

Reflections
on our past
2020
Vision for
our future

ROCKY MOUNTAIN LEGAL WRITING CONFERENCE

UNIVERSITY OF ARIZONA
 JAMES E. ROGERS COLLEGE OF LAW
 1201 E. SPEEDWAY BOULEVARD

SCHEDULE
FRIDAY, MARCH 13, 2020

12:00 p.m. – 6:00 p.m.	
Lewis Roca Rothgerber Christie Lobby	Registration
Lewis Roca Rothgerber Christie Lobby	Vendor Exhibits
Escape Room	<p>Escape the Ordinary: Experience the UA’s Annual “Escape Room”</p> <p>Increasingly, law school educators are using game-based learning to foster teamwork, critical thinking, problem solving, and improved communication in students. Escape rooms offer a unique opportunity to engage students with a challenging, yet fun, learning experience.¹</p> <p>At Arizona Law, we have an annual escape room for 1L students at the end of the fall semester. We divide the 1L class into teams of 4 to 6 students, and each team has one hour to “escape” the room by using the skills that the students learned over the semester.</p> <p>At Rocky Mountain 2020 you can sign up to experience the Fall 2019 escape room. Sign up for your 1 hour escape room experience here.</p>

¹ For the uninitiated, an “escape room” is a live game where teams of two to twelve players are “locked” in a room or suite of rooms and have to work together to discover clues, solve puzzles, or complete tasks to accomplish a specific goal in a limited amount of time. When the goal is achieved, the players have “escaped.”

12:45 p.m. – 1:00 p.m.
Opening Remarks

Lewis Roca Rothgerber Christie Lobby	Susie Salmon, University of Arizona James E. Rogers College of Law
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1:00 p.m. – 1:50 p.m.
Concurrent Sessions

Room 118	<p><i>Laughing Your Way to Academic Success: Can Laughter Impact Learning and Well-Being and are There Cross-Cultural or Cross-Generational Differences?</i> Diana Simon, University of Arizona James E. Rogers College of Law</p> <p>This presentation explores the impact of instructional humor on learning and well-being. Instructional humor is discussed in terms of providing a positive classroom environment. Then, humor is addressed as it relates to teaching students from different cultures and generations.</p>
	<p><i>Quick and Easy Tips to More Effectively Teach Legal Skills to “Second Language” Students</i> Lurene Contento, Chicago-Kent College of Law</p> <p>“Second language” students populate not only our international LLM programs, but, increasingly, our JD programs as well. These students bring new challenges to teaching legal skills. We can meet those challenges by making small, mindful changes in the way we teach. This presentation will discuss how to do so.</p>
Room 137	<p><i>The Connected Law School Suite for Legal Research & Writing</i> Natalie Danner, Editorial Director, Legal Education at Wolters Kluwer Legal & Regulatory</p> <p>Learn how the Connected Law School Suite from Wolters Kluwer can help you and your students succeed in Legal Research and Writing and beyond.</p> <p style="text-align: center;"><i>Presentation from Thomson Reuters</i></p>
Room 156	<p><i>The Power of a Good Story: How Transactional Documents Persuade</i> Sue Chesler, Arizona State University Sandra Day O’Connor College of Law</p> <p>This presentation will explore ways in which transactional documents can be considered persuasive documents, thus supporting the use of narrative techniques by transactional drafters to better achieve their goals.</p>
	<p><i>Using Demand Letters to Teach Persuasion and Professionalism</i> Alyssa Dragnich, Arizona State University Sandra Day O’Connor College of Law Ann Ching, Arizona State University Sandra Day O’Connor College of Law</p> <p>Learn how and why to include a demand letter assignment in your first-year or upper-level course. This program will address related ethical issues such as permissible vs. impermissible threats, misrepresentation vs. bluffing, and communicating with unrepresented parties. You will walk away with concrete ideas for a demand letter assignment and answers to your students’ inevitable questions about the related ethical issues.</p>

**2:00 p.m. – 2:50 p.m.
Concurrent Sessions**

Room 118	<p>Connect 4: Student + Research + Writing + Theory Nicole Chong, Penn State Law</p> <p>Students often view courses separately, rather than connecting research, writing, and doctrine. This presentation will discuss ideas for building legal writing connections for students across the curriculum and into practice.</p>
	<p>Come Together: Successful Collaborations between LRW, the Community and Student Organizations Joseph Hnylka, Nova Southeastern University Shepard Broad College of Law Lisa Bradley, Gonzaga University School of Law Camille Lamar-Campbell, Nova Southeastern University Shepard Broad College of Law</p> <p>Practical advice LRW professors can use to successfully collaborate with student organizations, local lawyers, judges and members of the broader university community. Discussion will be followed by a brief activity.</p>
Room 137	<p>The Benefits and Challenges of Artificial Intelligence Tools for Legal Writing Kathleen Vinson, Suffolk University Law School</p> <p>This presentation will introduce editing software available to students and discuss the pros and cons of allowing students to use these tools, how they may improve their writing, and whether such tools violate policies prohibiting receiving aid on graded writing assignments.</p>
	<p>Citing Internet Sources: Courts, Advocates, and 1Ls Joel Schumm, Indiana University McKinney School of Law</p> <p>Building on a survey of citations to internet sources in court opinions and briefs, this presentation will address the propriety of the practice in the real world and in 1L assignments.</p>
Room 156	<p>The Intersection of Legal and Social Rhetoric: How We Can Integrate Social Justice into Upper Division Legal Writing Courses Maureen Johnson, Loyola Law School Los Angeles (Home); UNLV Boyd School of Law (Visiting)</p> <p>IRAC/PREAC, Rule Synthesis. These concepts are pounded into the muscle memory of 1Ls. But do we adequately teach persuasion? Proposal: a hybrid course deconstructing classic rhetorical techniques while advancing humanitarianism.</p>
	<p>Collaborating with Clinic Colleagues in Problem Design Angela Morrison, Texas A&M University School of Law</p> <p>This presentation will outline some approaches to working with in-house clinics to design problems for the first-year legal analysis and writing course.</p>

**3:00 p.m. – 3:50 p.m.
Concurrent Sessions**

Room 118	<p><i>Collaborations to Facilitate Transfer Across the Law School Curriculum</i> Mary Bowman, Arizona State University Sandra Day O'Connor College of Law Shakira Pleasant, UIC John Marshall Law School</p> <p>This presentation will address how legal writing faculty generally, and Writing Centers more particularly, can play a vital in helping break down institutional barriers that can hinder our efforts to prepare practice-ready graduates.</p>
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Room 135	<p><i>Using Existing Judicial Opinions to Design Assignments on Specific Writing Skills</i> Michael Smith, University of Wyoming College of Law</p> <p>This presentation will discuss an efficient and effective way to design assignments on specific writing skills using existing, real-life judicial opinions. The presentation will also include many examples of this strategy in action.</p>
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Room 137	<p><i>Better Legal Drafting: Lessons from 20 Years of Working on Federal Court Rules</i> Joseph Kimble, WMU Cooley Law School</p> <p>I'll offer 20 guidelines, distilled from my work on the federal rules. Participants will receive a 30-page handout—ready-made for classroom use. The session should be very useful for teaching not only drafting but also legal writing generally.</p>
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Room 156	<p><i>The Power of the Pack: How to Claim Your Individual Power and Unite Your Pack</i> Sarah Morath, University of Houston Law Center Matthew Cordon, Baylor Law School Cassandra Hill, Thurgood Marshall School of Law Rachel Croskery-Roberts, UC Irvine School of Law Suzanne Rowe, University of Oregon School of Law</p> <p>Do new directing duties have you feeling alone and overwhelmed? Join our pack! This pack (panel) will promote the power of the pack while discussing useful strategies for new directors.</p>
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**4:00 p.m. – 4:50 p.m.
Concurrent Sessions**

Room 118	<p><i>Using Legal Writing Skills to Publish Law School Text Books</i> Amanda Peters, South Texas College of Law Houston</p> <p>You have what it takes to publish law school text books. Come and learn about the publishing process and why legal writing professors make great text book authors.</p>
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	<p><i>Women in the Academy: It's not Just a Mommy-Track</i> Roma Perez, Nova Southeastern University Shepard Broad College of Law</p>
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	<p>Amanda Foster, Nova Southeastern University Shepard Broad College of Law</p> <p>This presentation will focus on exploring the impact that this assumption has on female professors' opportunities for upward mobility at their law schools. It will also examine and discuss what we can do, as women, scholars, legal writing professors, and mommies, to dispel this characterization as we strive to achieve parity, not just relative to non-skills professors, but with our male colleagues generally.</p>
Room 137	<p>Mindful Legal Research and Writing Kristen Murray, Temple University Beasley School of Law</p> <p>This presentation is about the importance of teaching students to be responsible stewards of technology during the research and writing process. I argue that law schools have a responsibility to introduce students to the mindful use of technology as a professional skill.</p>
	<p>The Free Musketeers: Free and Low-Cost Legal Research Resources Annalee Hickman, BYU J. Reuben Clark Law School</p> <p>This presentation will cover new resources, new features, and new challenges to look out for when teaching free and low-cost legal research resources to first-year law students.</p>
Room 156	<p>The Restatement of LRW: Redefining Our Professional Identity and the "Doctrine" of Our Discipline Scott Rempell, South Texas College of Law Houston</p> <p>This presentation will explore how the legal writing community can redefine the basic assumptions that have allowed others to label and categorize what we teach.</p>
	<p>Let Them Talk: The Cognitive Benefits of Elaboration Jennifer Cooper, University of Denver Sturm College of Law</p> <p>Allowing students to talk about graded written assignments "outside of the classroom" leverages cognitive benefits of elaboration, the discovery of additional layers of meaning, and deeper structural understanding of material.</p>
5:00 p.m.-6:30 p.m.	
Lewis Roca Rothgerber Christie Lobby	<p>Opening Reception Sponsored by LexisNexis—Opening Remarks by Michael Morton, LexisNexis</p> <p>Welcoming Remarks Susie Salmon, Director of Legal Writing, Clinical Professor of Law</p> <p>Rocky Mountain Award & 20th Anniversary Celebration</p>

SATURDAY, MARCH 14, 2020

8:00 a.m. – 12:00 p.m.	
Lewis Roca Rothgerber Christie Lobby	Registration
8:00 a.m.-5:00 p.m.	
Lewis Roca Rothgerber Christie Lobby	Vendor Exhibits
Escape Room	Escape the Ordinary: Experience the UA’s Annual “Escape Room” Sign up for your 1 hour escape room experience here .
8:00 a.m. – 9:00 a.m.	
Lewis Roca Rothgerber Christie Lobby	Breakfast Sponsored by Wolters Kluwer
9:00 a.m. – 9:50 a.m. Concurrent Sessions	
Room 118	<i>The Ups and Downs of Teaching Asynchronous Online Legal Writing, Analysis, and Research</i> Emily Janoski-Haehlen, University of Akron School of Law Charlie Oldfield, University of Akron School of Law This program will discuss the pros and cons of teaching legal writing, analysis and research in an online, asynchronous format.
	<i>First-Year Online Legal Research and Writing Courses: Coming Soon to a School Near You</i> Victoria VanZandt, University of Dayton School of Law Learn tips, techniques, and the challenges associated with designing and teaching first-year legal research and writing courses online, including tips about asynchronous, synchronous, and residential components.
Room 137	<i>Five Things I Learned When I Argued Before the U.S. Supreme Court</i> Brandon Beck, Texas Tech University School of Law This presentation will describe my takeaways when preparing a case and argument before the

	U.S. Supreme Court that provide ideas and insights into legal writing and advocacy.
	<p>Maximizing the Mandatory 1L Court Observation Rachel Stabler, Arizona State University Sandra Day O'Connor College of Law</p> <p>This presentation will discuss best practices to use when requiring students to observe court proceedings during their 1L year, including timing, location, and integration with legal writing classes.</p>
Room 156	<p>Learning through Teaching Kimberly Holst, Arizona State University Sandra Day O'Connor College of Law</p> <p>Teaching new courses (whether brand new or new to you) can be a great opportunity to strengthen your teaching skills. This presentation will examine the benefits to teaching a new course.</p>
	<p>Neuroscience & Legal Writing: How the Science of Reading Might Impact Our Editing Advice to Students Jim Dimitri, Indiana University McKinney School of Law</p> <p>How might studies about our brains' activity while we read text inform the way we teach editing practices to our students? This presentation will discuss the editing advice suggested by those studies.</p>
10:00 a.m. – 10:50 a.m. Plenary Presentation	
Room 164	<p>Steering the Future of the Discipline: Articulating the Threshold Concepts of Legal Writing Kirsten Davis, Stetson University College of Law Kristen K. Tiscione, Georgetown University Law Center Melissa H. Weresh, Drake University Law School</p> <p>This presentation will invite audience feedback on threshold concepts of legal writing. It is part of a larger community-focused effort to identify and memorialize the canon of the discipline.</p>

**11:00 a.m. – 11:50 a.m.
Concurrent Sessions**

Room 118	<p><i>Oh, the Things You'll Write! (with thanks to Dr. Seuss)</i> Brian Glassman, Cleveland-Marshall College of Law</p> <p>As we take on larger and more complex tasks later in our careers, we need more sophisticated writing tools. No worries; we've already acquired them, and they're adequate to accomplish any task. Learn what's in my writer's toolbox, and share what's in yours.</p>
	<p><i>Emoji Are Here to Stay</i> Amy Langenfeld, Arizona State University Sandra Day O'Connor College of Law</p> <p>Emoji in lawyers' emails and texts present both risks and benefits. This presentation resists a ban on emoji and instead seeks discussion of professional use of these "digital gestures" in legal writing.</p>
Room 137	<p><i>Reflecting on Our Past (Assignments) to Create a Vision for Our Future (Assignments)</i> Sandy Patrick, Lewis & Clark Law School Hadley Van Vactor, Lewis & Clark Law School Robert Doeckel, Lewis & Clark Law School</p> <p>Strategies for creating assignments efficiently using past assignments (yours or from other sources), including incorporating assignment evaluation systems and other tips.</p>
	<p><i>Using Small-Group Workshops to Provide Feedback</i> DeLeith Gossett, Texas Tech University School of Law Wendy-Adele Humphrey, Texas Tech University School of Law</p> <p>This presentation highlights two professors' experiences, both positive and negative, in employing small-group workshops as a method of providing feedback to students.</p>
Room 156	<p><i>Ain't Talkin' 'Bout commas: Using Van Halen's 1980's Tour Rider to Teach Legal Citation</i> Derek Fincham, South Texas College of Law Houston</p> <p>During their 1980s heyday, the band Van Halen wanted no brown M&Ms backstage. This silly request can be a useful jumping off point for teaching 1Ls legal citation.</p>
	<p><i>Project Bluebook: Teaching Law Students the Secret Language of Case Citations</i> James B. Levy, Nova Southeastern University Shepard Broad College of Law</p> <p>This program offers a new approach to teaching citation form that makes it more interesting and engaging by helping students see it as a vital part of their professional identity.</p>
12:00 p.m. – 12:50 p.m.	
Lewis Roca Rothgerber Christie Lobby	<p>Lunch Sponsored by Thomson Reuters</p>

**1:00 p.m. – 1:50 p.m.
Concurrent Sessions**

Room 118	<p><i>Preemptive Dicta: The Problem Created by Judicial Efficiency</i> Judy Stinson, Arizona State University Sandra Day O’Connor College of Law</p> <p>Judicial efficiency dicta is more likely than obiter dicta to become binding and cut off the natural development of the law. Hence, this “preemptive dicta” presents a significant concern.</p>
	<p><i>ANY QUESTIONS???? The Trouble with Vague Prompts</i> Deborah L. Borman, University of Arkansas Little Rock William H. Bowen School of Law</p> <p>This presentation provides the best alternatives to vague prompts such as “Any questions?,” which unintentionally signal to students that we secretly hope they don’t have questions.</p>
Room 137	<p><i>Formative Assessment Options: How to Show Students How They Made the Grade</i> Evelyn Hutchinson, University of Tulsa College of Law Gina Nerger, University of Tulsa College of Law</p> <p>For students, the letter grade received is important. But, so is the reason behind the letter grade. This presentation explores methods to demonstrate that grades are assessed according to methodology and not generated out of thin air.</p>
	<p><i>Student Conferences: Empathy and Listening vs. Talking and Explaining</i> Jaime Bouvier, Case Western Reserve University School of Law</p> <p>Student Conferences: listening instead of talking. You only get 20 minutes per student. The better use of that time may be to listen rather than talk.</p>
Room 156	<p><i>Pivoting towards the Future: Flexibility meets Tradition-Educating the New Breed of Law Students.</i> Paige Canfield, Saint Louis University School of Law Marcia Goldsmith, Saint Louis University School of Law</p> <p>We will discuss the most recent crop of law students and their unique strengths and challenges. The discussion will offer ideas and solutions for reaching this cohort of students.</p>
	<p><i>Adjusting the Classroom for Gender and Sexual Minorities</i> Stevie Leahy, Northeastern University School of Law</p> <p>This presentation will familiarize educators with gender and sexual minorities, explore recent Supreme Court treatment of this topic, and suggest techniques for a more inclusive classroom for all student.</p>

2:00 p.m. – 2:50 p.m.

Concurrent Sessions

Room 118	<p><i>All that Jazz: A New Approach to Content and Coordination in the First Year Lawyering Class</i> Iselin Gambert, George Washington University Law School Robin Juni, George Washington University Law School Natakua Blinkova, George Washington University Law School Brooke McDonough, George Washington University Law School Erika Pont, George Washington University Law School Christy DeSanctis, George Washington University Law School</p> <p>A discussion of GW’s innovative Fundamentals of Lawyering program, including strategies professors can incorporate to help students develop skills in professional identity formation, client service, and business development skills.</p>
Room 135	<p><i>Reflecting on the Drawbacks of the Traditional “Helper” Pedagogy: Envisioning Improved Student Professionalism and Greater Balance in Our Professional Lives</i> Iva Johnson Ferrell, Widener University Delaware Law School Claire Robinson May, Cleveland-Marshall College of Law</p> <p>This interactive presentation addresses the significant drawbacks of legal writing’s dominant “helper” pedagogy, for both our students and ourselves. Presenters and attendees will discuss strategies for positive change to enhance student professionalism and rebalance our professional lives.</p>
Room 137	<p><i>“Let’s Google It!”: Exploring Why Law Students Can’t Analyze & What We Can Do About It</i> Michelle L. Richards, University of Detroit Mercy School of Law Karen Henning, University of Detroit Mercy School of Law</p> <p>Exploring the why today’s law students struggle with learning how to analyze and how we can better help students to overcome their dependence on finding the “right” answer online.</p>
Room 156	<p><i>Success Planning for Faculty and Students – Solidify Your “Why” and Map Your Course</i> Colin Black, Suffolk University Law School</p> <p>This workshop aims to help participants accomplish their intended goals. Through value-focused exercises, goal setting, and self-reflection exercises, participants develop a thoughtful and principled roadmap to achieve their goals.</p>

3:00 p.m. – 3:50 p.m.

Concurrent Sessions

Room 118	<p>Case Uses: An Empirical Method for Studying Legal Arguments Brian N. Larson, Texas A&M University School of Law</p> <p>This presentation reports findings of an empirical study of 200 court opinions and briefs. It shows how advocates and judges use citations to court opinions in their arguments.</p>
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Room 137	<p>Shining a Light in the Dark: Management Principles to Apply When Transitioning from a Directed Legal Writing Program to a Collaborative Program Jennifer Sheppard, United States Air Force Academy</p> <p>This presentation identifies business management principles that legal writing programs transitioning from a directed program to a collaborative model can apply to plan strategically for the shift.</p>
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	<p>Wellness Beyond Mindfulness: Helping Students Thrive in Law School and Beyond Shailini George, Suffolk University Law School</p> <p>This presentation will discuss ways students can strengthen their memory, concentration, focus, and ability to learn by improving their overall wellbeing.</p>
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Room 156	<p>The Reluctant Live-Evaluator: Some Surprising Reasons Why It's Worth It Kerry Kornblatt, Wayne State University Law School</p> <p>In addition to the well-known benefits of live critique, using the technique can make us fairer to our struggling students, help us overcome our own teaching weaknesses, and signal our interest in our students' wellbeing. A report from a (previously) reluctant first timer.</p>
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	<p>The Value of Having Students Respond to Legal Writing Timothy Duff, Case Western Reserve University School of Law</p> <p>This presentation addresses the value of having students respond to legal writing by having them draft such things as memorandums in opposition to motions for summary judgment and judicial opinions.</p>
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**4:00 p.m. – 4:50 p.m.
 Concurrent Sessions**

Room 118	<p>The Story of Bloat Richard K. Neumann Jr., Hofstra Law School</p> <p>When did appellate briefs stop being brief? Have the causes of brief bloat changed over time? If 2020 bloat is different from 1920 bloat, at least some of 2020 bloat's causes might be specific to our era and addressable that way in legal education and targeted court rules.</p>
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Room 156	<p data-bbox="337 195 1369 226">Teaching Legal Writing: What's Wrong, What's Right, and What Just Doesn't Matter?</p> <p data-bbox="337 228 951 260">Kim Peterson, University of Wisconsin Law School</p> <p data-bbox="337 262 951 294">Trina Tinglum, University of Wisconsin Law School</p> <p data-bbox="337 336 1443 405">We discuss the different ways we teach certain legal writing techniques and ask the group whether one side is right or wrong, or whether we can just agree to disagree.</p>
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