



LWI One-Day Workshop at Mitchell Hamline School of Law

Tentative Schedule

Friday, December 12, 2025

Virtual, Central Time

Time	Speaker	Presentation
10:30	Wendy Shea <i>Mitchell Hamline School of Law</i>	Welcome & round table: <i>What is your current scholarly project (or what would you like it to be)?</i>
10:50	Jennifer Arlin, Alba Morales, and Irene Ten Cate <i>Brooklyn Law School</i>	<i>From Roadblock to Pivot: Navigating Unexpected Turns in the Writing Process</i> The path to published scholarship often includes roadblocks. You find a publication that advances the arguments you were going to make. A new statute or court decision all but preempts your project when you finally hit your stride. Or perhaps you experience paralyzing indecisiveness about direction or a vague sense that a key piece—but what?!??—is

		missing. Based on our
		own experiences with these scenarios, we will share thoughts on how to embrace them as crucial parts of the writing process that generate pivots toward original academic contributions.
11:35	Jessica Wherry <i>University of Baltimore School of Law</i>	<i>Prioritizing Scholarship During the Semester</i> Many legal writing professors struggle to balance teaching, service, and scholarship, especially because our teaching includes commenting and conferencing. This presentation will offer practical strategies for prioritizing and advancing scholarly work during the academic year. The presentation will explore effective time management techniques, including block calendaring for scholarship, utilizing the Pomodoro Technique or other timers, and accountability buddies. The discussion will also cover the importance of weekly and daily planning to ensure research and writing goals are met consistently. Attendees will leave with concrete tools to make scholarship a consistent and manageable priority.
12:05	Questions and round table: <i>What additional tips do you have for prioritizing scholarship or balancing scholarship with your teaching and service?</i>	

12:25	BREAK	
12:30	Anthony Niedwiecki <i>Mitchell Hamline School of Law</i>	Keynote address
1:15	BREAK	
1:20	Joe Erickson <i>Mitchell Hamline School of Law</i>	<p><i>Equity, Technology, and the Future of Legal Writing Scholarship: A Newcomer's Perspective</i></p> <p>Drawing on my existing scholarly work in writing studies and my background in educational technology, this presentation</p>

		<p>would explore how legal writing faculty can develop scholarly identities around the intersections of equity and innovation. I would share examples of how studying multimodal writing, culturally responsive pedagogy, and digital tools in other disciplines can inform legal writing scholarship. The session would encourage participants to consider framing their scholarly agendas not only around doctrinal pedagogy but also around questions of access, technology, and inclusivity, areas where the discipline of legal writing could potentially lead to broader conversations in legal education.</p>
--	--	--

1:50	Ezra Ross <i>University of California Irvine School of Law</i>	<i>Well-being and the Client-centeredness Problem</i> Lawyers are some of the most miserable people in America. Seeking to ameliorate the problem, law schools have launched initiatives to support their students' well-being. But it's unclear that these efforts have helped. In this talk, I argue that legal educators have not adequately addressed or even acknowledged their own contribution to the problem. To the contrary, one of the primary approaches to legal practice taught in law school—client-centered lawyering—has aggravated and continues to exacerbate law student and attorney unhappiness. My talk will explore how the seemingly innocent client-centric lens can compromise our students' long-term well-being as professionals.
2:20	Questions and round table: <i>How do you sustain motivation and creativity throughout the writing process?</i>	
2:40	BREAK	
2:45	Dawn Young	<i>Integrating NextGen Skills Through Micro-Exercises in Legal Writing</i>

	<p><i>Loyola University Chicago School of Law</i></p> <p>and</p> <p>Erin Crist <i>University of Illinois Chicago School of Law</i></p>	<p>The NextGen Bar Exam emphasizes integrated tasks that connect naturally with legal writing pedagogy, but a major course overhaul may not be feasible or desirable. This workshop highlights practical, low-lift classroom strategies that reflect NextGen-style questions while preserving core predictive memo and persuasive brief instruction. Participants will explore how short, targeted activities can build students' ability to identify relevant facts, apply rules, and communicate with clients, all in ways that require only limited class time. Attendees will leave with adaptable tools to prepare students for bar readiness while maintaining the broader pedagogical goals of legal writing.</p>
3:15	<p>Brad Desnoyer <i>University of Missouri-Kansas City School of Law</i></p>	<p><i>Beyond the Memo: Teaching Professional and NextGen Topics in the First Year</i></p> <p>The NextGen Bar highlights the importance of students becoming practice ready. At UMKC, we are now experimenting with a new team-based professionalism activity that takes place across the year. This program combines elements of professional identify formation with NextGen Bar curricular goals. Tasks include sending their professor, as their supervising attorney, an email succinctly distinguishing the facts of a case to the client's facts; leaving a voicemail to a fictional client setting up an initial conference; or finding "missing" facts from a client interview. All these tasks serve the same goal: making the students think and feel</p>

		like lawyers.
--	--	---------------

3:45	Peggy Kirkpatrick <i>Mitchell Hamline School of Law</i>	Questions and final round table: <i>What is one small change you could make next semester to nurture both your scholarship and your well-being?</i> Closing remarks
------	--	--