rubrics for teaching and assessing legal analysis and NextGen competencies.
10:00 – 10:10 am		**Break**

10:10 – 10:35 am	Betsy Byra (Suffolk University School of Law)	*"Flexible Lawyering: Building Adaptability Through Client Simulation"* This presentation will explore how faculty can adapt existing legal writing assignments to incorporate client-interview simulations and develop NextGen Bar Exam competencies without overhauling their curricula. Drawing on a classroom exercise using a teaching assistant as a simulated client, the presentation will examine how students apply familiar skills such as preparation, active listening, fact analysis, and issue spotting in a less predictable, client-facing setting. Students must respond to tangents, identify missing information, ask unanticipated follow-up questions, and adjust their approach in real time. The presentation will demonstrate how a simple addition to an existing assignment can cultivate the flexible application of previously learned skills and practical judgment emphasized by NextGen.
10:35 – 11:00 am	Irene Ten Cate (Brooklyn Law School), Megan Davis (University of Houston Law Center), and Meg Holzer (Brooklyn Law School)	*"Integrating Integrated Question Sets into the 1L Legal Writing Course"* A new bar exam format! These words inspire dread in many law professors. But the integrated question sets that are part of the NextGen bar exam offer a valuable opportunity to rethink teaching and assessment at a time when tried-and-true methods rapidly lose their efficacy due to the rise of Gen AI and other changes in the ways our students learn. We will provide a brief introduction to integrated question sets, explain why and how they can be useful, and provide concrete tips on how to integrate them into LRW classrooms and assessments.
11:00 – 11:10 am		**Break**

11:10 – 11:35 am	Joseph Hummel (UNT Dallas College of Law)	*"Beyond the Objective Memo: Client Memos and Client Interviews as NextGen Legal Writing Pedagogy"* This presentation explores client-centric memos and simulated client interviews to move students beyond traditional legal writing assignments toward practical, client-centered application. The NextGen Bar shifts the focus to client-centered tasks. The presentation shows how professors can supplement objective memo and persuasive brief assignments, typically written for lawyer audiences, with assessments requiring students to communicate directly with clients without displacing traditional pedagogy. The assignments also provide another means of gauging student understanding at a time when GenAI complicates traditional written assessment. Attendees will leave with sample assignments, interview materials, and grading rubrics that professors can adapt for their own courses.
11:35 am – 12:00 pm	Katherine Kelly (The Ohio State University Moritz College of Law)	*"Research Status Update Meetings: An Effective Client-Centered Approach for the First Year Writing Curriculum"* Small group research status update meetings integrate curricular goals and applied lawyering. I'll first introduce the concept: students conduct guided independent research and, with group members, prepare for a status update meeting with a supervisor (or client). I'll then explain how this format is more efficient and effective than one-on-one meetings or only getting feedback on research charts, and the role of positive peer pressure. Because students are both motivated and supported, we go beyond basic reports of what they've found and have in depth discussions about the legal principles, reasoning process, and the best course of action.
12:00 – 12:45 pm		**Lunch Break**

12:45 – 1:35 pm	Eugene Kim (University of San Francisco School of Law) and TBD	*"The NextGen Bar Exam: Format and Implications for Legal Writing Programs"* (Panel Presentation and Open Discussion) This panel presentation and open discussion will examine the format of the NextGen bar exam and what it means for legal writing programs in California and other jurisdictions that are transitioning to it. Participants will consider how the exam's integrated, skills-focused format intersects with what and how we teach in legal writing courses, and will share questions, strategies, and experiences.
1:35 – 1:45 pm		**Break**
1:45 – 2:10 pm	Erica Byrd (University of Hawai'i at Mānoa – Richardson School of Law)	*"What Do We Tell the Client? Moving from Legal Analysis to Client Advice"* This presentation shares a client-centered exercise that asks students to transform portions of a predictive office memo into a client advice letter. In doing so, students must move beyond accurate legal analysis to consider how lawyers communicate that analysis to a particular client and counsel the client about next steps. The exercise requires students to navigate tone, client sophistication, rapport, expectation management, ethical obligations, and practical judgment while preserving analytical accuracy. The presentation will walk through how the exercise is introduced and taught, its connections to skills tested on the NextGen Bar, and the assignment itself so that attendees can adapt it for their own courses.
2:10 – 2:20 pm		**Closing Remarks**