



LWI One-Day Workshop  
Northeastern University School of Law  
Friday, December 5, 2025  
Virtual, 10:00-4:30 EST

| 10:00 - 10:15 Welcome and Raffle Entry                                                         |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Time                                                                                           | Speakers                                                                                   | Presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 10:15 - 11:15<br><u>Session 1:</u><br>Advancing Social<br>Justice Dialogue in<br>the Classroom | Jenny Kim, Alexandra Lombardi,<br>Rachel Timm (University of<br>Connecticut School of Law) | <i>Respectful Risk-Taking: Building Foundations for Social Justice<br/>Dialogue through Habits and Micro-Assertions</i><br><br>Dialogue in pursuit of social justice can feel fraught. Legal writing professors, though not always teaching directly on social justice topics, are uniquely positioned to help students develop habits that support respectful, constructive dialogue in the classroom and beyond. This presentation introduces “respectful risk-taking” as a framework to help students recognize their cultural lens, appreciate diverse perspectives, and view difference as an opportunity for collaboration. The presentation will also recommend and provide examples of micro-assertions—subtle but intentional practices that invite and encourage marginalized voices to join the dialogue. |

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|                                                                                                           | Julie St. John, Cara Cunningham Warner (University of Detroit Mercy School of Law) | <p><i>Mastering Dialogue to Facilitate Brave Spaces in our 21st Century Classrooms</i></p> <p>At Detroit Mercy Law, we implemented a "Dialogue Fellows" program where faculty were trained in inter-group dialogue techniques. Dialogue is a form of communication that can simultaneously acknowledge differences, inequities, and conflicts as well as foster a capacity for collaboration and broad democratic engagement. Dialogue is collaborative and honors the intellectual and experiential diversity among participants. It strives for understanding, not agreement. Our presentation will explain and demonstrate the four stages of inter-group dialogue. We will also discuss inter-group dialogue's role in formation of professional identity (Standard 303) as well as its natural synergies with writing courses, particularly ones with a social justice focus.</p>                                                |
| 11:15 - 12:15<br><br><u>Session 2:</u><br>Cultivating Purpose, Professionalism, and Growth Mindset in 1Ls | Paige Kohn (Capital University School of Law)                                      | <p><i>Teaching with Purpose: Integrating Professionalism and Social Justice Dialogue in First-Year Legal Writing</i></p> <p>This presentation explores two key strategies for promoting respectful student engagement with social justice issues in first-year legal writing. First, establishing clear professionalism expectations through syllabus objectives, first-day emphasis, and a final assessment creates a foundation for respectful discourse. Second, connecting real-world cases or articles to assignments with social justice implications enhances critical thinking and meaningful dialogue. For example, when teaching a closed memo immigration problem involving deportation, sharing a recent newspaper article about similar circumstances fosters open, respectful dialogue about both legal and human implications. Together, these strategies teach professional engagement across diverse ideologies.</p> |
|                                                                                                           | Erica Sylvia (University of Massachusetts School of Law)                           | <p><i>Mindset Matters: Promoting Growth and Confidence in 1Ls</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                                                                     |                                                             | <p>Mindset matters. My experience teaching bar preparation to students in their final semester has greatly informed my approach to teaching legal writing to students in their first semester. Bar prep revealed students at their most anxious, often confronting fears of failure and imposter syndrome while striving for professional readiness. These insights translate powerfully to 1Ls, who are just beginning. In this presentation, I will share strategies for cultivating a growth mindset from day one of law school and for using motivational interviewing techniques to help students reconnect with their “why” as they navigate challenges or feelings of inadequacy.</p>                                        |
| <p><b>12:15 - 1:00 Lunch Break</b></p>                                                              |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>1:00 - 2:00</p> <p><u>Session 3:</u><br/>Promoting Social Justice Through Inclusive Teaching</p> | <p>Lisa White (Hofstra University School of Law)</p>        | <p><i>Collaboration Is Key: How Collaborative Learning Helps Unlock the Door to a More Inclusive Legal Writing Classroom</i></p> <p>Based on my forthcoming article in Perspectives: Teaching Legal Research and Writing, this presentation will show how a few simple collaborative techniques can create a more inclusive 1L legal writing classroom. As legal writing educators, we often talk about inclusivity but struggle to find practical ways to achieve it. Collaboration offers that path. By sparking participation from all students and amplifying diverse voices, collaboration builds community and mutual respect, making the classroom environment more open, participatory, and supportive of all learners.</p> |
|                                                                                                     | <p>Andrew Haile (Northeastern University School of Law)</p> | <p><i>Opening the Door to Inclusivity: Reducing Barriers To Student Participation Through Low-Threshold Engagement</i></p> <p>Creating inclusive learning spaces through low-stakes activities aligns with social justice pedagogy by designing multiple pathways into complex conversations. This approach uses varied teaching methods like polls, quizzes, and anonymous assessments to reduce participation barriers and build psychological safety, particularly for</p>                                                                                                                                                                                                                                                       |

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|                                                                                                              |                                                                     | <p>first-generation students or those unfamiliar with legal terminology. By meeting students where they are, instructors can gauge comprehension and comfort levels without putting individuals on the spot, ensuring every student finds their entry point into both skills-based and social justice lawyering concepts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>2:00 - 3:00</p> <p><u>Session 4:</u><br/>Introducing<br/>Students to Critical<br/>Lawyering Practices</p> | <p>Rebecca Chapman (Northeastern University School of Law)</p>      | <p><i>Clemency as Case Study: How Incorporating Clinical Work Into the 1L Curriculum Invites Critical Conversations</i></p> <p>As AI transforms the legal profession's approach to traditional writing tasks like memoranda and briefs, legal skills professors must reconsider what constitutes "fundamental" lawyering skills. Skills once deemed "soft"—such as client interviewing, factual communication, and community engagement—will become increasingly vital, particularly social justice lawyering principles that should join the 1L curriculum. This presentation explores incorporating these skills into the LRW syllabus through clinical work, using clemency petitions as a case study to demonstrate how clinical experiences can be seamlessly integrated into traditional 1L curricula while providing entry points for critical conversations that build essential skills and enrich classroom learning.</p> |
|                                                                                                              | <p>Margaret Hahn-DuPont (Northeastern University School of Law)</p> | <p><i>Reading Between the (Legal) Lines: Teaching Critical Persuasion Through Examining Embedded Stories in Supreme Court Jurisprudence</i></p> <p>This presentation will illustrate how teaching students to identify and analyze subtle narratives embedded within judicial opinions - particularly in Fourth Amendment cases like <i>Graham v. Connor</i> - can improve their persuasive writing skills while fostering critical engagement with issues of social justice. Through close textual analysis of Supreme Court decisions involving police use of force and similar contexts, students learn to recognize how judicial language constructs competing narratives about power, authority, and individual rights.</p>                                                                                                                                                                                                   |

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| 3:00 – 3:10 Break                                                                                               |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3:10 – 4:10<br><br><u>Session 5:</u><br>Expanding<br>Advocacy Skills<br>Using Non-<br>Traditional<br>Approaches | Amanda Elyse (Seattle University<br>School of Law) | <i>Teaching Media Engagement for Social Justice</i><br><br>This presentation covers incorporating the writing of press releases and op-eds and practicing doing an interview with a reporter into the framework of building lawyering skills in a world in which the involvement of lawyers in engaging on social justice issues isn't confined to briefs and courtrooms. Students consider how to write and speak persuasively and accessibly to an audience of the broader public, full of a mixture of viewpoints and with varying levels of knowledge about legal issues. This consideration helps develop tangible skills for public engagement via media, and the skills transfer to enhance other lawyering skills.                                      |
|                                                                                                                 | Randall Ryder, Univ. of Minnesota                  | <i>Headline to Hypo: Turning Today's News into Tomorrow's Moot Court Problem</i><br><br>Discussing topical legal issues is a cakewalk compared to creating legal writing and moot court problems that require students to represent both sides of the case. Rather than shy away from topical issues, instructors should lean into these issues. Students gain important knowledge about cutting-edge legal topics. They also develop advocacy skills in the context of a challenging legal issue. This presentation will cover how to choose a topical legal issue, how to write a balanced problem, how to make the problem and legal issue(s) more approachable, and other tips for facilitating student interest and learning around social justice issues. |
| 4:10 – 4:30 Debrief and Raffle Winner Announcement!                                                             |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |