



**LWI One-Day Workshop at the University of Florida Levin College of Law  
Saturday, December 10, 2022**

**\*In Person Only 8:30 a.m. – 11:40 a.m. EST  
In Person and Online – 12:40 p.m. – 3:30 p.m. EST**

<b>Time</b>	<b>Speaker</b>	<b>Presentation</b>
*8:30 – 9:00	Opening Remarks and Breakfast sponsored by the University of Florida Levin College of Law	
*9:00 – 9:25	Alyson Drake (University of Houston Law Center)	<i>Cognitive Load and Non-Traditional Students</i>  The law school experience is cognitively taxing on all law students. While the cognitive capacity of every law student is taxed constantly, non-traditional law students like first-generation and international students often have extra cognitive burdens—like stereotype threat and imposter

		<p>syndrome—that their traditional law student counterparts lack. These burdens may exceed the limits of students’ cognitive capacity, making learning more difficult. This session will introduce the concept of cognitive load, explain ways non-traditional students experience additional cognitive disruptions, and provide universal strategies for instruction that benefit all learners—but will be particularly helpful to non-traditional learners.</p>
*9:25 – 9:50	<p>Priscilla Norwood Harris Denise Cespedes Cassandra Harris-Starks Tonya Walker (FAMU College of Law)</p>	<p><i>The Three R’s in Changing Legal Research &amp; Writing (LRW) Curriculum: Research, Revamp, and Reinvigorate</i></p>
*9:50 – 10:00	<b>Break</b>	
*10:00 – 10:25	<p>Lindsay Head (St. Thomas University College of Law)</p>	<p><i>It’s Okay, I’m Not Okay: Writing to Support Mental Health</i></p> <p>It’s not news. Research shows that law students (96%) are more likely to suffer from anxiety and depression than their counterparts in medical school (70%) and graduate school (43%). Traditional stress management approaches (e.g., sleep, diet, and exercise) have proven effective, but how can we directly support mental wellness in the legal writing classroom? After surveying contemporary research showing just how much our students struggle with mental health and the troubling results, the speaker will discuss how to support students struggling with anxiety and depression through reflective and predictive writing assignments designed from established Cognitive Behavioral Therapy techniques.</p>

<p>*10:25 – 10:50</p>	<p>Kim Peterson (University of Wisconsin Law School)</p>	<p><i>Incorporating More Individualized Instruction in the Law Class!</i></p> <p>Our students are unique. They have unique backgrounds, abilities and needs. While legal writing professors are exceptional in providing detailed feedback to our students on their writing throughout the semester, sometimes it is difficult to incorporate this same kind of individualized instruction during class. This presentation will provide some strategies and techniques you can use to incorporate individualized instruction into the law school classroom.</p>
<p>*10:50 – 11:15</p>	<p>Sabrina Lopez (University of Florida Levin College of Law)</p>	<p><i>Bootcamp or Bust!</i></p> <p>The mystery of law school can cause stress and anxiety for students, especially non-traditional law students. Non-traditional students often don't understand the inner workings of a law school, are unsure of what the expectations will be and are totally overwhelmed by the law school lingo they hear during the first few weeks of class. These circumstances can create trepidation and lead to Imposter Syndrome early on in their law school experience. Implementing a bootcamp for these students during the summer prior to their 1L year can help build their confidence and familiarize them with the law school atmosphere prior to that nerve-wracking first day of law school. This presentation will focus on strategies that can be used in a bootcamp to ensure these students begin their law school careers with the necessary tools and knowledge!</p>

*11:15-11:40	Jaclyn Lopez (Stetson Law School)	<p><i>The Relative Importance of Storytelling and Memo Writing: A Practitioner's Perspective</i></p> <p>I'll share my observations as a litigator with a decade of experience supervising law clerks regarding which legal writing skills I find most desirable in law clerks and newly minted attorneys. I'll share practical tips I use in organizing my legal writing and in teaching law students about legal writing. I focus on the utility of storytelling, using illustrations and offering audience participation, but also discuss the ongoing importance of the legal memo in the context of effective advocacy.</p>
11:40 – 12:40	<b>Lunch sponsored by Levin College of Law</b>	
12:40 – 1:30	Eugene Kim (University of San Francisco School of Law)	<p><i>Ungrading: The Battle to Recenter Learning</i></p> <p>Grading is widely accepted as a fundamental requirement of teaching and learning; we assume it is necessary to motivate students, set achievement standards, assess learning, and ensure fair and objective evaluation. But research shows that grading students actually hurts motivation for learning, diminishes interest in the subject being studied, obfuscates assessment, and undermines equity . . . so does grading as we know it actually serve our goal of advancing student learning? And if not, what values are we really teaching our students when we allow grades—not learning—to be at the center of our LRW classrooms?</p>

1:30-1:55	Michelle Zakarin (Touro University)	<p><i>The Benefits of Open Educational Resources (OER) in the Legal Writing Classroom</i></p> <p>I am in the process of drafting a legal writing textbook to be hosted solely on an OER platform. This means that the textbook will be available to all students and professors at no cost. This creates a positive impact on law students who often struggle with the rising costs of casebooks and it encourages inclusivity for all. I would like to discuss OER and its benefits and the steps I am using as I write my book. I would be happy to adapt the presentation to be in line with the host school's vision.</p>
<b>1:55 – 2:10</b>	<b>Break</b>	
2:10-3:00	Paige Snelgro Ben Fernandez Rachel Jones (University of Florida Levin College of Law)	<p><i>Title: Learning from [over-] Shared Experiences</i></p> <p>As many of our Gen-Z students come onto the law school scene, they are bringing with them their own ways of getting to know each other, their professors, and becoming acclimated to life as a law student. Among these Gen-Z “customs” is the sharing of, or over-sharing of, parts of themselves on social media. For their professors, snapping a photo of their morning meal or afternoon workout session with a pithy but detailed caption or posting the latest Tik-Tok dance trend may not feel natural or even necessary. But what if some level of sharing was the “secret” to meeting them where they were and really getting to know your audience. This presentation will discuss and illustrate how sharing personal life experiences with our students and connecting with them in a medium that is comfortable to them can help students, especially first-gen students, feel less alone, less isolated, and more confident about the unfamiliar setting of law school (and no, you will not have to dance 😊).</p>

3:00-3:25	Whitney Heard (University of Houston Law Center)	<p><i>A Positive Approach to Professionalism</i></p> <p>For years, I taught professionalism using a “scared straight” approach. I shared cautionary tales of attorneys who were fired, disciplined, or sued for unprofessional conduct. Last year, I changed my approach in response to students’ rising levels of anxiety and distress. Using the “Zoom Kitten Filter” mishap as my inspiration, I asked students to write a reflective essay on the more positive aspects of professionalism (e.g., maintaining composure while learning from mistakes). In this presentation, I’d like to explore how we can harness the power of positive professionalism to inspire and encourage students to create a better future while protecting their mental health.</p>
3:25	<b>Closing Remarks</b>	