

Virtual Biennial Conference Schedule

| Date | Time | Event | | |
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| Wednesday, July 15 | 3:00-3:50 p.m. EDT | Zoom 1 Host: Fran DeLaurentis | 3:00-3:25 p.m. Lisa Eichhorn University of South Carolina School of Law | The Dunning-Kruger Effect and the Necessity of Individualized Feedback Twenty years ago, cognitive psychologists David Dunning and Justin Kruger asked Cornell undergraduates to assess their own performances on logic-related LSAT questions and on a test of English grammar. Their results indicated that people who are most lacking in a given skill are most likely to grossly overestimate their performance on tests of that skill, a phenomenon now known as the Dunning-Kruger effect. This presentation will briefly summarize several studies of the Dunning-Kruger effect and explore the insights they reveal with respect to novice legal writing students. |
| | | | 3:25-3:50 p.m. Sue Liemer Elon University School of Law Melissa Marlow Southern Illinois University | The Greater U: Broadening Your Reach Elsewhere in the University After initially learning the job, a legal writing professor may be ready for additional opportunities for professional and personal growth |



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| | | | School of Law | and development. For a variety of reasons, such opportunities may be limited within the law school and even in our professional organizations. The wider university, however, may provide myriad opportunities to find additional audiences and resources, learn more skills, gain leadership experience, and increase valuable networks. These co-presenters have extensive experience as university citizens and will help participants explore ways that they, too, can enhance their careers and enrich their lives through interactions throughout the university, outside the law school. |
| | | Zoom 2 Host: Jessica Wherry | 3:00-3:25 p.m. Caroline Mandell Osgoode Hall Law School & Ryerson University, Toronto, ON | What Judges Really Want from You (and How to Give It to Them) What do judges want from the lawyers who argue before them? HELP. Help to understand what the case is about, why it matters, and what you want them to do about it. In this session, Caroline Mandell will walk you through the five questions a judge will inevitably have on their mind before they've read a word of your brief. Anticipating those questions and knowing how and |



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| | | | | when to answer them is the key to getting out of your own head and into the judge's. |
| | | | 3:25-3:50 p.m. Stephanie Galligan West Academic | West Academic Legal Writing Materials in a Remote Classroom Join West Academic's Stephanie Galligan for an introduction to West Academic's assessment tools for Legal Writing Faculty. Learn about our <i>Interactive Grammar and Usage Assessment</i> and <i>Interactive Legal Citation Assessment</i> exercises, which allow students to reinforce core concepts in a physically distanced, hybrid, or remote course environment, and allows professors to monitor student engagement, progress, and performance throughout the course. Also, hear about adoptable titles that are paired with digital tools, like <i>The Redbook with Quizzing</i> and <i>Legal Writing: A Contemporary Approach</i> , to provide students core materials that will enhance remote or hybrid learning. |
| | 4:00-4:50 p.m. EDT | Zoom 1 Host: Fran DeLaurentis | 4:00-4:25 p.m. Carolyn Williams University of Arizona | Taking the Show on the Road: Transforming a Traditional Upper-Level Writing Course into a Hybrid The curriculum of my summer Intensive Legal Research and |



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| | | | | <p>Writing course consists of six different client files and roughly 30 writing assignments—one or two per day. Each client file begins with a research assignment that students use to write various legal documents for that client that naturally build on one another as the case moves forward. Students receive oral feedback through daily Zoom conferences, in addition to written feedback. The focus of this presentation is how to organize such a class, how to give such intensive feedback, and how to do it all in an online format.</p> |
| | | | <p>4:25-4:50 p.m. Bianca White Lexis Nexis</p> | <p>21st Century Legal Research and Teaching Tools Learn about Lexis+, the new streamlined and integrated research system you and your students will be using this fall. Explore helpful new enhancements and features including improved navigation, Ravel View, work folders and more. You will also see new features such as the search tree, missing/must include terms, Shepard's At Risk, and the new brief analysis tool. You will also learn about updates to</p> |



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| | | | | popular teaching tools including Lexis Learn, ICW and more. |
| | | Zoom 2 Host: Jessica Wherry (50 minutes) | 4:00-4:50 p.m. Brian Larson Texas A&M School of Law Susan McMahon Georgetown University Law Center Kristen Murray Temple University Beasley School of Law Kathy Vinson Suffolk Law School | LWI Scholarship Development Committee Workshop The LWI Scholarship Development Committee is happy to host a workshop on the topic of “Writing through a Pandemic.” Participants will rotate through committee member-hosted breakout rooms to discuss challenges, brainstorm ideas, and share thoughts about potential resources for future support. |
| | 5:00-6:00 p.m. EDT | Zoom Happy Hour Host: Kim Holst | | Come socialize with your LWI colleagues from across the country! |
| Thursday, July 16 | 11:00-11:50 a.m. EDT | Zoom 1 Host: Wendy-Adele Humphrey | 11:00-11:25 a.m. Kimberly Boone The University of Alabama School of Law Anita Kay Head The University of Alabama School of Law Mary Ksobiech | Recycling Responsibly: Why You Should Consider Reworking and Reusing Old Problems Join us to discuss how recycling old problems could make your life easier this year. Using new versions of old problems can help flatten the learning curve and give you more time to focus on teaching and feedback. We will provide |



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| | | | <p>The University of Iowa College of Law</p> | <p>“standard” legal frameworks and show how we have adapted them from year-to-year to retain the core legal concepts, allowing us to reinforce skills and objectives. We will also discuss how to incorporate new types of client documents, like tweets, Instagram posts, and GroupMe messages, to keep the facts fresh and teach students to glean evidence from different contexts.</p> |
| | | | <p>11:25-11:50 a.m. Catharine Du Bois Brooklyn Law School</p> <p>Lisa Grumet New York Law School</p> <p>Maria Termini Brooklyn Law School</p> <p>Kayonia Whetstone St. John's University School of Law</p> | <p>Write It! Spurring Summer Scholarship through Distance Writing Groups</p> <p>Last year, after meeting at an ALWD scholars forum, we convened a writing group to support each other in our scholarship efforts over the summer. Because the group included people from multiple schools in two cities, we decided to operate the writing group wholly online. We have continued this writing group and we are still meeting weekly in the summer of 2020. In our presentation, we will discuss the different functions our writing group served, our lessons learned from the process, and the tools that helped us work together even at a distance.</p> |



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| | | Zoom 2 Host: Susie Salmon | 11:00-11:25 a.m. Ederlina Co McGeorge School of Law | From Diversity to Inclusion: Lessons Learned from a Woman of Color Professor Professors have an obligation to maintain inclusive classrooms. Three years ago, I was pleasantly surprised to see that women of color made up half of my class enrollment. Women (of any race) made up two-thirds of my class enrollment. Even though I am a woman of color professor and my class was majority-minority, I realized over the course of that year that I needed to do more with my class/content design to ensure that all of my students thrived. My talk focuses on the lessons I learned that year and the strategies I employed to move from diversity to inclusion. |
| | | | 11:25-11:50 p.m. Sandra Simpson Gonzaga University School of Law | From Long-Term Contract, Legal Writing Professor to Associate Dean and Back From July 2013-July of 2018, I served as the Associate Dean of Academic Affairs at Gonzaga University School of Law. It was the best and hardest job I have had the honor to do. My non-tenure status made my job more challenging but not impossible and still joyful. After my tenure as |



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| | | | | <p>associate dean, I authored the book “From the Associate Dean’s Desk: An Essential Handbook” which was published by West Academic in 2019. Based on this book and my experiences, the presentation will cover leadership skills; dealing with the people in the many circles-- including training adjuncts, supervising staff, interacting with faculty, students, and staff; scheduling; time management; handling honor code matters, ABA compliance, and institutional assessment; and balancing career and personal life; balancing scholarship, teaching, service, and being a middle manager. There will also be ample time for questions and thoughts from the attendees. I hope everyone leaves with a desire to serve in the important leadership roles at their schools.</p> |
| | 12:00-12:50 p.m. EDT | LWI Membership Meeting and Awards Presentation Host: Kim Holst | | Celebrate our wonderful Award winners! |
| | 1:00-1:50 | Zoom 1 Host: Katrina Lee | 1:00-1:25 p.m. Lurene Contento Global Legal Skills Consultant | Building Global Legal Skills through the Moot Court Experience |



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| | p.m. EDT | | <p>St. John's University School of Law</p> <p>Diane Penneys Edelman Villanova University Charles Widger School of Law</p> <p>Rosa Kim Suffolk University Law School</p> <p>Hilary Reed University of Houston Law Center</p> <p>Hilary Bell Hamad bin Khalifa University, Qatar</p> | <p>Teaching moot court skills has been a staple of legal writing programs for years. Moot court training engages several core global legal skills—from writing and advocacy to cross-cultural awareness and teamwork—in an efficient, self-contained way. This panel will explore the rise in number and prominence of moot court programs internationally, such as Jessup, Vis and others, how skills training is maximized in a moot court setting, and how moot court training increases cultural understanding. Further, we will discuss the challenges and opportunities of moot competitions, no matter the form they take.</p> |
| | | | <p>1:25-1:50 p.m. Diana Simon University of Arizona</p> | <p>Cross-Cultural Differences in Plagiarism: Fact or Fiction? This presentation first explores divergent views on a “Western” view of plagiarism that differs from the “Asian” view with a focus on China, South Korea, and Vietnam. Then, I will turn to the practice of law and discuss how copying is viewed for works assigned in legal writing classes, such as motions and</p> |



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| | | | | <p>appellate briefs. Finally, I will suggest moving from a “combat” mentality to plagiarism to more of a “collaborative” one and will posit various pedagogical techniques designed to model, teach, and reinforce the idea that plagiarism is not allowed in law school.</p> |
| | | <p>Zoom 2 Host: Kristen Tiscione</p> | <p>1:00-1:25 p.m. Jennifer Cooper University of Denver Sturm College of Law</p> | <p>Cognitive Science of Synthesis Synthesis is a key component of “thinking like a lawyer,” yet is as much art as logic. Synthesis is often performed subconsciously, further clouding the process in mystery.</p> <p><i>Cognitive Science of Rule Synthesis</i> provides concrete recommendations for producing logically sound, inductively reliable legal synthesis. This presentation helps us understand legal reasoning and synthesis through the assistance of cognitive science, the study of how people think, and fills a gap in the existing literature by applying cognitive science to how synthesis in legal analysis can be learned, taught, and evaluated.</p> |
| | | | <p>1:25-1:50 p.m. Joe Fore</p> | <p>“See how soon everything is forgotten . . .”: Ancient Stoicism</p> |



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| | | | University of Virginia School of Law | and Modern Psychology Can Enhance Oral Argument Instruction Modern psychology has identified a phenomenon known as the Spotlight Effect—it's the tendency for us to overestimate how much others notice or remember our actions. And this isn't a new insight; the fleeting nature of fame and memory is a common theme in ancient Stoic texts. These ideas have implications for oral argument instruction. By making students aware of these concepts, we can (1) reduce anxiety—since many of their worst fears are, likely, overblown—and (2) encourage students to focus on the things that are most likely to actually stick with their audience. |
| Friday, Sept. 18 | 12:00-12:50 p.m. EDT | Zoom 1 Host: (Sabrina DeFabritiis or Sue Chesler) | 12:00-12:25 p.m. Sarah Morath Wake Forest School of Law Whitney Heard University of Houston Law Center | Together We Thrive: How an Advisory Council Can Help You, Your Students, and Your Legal Community To thrive as law professors, it's helpful to look outside the academy for advice and support. This presentation will discuss how the LSS Department at the University of Houston Law Center organized an Advisory Council of diverse |



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| | | | | <p>practicing attorneys from a cross-section of Houston’s legal sector. This presentation will describe the nuts and bolts of structuring an advisory council, selecting its members, and organizing events. Additionally, we will discuss how an advisory council promotes collaboration and camaraderie among constituents. We hope attendees will take what they learn from our presentation to form advisory councils at their schools in the future.</p> |
| | | | <p>12:25-12:50 p.m. Shakira Pleasant UIC John Marshall Law School The University of Illinois at Chicago</p> <p>Amanda Foster UIC John Marshall Law School The University of Illinois at Chicago</p> | <p>Adapting to Change: How to Use a Variety of Conferencing Methods and Bite-Sized Feedback Assignments to Engage Student While Being Mindful of One’s Time and Wellness</p> <p>This presentation highlights techniques to engage students’ critical reading and thinking skills through frequent, smaller interactions. The first is the speed conference, which uses Zoom and its waiting room feature. These 2-minute conferences force students to think of and ask specific questions, which they can edit between rounds.</p> |



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| | | | | <p>The second technique teaches writing and research processes by breaking them into bite-sized steps. Professor Foster uses Amy Vorenberg's book that has discrete assignments and model answers for efficient feedback. Professor Pleasant uses Diana Donahoe's research blog assignment where 4 groups of students use guided questions to do print and electronic research.</p> |
| | | <p>Zoom 2 Host: TBD</p> | <p>12:00-12:25 p.m. Claire Abely Boston University School of Law</p> <p>Kathy Luz Boston University School of Law</p> <p>Laura D'Amato Boston University School of Law</p> | <p>Lawyering Lab: Incorporating Transactional Work into the 1L Legal Research and Writing Curriculum</p> <p>In this presentation, we will discuss Boston University School of Law's innovative Lawyering Lab—a three-and-a-half day immersive transactional course for first-year students. Under the supervision of faculty and practicing alumni, small teams of students meet with a client, recommend strategic options to the client, negotiate a business deal, draft a proposed contract, and present the finalized deal. This transactional experience integrates the client interviewing and counseling skills that students</p> |



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| | | | | learned during the fall semester of their Lawyering Skills class and prepares students to manage issues of case strategy and managing client expectations in the spring semester. |
| | | | <p>12:25-12:50 p.m. Lybby Carroll University of Southern California Gould School of Law</p> <p>Tenielle Fordyce-Ruff Concordia University School of Law</p> <p>David Mortensen University of Minnesota Law School</p> <p>Chris Soper University of Minnesota Law School</p> <p>Jodi Wilson University of Memphis Cecil C. Humphreys School of Law</p> | <p>Thriving with Adjuncts What do adjuncts need to know about writing and teaching and commenting on student work in order to be an effective teacher? How many training sessions are required, what type of supervision over adjuncts is necessary, how does one calibrate expectations for adjunct teaching and improvement?</p> <p>What type of scholarly writing do (or should) directors of adjunct programs engage in?</p> <p>How should adjunct programs manage leadership and administrative challenges that arise with adjunct faculty? How can we maximize the benefits adjuncts bring to a legal writing program, and what considerations go into a potential transition from an adjunct program to a full-time model?</p> |



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| Wednesday, Nov. 18 | 12:00-12:50 p.m. EST | Zoom 1 Host: (Sabrina DeFabritiis or Sue Chesler) | 12:00-12:25 p.m. Laura Graham Wake Forest University School of Law | Creating Safe Spaces for Diverse Voices in the Law school Classroom |
| | | | 12:25-12:50 p.m. Ted Becker University of Michigan Law School Marci Rosenthal Florida International University College of Law. | The Survey Says: Results from the New ALWD/LWI Survey ALWD and LWI have recently revised the nationwide survey that the two organizations have administered for twenty-plus years. In this presentation, Survey Committee members will describe some interesting results that the most recent surveys have revealed about topics like program structures, salaries and other benefits, status-related issues, and curricular matters. We will also discuss ways that faculty can use the survey results to make positive changes at their schools. And we hope to hear suggestions from attendees about ways we can continue to improve the survey to better serve our field. |
| | | Zoom 2 Host: TBD | 12:00-12:25 p.m. Cecilia A. Silver Brooklyn Law School | Got Milk: Using Lactation Accommodation Policies to Teach Statutory Reading Since many students will work in-house or in a transactional capacity, exposing them to the essential, but |



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| | | | | <p>underutilized, skills of dissecting statutes and corporate policy drafting equips them to thrive in the ever-changing legal landscape. So to hone students' ability to parse statutory language, I developed an exercise examining the interplay of workplace lactation accommodation statutes at the federal, state, and local level. After introducing the relevant provisions, students review sample lactation accommodation policies and issue-spot to ensure that they meet the statutory requirements. This topic also fosters a discussion about employer efforts to enhance the well-being of female employees.</p> |
| | | | <p>12:25-12:50 p.m. Emily Zimmerman, Drexel University Thomas R. Kline School of Law</p> <p>Susan Wawrose, University of Dayton Law School</p> <p>Melissa Weresh, Drake Law School</p> <p>Kristen Tiscione Georgetown University Law Center</p> | <p>Staying Engaged in Law Teaching for Decades A conversation about strategies to remain engaged beyond the first decade of law teaching. For example, two of us have refreshed our legal writing curriculum and teaching by visiting at a different law school; one changed law schools. Two have taught at foreign law schools.</p> <p>Several of us have expanded our law</p> |



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| | | | Sarah Ricks Rutgers Law School | teaching portfolios to include non-legal-writing courses, collaborations with Pro Bono Programs, hybrid clinics, externships, classes for foreign LL.M. students, bar prep, and a Constitutional Literacy partnership with high schools. Some have authored legal education books. Each of us has taken active roles within the legal writing professional organizations. |
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Digital Posters:

| Names & School Affiliations | Poster Presentation Title | 100 Word Description |
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| Rebekah Hanley University of Oregon School of Law | Collaborative Thank-You Letters | <p>I invite practitioners to class to discuss building upon legal writing instruction in summer employment, upper-level coursework, and post-graduation law practice. Students research in advance, listen carefully, and take notes, in part to prepare to formally thank the panelists in writing.</p> <p>Students work on that task in groups. They consult their notes while customizing letter templates that I provide. Using this strategy, I model professional communication and effective networking. The assignment calls upon students to collaborate: they must delegate, organize, work efficiently, communicate orally and in writing, and provide and receive feedback.</p> |
| Rachel Stabler Arizona State University Sandra Day O'Connor College of Law | J. Legal Writing: A Quick Reference Guide to Publishing in the Journal of the Legal Writing Institute | <p>This poster is designed to provide valuable information to any seeking to publish in <i>Legal Writing: Journal of the Legal Writing Institute</i>. It will describe the Journal's mission and the nature of the content that the Journal seeks to publish. It will also describe how to submit to the Journal as well as what authors can expect after they have submitted a piece. Finally, it will explain common reasons that an article is—or is not—given an offer of publication.</p> |
| Mary Ann Robinson Villanova University Charles Widger School of Law | The Building Blocks of Legal Correspondence | <p>For many writers, the hardest part of a project is getting started. This poster identifies the “building blocks” for five types of letters that lawyers write and shows how to use these blocks to quickly “construct” any letter. The poster describes the separate blocks – the formalities, the introduction, the middle that delivers the primary content, and the closing that invites follow-up. The visual display of this block-by-block construction demonstrates the commonalities and the differences between</p> |



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| | | these types of letters. The poster is easily adaptable as a handout that students can use as a quick reference to get started writing any letter. |
| Mary Bowman ASU Sandra Day O'Connor College of Law | LWI Professional Status Committee | |
| Ruth Anne Robbins Rutgers Camden | JALWD | |
| Margaret Hannon Michigan Law School | Monograph Series | |
| Rebecca Rich Duke University School of Law | LWI Lives | |

Recorded Presentations:

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| Julie Zink University of Dayton School of Law | Developing Cultural Competency & Creating Inclusive Environments | This session will relay various techniques used both in and outside of the classroom to assist students, faculty, and staff in developing cultural competency and creating a more inclusive environment. Attendees will be provided with (1) methods for developing their own cultural competency (i.e., increasing awareness, content knowledge, and empathetic understanding); (2) a variety of techniques they can use to assist students in developing cultural competency (e.g., book requirements; tailored assignments; respectful dialogue about current events; focused learning outcomes); and (3) examples of how administration, faculty, and staff can work together to create a more inclusive environment (e.g., training programs; amended evaluation forms; diverse artwork; hiring strategies). |
| Elizabeth Bloom Northeastern University School of Law Stephanie Roberts Hartung Northeastern University School of Law | Teaching Systemic Oppression: Building Cultural Competency in the Skills Classroom | This presentation will focus on strategies for teaching students critical lawyering skills while building cultural competency. With a focus on teaching written and oral advocacy skills, the presenters will discuss facilitation ideas and share both synchronous and asynchronous interactive exercises that address systemic oppression. Participants will leave the session with concrete ideas for (1) teaching students how to employ narrative tools in legal writing and oral advocacy; and (2) facilitating challenging conversations about systemic inequities under the law to help our students develop the critical skill of cultural competency. |
| Rebekah Hanley University of Oregon School of Law | Student-Modified, Open-Access Texts: Enhancing Accessibility, Reinforcing Skills, and Boosting Confidence | <p>This presentation explores a recent innovation: converting legal writing students from textbook consumers to co-authors and editors.</p> <p>The cost of textbooks contributes to higher education inaccessibility and student debt burdens. While the many excellent grammar and punctuation texts for law students are relatively affordable, they nevertheless add to the overall cost of legal education.</p> <p>Last year, instead of asking students to purchase a text tailored for law students, I assigned a universal open educational resource on grammar and punctuation. Students consulted it for free. Then, to deepen their engagement, they collaborated to create a derivative version customized for law students.</p> |



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| Dyane O'Leary Suffolk University Law School | What Are Infographics & Why Should I Care? | Much of the information we get in everyday life looks different than years past: color, digital design, graphics, links, etc. But most of our syllabi and course material probably looks the same as always: black and white heavy typeface word documents. Infographics are a way to help engage readers by visually providing information in a quick but helpful fashion with no or minimal text. This recorded presentation will supply examples and concrete suggestions for how (and why) to integrate infographics into a course, whether traditional, hybrid, or fully online. |
| Alyssa Dragnich Arizona State University Sandra Day O'Connor College of Law | Attention Spans | This presentation will discuss current cognitive science research on adult attention spans, with a particular emphasis on what this means for best practices in teaching. It will also touch on the possible impacts on attention that technology use may have and suggest ways to improve our own attention spans. |
| Tessa L. Dysart, University of Arizona James E. Rogers College of Law Adam N. Eckart Suffolk University Law School Jane Bloom Gris  University of Kentucky College of Law Aliza Milner Syracuse University College of Law Jennifer E. Spreng | Bringing Lawyering Skills into the Doctrinal Classroom | As legal writing professors, we know how important it is to incorporate the teaching of lawyering skills into the classroom. We also know the importance of utilizing a variety of pedagogical techniques to reach our students. This panel will discuss ways to incorporate lawyering skills education into the legal writing and doctrinal classroom. In addition, the panel will provide pedagogical techniques that have been successfully used in the legal writing classroom and that could be utilized in all classrooms. |



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| Saint Mary's University School of Law | | |
| Mandee Baumer, Penn State Law Nicole Chong, Penn State Law | Dear Veteran Teacher: Letters from a Novice Teacher about How to Thrive in a Legal Writing Program | Before class, during class, after class: so much to do, and a novice teacher has so many questions about how to do it all! How to flip a classroom? How to give silent students a voice? How not to spend eight hours grading one paper? One novice teacher asked these questions--and many more--of a veteran teacher, and in this presentation, they will share the answers. They also will share why this mutual symbiotic relationship has helped them thrive at the different stages of their teaching careers and how a mentoring system can nourish a legal writing program. |
| Jessica Lefort University of Michigan Law School Jesse Kirchner Michigan State University College of Law | Reintroducing Logic in the 1L Legal Writing Classroom | Logic is the silent backbone of the structure of legal analysis. While many students exercise logic skills when crafting legal arguments, few really understand the logical structure undergirding those arguments. This presentation will provide faculty with a few short, concrete exercises you can plug and play into your legal writing classroom, to give students a peek into the mechanics of logically sound legal analysis. |
| Ken Chestek University of Wyoming College of Law | Spotting Logical Fallacies in Legal Advocacy | It is often said that the law is a syllogism. We teach IRAC as syllogistic reasoning: major premise, minor premise, conclusion. When either premise is false, or the conclusion does not follow from the major and minor premises, you get a logical fallacy (false equivalence and non sequitur are two common examples). I have begun explicitly teaching how to spot logical fallacies, not only to improve student writing but also to improve students' reasoning skills. I will give examples of different types of logical fallacies, show how they result from failed syllogisms, and demonstrate exercises to teach these concepts. |
| Joy Kanwar Brooklyn Law School | When Truth is Not Truth: Teaching Law Students in a New Era | How do we as legal educators frame our teaching in an era where more people appear to believe in their own version of the facts, their personal truths? First, I explore why people believe in their own personal truths at the expense of objective |



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| | | truth. Next, I address how that is increasing in the era of “fake news” and “alternative facts,” and what impact that might have on lawyers. Finally, I consider whether and how legal educators should take on the obligation of teaching aspiring lawyers to think about false discourse, while still understanding the nuance required in advocacy and the bounds of their ethical obligations. |
| Abigail Perdue Wake Forest University School of Law Mary Beth Beazley UNLV William S. Boyd School of Law Rosa Kim Suffolk University School of Law Jason Palmer Stetson University School of Law | Seasoned Professors Talk Series | |