

PROCEEDINGS

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PROCEEDINGS

VOLUME 4

ISSUE 1

This issue's essays are drawn from presentations at the 2023 biennial conference of the Association of Legal Writing Directors. The first essay shares a pedagogical approach to deepen students' analytical skills. The second encourages legal writing professors to develop their ideas, perhaps from conference presentations, to publish as short scholarly works. The final essay is actually a skit; it takes a lighthearted approach to explain the benefits of the ALWD Guide to Legal Citation. This issue concludes with a short bibliography of links to websites and articles on making effective conference presentations, with hopes of inspiring newer professors to present at regional and national conferences and reinvigorating those who have presented for years.

PROCEEDINGS

VOLUME 4

ISSUE 1

CONTENTS

PLUG AND PLAY: TEACHING ANALOGICAL REASONING WITH A SPARK.....	<i>Katrina Robinson and Kristen Stanley</i>	3
THE BEAUTY OF SHORTS: TEN TIPS ON WRITING A PUBLISHABLE SHORT PIECE	<i>Robin Boyle-Laisure and Brooke J. Bowman</i>	17
CITATION MYTH-BUSTERS: THE TRUTH ABOUT CHOICE, SIMPLICITY, AND SUPPORT.....	<i>Carolyn Williams</i>	25
BIBLIOGRAPHY: MAKING PROFESSIONAL PRESENTATIONS	<i>Dana McHenry</i>	33

PLUG AND PLAY: TEACHING ANALOGICAL REASONING WITH A SPARK

KATRINA ROBINSON & KRISTEN STANLEY¹

Analogical reasoning is a foundational skill in the first-year legal writing course, but it is one that students often struggle to gain proficiency in. Despite our best efforts to teach this skill, classic errors seem to appear in students' analogical arguments throughout the school year. For example, at the beginning of the year, students often highlight facts that aren't legally relevant. As the year continues, students progress to successfully identifying legally significant facts, but then forget to "show their work,"² meaning they forget to explain how and why the facts from a binding case compare to facts in their client's case.³

Resources in Isolation Prove Insufficient

Leading textbooks provide annotated samples of effective and ineffective analogical arguments.⁴ And legal writing professors have, for decades, provided sample memos that offer additional examples of and commentary about strong and weak analogical arguments. Though these resources are useful, they only go so far in helping students learn how to strengthen their own analogical arguments.⁵

In our view, these otherwise instructive resources fall short when students read sample arguments in isolation, without having grappled

¹ Katrina Robinson and Kristen Stanley are Assistant Clinical Professors of Law at Cornell Law School. This essay is drawn from their presentation by the same title at the 2023 conference of the Association of Legal Writing Directors, held at University of California—Irvine School of Law.

² Christine Coughlin et al., *A Lawyer Writes* 148 (3d ed. 2018).

³ *Id.* at 152-54.

⁴ See, e.g., *id.*

⁵ See Elizabeth Ruiz Frost, *Feedback Distortion: Shortcoming of Model Answers as Formative Feedback*, 65 J. Legal Educ. 938 (2016).

with the legal authorities on which the samples are based. Because sample analyses allow students to see only the final product, students fail to appreciate how much “invisible” work goes into drafting. Without exposure to the multistep process of analogical reasoning, students tend to underestimate the work required to effectively present and articulate analyses that are rooted in analogical reasoning.

Goals and Parameters of the Exercise

Eager to see thoughtful and thorough analogical arguments *sooner* in the school year, we set out to create an in-class group drafting exercise that would accomplish this goal while also balancing some constraints we faced.

- We wanted the exercise to allow the class as a whole to discuss a shared fictional client in the context of a closed universe of relevant legal authorities that wasn’t tied to one of their graded legal writing assignments. This approach would encourage students to share their ideas with one another freely, without fear of grade competition. In turn, not only would students get a chance to meaningfully collaborate with their peers (a common reality in practice but a rarity in many first-year legal writing classrooms),⁶ but also, through these conversations, students could lift the veil of “thinking like a lawyer” by hearing or observing other approaches to reading cases, identifying relevant legal reasoning, and applying that reasoning to a set of facts.
- The exercise would require students to spend time reading about the fictional client and the relevant legal authorities before class. But because this exercise would take place while students were working on one of their graded legal writing assignments, we needed their required preparation to be limited.
- The exercise would let us provide quick turnaround feedback to students on their analogical arguments, allowing students to implement the lessons from that feedback as they wrote their

⁶ See, e.g., Kristen K. Davis, *Designing and Using Peer Review in a First-Year Legal Research and Writing Course*, 9 J. Legal Writing Inst. (2003); Marilyn R. Walter, “*Writing as Conversation*”: *Using Peer Review to Teach Legal Writing*, 16 J. Legal Writing Inst. (2010); L. Danielle Tully, *Collaborative Case Development for the First-Year Legal Writing Problem*, 31 *The Second Draft* (Fall 2018).

graded legal writing assignment. Consequently, we selected a legal issue and crafted fictional facts that lent themselves to a more modest word limit.

- Finally, by devoting a significant portion of a class session to discussing one relatively simple analogical argument, the exercise would demonstrate how nuanced and in-depth the process of creating and expressing an analogical argument can be.

Designing the Exercise

Ultimately, we designed a problem involving New York State wills that provides a discrete legal issue about which students will have no exposure, based on the traditional first-year curriculum.

The fictional client is an adult whose parent recently passed away. The parent left an executed will but made handwritten notes on it that, if given effect, would have changed some key provisions of the will. Because New York law differentiates between obliteration and alteration of an executed will,⁷ the client seeks to understand whether the parent's handwritten notes qualify as obliteration or alteration. If the former, the handwritten notes revoke the executed will.

To answer that question, students would need to analyze a statute and two cases—one holding that the decedent's notes qualified as obliteration, and one holding that the decedent's handwritten notes qualified as alteration.

Plug-and-Play Teaching Materials

We offer two options for legal writing professors to use this fictional client's facts and closed universe of relevant legal authorities. With Option 1, professors can use the exercise to teach the skill of analogical reasoning at the beginning of semester. With Option 2, professors can use the exercise to refresh and refine the students' analogical reasoning skills later in the semester.

⁷ N.Y. Est. Powers & Trust Law § 3-4.1 (McKinney 2023) (examples for “obliteration” and “alteration” of an executed will found in Editor's Notes).

The legal authority for the memo includes one statute and two cases. We have edited these authorities for this exercise; the edited versions are available through this [link](#).⁸

- The statute: N.Y. Est. Powers & Trusts Law § 3-4.1 (McKinney).
- Two cases: *In re Estate of Carcaci*, 2002 NYLJ LEXIS 1226 (Sur. Ct. 2002) and *In re Estate of Lavigne*, 428 N.Y.S.2d 762, 763 (App. Div. 3d Dept. 1980).

The appendix to this essay contains the homework assignments and most class exercises listed below. Those teaching materials, as well as an extended case chart and a sample student analysis for each option, are also available at this [link](#).

- Teaching Materials for Option 1: Introducing Analogical Reasoning,
- Teaching Materials for Option 2: Exercise Refreshing or Refining Analogical Reasoning, and
- Two sample student analyses, one for “Option 1” and one for “Option 2.”

We designed both options to take place over the course of two class sessions. A timeline for and further details about both options appear below.

Option 1: Using the exercise to introduce the skill of analogical reasoning

- Homework for Class A: Students read the statute and two cases. Students draft notes (e.g., case briefs and/or case charts) to use during an in-class exercise where they will draft a case illustration.⁹
- Exercise for Class A: Students work in small groups to draft a case illustration for one of the cases (time permitting, groups can draft a case illustration for the second case).
- After Class A, But Before Class B: Professor shares feedback on each group’s submission and posts a sample case illustration for each case.

⁸ Alternatively, you may contact one of us at Cornell Law School.

⁹ See Coughlin et al., *supra* note 2, at 113-32.

- Homework for Class B: Students review the professor's feedback on their group's case illustration. Students read facts about their new fictional client and brainstorm ways that their client's case compares or contrasts to the prior cases.
- Exercise for Class B: Professor distributes a case comparison chart to simulate the kind of notetaking or pre-writing legal writers often find useful and to aid group discussion. Students work in small groups to draft one analogical argument using one of the cases (time permitting, groups can draft an analogical argument using the second case).
- After Class B: Professor shares feedback on each group's analogical argument and posts a sample analogical argument for each case.

Option 2: Using the exercise to refresh and refine the skill of analogical reasoning

- Homework for Class C: Students read the statute, two cases, and facts about the fictional client. Students draft notes (e.g., case briefs and/or case charts) to use during an in-class exercise where they will draft an analogical argument.
- Exercise for Class C: Students take five minutes to talk with their group about the legally significant facts, reasoning, and holding of each case. Professor distributes a one-page handout containing an explanation of the relevant law that includes case illustrations of the two cases students read for class. Students spend five minutes quietly reading and reviewing the handout; professor instructs students to treat the document as a draft of the student's own writing and a jumping off point to develop an analogical argument about the facts of their case. For the remaining time in class, students work with their group to draft an analogical argument using one of the cases. Time permitting, groups can draft an analogical argument using the second case.
- After Class C, But Before Class D: Professor shares feedback on each group's submission and posts a sample analogical argument for both cases.

- Homework for Class D: Students review the professor's feedback on their group's submission and come to class ready to implement that feedback in an in-class editing exercise.
- Exercise for Class D: Students work independently to implement the feedback they received on their group's submission and create their own improved analogical argument. During this quiet working period, the professor can circulate to answer questions.

Successes and Limitations

This exercise was successful in both options. Despite the differences in timing and format, both exercises led students to deepen and refine their analogical reasoning skills. We found that students appreciated the opportunity to discuss the legal and factual issues collaboratively with their peers. They also valued drafting as a group; in particular, they felt they benefitted from workshopping style and expression on the sentence level with their peers and with input from the professors and teaching assistants during class. (Having teaching assistants in class is a benefit, but the exercise should be successful without that extra support.)

An important limitation is class size. We each teach one section of approximately thirty-five students. By having the students work in groups of three or four, we had fewer than a dozen drafts to critique between the classes.

Students referenced the in-class exercise and written feedback in subsequent individual writing conferences regarding unrelated assignments. We were delighted that students not only learned from the discrete exercise but also were able to translate that learning into future endeavors.

We encourage you to “plug” one of these options into your already excellent first-year curriculum. And if you let one of the options “play” in your classroom, we welcome any feedback you may have.

**APPENDIX – OPTION 1 TEACHING MATERIALS
(CLASSES A AND B)**

HOMEWORK FOR CLASS A

On [date of Class A], you will work in small groups to draft a case illustration. To prepare for that exercise, please complete the following homework:

1. Review the relevant statute: N.Y. Est. Powers & Trusts Law § 3-4.1 (McKinney).
2. Review two relevant cases: *In re Estate of Carcaci*, 2002 NYLJ LEXIS 1226 (Sup. Ct. 2002) and *In re Estate of Lavigne*, 428 N.Y.S.2d 762, 763 (App. Div. 3d Dept. 1980). Please read the versions of the cases I provided to you in this document as I edited them to shorten your reading and simplify the issues for our discussion.
3. Draft notes (e.g., case briefs or outlines) that you can use to help you draft a case illustration with your group during [Class A].

DIRECTIONS FOR CLASS A’S IN-CLASS EXERCISE

Work in small groups to draft a case illustration for one of the two cases you read for homework. Raise your hand if you have any questions; [the teaching assistants and] I will circulate during the in-class exercise.

[If you complete your first case illustration with time remaining before class ends, please draft a case illustration for the second case.] You will receive written feedback on your group’s draft after class.

HOMEWORK FOR CLASS B

On [date of Class B], you will work in small groups to draft an analogical argument based on a new client's case. To prepare for that exercise, complete the following homework:

1. Review the written feedback you received on your group's draft case illustration from [Class A].
2. Review the attached email from a colleague containing facts about your new client's case.
3. Brainstorm ways that your client's case compares to and contrasts with *In re Estate of Carcaci* and *In re Estate of Lavigne*.

DIRECTIONS FOR CLASS B'S IN-CLASS EXERCISE

Work in small groups to draft an analogical argument using *In re Estate of Carcaci* or *In re Estate of Lavigne*. To aid your group's discussion, [consider / complete¹⁰] the following case comparison chart.

<i>In re Estate of Carcaci</i>	Connie Lin's Case
<p>Facts:</p> <ul style="list-style-type: none"> • Testator ("T") went to firm that prepared her will and presented her original will on which she had made hand-written changes • T paid the firm to have a new will executed that reflected her hand-written changes but died 	<p>Facts:</p> <ul style="list-style-type: none"> • Will only consisted of two paragraphs: bequeathing assets to a beneficiary and bequeathing house to a beneficiary • T hand wrote "VOID" over the first paragraph

¹⁰ Professors may choose to omit the information in the "Connie Lin's Case" column and ask students to identify similarities in Connie Lin's case on their own. We offered a complete version of the case-comparison chart to make this handout plug-and-play for any professors who may face time pressures in executing this class exercise. We found that offering students high-level similarities between the prior case and the client's case helped students focus on the mechanics of writing an effective analogical argument during the exercise's allotted time.

<p>before the firm executed her new will</p> <p>Holding:</p> <ul style="list-style-type: none"> • T intended to alter, not obliterate her will <p>Reasoning:</p> <ul style="list-style-type: none"> • T's changes do not affect entire testamentary scheme; they only changed the beneficiaries of some dispositions and amounts bequeathed to others 	<p>Holding:</p> <ul style="list-style-type: none"> • Intended to alter not obliterate the will? <p>Reasoning:</p> <ul style="list-style-type: none"> • Changes to the identity of her beneficiaries by writing "VOID" on specific paragraphs; did not intend to void her entire will
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<i>In re Estate of Lavigne</i>	Connie Lin's Case
<p>Facts:</p> <ul style="list-style-type: none"> • T crossed out paragraphs two through six of his will. • T signed and dated the crossed-out paragraphs, noting, "Change 7/28/79 by my sole desire Sylvester T. Lavigne." <p>Holding:</p> <ul style="list-style-type: none"> • T intended to obliterate the will <p>Reasoning:</p> <ul style="list-style-type: none"> • The changes affected vital parts of the will: the changes canceled every dispositive provision in the will • Despite using the word "change," T's intent was to revoke his will 	<p>Facts:</p> <ul style="list-style-type: none"> • Will only consisted of two paragraphs: bequeathing assets to a beneficiary and bequeathing house to a beneficiary • T hand wrote "VOID" over the first paragraph <p>Holding:</p> <ul style="list-style-type: none"> • Intended to obliterate the will? <p>Reasoning:</p> <ul style="list-style-type: none"> • By voiding half of the will, she intended to set forth a new testamentary disposition

[If you complete your first analogical argument with time remaining before class ends, please draft an analogical argument using the second case.] You will receive written feedback on your group's draft after class.

**APPENDIX – OPTION 2 TEACHING MATERIALS
(CLASSES C AND D)**

HOMEWORK FOR CLASS C

On [date of Class C], you will work in small groups to draft an analogical argument based on a new client's case. To prepare for that exercise, complete the following homework:

1. Review the attached email from a colleague containing facts about your new client's case.
2. Review the relevant statute: N.Y. Est. Powers & Trusts Law § 3-4.1 (McKinney).
3. Review two relevant cases: *In re Estate of Carcaci*, 2002 NYLJ LEXIS 1226 (Sup. Ct. 2002) and *In re Estate of Lavigne*, 428 N.Y.S.2d 762, 763 (App. Div. 3d Dept. 1980). Please read the versions of the cases I provided to you in this document as I edited them to shorten your reading and simplify the issues for our discussion.
4. Draft notes (e.g., case briefs or outlines) that you can use to help you draft an analogical argument with your group during [Class C].
5. Brainstorm ways that your client's case compares to and contrasts with *In re Estate of Carcaci* and *In re Estate of Lavigne*.

DIRECTIONS FOR CLASS C'S IN-CLASS EXERCISE

Step 1: Take five minutes to talk with [a partner or your group] about the legally significant facts, reasoning, and holding of *In re Estate of Carcaci* and *In re Estate of Lavigne*.

Step 2: Raise your hand to request [Class C]'s handout. This handout contains two paragraphs; treat those paragraphs as your own draft of the start of an analysis of the client's problem: the first paragraph introduces the governing law, and the second and third paragraphs provide case illustrations for the two relevant cases. Spend five minutes independently reading and reviewing the three paragraphs.

Step 3: Work in small groups to draft an analogical argument using *In re Estate of Carcaci* or *In re Estate of Lavigne*. To aid your group's discussion, [consider / complete¹¹] the following case comparison chart.

<i>In re Estate of Carcaci</i>	Connie Lin's Case
<p>Facts:</p> <ul style="list-style-type: none"> • Testator ("T") went to firm that prepared her will and presented her original will on which she had made hand-written changes • T paid the firm to have a new will executed that reflected her hand-written changes but died before the firm executed her new will <p>Holding:</p> <ul style="list-style-type: none"> • T intended to alter, not obliterate her will <p>Reasoning:</p>	<p>Facts:</p> <ul style="list-style-type: none"> • Will only consisted of two paragraphs: bequeathing assets to a beneficiary and bequeathing house to a beneficiary • T hand wrote "VOID" over the first paragraph <p>Holding:</p> <ul style="list-style-type: none"> • Intended to alter not obliterate the will? <p>Reasoning:</p> <ul style="list-style-type: none"> • Changes to the identity of her beneficiaries by writing "VOID" on

¹¹ Professors may choose to omit the information in the "Connie Lin's Case" column and ask students to identify similarities in Connie Lin's case on their own. We offered a complete version of the case-comparison chart to make this handout plug-and-play for any professors who may face time pressures in executing this class exercise. We found that offering students high-level similarities between the prior case and the client's case helped students focus on the mechanics of writing an effective analogical argument during the exercise's allotted time.

<ul style="list-style-type: none"> T's changes do not affect entire testamentary scheme; they only changed the beneficiaries of some dispositions and amounts bequeathed to others 	<p>specific paragraphs; did not intend to void her entire will</p>
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<i>In re Estate of Lavigne</i>	Connie Lin's Case
<p>Facts:</p> <ul style="list-style-type: none"> T crossed out paragraphs two through six of his will. T signed and dated the crossed-out paragraphs, noting, "Change 7/28/79 by my sole desire Sylvester T. Lavigne." <p>Holding:</p> <ul style="list-style-type: none"> T intended to obliterate the will <p>Reasoning:</p> <ul style="list-style-type: none"> The changes affected vital parts of the will: the changes canceled every dispositive provision in the will Despite using the word "change," T's intent was to revoke his will 	<p>Facts:</p> <ul style="list-style-type: none"> Will only consisted of two paragraphs: bequeathing assets to a beneficiary and bequeathing house to a beneficiary T hand wrote "VOID" over the first paragraph <p>Holding:</p> <ul style="list-style-type: none"> Intended to obliterate the will? <p>Reasoning:</p> <ul style="list-style-type: none"> By voiding half of the will, she intended to set forth a new testamentary disposition

[If you complete your first analogical argument with time remaining before class ends, please draft an analogical argument using the second case.] You will receive written feedback on your group's draft after class.

CLASS C'S HANDOUT
CASE ILLUSTRATIONS

In New York State, a testator revokes a previously executed will if the testator intended to revoke the will by obliterating it in total. *In re Estate of Carcaci*, 2002 NYLJ LEXIS 1226, *3-4 (Sup. Ct. 2002). To revoke a will, one must obliterate the entire will; one cannot partially revoke or alter a will. *Id.* For example, in *Carcaci*, the testator wanted to alter her will and noted what she wanted to change on her existing will. *Id.* at *1-2. She provided her notes to her attorney and paid the attorney to execute a new will encompassing her intended changes but died before a new will encompassing her intended changes could be executed. *Id.* at *2. The court found that because the changes regarded the identity of her beneficiaries—and not the “entire testamentary scheme” of the will in total—the testator attempted to alter, but not revoke, her will. *Id.* at *4. The court enforced her original (unmodified) will because the testator intended to modify, but not revoke, her original will. *Id.*

Where a testator crosses out every dispositive provision of their will, they demonstrate their intention to obliterate the original will, and thus revoke it. *In re Estate of Lavigne*, 428 N.Y.S.2d 762, 763 (App. Div. 3d Dept. 1980). For example, in *Lavigne*, the testator crossed out all the dispositive paragraphs in his will and noted his desired changes on his will. *Id.* at 764. He also signed and dated his markings, noting he wanted to “change” his will. *Id.* The court found that when the testator marked out “the dispositive paragraphs of his will,” he obliterated his will, even as he used the word “change” in his notations. *Id.* The testator’s changes were so sweeping that he manifested his intent “to set forth a new testamentary disposition,” and thus revoked his original will. *Id.*

HOMework FOR CLASS D

On [date of Class D], you will work independently on an in-class editing exercise using your group's first draft of an analogical argument. To prepare for that in-class editing exercise, carefully review the written feedback you received on your group's draft analogical argument from [Class C].

DIRECTIONS FOR CLASS D'S IN-CLASS EXERCISE

Work independently to incorporate the written feedback you received on your group's draft analogical argument from [Class C]. If you'd like to discuss any questions or concerns, raise your hand; [the teaching assistants and] I will be circulating and will come to your desk.

Editor's Note: The Case Comparison Chart for Class D is available at this [link](#).

THE BEAUTY OF SHORTS: TEN TIPS ON WRITING A PUBLISHABLE SHORT PIECE¹

ROBIN BOYLE-LAISURE² AND BROOKE J. BOWMAN³

Introduction

Based upon our experience serving on editorial boards of peer-reviewed law journals for over twenty years combined, we encourage faculty who teach legal research and writing to write short scholarly pieces. While books⁴ have been written on how to write scholarly articles, and law schools offer students courses on writing journal articles, there is little information about how to write a scholarly piece that is short.⁵ This Essay fills that gap and provides advice for constructing a publishable short.

What is generally considered a short piece? In surveying the journals in our field,⁶ we found that a short piece is typically six to fifteen pages in length and lightly footnoted. This Essay addresses the short piece

¹ This Essay memorializes the Authors' presentation of the same title at the Association of Legal Writing Directors' Conference held in July 2023 at the University of California—Irvine School of Law.

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³ Brooke J. Bowman is Professor of Law and Director, Moot Court Board, at Stetson University College of Law. She currently serves as Managing Editor of *Perspectives: Teaching Legal Research and Writing*, and she formerly served as the Editor-in-Chief, Assistant Editor-in-Chief, and Managing Editor of *Legal Writing: The Journal of the Legal Writing Institute*. For over twenty years, she has overseen Stetson's Scholarly Writing Series Program, a three-part series available to students working on their seminar or independent research papers.

⁴ Christine Coughlin et al., *Modern Legal Scholarship: A Guide to Producing and Publishing Scholarly and Professional Writing* (2020); Elizabeth Fajans & Mary R. Falk, *Scholarly Writing for Law Students: Seminar Papers, Law Review Notes and Law Review Competition Papers* (5th ed. 2017).

⁵ See, e.g., *The Short Paper*, 63 J. Legal Educ. 667 (2014).

⁶ See Section C, *infra*, for a list of journals that regularly publish short works.

that strives to make a theoretical or pedagogical point with foundational support.⁷ This Essay does not address blogs, micro-essays, newsletter columns, or essays published in *LWI Lives*.⁸

The submission guidelines for specific journals indicate whether there is an option for a shorter piece. For instance, the *Journal of Legal Education* occasionally features “At the Lectern” for articles under 10 pages.⁹ Other journals, such as *Perspectives: Teaching Legal Research and Writing*,¹⁰ and *Proceedings*,¹¹ routinely accept articles and essays that are as short as 1,500 words, some of which meet this Essay’s requirement that the short piece provide foundational support for its thesis.

A. Five Reasons Why You Should Publish a Short Piece

Writing a short piece is a valuable experience for five reasons. First, writing a short piece allows others to gain from your innovation and insights. A short theoretical piece stakes out ground for your new idea. A short pedagogical piece explains new approaches in the classroom. Legal research and writing professors, clinicians, law librarians, and academic support professionals often look for innovative techniques to stimulate students’ law school experience and to prepare students for the legal profession. Doctrinal or casebook faculty are expanding beyond lecture and Socratic questioning. Your new approach would be appreciated by others in the field, and a short piece is an ideal way to share your ingenuity.

Second, a short piece can lead to a longer piece. In a short piece, ideas are expressed and a foundation is provided, but the thesis can be more deeply explored in a longer article. In addition, you can more fully

⁷ For publications that include articles or essays such as the ones addressed here, see *infra* notes 15–22 and accompanying text.

⁸ *LWI Lives* “explores and communicates the emerging identity of LWI and its members.” Legal Writing Institute website at <https://www.lwionline.org/publications/lwi-lives> (last visited Sept. 26, 2023).

⁹ *Journal of Legal Education*, AALS, <https://jle.aals.org/home/submissions.html> (last visited Aug. 3, 2023).

¹⁰ *The Faculty Resource Center*, Thomson Reuters, <https://lawschool.thomsonreuters.com/faculty-resources/> (scroll down to the bottom of the page to find the link to *Perspectives: Teaching Legal Research and Writing*) (last visited Sept. 24, 2023).

¹¹ U. Or. Sch. of L., *Proceedings: An Online Journal of Legal Writing Conference Presentations*, <https://law.uoregon.edu/academics/centers/lrw/proceedings> (last visited Sept. 23, 2023).

develop counterarguments and related theories in a subsequent, longer piece.

Third, writing a short piece can help you stay abreast of timely scholarly topics and trends in your field. For example, is the ChatGPT discussion on the legal writing listservs and in the news catching your interest? Consider incorporating your curiosity into your course materials and drafting a short piece while observing students' engagement. If you are new to teaching, you might show how your teaching idea prepares students for current practice.

Fourth, a short article can supplement a promotion application materials and curriculum vitae. Including a short piece in your materials will demonstrate your interest in the subject matter and enthusiasm about scholarship—two important aspects of any promotion portfolio.¹²

And finally, writing a scholarly piece, regardless of page length, is a pleasurable experience. The research involved in exploring other authors' published work on topics of your choosing is fun and intellectually engaging. Producing your own writing is a welcome reprieve from marking student papers.

B. Ten Tips for Writing a Short Piece and Getting It Published

The following ten tips will help you place your short article in a law-related journal.

1. *Select a topic that interests you.* This message is often communicated by faculty advisors to students freshly admitted to student-run journals and by LexisNexis and Westlaw representatives who present in scholarly research and writing classes. The same message applies to budding scholars. If the topic is one that interests you, naturally you will be more enthusiastic about digging deeper into the literature and

¹² A short piece may not meet the promotion standards at some schools, so candidates for promotion are encouraged to check their school's standards. Melissa H. Weresh, *Legal Writing Scholarship: Moving Not Toward a Definition, but Toward a Cohesive Understanding*, U. Or. Sch. of L., Proceedings: An Online Journal of Legal Writing Conference Presentations, <https://law.uoregon.edu/sites/law2.uoregon.edu/> (last visited Sep. 24, 2023).

exploring the nuances. Because of your interest in the topic, you may have already started thinking about a resolution of the issue posed in the thesis.

2. *Carefully craft a thoughtful thesis.* Even a short piece needs a crisp, clear thesis. Without a clearly identified explanation of the topic of the short piece, the reader will get lost. Because so much of legal scholarship is read online, there is even more of a need to write a thesis with clarity to help the reader who quickly scrolls up and down viewing one or two paragraphs at a time. In crafting a thesis, a typical scholarly article expresses original thought¹³ and has two main components—identifying a legal issue and a proposed resolution.¹⁴ For an article about legal writing, research, pedagogy, lawyering, academic support, or any related field, consider crafting a thesis around your newly constructed exercise, innovative approach to handling student conferences, or the like. And to further develop the thesis, ask yourself these questions: Does it provide a new way of thinking about a traditional legal research and writing (LRW) topic? Or is this a topic that has not been written about yet? Either category will bring to light an original thought.
3. *Provide more than a “how to” piece.* Often journals are looking for something more than, “I created this exercise for my class, and the students liked it.” That might be an effective blog post, but it is too shallow for even a short piece. Instead, develop the explanation further. What differentiates a short article from a longer one is how much more the explanation is developed – but “more” needs to be there no matter what the length. Adding a theoretical underpinning is the goal. We are not suggesting the depth to which Georg Wilhelm Hegel’s philosophy descends, but some reliance upon and citation to the work of others who have published on your topic should be provided. If your topic has not been written about previously, then look for work that is related or comparable, as explained more below.

¹³ Coughlin et al., *supra* note 4, at 31–32.

¹⁴ *Id.* at 35–37.

4. *Do research.* Research can enhance your short piece in several ways. The footnotes to works by previous scholars enhance the depth of the piece and allow you to stand on the shoulder of giants. New articles are published daily, so your research will keep you current on your topic and might spark new ideas. There is a vast body of published work by the greater LRW community. Your colleagues' articles will impress and inspire you!
5. *If your topic is brand-new, borrow from other disciplines.* Legal writing colleagues have tapped into various disciplines to help grow legal writing scholarship, such as feminist theory, critical race theory, and rhetoric. Subfields of study have been created within LRW, such as applied storytelling and mindfulness. There are endless possibilities of connections to be made with other disciplines. The interdisciplinary support grounds your piece and demonstrates its value.
6. *Lightly footnote but check with the journal's guidelines.* Editors of journals publishing long, traditional articles like to see three sources for each proposition, or at least have each new point supported. In contrast, shorter pieces are not held to the same rigid footnoting requirements and some expressly encourage lighter footnoting. Especially in short pieces, limit the substantive or "talking" footnotes that digress to explain sometimes minor points. If the point is important, move it to the text. If not, delete it.
7. *Consider adding an appendix.* An appendix to a short piece might include extraneous examples of a classroom lesson, a chart, or other illustrations. Placing these materials in an appendix will allow the reader to concentrate more on the flow of your prose when reading the substance of your article.
8. *Use subheadings.* Subheadings help guide the reader, and they have increased in importance now that reading often takes place online. Subheadings are hierarchical and show the relationship between ideas. Check the journal's prior issues and submission guidelines for preferences.

9. *Check your article for coherency.* The writing process is fluid, and you might draft the middle of your article first. As you research further and formulate ideas, the draft's focus may shift. Just as we tell our students that the process of writing legal documents is recursive, so too is scholarly writing. But once you have a complete draft, you need to ensure it is coherent.

To maintain the continuity of the topic throughout the piece, start reading from line one every time you open the document to add new material. Read your thesis paragraph, then the next, and so forth. Go through each paragraph, each sentence, and each citation. After you comb through everything you wrote in the previous draft, then start to write your new material. Taking this approach is most likely to produce a focused stream of cogent prose. If you instead jump into the middle of the draft and insert material, you may find that your topic has strayed from your initial intent, and you will need make adjustments to attain continuity and coherence.

10. *Check the submission guidelines.* Just like checking the local court rules for guidelines on court brief submissions, you should check the online guides of submissions for journals. You can go to the website of individual journals law school by law school, or you can use a subscription service such as *Scholastica*. Look to answer the preliminary questions about the journals you are targeting:

- What is the substantive topic of interest of the journal? This information can be gleaned from the journal's name and expressed mission statement.
- When is the deadline? Some journals are on a rolling basis, while others have fixed deadlines.
- Is the journal exclusive? Some journals, such as the *Journal of Legal Education*, require that your article not be submitted elsewhere. If so, submit to that journal first and wait for a decision.
- What is the page length or word count required?

- To whom is the article submitted, how (through *Scholastica* or other service, or by email), and in what form (Word, PDF)?
- Are anonymous submissions required?
- Are abstracts required? If so, have one prepared in advance of submission of the article.

C. Options for Publishing Short Pieces on Legal Writing

The following publications focus on LRW topics, are peer-reviewed, and accept short articles, essays, book reviews, and other short works:

- *Journal of Legal Education* is published by the American Association of Law Schools; in addition to traditional length articles, it also accepts pieces under 10 pages.¹⁵
- *Legal Communication & Rhetoric: JALWD*, published by the Association of Legal Writing Directors, accepts articles under 15,000 words and essays of approximately 2,500-5,000 words and fewer than 50 footnotes.¹⁶
- *Legal Writing: The Journal of the Legal Writing Institute* is published by the Legal Writing Institute; it includes essays of 500 to 3,000 words, but the Board will consider longer ones.¹⁷
- *Perspectives: Teaching Legal Research and Writing*, by Thomson Reuters, publishes articles and essays ranging from 1,500 to 7,000 words, lightly footnoted.¹⁸
- *The Second Draft*, published by the Legal Writing Institute, is for articles of 1,000–3,000 words.¹⁹

¹⁵ See *Journal of Legal Education*, AALS, *supra* note 9 (providing definitions of the different categories). “At the Lectern” are pieces that “describe new or unusual classroom techniques instructors have found to be particularly effective.” *Id.* “Legends of the Legal Academy” are pieces that “profile law teachers whose lessons, teaching style and scholarship have left or are leaving an enduring imprint on their students, their institutions and the profession.” *Id.* And “Dialogue” pieces “offer[] scholars the opportunity to respond to research published in a recent issue of the *Journal of Legal Education*, expanding on that research, for instance by asking new questions or applying findings in new contexts.” *Id.*

¹⁶ See ALWD, *Legal Communication & Rhetoric: JALWD*, <https://www.alwd.org/aboutlcr> (last visited Sep. 24, 2023).

¹⁷ See *Legal Writing*, <https://www.legalwritingjournal.org/for-authors> (last visited Sep. 24, 2023).

¹⁸ See *Perspectives* website, *supra* note 10.

¹⁹ See Legal Writing Institute, *The Second Draft*, <https://www.lwionline.org/publications/second-draft> (last visited Sep. 24, 2023).

- *Proceedings*, published by the University of Oregon School of Law's LRW program, has essays drawn from presentations made by LRW professors, generally 1,500–2,000 words.²⁰
- *The Unending Conversation* is a special edition (one of two) of the Stetson Law Review Forum.²¹
- On occasion, special issues are announced, such as in the *Saint Louis University Law Journal's* Teaching Series: Teaching Legal Research and Writing, which solicited articles in 2023 for up to 2,500 to 4,000 words.²²

As editors of publications that promote short pieces and as colleagues eager to read new insights, we encourage you to write a short piece. We hope this short piece will assist you in the process.

²⁰ See *Proceedings*, *supra* note 11.

²¹ See *Stetson Law Review Forum*, <https://www2.stetson.edu/law-review/article/category/forum/> (last visited Nov. 10, 2023).

²² See *Saint Louis University Law Journal*, <https://www.slu.edu/law/law-journal/issues/index.php> (last visited Nov. 10, 2023).

CITATION MYTH-BUSTERS: THE TRUTH ABOUT CHOICE, SIMPLICITY, AND SUPPORT

CAROLYN WILLIAMS¹

MODERATOR: Welcome! We are happy to have an opportunity to speak to this diverse group of law professors, law firm partners, and law students. We are the *ALWD Guide* Task Force, and we have some very important information to share. Of course, we welcome your questions and comments at any time.

First, some background: As you know, the *ALWD Guide to Legal Citation* is a textbook that teaches law students how to cite legal and non-legal sources, both in documents written by practitioners and in articles and books written for academic purposes. The *ALWD Guide* was conceived of by legal writing professors, and it has been written and edited by numerous legal writing professors, all of whom are recognized in the acknowledgements for all seven editions. The authors have been Darby Dickerson, Coleen Barger, and Carolyn Williams. The *Guide* was first published in April 2000, and... Oh, I see we have a law firm partner with an urgent question.

LAW FIRM PARTNER: I need a new summer intern to write a short memo, but I saw her using some book other than the *Bluebook* to format her citations. I've never heard of this *ALWD Guide to Legal Citation*—all we had when I was in law school was the *Bluebook*. What is that law school teaching these students? The memo's citations are going to be so terrible that I'll have to redo them when I use the memo to draft a motion.

¹ Carolyn Williams is an Assistant Professor at the University of North Dakota School of Law. This essay was presented as a skit by the *ALWD Guide* Task Force at the biennial conference of the Association of Legal Writing Directors in July 2023 at the University of California—Irvine School of Law. Other members of the *ALWD Guide* Task Force—Brooke Bowman, Laura Graham, Katherine Kelly, and Suzanne Rowe—contributed to creation and performance of the skit. Also collaborating as “impromptu” questioners in the audience were Sylvia Lett, Jessica Gunder, Katy Boling, Brenda Gibson, Katrina Robinson, Melissa Henke, and Megan McAlpin.

MODERATOR: Thank you for raising that concern, but the legal citation format taught using the *ALWD Guide* is the same as the legal citations drafted using a *Bluebook*. You won't have to make any change to that memo's citations. You can verify the consistency of *ALWD* and *Bluebook* citation by using the callouts (they look like footnotes) that are after sentences throughout the *ALWD Guide*. Those callouts cross-reference the information in the text of the *Guide* to the corresponding rule in the 21st edition of the *Bluebook*.²

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Contents Search Export Settings Offline

ALWD Guide to Legal Citation, Seventh Edition
Rule 12: Cases

12.2(a) Typeface for case name

12.2(a)(1) Typeface alternatives

Present the case name, the "v." abbreviation, and any internal punctuation *within* the case name in *italics* (or underlining, if you have been directed by a court rule or other instruction to use that formatting; see **Rule 1.3(a)**).³ Use this typeface regardless whether the citation appears in a full citation or a short citation (**Rule 12.16**), whether it appears in a citation sentence, a citation clause, or an embedded citation (**Rule 34.1**), and whether it appears as simply a case name in main text sentence or a footnote sentence.⁴ Use ordinary type for the comma that separates the case name from the remainder of the citation.

Examples

Singh v. Ashcroft, 393 F.3d 903, 905 (9th Cir. 2004).

Singh, 393 F.3d at 904.

CASEBOOKCONNECT

Contents Search Export Settings Offline

ALWD Guide to Legal Citation, Seventh Edition
Appendix 8. Cross-References for Law Reviews

Rule 12

¹ B10.1, 10.
² 10.2.1.
³ See B10.
⁴ B10, 2.2(a)(i), 2.2(b)(i).
5 10.1.1(v).
⁶ 2.1(a).
⁷ 2.1(a).
⁸ B10.1.1(v).
⁹ 10.2.1(a).
¹⁰ 10.2.1(a).
...

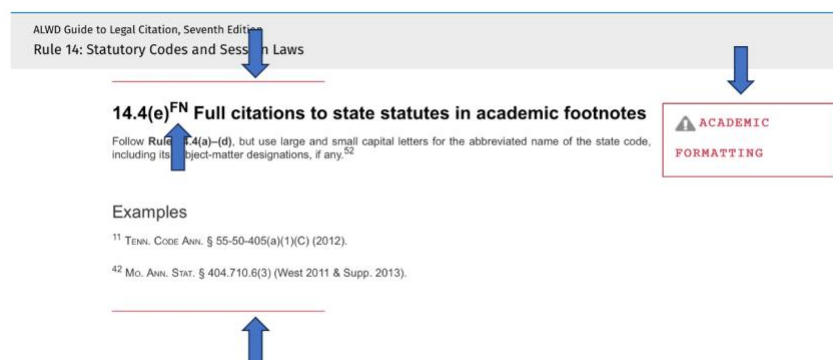
MODERATOR: And we have another question—from a law review applicant.

² Most images in this essay are from the electronic version of the *ALWD Guide*, which is available on Casebook Connect. They are reprinted with permission of the author.

LAW REVIEW APPLICANT: I just logged on to get the assignment for the law review write-on competition, and a big part of it is fixing footnotes for some law review article. The editors were very clear about getting every citation detail perfect, but I have no idea how to create citations for law review footnotes.

MODERATOR: Don't worry! The *ALWD Guide* has you covered. While it prioritizes the forms of citation used by legal practitioners by showing students how to compose those citations first in each rule (unlike the *Bluebook*, which prioritizes law review footnotes), the *ALWD Guide* also provides instructions on creating footnotes for law reviews. At the end of each rule or subrule in the *ALWD Guide*, you will find any changes to a citation that would need to be made for an academic citation. You can recognize the subrules in *ALWD Guide* that address academic formatting in three ways:

- The subrule number has an FN as a superscript.
- On the left side of the subrule (in the print version) there is a red line down the side of the text that explains the academic formatting for that source.
On Casebook Connect, the red lines are above and below the academic citation subrule.
- On the right-hand side at the beginning of the subrule, there is a box with an exclamation mark and the words "Academic Formatting."



Additionally, all the Fast Formats on the first page of each rule have an example of academic formatting for the sources covered in that

rule. Lastly, Chart 1.3 in the *ALWD Guide* lists all the sources' components that need to be in large and small capital letters for academic footnotes and references the specific subrule that applies to those sources.

CHART 1.3 | Components Using LARGE AND SMALL CAPITAL LETTERS in Academic Footnotes

Abbreviated titles of constitutions	13.2(e) ^{FN}
Abbreviated titles of statutory codes	14.2(i) ^{FN} , 14.4(d) ^{FN} , 14.5(b) ^{FN}
Names of authors, titles, and abbreviated titles of numbered congressional reports, documents, and prints	15.7(h) ^{FN} , 15.8(b) ^{FN} , 15.9(b) ^{FN} , 15.9(c)(2) ^{FN} , 15.10(a)(7) ^{FN} , 15.10(b)(2) ^{FN} , 15.10(c)(2) ^{FN} , 15.10(d)(2) ^{FN} , 15.11(b) ^{FN} , 15.11(c)(2) ^{FN} , 15.12(b) ^{FN} , 15.17(h) ^{FN} , 15.17(j) ^{FN} , 15.18(g) ^{FN} , 15.19(b) ^{FN} , 15.20(b) ^{FN} , 15.20(d) ^{FN}
Abbreviated titles of court rules, jury instructions	16.1(f) ^{FN} , 16.3(b) ^{FN} , 16.3(d) ^{FN} , 16.3(f) ^{FN}

MODERATOR: And I see a question over here – you're a law review editor, right?

LAW REVIEW EDITOR: Yes, and what a nightmare! I am working with an author who's a famous professor at a fancy school, and I have to figure out how to reference a *Bluebook* rule for every single correction I make. I can't find some stuff in the *Bluebook*—but I know that information has to be there. I mean, I learned it using the *ALWD Guide*, but surely, it's in the *Bluebook*, too, right?

MODERATOR: Most likely yes, but maybe not. To reference portions of the *Bluebook*, just locate the correct rule in the *ALWD Guide* and then use Appendix 8 to find the corresponding *Bluebook* rule. Note that if a sentence in the *Guide* does not have a callout after it, that means that the information in the sentence does not appear in the *Bluebook*. This happens for three main reasons:

1. The *Bluebook* does not cover as many sources as the *ALWD Guide* does. For example, the *Bluebook* assumes that

interviews will only be conducted in person or over the telephone. So, it doesn't show how to cite an interview via Zoom or other online tool.

2. Because the *ALWD Guide* is a textbook, it has a lot of helpful background information about the law that a student new to the legal world may not know but will need to know in order to craft a citation. For example, the *Guide* explains what docket numbers and ECF numbers are so that students understand where to find them when crafting citations for documents filed in court. The *Bluebook* does not discuss this background. As two more examples, the *ALWD Guide* explains what "cleaned-up citations" are as well as court rules that prohibit or limit citation to unreported cases. Neither topic is covered in the *Bluebook*.
3. Many of the *ALWD Guide*'s sidebars have information that isn't necessary to complete a citation but may be helpful reminders for students. For example, Sidebar 3.1 lists common prepositions that are not capitalized in a source's title.

Now, who has the next question?

RESEARCH ASSISTANT: I need help! I'm a research assistant, and the professor I'm working for this summer just sent me her article with very specific instructions to *Bluebook* the footnotes. But she's citing journals and law review articles I've never heard of. It's going to take me forever to figure out how to piece those stupid abbreviations together.

MODERATOR: Actually, it won't take long if you use the *ALWD Guide*. The *Bluebook* merely tells the user the rules for creating abbreviations to law reviews and single words, forcing users to piece together words and remember the spacing rules in order to create the entire law review citation. But the *ALWD Guide* goes beyond listing the single words that should be abbreviated. Appendix 5 in the *Guide* also lists hundreds of abbreviations for the entire law review name.

Best of all, Appendix 5 is available on Aspen's website for free. So, even if your professor wants you to "*Bluebook*" the article, you can use

Appendix 5 of the *ALWD Guide* instead of piecing together the law review name's abbreviation yourself.

5.28	5(A)	Appendix 5 = Periodicals and Looseleaf Service
Periodical Name	Abbreviation	
Law, Social Justice & Global Development Journal	Law, Soc. Just. & Glob. Dev. J.	
★Law/Techology	Law/Tech.	
• Was: Law and Computer Technology (Vol. 1–Vol. 13, no. 1/2)	Law & Comput. Tech.	
Law Text Culture	Law Text Culture	
Lawyer	Law.	
Lawyer of the Americas—see University of Miami Inter-American Law Review		
★Lawyers USA	Laws USA	
• Was: ★Lawyers Weekly USA (Issue 93–1 through Issue 2006–8)	Laws Wkly USA	
Lawyer's Reports Annotated	L.R.A.	
Legal	Legal	
Legal Communication & Rhetoric: JALWD	Legal Comm'n & Rhetoric	
• Was: Journal of the Association of Legal Writing Directors (Vols. 1–7)	J. ALWD	
★Legal Management	Legal Mgmt.	
• Was: ★Legal Administrator (Vols. 1–7)	Legal Adm'r	
Legal Medicine	Legal Med.	
• Was: Legal Medicine Annual (1972–1975)	Legal Med. Ann.	
★Legal Reference Services Quarterly	Legal Reference Servs. Q.	
Legal Studies	Legal Stud.	
• Was: Journal of the Society of Public Teachers of Law (1924–1938; n.s. Vol. 1 (1947–1951)–Vol. 15 (Mar. 1980))	J. Soc'y Pub. Tchrs. L.	
Legal Studies Forum	Legal Stud. F.	
• Was: American Legal Studies Association: ALSA Forum (Vols. 2–8)	Am. Legal Stud. Ass'n F.	
• Was: ★Newsletter (American Legal Studies Association) (Vol. 1)	Am. Legal Stud. Ass'n Newsl.	
★Legaltech News	Legaltech News	
Legal Theory	Legal Theory	
Legal Writing: The Journal of the Legal Writing Institute	Legal Writing	
Legislat(ion, ve)	Legis.	

MODERATOR: Do we have another question? Over there...

JUDICIAL EXTERN: I'm a judicial extern, and I'm feeling hopeless. The judge's main clerk just told me to draft an opinion. I'm supposed to use the state's court rules for citation. I went to law school in another state, though, and don't know the local court rules of this state. I guess I could Google that, but I wish there was simpler way.

MODERATOR: There is! Appendix 2 in the *ALWD Guide* addresses citation rules promulgated by federal, state, and other United States territorial courts. That appendix indicates whether a jurisdiction has rules governing public domain citation, and it provides URLs and citations to information relevant to legal citation in federal, state, and territorial jurisdictions.

Take Arkansas for example. In *ALWD's* table in Appendix 2, there is the website for the court rules; the rules for public domain citation; a public domain citation example; a list of all the local rules relevant to citation; unwritten, citation practices of local attorneys (vetted by local

practitioners and law professors in that jurisdiction); and a list of other citation resources germane to that particular jurisdiction.

Arkansas	
➡	Court website: https://www.arcourts.gov
➡	Court rules online: https://www.arcourts.gov/content/rules-supreme-court-and-court-appeals-state-arkansas
➡	Public domain citation: Ark. R. Sup. Ct. & Ct. App. 5-2(d) (for published decisions between Feb. 14, 2009, and July 1, 2009, and all decisions issued after July 1, 2009, and available on the Arkansas Judiciary website).
➡	Public domain citation example: <i>White v. Green</i> , 2010 Ark. 171, at 3, 2010 WL 3109899, at *2. <i>White v. Green</i> , 2012 Ark. App. 214, at 6, 2012 WL 230129, at *2.
➡	Local rules relevant to citation: <ul style="list-style-type: none"> ▪ Ark. Code Ann. § 1-2-113(c) (abbreviation “A.C.A.”) ▪ Ark. R. Civ. P. 85 (abbreviation “ARCP”) ▪ Ark. R. Crim. P. 1.1 (may cite as “Arkansas Rules of Criminal Procedure ___”) ▪ Ark. R. Evid. 1102 (abbreviation “A.R.E. Rule ___”) ▪ Ark. R. Sup. Ct. & Ct. App. 4-2(a)(7) (parallel citations) ▪ Ark. R. Sup. Ct. & Ct. App. 5-2 (public domain citations)
➡	Local practice: Statutes: A.C.A. § section number .
➡	Other resources: <ul style="list-style-type: none"> ▪ Susan P. Williams & Tina Huddleson, <i>House Style Guide</i> (2010), https://www.arcourts.gov/sites/default/files/House%20Style%20Guide%20September2010.pdf. ▪ Colleen Williams, <i>AALL LISPSIS Public Libraries Toolkit Suggested State Information (Arkansas)</i>, AALL, https://www.aallnet.org/lispsis/wp-content/uploads/sites/11/2018/01/LISPSIS-PLToolkit-Arkansas.pdf (last visited Oct. 20, 2020).

MODERATOR: Next question?

MOOT COURT COMPETITOR: Our moot court team is writing an appellate brief, and in the statement of facts and in the argument, we have to cite the record. We just learned that means the trial record—the complaint, depositions, interrogatories, exhibits—and the appellate record. That stuff isn’t in the *Bluebook*! What are we going to do?

MODERATOR: You’re going to use the *ALWD Guide*! Because the *ALWD Guide* focuses on sources practitioners cite to, it goes into much more depth than the *Bluebook* on citing to court documents filed in a previous case or an attorney’s own case. In the *ALWD Guide*, Rule 12.15, Court Documents in Published or Pending Cases, and Rule 25, Court Documents, Transcripts, and Appellate Records were completely updated in the 7th edition. Moreover, on the advice of practitioners in multiple jurisdictions, the emphasis for citations to documents in a lawyer’s own case is on keeping the citations as short as possible while still communicating the source and its location accurately and clearly. In other words, it memorializes what thoughtful practitioners actually do.

We have time for one more question...

FIRST GENERATION LAW STUDENT: I'm the first person in my family to go to law school, and I was afraid I wouldn't fit in. Almost every lawyer I see in the media does not appear to have much in common with me. My professor requires us to use the *Bluebook*, and in looking through its examples, I noticed the authors of the sources didn't have names like mine and the topics of the sources covered weren't very diverse—one source was called “A Bad Man Is Hard to Find.” I started looking up the examples online, just out of curiosity—the authors cited are not a very diverse bunch. And the things they are writing are pretty dull. So, citation is one more way I feel excluded from law school. I wonder if all citation manuals are like this.

MODERATOR: No! Many of the examples in the 7th edition of the *ALWD Guide* have been changed to be more representative of law schools, legal scholars, the legal profession, and the world.

- Authors cited include LGBTQIA+ people and people of color.
- Movies, songs, and media examples reflect current, diverse lifestyles.
- Progressive legislation is included in examples.
- Triggering themes in citation examples such as rape or terrorism were replaced.

Diversity is an ongoing mission and if you have any suggestions of sources for the next edition or think an example needs to be replaced, email me.³ Final note—some professors let their students choose which citation manual to use. Since the citations are the same, it really doesn't matter which guide you use, and it gives students some agency.

I see that our time is almost up, but we want to thank everyone who raised questions or concerns. One final note: The proceeds from the *ALWD Guide* support legal writing education—supporting national conferences for legal writing professors and providing teaching and scholarship grants for legal writing faculty, for example.

³ Contact Carolyn Williams, the current author of the *ALWD Guide*, at carolyn.williams2@und.edu. If you have questions, or if you want to assist with the next edition of the *ALWD Guide* (scheduled to come out in 2026), please contact her directly.

BIBLIOGRAPHY: MAKING PROFESSIONAL PRESENTATIONS

DANA MCHENRY¹

Editor's Note: Legal writing professors might be assumed to be natural at making presentations. After all, they regularly lead classes, and they teach students to make presentations ranging from office discussions with supervisors to appellate arguments before courts. But making a presentation before national colleagues is a slightly different event, and new teachers might be reluctant to put themselves in the limelight. This short bibliography provides links to websites and articles that guide novices (and remind experienced presenters) on how to prepare and present professional conference presentations. – SER

How to Make Professional Presentations

1. [Create a Conference Presentation](#) (University of Technology Sydney/Australia)
This short essay begins by explaining different types of conference presentations.² Then it breaks down the parts of a presentation and provides specific guidance for making successful presentations, including how to prepare and how to present.
2. [Presentation Skills: The Basics](#) (The Centre for Legal Leadership, on Thomson Reuters/UK)
This short article is especially helpful for a presentation moderator (called “chair”). Key points include doing a dry run of the presentation and managing the session effectively. While written for a business audience, most points are directly transferrable to law conference presentations.

¹ Dana McHenry is the assistant editor for this issue of *Proceedings*. She is a second-year student at the University of Oregon School of Law.

² *Editor's note: Legal writing faculty most often participate in panel presentations at national and regional conferences. Many conferences also offer opportunities for poster presentations. Works-in-progress are increasingly popular, for example at AALS and SEALS, and intensive workshops are offered by ALWD (e.g., Scholar's Forum) and LWI (e.g., Sirico Workshops). SEALS is well-known for its discussion groups.*

3. [Making Your \(Power\)Point](#) (Jonah Perlin in *Journal of Legal Communication and Rhetoric: JALWD*).
This lengthy article takes an academic approach “to provide an introduction to creating digital presentations for lawyers with a specific focus not only on what legal presentations should look like but also when lawyers should use digital presentations, why they should use them, and the process for how they can make them better.”
4. [How to Give a Killer Presentation](#) (by Chris Anderson, in Harvard Business Review)
This web story discusses centering your presentation around a story, planning the delivery, developing stage presence (especially useful for those of us who get nervous), and working with multimedia. The story includes a three-minute video summary, with fun and useful suggestions by someone who has been long involved in TED talks.
5. [Top Tips for Professional Legal Presentations](#) (Creative Word Training)
Highlights of this website include the layout of the presentation and connecting with the audience. It also provides insights for those who suffer from nervousness in making presentations.
6. [Do-It: Presentation Tips](#) (University of Washington)
This website provides a plethora of guidance, including managing anxiety, visualizing your success, engaging the audience, and incorporating principles of universal design. It notes that a live presentation is often longer than a rehearsal and encourages presenters to seek feedback to continue improving presentation style.

How to Get the Most from Attending a Conference

[5 Tips for Getting the Most Out of Legal Conferences](#) (GOOD2BSOCIAL)

This website gives concrete guidance on getting the most out of conferences you attend, even if you aren't presenting. Key ideas include leaving each session with an action item, sharing new ideas with colleagues at home, and following up with new contacts.