



FOURTEENTH ANNUAL ROCKY MOUNTAIN LEGAL WRITING CONFERENCE MARCH 28-29, 2014 BOYD SCHOOL OF LAW

FRIDAY, MARCH 28, 2014

12:00 – 1:00 p.m.	
LOBBY	Registration
1:00 – 1:50 p.m.	
Room 110	<p><i>Emerging Theories Series No. 4: How Legal Writing Directors Can Rock the Law School's Boat Without Capsizing It — And How Legal Writing Teachers Can Help And Encourage a Director to Do That</i> <i>Mary Beth Beazley (Moritz College of Law – Ohio State University), Lyn Entrikin (University of Arkansas at Little Rock School of Law), Pamela Lysaght (University of Detroit Mercy School of Law) & Richard Neumann (Hofstra University School of Law) – 50 minutes</i></p> <p>A legal writing director has the primary role in championing legal writing pedagogy and protecting legal writing faculty. Those central functions become more challenging as tightening budgets threaten legal writing programs and job security. Yet crisis also offers opportunities to enhance the value of legal writing faculty and improve programs. The panel will discuss how directors can best advocate for a program, and how non-directors can constructively address situations when the director doesn't advocate well.</p>
Room 112	<p><i>Spring Simulation</i> <i>John Campbell (University of Colorado School of Law) – 25 minutes</i></p> <p>This presentation discusses how to turn the Spring into a full length simulation, allowing for coverage of a variety of writing skills in the context of practical lawyering tasks such as drafting complaints, discovery, settlement documents, trial briefs, and an appeal. The risks and rewards of such an endeavor will be covered, as well as practical tips on how to make it manageable and examples of assignments and student work.</p> <p><i>The Elements of Style: Fashion in the Legal Office Is a Matter of Professional Judgment</i> <i>Karen Thornton (George Washington University Law School) – 25 minutes</i></p> <p>Legal employers offer little or no definition for the summer “business casual” dress code yet they consider student interns'/associates' fashion decisions as a proxy for professional judgment. This normlessness can create anxiety, which hinders student performance and reinforces protections for insiders. LRW professors are best suited to teach students about the visual impression their daily fashion decisions will make and how fashion can affect career success. This presentation will show you how to teach style.</p>

Room 117	<p><i>Not Necessarily a Sea Change: Practical Skills, Doctrinal Courses, and the Role of LWR</i> <i>Eunice Park (Western State University College of Law) – 25 minutes</i></p> <p>As practical skills take center stage in law school curricular design, what is Legal Writing and Research’s role? The ABA states that a practical skills requirement must involve various competencies not covered by doctrinal learning, including problem solving, communication, and understanding opposing viewpoints. LWR classes teach many of these skills and can provide a model for integrating practical skills competencies into doctrinal courses without a need to effect sea change in the law school curriculum.</p> <p><i>Should We Be Worried about the Burgeoning Anti-Intellectual Movement?</i> <i>Peter Bayer (William S. Boyd School of Law/UNLV) – 25 minutes</i></p> <p>Legal education is facing an unprecedented anti-intellectual attack challenging not only scholarship but also pedagogy. This attack considers law to be a skill wherein theory is marginal. Accordingly, “practical” training should dominate. Such anti-intellectualism fails to appreciate the inextricable connection between abstract concepts and practical lawyering. I think LRW should respond vigorously by reminding critics why training in ideas both abstract and tangible is essential.</p>
2:00 – 2:50 p.m.	
Room 110	<p><i>What’s a Synonym for Remedial?</i> <i>Alyssa Dragnich (University of Miami School of Law) – 25 minutes</i></p> <p>This program discusses my experience creating and teaching a course for 2L and 3L students who underperformed in their first-year writing classes. I will cover institutional issues, such as how to describe the course (hence the title of this presentation), how to target appropriate students, and how to handle FERPA issues. I will also discuss course content, including assignments and lesson plans, and pedagogical tips for reaching this genre of student.</p> <p><i>The Art of Assessment: Changing the Conversation</i> <i>Andrea Funk (Whittier Law School) – 25 minutes</i></p> <p>The term “assessment” means different things to different people. To some, it means using rubrics; to others, it means crunching numbers. To many, assessment is a black hole of jargon and time-consuming requirements from which one cannot escape. But it does not have to be. We need to think about assessment differently, and I will share ways to do so. I will also provide a variety of specific examples of meaningful assessment, none of which involve a rubric.</p>
Room 112	<p><i>Legal Persuasion: Making Connections</i> <i>Linda Berger (William S. Boyd School of Law/UNLV) & Kathy Stanchi (Temple University Beasley School of Law) – 50 minutes</i></p> <p>Kathy and Linda have identified “making connections” as a core theme that integrates the science and theory of legal persuasion with its practice. When a lawyer argues for a particular outcome, the lawyer is trying to get the reader to make certain kinds of mental connections and not others. In this presentation, Kathy and Linda will introduce the basic principles of a co-authored work-in-progress that synthesizes cognitive science research with rhetorical theory and analysis.</p>
Room 117	<p><i>Got 5 Minutes? Teach Grammar, Writing Mechanics, & More</i> <i>Susan Smith Bakhshian (Loyola Law School, Los Angeles) – 25 minutes</i></p> <p>With a good visual, a good example, and a good resource, you can teach a grammar or mechanics rule in five minutes. This presentation includes ready-to-go teaching materials that cover 10 grammar and writing mechanics topics that can be taught in five minutes, including word choice, apostrophes, transitions, parallel structure, and more. To wrap up, the presentation will introduce variations of the five minute teaching plan for topics such as professionalism, citation, and persuasive tone.</p>

	<p><i>“Time is of the Essence” and the Effect of Rhetorical Devices on Clarity and Precision in Contract Drafting</i> <i>Lori Johnson (William S. Boyd School of Law/UNLV) – 25 minutes</i></p> <p>This presentation will explore the intersection between rhetoric and transactional drafting. The presenter will examine the potential rhetorical reasons behind the entrenchment of legalese in contract forms, which could easily be replaced by clear, modern, “plain English” drafting. The presenter theorizes that most such language persists due to the presumed effect on readers of the contract (including courts and clients). Thus, many such phrases function as rhetorical devices, valuable more for their desired effect than their content.</p>
3:00 – 3:50 p.m.	
Room 110	<p><i>The Trouble with the Doctrine/Skills Divide</i> <i>Linda Edwards (William S. Boyd School of Law/UNLV) – 50 minutes</i></p> <p>The “doctrine” and “skills” categories have become fixtures in curriculum discussions, but as it turns out, they are deeply contingent. On closer examination, they are wrong (under classical category theory) and problematic (under more modern category theory). Some surprising forgotten history explains how and why they were created, but today, with legal education in crisis, we can do better. The presentation ends with suggestions for a better set of categories.</p>
Room 112	<p><i>Peer to Peer Learning: Encouraging It in Advanced Legal Writing Courses</i> <i>Allison Martin (Indiana University Robert H. McKinney School of Law) – 25 minutes</i></p> <p>In this presentation, we will first explore peer to peer learning – what it is, what its strengths are, and what its weaknesses are. I will then share an example of how I have incorporated peer to peer learning in my litigation drafting course, and encourage others to share their experiences.</p> <p><i>Introducing Legal Writers to “The Reader”</i> <i>Elizabeth Frost & Megan McAlpin (University of Oregon School of Law) – 25 minutes</i></p> <p>Have you ever wished that your students could better understand what “the reader” needs? In a cross-section peer review, you can actually introduce your students to “the reader.” In this presentation, you’ll learn what a cross-section peer review is and how to structure one in your own classroom. You’ll also learn about the purpose, pitfalls, and potential for giving new writers better perspective on “the reader.”</p>
Room 117	<p><i>Framing Asides in Predictive Writing</i> <i>Derek Kiernan-Johnson (University of Colorado School of Law) – 25 minutes</i></p> <p>This presentation introduces the “framing aside” as a distinct component of a memo, opinion letter, or other predictive legal text. A framing aside is an “aside” in the theatrical sense, like a “stage whisper.” And its purpose is, yes, to frame the text, ostensibly for its recipient but with other and future audiences in mind. The presenter will outline different ways legal writers can use framing asides, offer examples, and invite discussion.</p> <p><i>Teaching Writing at a “Better Level” by Teaching Writing Before Legal Analysis?</i> <i>Jeremy Weintraub (St. John’s University School of Law) – 25 minutes</i></p> <p>This past year, I experimented with how to better achieve the <i>MacCrate Report’s</i> call to “teach writing at a better level.” I reversed the traditional structure of a legal writing course by teaching effective writing skills before teaching any legal analysis. I will share this experience and my observations that this structure resulted in students becoming better writers without any drop-off in their legal analysis skills.</p>

4:00 – 4:50 p.m.

Room 105

Emotional Intelligence for Lawyers and Law Students

Christine Kelton (Whittier Law School) – 25 minutes

The true connection between a lawyer and client is the relationship they build. An essential component of the relationship is the emotional intelligence of the lawyer. This presentation will focus on what is emotional intelligence and why it is important to lawyers and law students. It will offer suggestions on incorporating emotional competency and emotional intelligence skills into the law school curriculum and to the practice of law.

Helping First-Semester Students Understand Different Types of Arguments

Ken Swift (Hamline University School of Law) – 25 minutes

This session presents a mid-first semester participatory exercise which helps students understand the form and function of rule-based and policy arguments. In the first part of this two-part exercise, students are divided up into small moot courts and utilize rudimentary statutory analysis to make rule-based arguments. Next, students are faced with an appellate level issue arising from the argument which requires policy arguments. Additions to the exercise to incorporate further skills will also be presented.

Room 110

Flipping the Classroom

Zach Gose (Thomson Reuters) – 25 minutes

Zach will talk about the concept of “flipping the classroom,” which was introduced at the 2014 American Association of Law Schools conference in January (NYC). He will address how Thomson Reuters is leveraging their products and new product features to partner with law schools and professors who are interested in and adopting this new approach to interactive learning.

Flipping the Assignment and the Theory of Desirable Difficulty

Karen Mika (Cleveland-Marshall College of Law) – 25 minutes

Malcolm Gladwell writes of the theory of desirable difficulty – making a task harder than it is in order to increase focus. Often, too exact instruction makes students lax in being able to critique their own writing. This semester, instead of assigning writing a memo from scratch, I had the students examine a poorly written memo and reconstruct it into a quality product. My presentation will discuss how this worked.

Room 112

Using Bloomberg Law, Bloomberg BNA & TeachingLaw.com to Help Your Students Excel

Stefanie Blasdell & Will Thompson (Bloomberg BNA) – 25 minutes

Discover some of the unique tools available to you and your students through Bloomberg BNA. From real life example litigation and transactional documents, to in-depth writing tools, to an online system to make your jobs easier and provide your students with more of what they need, let us show you how Bloomberg can help.

YouWait: Avoid Buffering and Other Issues While Using Video in the Classroom

Robert Somers (Whittier Law School) – 25 minutes

Most of our students grew up with electronic devices affixed to their bodies, so they do not have much sympathy when their professors have problems using Internet videos in class. Using lesson plans that rely on video, this presentation will demonstrate how to utilize video in the classroom seamlessly by eliminating Internet connection problems, video loading and buffering problems, and other common problems.

Room 117	<p><i>Psych 101: How to Incorporate Simple Psychological Studies in the Law School Classroom</i> <i>Sara Gordon & Rebecca Scharf (William S. Boyd School of Law / UNLV) – 25 minutes</i></p> <p>In this presentation, we will discuss how we have replicated simple psychological studies in the classroom by having students act as “subjects” in experiments designed to show the limits of eyewitness identification, memory, and attention. These types of exercises are useful in both doctrinal and legal writing classrooms and are a fun way to give students a better understanding of what can be abstract concepts. We will offer examples of studies we have used in the classroom and suggest places to find other studies that could be easily adapted to the classroom.</p> <p><i>Turning Up the Value on Guest Speakers in Skills-Based Upper-Division Classes</i> <i>Grace Hum (University of San Francisco School of Law) – 25 minutes</i></p> <p>In my Transactional Skills course, students draft contracts, interview, counsel, and negotiate—all within a simulated transactional setting. In earlier versions of this course, I invited transactional lawyers to talk about their career paths and work experience. Great idea, right? Wrong! My students weren’t engaged, disrespectful, and sometimes, absent. So I’ve shifted the onus of learning onto them. This presentation will show you how to turn up the value on guest speakers in skills-based upper division courses.</p>
5:00 p.m.	
2nd Floor Rotunda	<p><i>Reception Sponsored by LexisNexis</i></p>

SATURDAY, MARCH 29, 2014

8:30 – 9:30 a.m.	
Moot Court Lobby	<i>Breakfast Sponsored by Wolters Kluwer Law & Business</i>
9:30 – 10:25 a.m.	
Moot Court	<p><i>Creativity, the Changing Legal Landscape, and Legal Writing’s Role in Fostering and Modeling Innovation</i> <i>Ellie Margolis (Temple University Beasley School of Law) & Samantha Moppett (Suffolk University Law School)</i></p> <p>In light of the profound—and perhaps unprecedented changes—taking place in the legal landscape, legal educators and practitioners need to be creative in adapting to the realities of law practice today. This presentation will begin by briefly introducing the science of creativity, the current creativity crisis, the barriers to creativity in legal education and the profession, and the need for legal educators to strive to foster creativity in their students so that they can generate the novel, concrete solutions to the pressing issues facing the legal practice today. The presentation will then focus on how we, as legal writing professors, need to demonstrate creative behavior and adapt what and how we teach to the changes technology has brought to the world of legal writing.</p>
10:25 – 10:35 a.m.	
Moot Court	<i>Presentation of Rocky Mountain Award</i>
10:45 – 11:35 a.m.	
Room 110	<p><i>Energizing a Hybrid Legal Writing Program: Compensating, Rewarding, and Supporting Adjunct and Part-Time Legal Writing Professors</i> <i>Suzanne Rabe (University of Arizona, James E. Rogers College of Law) – 25 minutes</i></p> <p>Many outstanding Legal Writing programs employ both full-time and part-time professors. And in nearly every Legal Writing program, there are times when a part-time professor can fill in during an emergency or can add a variety of experience, breadth, or energy to the school’s curriculum. This presentation will address status issues that can arise in hybrid programs. It will also address ways to compensate, reward, support, and even champion part-time and adjunct professors.</p> <p><i>Developing Leaders: Theory and Practice for Law Professors and Students</i> <i>Terry Pollman (William S. Boyd School of Law/UNLV) – 25 minutes</i></p> <p>This presentation will briefly summarize changing theories of leadership, focusing on whether leaders are born or made, whether leadership is a sum of certain traits that can be taught, as well as situational or contingency theories of leadership, transactional leadership and transformational leadership. I hope there will be time for an interactive discussion of the various theories and how participants may have seen them in action in law schools to complete the session.</p>
Room 112	<p><i>Preparing Students by Incorporating “Real World” Practices into the Legal Writing Classroom</i> <i>Kristen Martin (Whittier Law School) – 25 minutes</i></p> <p>Students face many challenges while in law school, and many of those challenges will follow them into their professional lives. Common challenges (e.g., deadlines, changing rules, competing obligations) can cause anxiety and can lead students (and attorneys) to make poor choices or miss deadlines. Helping students learn skills to handle such challenges is important, and this presentation will provide examples of methods for incorporating “real world” solutions for common challenges students and attorneys face.</p>

	<p><i>Prof, OMG! IDK My Conf. Time: Professionalism and the Millennial Generation</i> <i>Rummana Alam & Sara Benson (University of Illinois College of Law) – 25 minutes</i></p> <p>The millennial generation is unique and comes with special teaching challenges. This presentation will be comprised of short, entertaining vignettes of common professionalism issues associated with legal writing and the new millennial generation followed by helpful advice regarding how to best address such issues. This presentation is geared towards presenting strategies to deal with this unique group of students and will prove to be helpful to new and seasoned legal writing professors alike.</p>
Room 117	<p><i>Who I Will Become: Legal Writing's Role in the Formation of Professional Identity</i> <i>Karen J. Sneddon (Mercer University School of Law) – 25 minutes</i></p> <p>Legal writing experiences contribute to the formation of professional identity. This interactive presentation will showcase exercises that facilitate the formation of professional identity by exploring the role of the lawyer and the American Bar Association Model Rules of Professional Conduct. The featured exercises, many of which take as little as five minutes of class time, use a variety of formats, such as freewriting, structured peer review, guided prompts, role plays, and selected-response questions.</p> <p><i>Developing Character Skills in the First-Year Legal Writing Curriculum to Promote Success in Law School and the Legal Profession</i> <i>Heather Baum (Villanova University School of Law) – 25 minutes</i></p> <p>The legal profession values character traits such as enthusiasm, determination, intellectual curiosity, social intelligence, self-reliance, and adaptability, among others. This presentation will focus on the importance of developing character skills in the legal writing curriculum as a means of promoting success in law school, and in the legal profession. In addition, this presentation will discuss how to integrate character development into the legal writing classroom, and how to assess character development.</p>
11:45 a.m. – 12:35 p.m.	
Room 110	<p><i>Requiring Three Years of Real-World Legal Writing Instruction: Law Students Need It; Prospective Employers Want It; The Future of the Legal Profession Demands It</i> <i>Adam Lamparello & Charles MacLean (Indiana Tech Law School) – 50 minutes</i></p> <p>Legal writing—in the context of real-world advocacy—cannot be taught in two, three, or four semesters. Law students deserve—and the legal profession demands—an academy that fully devotes itself to the writing craft. This is not a call to incorporate more experiential learning courses into the curriculum, or to depart from the time-tested analytical method. It is based on our belief that law students must learn to “think like writers,” not just lawyers.</p>
Room 112	<p><i>Legal Writing Instruction on Steroids: The Art of “Flipping” Your Classroom</i> <i>Jennifer Rosa (Michigan State University College of Law) – 50 minutes</i></p> <p>“Flipping” the classroom allows professors to maximize their teaching goals by doing the heavy lifting for some topics outside of the classroom when students watch podcasts as homework. In class, teachers become “spotters” by facilitating group exercises while providing immediate feedback to students. After receiving an ALWD teaching grant in 2013, Professor Rosa flipped one of her legal writing sections. This presentation will introduce you to the art of “flipping” a classroom, from backward design and curriculum, to the hurdles of mastering technology.</p>

Room 117	<p><i>Eight Simple Rules for Clear Drafting</i> <i>Chris Trudeau (Thomas M. Cooley Law School) – 25 minutes</i></p> <p>All lawyers need to draft documents – settlement agreements, traditional contracts, wills, etc. Yet even though all law students are required to spend a year learning about contract law, most aren’t required to learn how to effectively create such documents. This session will discuss eight techniques for creating clear documents that all students should master. Many of these techniques can be incorporated into small chunks for non-drafting courses or they can be expanded for drafting-specific courses.</p> <p><i>The Plain Writing Act of 2010: Is it Working?</i> <i>Rachel Stabler (University of Miami School of Law) – 25 minutes</i></p> <p>Professionals in the legal writing field have long advocated for plain language, both inside and outside the classroom. These advocates won a victory when Congress passed the Plain Writing Act of 2010, mandating that government agencies use plain language in certain communications with the public. This presentation examines how agencies have responded to the Act since it became law and what more can be done to achieve the Act’s ultimate goal of plain language.</p>
12:45 – 1:50 p.m.	
2nd Floor Rotunda	<p><i>Lunch Sponsored by Westlaw / Thompson Reuters</i></p> <p>Pick up your lunch in the 2nd floor rotunda and enjoy it anywhere throughout the law school. Room 112 is open for your use, there are tables outside of the law school, or you can eat lunch while you attend one of the lunchtime sessions.</p>
Room 110	<p><i>LWI New Members Lunch</i></p>
Room 117	<p><i>Teaching Citation and the Future of the LexisNexis Interactive Citation Workstation (ICW)</i> <i>Carolyn Bach, Kathleen Diehlmann & Karen Wellman (LexisNexis) – lunchtime session</i></p> <p>This session will focus on teaching citation in law school, with particular focus on past, present and future users of the Interactive Citation Workstation and Workbooks. LexisNexis is interested in your feedback. This session will include a very brief presentation by LexisNexis. However, most of the time will be spent discussing what LRW professors need from ICW in order to teach citation most effectively. A \$10 Starbucks gift card will be provided in exchange for your participation.</p>
2:00 – 2:50 p.m.	
Room 110	<p><i>Anna Nicole Smith – The Greatest Human Being Ever!</i> <i>Chad Noreuil (Sandra Day O'Connor College of Law, Arizona State University) – 25 minutes</i></p> <p>This presentation will focus on an exercise designed to look at persuasive writing “outside the box” by having students write a persuasive brief arguing that Anna Nicole Smith either was or was not a “good person.” The students grapple with defining rules (what is a “good person”?), picking precedent “cases,” comparing client & precedent case facts, and employing persuasive writing techniques to deal with unfavorable facts.</p> <p><i>TBA</i> <i>Jennifer Carr (William S. Boyd School of Law / UNLV) – 25 minutes</i></p>

Room 112	<p><i>Helping Students Find Their Professional Identity</i> <i>Anne Mullins & Tammy Pettinato (University of North Dakota School of Law) – 25 minutes</i> Lawyers consistently rank among the least happy and most depressed professionals, but as anyone who teaches first year law students knows, they don't start out that way. To avoid this shift, students must learn the habit of reflecting on who they are as people and as professionals. This presentation will explore concrete ways to encourage students to reflect on whether the choices they make in their professional lives are consistent with their character and values.</p> <p><i>Maybe They Are Telling Us Something: the Choice of a Pseudonym for Writing Assignments</i> <i>Hether Macfarlane (University of the Pacific McGeorge School of Law) – 25 minutes</i> Because I grade anonymously, I tell the students they can pick a pseudonym. I'm fascinated by the choices they make. For this session, I want to discuss two steps I've taken recently: 1) asking them after the fact why they picked the pseudonym they used, and 2) using their choices as an opportunity to discuss professional identity.</p>
Room 117	<p><i>All Hail Moot Court: From the 12th Century to the 21st...and BEYOND!</i> <i>Susie Salmon (University of Arizona, James E. Rogers College of Law) – 25 minutes</i> This presentation will briefly trace the history of moot court in legal education, from its roots in the English Inns of Court to the proliferation and diversity of interscholastic moot court competitions today. The presentation will then evaluate the benefits, drawbacks, opportunities, and challenges of moot court programs and competitions as they exist today, and ultimately argue why moot court should have an important role in legal education as law schools adapt to the changing legal marketplace and changing world.</p> <p><i>Partners Rather than Just Colleagues: Ways that Legal Writing and Academic Success Can Work Together for the Benefit of Students and Both Programs' Missions</i> <i>Matthew Carluzzo & Beth McCormack (Vermont Law School) – 25 minutes</i> In a time of shrinking law school enrollment (and decreased budgets), many law schools are asking Legal Writing Departments to share responsibilities and resources with Academic Success Programs. When our school did so, the results exceeded our expectations to the benefit of students. As a result, a temporary fix turned permanent. We will share our experience and offer several concrete ways that these two departments can achieve better overlap, formally or informally.</p>
2:50 – 3:10 p.m.	
2nd Floor Rotunda	<i>Coffee Break Sponsored by Bloomberg BNA</i>
3:10 – 4:00 p.m.	
Room 110	<p><i>What Not to Write (in e-mail)</i> <i>Kelley Poleynard (Whittier Law School) – 25 minutes</i> Today, LRW professors are spending more class time on the “how to” of professional e-mail, such as e-mail memoranda to supervisors. But what about less formal e-mail students send during law school to other professionals, i.e., law professors? Too often law students’ “professional” e-mail look more like on-the-fly text messages lacking proper punctuation, grammar, or tone. By using students’ own e-mail examples in class, we can help our students recognize what not to write.</p>

	<p><i>Incorporating a Multistate Performance Test (MPT) into the First Year LRW Class</i> <i>Sheila Miller (University of Dayton School of Law) – 25 minutes</i></p> <p>The Multistate Performance Test (MPT) can be a helpful method of providing formative and summative assessment of skills in the first year Legal Research and Writing class. I will explain how to find and use an existing MPT or create a similar test on your own. I will also explain how I prepared the students ahead of time, how I gave feedback, and how my LRW colleagues used variations on all of the above.</p>
Room 112	<p><i>Bringing the “Real World” Into the First Year: Designing an Effective and Engaging Memo Problem</i> <i>Kelley Mauerman (Whittier Law School) – 25 minutes</i></p> <p>The 1L experience often feels far removed from reality. How can you design an effective memo problem for a first year writing course in a way that helps students see a connection between their academic work and the “real world” of lawyering? This presentation will describe how to create such a problem based upon the facts of a published case that is revealed to students after they have completed their final draft of the assignment.</p> <p><i>Buying Time: How to Cut Teaching Corners Without Sacrificing Learning Quality</i> <i>Nancy Soonpaa (Texas Tech University School of Law) – 25 minutes</i></p> <p>Sometimes there just aren't enough hours in the day to do everything we want to do as teachers. And even if managing your workload isn't an issue, you may have colleagues for whom managing theirs is—or you may direct a program in which someone is struggling. This presentation will offer specific ideas for saving time while maintaining high-quality, effective teaching. Whether the problematic major time-consumer is drafting exercises and fact patterns, planning class, or commenting on papers, you will leave with ideas for doing it just as well (or even better!), but in less time.</p>
Room 117	<p><i>The Transformers Meet the Running of the Bulls: Teaching and Assessing Legal Research Skills in 2014 - Pitfalls, Problems, and Strategies for Success</i> <i>Lisa Bradley (Gonzaga University School of Law), Joseph Hnylka (Nova Southeastern University) Camille Lamar (Nova Southeastern University), Kevin Shelley (Gonzaga University School of Law), and Michele Struffolino (Nova Southeastern University) – 50 minutes</i></p> <p>In this panel presentation, five legal research and writing professors with over seventy years of combined experience teaching LRW will lead a discussion regarding pitfalls, problems, and strategies for success when teaching legal research at a time of transformation. The discussion will address many topics, including: handing over research instruction to librarians and/or Westlaw/Lexis representatives, discontinuing print source research, assessing our students' skills, using group assignments, and creating research exams. Please join us!</p>
4:10 – 5:00 p.m.	
Room 110	<p><i>Teaching to Student Strengths to Bridge the Digital Cultural Divide in the Legal Research Classroom</i> <i>Julie Spanbauer (John Marshall Law School) and Deborah Meyer (Lexis Nexis) – 50 minutes</i></p> <p>Entering law students, as digital natives, present challenges to their digital immigrant faculty. The presentation advocates that legal research problems be designed and presented in a manner that teaches to our students' strengths. Computerized legal research will be incorporated into the presentation. LEXIS Advance will be utilized to show how we can achieve the goal of respecting and teaching to our students' strengths while also enlightening our students about any weaknesses inherent in their approach.</p>

Room 112	<p><i>Using In-Class Assessments to Counteract Different Cultural Attitudes Toward Plagiarism: Is It Still Legal Writing?</i> <i>Henry Webb (Qatar University College of Law) – 25 minutes</i></p> <p>As the number of international students studying in U.S. law schools increases, differing cultural attitudes may result in increased plagiarism. Rampant plagiarism at our law school recently resulted in our LRW program moving the majority of our assessments in-class. I will present on the logistics of that move, our LRW faculty and students’ reactions to it, and the results of the move and its perceived effect on the quality of our LRW courses.</p> <p><i>ALWD Guide to Legal Citation, 5E with Companion Website</i> <i>Eric Cobbe (Wolters Kluwer) – 25 minutes</i></p> <p>Please join us to learn about how the <i>ALWD Guide to Legal Citation</i> has been transformed into a complete teaching package for legal citation. At the core of the <i>ALWD Guide to Legal Citation</i> teaching package is the sleek new Fifth Edition which has been updated in response to feedback from users’ while retaining the educational features that have made it so effective. The guide will now be combined with a companion website, alwdonline.com, allowing access to over 600 exercises, and author Coleen Barger also provides a robust teacher’s manual and PowerPoint slides to make certain your students learn the essentials of legal citation.</p>
Room 117	<p><i>Utilizing Students’ Competitiveness to Inspire More Vivid Fact Statements</i> <i>Natalie Mack (University of Colorado School of Law) – 25 minutes</i></p> <p>Everyone would rather read an interesting story than a dull one, but legal writing professors—and judges—often must toil through lackluster statements of the facts in court briefs. After experimenting with various techniques for getting students to write a good story, I combined a student self-assessment, peer review, and contest, with favorable results. This presentation will explain the methodology and illustrate the results with some sample openings for the statement of facts.</p> <p><i>Why Persuasion is Overrated (sort of)</i> <i>Mark Osbeck (University of Michigan) & Grace Tonner (Irvine School of Law) – 25 minutes</i></p> <p>The legal writing literature focuses mainly on persuasion rather than predictive analysis. Yet predicting legal outcomes is also a crucial skill for lawyers. We want to look at whether we can do a better job teaching predictive legal analysis, and more generally, sound judgment. Accordingly, we will re-examine the purpose of the traditional legal memorandum, evaluate its continuing vitality, and consider whether there is a role for data analytics in predictive legal analysis.</p>
5:10 – 5:30 p.m.	
Moot Court	<i>Closing</i>