



LegalWriting  
institute

**LWI One-Day Workshop**  
**University of Tennessee College of Law**  
*Innovative Teaching Lab*  
**Saturday, December 14, 2024 (Virtual)**  
**11:00 a.m. – 5:00 p.m. Eastern Time**

<b>Time</b>	<b>Speaker</b>	<b>Presentation</b>
11:00 – 11:10 a.m.		Opening Remarks
11:10 – 11:35 a.m.	Harold Heck, University of Tennessee College of Law	<i>The Benefits of Journaling for Law Students: Building Engagement and Enhancing Skills</i>  In this presentation, we will explore the transformative power of journaling for law students. Journaling is more than just a weekly habit; it's a tool that fosters creativity, enhances writing skills, promotes self-reflection, and builds a connection between student and professor. By regularly engaging in this practice, students can build relationships, improve writing proficiency, enhance critical thinking, and reduce stress. This presentation will explain how to incorporate journaling into your students' routine to elevate their writing journey and lead to academic success.
11:40 – 12:05 p.m.	Anna Hemmingway, Widener University Commonwealth Law School	<i>The Importance of Kindness in Legal Writing Pedagogy</i>  This presentation will consider why the role of kindness in legal education has been



		unnecessarily questioned. It will introduce the idea that some emotions and law school courses such as kindness and legal writing are gendered female and regarded less valuable than emotions and courses that are traditionally associated with males. It will explore the characteristics of kindness and review why it is vitally important in legal writing pedagogy. It will conclude with several suggestions on how to add kind acts to the legal writing course, including the use of check-in surveys, name tents, writing workshops, and walking office hours.
12:10 – 12:35 p.m.	Jason Smith, Lincoln Memorial University Duncan School of Law	<i>Storyboarding the Facts</i>  This presentation describes an in-class exercise designed to help students improve their drafting of fact statements by tapping into their understanding of story sequencing. The exercise asks students to use storyboards to organize the facts of their legal writing assignment. Storyboards are a tool that breaks down a story into a graphical and linear representation of a story's progress. Students are given a traditional storyboard template and a timeline template and then asked to organize the facts of their legal writing assignment into individual scenes that can be used to organize their statement of the facts.
12:35 – 12:50 p.m.	<b>Break</b>	
12:50 – 1:15 p.m.	Jason Smith, Lincoln Memorial University Duncan School of Law	<i>Fantasy Legal Authorities Draft</i>  This presentation describes an in-class exercise designed to help teach students about the hierarchy of authorities and to practice weighing authorities in low stakes



		<p>group exercises. Students are split up into groups and each group is given a vague factual scenario. The students are given a list of legal authorities and then assigned a random draft order. Each group has to come up with a strategy for a draft modeled on a fantasy football draft. Afterwards, the groups have to grade how successful their draft was. The exercise ends with a group discussion of their draft grades.</p>
1:20 – 1:45 p.m.	Christine Lofgren, Southwestern School of Law	<p><i>The Business Behind the Brief: Negotiation and Timekeeping Exercises to Strengthen Analysis and Accountability</i></p> <p>This presentation will demonstrate exercises to expose students to the business side of the practice of law, reinforcing legal analysis and communication skills and preparing them for externships and work experience. One exercise assigns students to law firm groups to negotiate against each other on a legal issue from a memo or brief assignment. Another exercise asks students to track their time and turn in time sheets for their memo or brief assignment, allowing them to reflect on their work and enhance their professionalism.</p>
1:50 – 2:15 p.m.	Misti Duvall, Columbia Law School	<p><i>Integrating Rule Synthesis and Citation Literacy</i></p> <p>This presentation will review a rule synthesis exercise that integrates citation literacy in a way that ideally improves overall understanding of rule statements. I've used the exercise in a 1L class, one-on-one with LL.Ms, and in an upper-year/LL.M workshop. It's customizable for different audiences and can be adjusted for scaffolding.</p>



2:15 – 2:30 p.m.	<b>Break</b>	
2:30 – 3:20 p.m.	<b>Brown Bag Lunch &amp; Discussion Group</b>  Rodd Barckhoff, University of Tennessee College of Law	<i>Discussion Group: Authenticity and Personality in the LRW Classroom</i>  In this discussion group, we will share tips, tricks, quirks, and tools we use to connect with our students and be our authentic selves in the classroom. From our pop-culture references to our favorite acronyms to the broader themes we use to frame the semester, this discussion group will cover the ways—large and small—that our personalities shape our classrooms.
3:25 – 3:50 p.m.	Paige Kohn, Capital University Law School	<i>Engagement Through the News: Integrating Real-Life Cases to Teach Students Legal Writing</i>  For first-year legal writing classes, I integrate newsworthy cases with in-class assignments to foster engagement. While students work on separate individual assignments outside class, during class we write the same document type together using a newsworthy case. For example, during my predictive writing class, we drafted an e-memo based on <i>Depp v. Heard</i> (case where actor Johnny Depp sued ex-wife for defamation) and an open memo based on <i>Binmo v. LSAC</i> (case where blind individual sued LSAC for inaccessible LSAT Logic Games). Based on one of these cases, this presentation will share how to implement an exercise over multiple classes.
3:55 – 4:20 p.m.	Mandee Baumer, Penn State Law	<i>Curating Cases for a Museum Exhibit: A Creative Way to Teach Case Selection</i>  Imagine you are a museum curator, and you must select three paintings to show that depict a legal issue. How would you select



		<p>the paintings, and what would you write on the information card displayed next to each painting? The process a museum curator undertakes to select art for an exhibit is similar to the process attorneys undertake when deciding which cases to use in their writing. Teaching case selection as curation helps students learn how to evaluate the significance of the cases. In this presentation, I will share my curation assignment and my students' curated exhibits.</p>
<p>4:25 – 4:50 p.m.</p>	<p>Michael Higdon, University of Tennessee College of Law</p>	<p><i>Incorporating Professor Humility as a Pedagogical Tool</i></p> <p>Part of learning how to be an effective legal writer is first learning that writing is never perfect; instead, it's a process – one that doesn't always yield the results we hope for. In this presentation, I will discuss how I invite students into my own writing process, sharing past examples of the good, bad, and even the ugly as means of helping them 1) be less demanding of themselves; 2) better understand both my role and my priorities as their instructor; and 3) experience our course as a more collaborative environment.</p>
<p>4:50 – 5:00 p.m.</p>		<p>Closing Remarks</p>

For more information, please contact:  
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