

First Annual Empire State Legal Writing Conference

Spotlight on ... Teaching Legal Writing Effectively

Friday, May 14, 2010

Hofstra Law

ALWD Scholars' Forum

Thursday, May 13, 2010

Hofstra Law

Conference Program

This conference is designed to focus on creative teaching suggestions that attendees can implement immediately in their own classrooms. The 2007 Carnegie Report, *Educating Lawyers: Preparation for the Profession of Law*, stated that "law schools need to do a better job integrating the teaching of legal doctrine with a much stronger focus on helping students develop practical 'lawyering' skills and understandings of ethical and moral considerations." To this end, presenters will highlight ways in which to teach legal research and writing within the framework of these larger considerations. Topics will include training students to be ethical lawyers, teaching students oral presentation skills through client interviews and presentations to supervisors, and the application of hope theory in the legal writing classroom.

Finally, we are excited to be hosting an **ALWD Scholars' Forum** prior to the conference. Up to 16 participants will present their scholarship ideas, works-in-progress or further developed drafts of legal writing articles to other legal writing faculty. Hofstra's own Richard Neumann and Kathryn Stanchi of Temple University Beasley College of Law will serve as "experienced scholars," who will help facilitate the discussion.

The Scholars' Forum represents a special opportunity to work on legal writing scholarship and to get feedback from peers on scholarly projects.

The Empire State Legal Writing Conference Planning Committee

Amy R. Stein, Conference Chair; Professor of Legal Writing,
Coordinator of the Legal Writing Program and Assistant Dean for Adjunct Instruction, Hofstra Law

Robin Boyle Laisure, Professor of Legal Writing, Director of the Academic Support Program and Assistant Director of the
Writing Center, St. John's University School of Law

Ian Gallacher, Associate Professor of Law and Director, Legal Communication and Research,
Syracuse University College of Law

Tracy Leigh McGaugh, Assistant Dean for Academic Advisement and Associate Professor of Legal Process,
Touro Law Center

John Mollenkamp, Associate Clinical Professor of Law, Cornell Law School

Marilyn Walter, Professor of Law, Brooklyn Law School

The Empire State Legal Writing Conference Site Committee

J. Scott Colesanti, Assistant Professor of Legal Writing and Research, Moderator, Choice B Presentations

Frank Gulino, Associate Professor of Legal Writing, Director of Student Advocacy Programs and
Faculty Adviser to the Moot Court Association, Moderator, Choice C Presentations

Susan H. Joffe, Associate Professor of Legal Writing and Research, Moderator, Choice A Presentations

Conference sponsored by:



Luncheon sponsored by:



Aspen Publishers

Register at www.hofstra.edu/lawevents

First Annual Empire State Legal Writing Conference

Spotlight on ... Teaching Legal Writing Effectively

Friday, May 14, 2010

Hofstra Law



Conference Schedule

8:30 Registration and Continental Breakfast

Registration

Information Desk , Main Floor

Continental Breakfast

Student Atrium, Second Floor

9:00-9:30 Welcome and Opening Remarks

Room 206

Welcome by **Amy R. Stein**, Conference Chair, Professor of Legal Writing and Assistant Dean for Adjunct Instruction, Hofstra University School of Law

Opening Remarks by **Nora V. Demleitner**, Dean and Professor of Law, Hofstra University School of Law

9:40-10:30 Session I

Choice A

Room 205

Roberta K. Thyfault, Legal Writing Professor, California Western School of Law

Kathryn Fehrman, Legal Writing Professor, California Western School of Law

Teaching Students the STEPPS to Exercising Ethical, Independent Problem Solving

This presentation will describe the creation and implementation of a new "law office simulation" course, STEPPS (Skills Training for Ethical and Preventative Practice and Career Satisfaction). STEPPS is a two-semester second-year course focused on skills, values, independent problem solving and professionalism and designed to fulfill the students' Professional Responsibility and Advanced Legal Skills course requirements.

Sharon A. Pocock, Associate Professor of Legal Process, Touro Law Center

Beyond the Legal Writing Horizon: How Other Conferences Can Help You Develop as an Academic and a Teacher

This presentation will discuss how attendance at and participation in scholarly conferences beyond the area of legal writing can help a legal writing professor develop scholarship, enhance related law school courses that such a professor may teach, and develop new law school courses. The presentation will include a handout listing (a) organizations in various fields, such as political science, history, and law and the humanities, and (b) notable national and regional conferences held relating to such areas.

Choice B

Room 206

Edward H. Telfeyan, Professor of Global Lawyering Skills, McGeorge School of Law/University of the Pacific

The "White-Glove Inspection": Making Sense of Proof reading and Polishing

Every year students turn in memos that contain errors that should not appear in a legal document, even though they have been told every memo should be error-free. In this presentation, a unique method of teaching this critical part of the writing process will be explained with a specific approach that is guaranteed to produce documents that are not only error free, but also reader-friendly.

Iselin Gambert, Visiting Associate Professor of Legal Research and Writing, The George Washington University Law School

Breathing “This American Life” into the Legal Writing Classroom: Using the Nonfiction Storytelling Show to Make Legal Writing and Analysis Accessible, Provocative, and Fun for New Law Students

This presentation will focus on using “This American Life” as a vehicle through which to engage new law students in legal writing and analysis. By sharing in-class exercises using video from the nonfiction storytelling show, the presentation will provide concrete ideas for discussing legal analysis, editing and polishing with students in an accessible, fun and productive way.

Choice C

Room 242

Aliza M. Milner, Legal Writing Professor, Syracuse University College of Law

Andrew S. Greenberg, Legal Writing Professor, Syracuse University College of Law

Yours, Mine and Ours: Collaborating Across the Legal Writing Curriculum

This presentation will describe the collaboration exercise that we created for students in our legal writing courses, which focus on pretrial litigation and judicial clerkships. The exercise provides a model for similar collaboration exercises across the legal writing curriculum.

Jane Scott, Associate Professor of Legal Writing, St. John's University School of Law

Teaching Contract Drafting with a Legal Writing Background

Legal writing professors who hail from a litigation background tend to regard contract drafting as a foreign tongue. In fact, contract drafting and “regular” legal writing are more similar than they are different. Teaching students how to draft contracts can help reinforce the basic principles and skills that we teach in the first-year legal writing course.

10:35-11:25 Session II

Choice A

Room 205

Scott Anderson, Professor of Legal Writing, Capital University Law School

Using “Certified Conflicts” to Teach Relevance and Reasonableness

A “certified conflict” is a case that a jurisdiction’s highest court has accepted to decide an issue upon which its lower courts have split. This presentation will show how to use certified conflict cases to teach students how legal rules evolve and how policy shapes those rules.

Peter T. Blum, Assistant Professor of Law, Valparaiso University School of Law

A Three-Step Application Template to Force Beginners into Adequate Reasoning

Beginning students frequently fail to acknowledge counterarguments and also fail to give the policy reasoning that is necessary once counterarguments are acknowledged. This presentation will show how a three-step application template can be useful in forcing beginners to give adequate reasoning.

Choice B

Room 206

David Epstein, Distinguished Adjunct Professor of Law, Legal Research Specialist, New York Law School

Guiding Research in Progress: Using Online Tools to Monitor and Direct Student Research Assignments

Research assignments can be more effective learning tools if students receive regular input as their research progresses, not merely when the research has been completed. This presentation will demonstrate how this can be done by using such interactive online resources as wikis and discussion boards.

Nicole Raymond Chong, Director and Professor, Legal Analysis, Research and Writing, Penn State’s Dickinson School of Law

Wrapping Up the Fall Semester of Legal Research and Writing: End-of-Semester Research Exercise

In the fall semester particularly, students gravitate toward electronic research. This presentation will describe a classroom exercise that ends the fall semester by consolidating analytical and research skills to emphasize that print research often is more efficient or necessary.

Karen D. Thornton, Visiting Associate Professor of Legal Writing, Co-Director, Scholarly Writing Program, The George Washington University Law School

Teaching Legal Research and Writing Means Being a Leader: How I Use Three Key Principles I Learned as an Army Cadet to Succeed in the Classroom

One of the greatest challenges for a young, first-time legal writing professor is to “take command” of a classroom of law students. This presentation will give tips on how to succeed by using key leadership principles to *motivate* your students, *collaborate* with your colleagues and *delegate* to guest lecturers.

Elizabeth A. Keith, Professor of Legal Rhetoric, American University, Washington College of Law

Be True to You: Finding Your Voice in the Classroom

A large part of being a successful legal writing instructor is how you present yourself in the classroom. This presentation is designed for first-time and newer legal writing instructors and will offer practical advice for finding your natural “classroom” persona.

11:30-11:40 Break

11:45-12:35 Session III

Choice A

Room 205

Arnold I. Siegel, Clinical Professor of Law and Director of Legal Writing and Ethical Lawyering Programs, Loyola Law School

Scott E. Wood, Clinical Professor of Law, Loyola Law School Los Angeles

Ethics and Professionalism in Legal Writing: When Does Zealous Advocacy Cross the Line?

This presentation will focus on teaching ethics and professionalism in legal writing. Improving professionalism, civility and ethical behavior among lawyers has become the subject of more and more attention by the bar, judges and professors. In legal writing law students confront these values, possibly for the first time in their legal education. However, trying to get first-year law students to understand these concepts is not easy because they find it hard to imagine themselves as a “real lawyer” who might make the wrong choice.

Choice B

Room 206

Andrea Susnir Funk, Associate Dean of Legal Writing and Professional Skills, Whittier Law School

E-munication: Should Lawyers and Professors Tweet?

In today's world, many people use social networking sites to communicate. This presentation will explore some of the issues raised by the use of social networking sites by both lawyers and professors.

Carrie W. Teitcher, Assistant Professor of legal writing, Brooklyn Law School

To Click or Not to Click? Using Clicker Technology in the Legal Writing Classroom

This presentation will discuss how to use “clicker” technology in the Legal Writing classroom to foster an interactive, dynamic classroom experience. By using a classroom response system to review the fundamentals of legal research or principles of clear and concise writing, the legal writing professor can engage the students and foster collaborative learning.

Choice C

Room 242

Mary Holland, Director, Graduate Legal Skills Program, New York University School of Law

Irene Segal Ayers, Deputy Director, Graduate Legal Skills Program, New York University School of Law

Legal Writing Instruction for Foreign-Trained Lawyers

What's the same and what's different about teaching legal writing to foreign-trained lawyers? NYU's Graduate Legal Skills Program faculty will discuss the challenges and rewards of working with LL.M. students on legal writing.

Meredith A.G. Stange, Legal Writing Instructor, Academic Support Program Coordinator, Northern Illinois University College of Law

Welcome to the Study of Legalese: Teaching First-Year Legal Writing as a Foreign Language

This presentation will offer tips on providing a different approach to teaching legal writing by teaching law as a foreign language. This approach utilizes the 5 C's of foreign language teaching to address the unique challenges of introducing students to the legal culture and enhance first-year students' legal writing experience by making stronger connections between the skills taught and the expectations of legal practice.

12:40-2:10 Lunch and Keynote Speaker

**Lunch
Keynote**

**Student Atrium, Second Floor
Room 206**

Nancy Soonpaa, Professor of Law and Director, Legal Practice Program, Texas Tech University School of Law

Professor Soonpaa will be introduced by

Richard K. Neumann, Professor of Law, Hofstra University School of Law

Humor: The Spoonful of Sugar That Helps the Law Go Down

2:15-3:05 Session IV

Choice A

Room 205

Lara Freed, Associate Clinical Professor of Law, Cornell Law School

Michelle Whelan, Assistant Clinical Professor of Law, Cornell Law School

Improving the Feedback Portion of "Supervisor Presentations": Can Our Students Help?

Teachers may wonder whether the immediate, live feedback they provide during supervisor presentations is helpful or effective. Find out what type of feedback students thought was the most productive and useful for this part of their summer jobs.

Susan H. Joffe, Associate Professor of Legal Writing, Hofstra University School of Law

Learning to Listen: Simulating a Client Interview

The program will include mock client interviews as a method of promoting active learning while enhancing students' ability to gather, categorize and prioritize facts in their legal writing assignments.

Choice B

Room 206

Carrie Sperling, Visiting Clinical Associate Professor, Sandra Day O'Connor College of Law, Arizona State University

Writing a la Carte: Using Restaurant Reviews to Teach Legal Method

Why do our students write so poorly and what can we do about it? This presentation will explain why our students' writing deteriorates on their first writing assignment and provide a method to help students learn legal analysis while simultaneously improving the technical quality of their writing.

Jean K. Sbarge, Legal Methods Professor, Widener University School of Law, Delaware Campus

Taking the Lede From Journalism: Two Exercises to Hook Students' Interest and Introduce Concepts

Following the lead of ledes, these two exercises are designed to hook students' interest while introducing legal writing concepts. One exercise transforms the real Pringles/potato chips case into an introduction to legal reasoning and rule application, and the second exercises uses Edward Hopper, Diane Arbus and photojournalism to illustrate the concept of counterargument.

Samantha Noda, Adjunct Professor of Legal Research and Writing, Seton Hall University School of Law

Teaching Old Dogmas New Tricks: Scientists and Engineers as Legal Writers

In today's legal market, the demand for law school graduates with technical backgrounds has reached an all-time high, and more scientists and engineers are enrolling in law school. This poses unique challenges for legal writing instructors as they learn to integrate these students into the general body and teach effectively across a broad array of backgrounds and learning styles.

Karin Mika, Legal Writing Professor, Cleveland-Marshall College of Law

The One Thing That Makes Writing Better

This presentation will demonstrate exercises to help students diagnose their own problems with writing or analysis. In each of these exercises, there is one thing that can be diagnosed, and if it is appropriately diagnosed and changed, it will improve writing.

3:10-4:00

Session V

Choice A

Room 205

Twinette L. Johnson, Assistant Professor of Legal Writing, Associate Director of Bar Exam Preparation, Saint Louis University School of Law

Survey Says! Using Surveys, Questionnaires and Other Tools to Assess Legal Writing Programs, Student Learning and Student Preparedness

This presentation will highlight the presenter's experiences in implementing a survey that goes beyond traditional course evaluations by surveying students after they have experienced summer employment. The presenter will also explore other opportunities for using surveys, questionnaires and other tools to assess a legal writing program, student learning and student preparedness.

Stephen Paskey, Lecturer in Law, Legal Research & Writing Program, University at Buffalo Law School

Beyond Hope Theory: Can Cultivating Empathy, Compassion and a Sense of Justice Better Motivate Students?

Is "hope" alone enough, or are students more effective and engaged when they are empowered by a vision of justice and a sense of empathy and compassion for others? Participants should come prepared to talk about when, how and why they have been most engaged in the law, and to brainstorm ways in which they can cultivate empathy, compassion and vision in first-year students.

Choice B

Room 206

Adam S. Cohen, Visiting Assistant Professor of Legal Writing, Hofstra University School of Law

All I Really Need to Know About Legal Writing I Learned from Cliff Huxtable: Pop Culture as a Teaching Tool

Reaching today's multimedia-savvy, yet distracted, student population has never been more difficult. This lecture will examine the introduction of pop culture references into the legal writing classroom as a teaching method for stimulating students.

Susan Smith Bakhshian, Clinical Professor of Law, Loyola Law School Los Angeles

Stop the Bleeding: Returning Legal Writing Assignments with Easy In-Class Exercises to Ease the Pain

Returning legal writing assignments, especially the first graded assignment, can be a low point. This presentation will cover two in-class exercises to teach the students something about writing and lawyering skills, but they also help lighten up the tone in an otherwise overly serious moment.

Choice C

Room 242

Patricia Montana, Professor of Legal Writing, St. John's University School of Law

Elyse Pepper, Professor of Legal Writing, St. John's University School of Law

The Psychology of the Wrong Answer: Tapping into the Power of the "Aha!" Moment

This presentation will recreate a classroom exercise designed to help students discover on their own that they have reached the "wrong" answer to a legal problem. Our approach is unique in that we accept the students' "wrong" answer as the "right" one as we reason through a problem using a traditional CRAC analysis, allowing the students to see for themselves that the support for their answer was so obviously faulty.

Student Lounge, Second Floor

Choice A

Room 205

Tracy Turner, Director of Legal Analysis, Writing, and Skills, Southwestern Law School

Preparing Students to Draft a Legal Analysis: Using Separate Charts for Rules and Case Comparisons

Traditional case synthesis charts are great tools to get students thinking about the law before they write, but can become as difficult to sift through as the original cases. This presentation will illustrate two alternative organizational charts that directly mirror the organization and substance of the rule and application sections of a legal research memorandum.

Michael Loudenslager, Associate Professor, Director of Legal Process Program, Appalachian School of Law

Rule Proof, Rule Explanation, Rule Illustration Section: Whatever You Want to Call It, Students Need Help Doing It Well, and Here Are Some Ways to Help Them

This presentation will offer several methods to help students master the portion of the legal writing paradigm in which students explain the key facts of prior case precedent that led the court to its result and holding on the issue being discussed — often termed the rule proof or rule illustration section. Attendees will come away with several ideas and materials to use in class to help students understand the importance of this step in legal analysis and to write this part of the legal writing paradigm effectively.

Choice B

Room 206

Lucille Rignanese, Legal Writing Professor, Syracuse University College of Law

Teaching Principles of International Law in a First-Year Research and Writing Program

This presentation will discuss why law schools should offer a legal research and writing course that incorporates principles of international law and teaches international legal research and writing skills, and how it can be done.

Choice C

Room 242

Patricia A. Rooney, Associate Professor of Legal Process, Touro Law Center

Professor Ann I. Nowak, Director of the Writing Center, Touro Law Center

Teaching Students to Play Nice in the Sandbox: The Benefits of Practice Experience in the Classroom

This interactive presentation will discuss the benefits of the collaborative approach in the early stages of student writing/research assignments. The presenters will illustrate techniques aimed at using the collaborative approach to foster collegiality in the classroom and discuss how such an approach can carry over collegiality to the actual practice of law in a professional environment.

Hillary Burgess, Assistant Professor of Academic Support

Structured Peer Feedback: Creating Experts From Novice Learners

Most law professors believe that students need more writing, but few want to grade additional papers. This workshop will discuss how to create structured peer assignments that improve learning for both the peer reviewer and peer reviewed while simultaneously helping professors specifically identify their learning objectives and how to achieve them.

SCOTT ANDERSON

Scott Anderson is a professor of legal research and writing at Capital University Law School in Columbus, Ohio. Before coming to Capital, Anderson was the staff attorney of the Ohio Criminal Sentencing Commission and was an assistant county prosecutor in nearby Licking County, Ohio. Anderson teaches first-year Legal Research and Writing, third-year Criminal Litigation Drafting, Criminal Law, Criminal Procedure, and Criminal Responsibility. He is also co-coach of Capital's National Moot Court Team. Anderson holds a Ph.D. in philosophy from the Ohio State University and a J.D. from Case Western Reserve University.

IRENE SEGAL AYERS

Irene Segal Ayers joined the NYU School of Law faculty in 2005, after practicing law in Cincinnati, Philadelphia and New York City. Her practice focused on international intellectual property and technology law. She has taught in both the NYU Lawyering Program and the NYU Hauser Global Law Program.

Ayers's current research is in the field of legal pedagogy. Her most recent article, "The Undertraining of Lawyers and its Effect on the Advancement of Women and Minorities in the Legal Profession" appears in the inaugural volume of the *Duke Forum for Law and Social Change* (2009). She is co-author (with Mary Holland) of a textbook on global legal skills, *The Global Lawyer* (forthcoming, Edward Elgar Publishing).

Before attending law school, Ayers taught writing and literature courses at Indiana University Bloomington and Indiana State University. She is a graduate of Bryn Mawr College, Indiana University Graduate School of Arts and Sciences and University of Cincinnati College of Law.

SUSAN SMITH BAKHSHIAN

Susan Smith Bakhshian is a clinical professor at Loyola Law School in Los Angeles. She teaches legal writing, ethics, California civil procedure, bar exam writing and legal drafting. After graduating from Loyola Law School's evening program in 1991, she practiced with a mid-size Los Angeles law firm, representing clients in a variety of environmental and general litigation matters. As a litigator, she handled everything from million dollar contaminated-property claims and oil company franchise disputes to charges of false imprisonment of suspected shoplifters and slip-and-fall accidents. Before joining the faculty at Loyola in 1997, she taught first-year legal research and writing, and advanced writing classes including professional responsibility and litigation skills at Whittier Law School.

PETER BLUM

Peter Blum graduated from Brooklyn Law School and clerked for United States District Judge William G. Bassler in Newark, New Jersey, from 1994 to 2004. Blum was a staff attorney for the Legal Aid Society, which was the primary public defender in New York City. At the society, Blum represented state prisoners who were appealing and collaterally attacking serious felony convictions, arguing frequently before the Appellate Division. He also argued before the New York Court of Appeals and sought habeas corpus relief in the U.S. District Court for the Eastern District of New York and the U.S. Court of Appeals for the Second Circuit. Blum was elected to the executive board of UAW Local 2325, the progressive union which represented the Legal Aid Society's 700 staff attorneys. From 2004 to 2008, Blum taught legal writing at Howard University School of Law. Since 2008, he has taught legal writing at Valparaíso University School of Law.

HILLARY BURGESS

Hillary Burgess currently works at Hofstra School of Law as assistant professor of academic support. She will be joining Charlotte Law School in the fall to teach core doctrinal courses and courses related to environmental and agricultural law while researching the intersection of food, law, health, the environment and social justice. Burgess has presented nationally and internationally (most recently in Mexico and Africa) more than 20 times in the past two years on topics including collaborative learning, writing across the curriculum, using technology in and outside the classroom, and how culture impacts diverse students' experience of law school. She is an active participant in the academic support and legal writing communities and maintains the national databank of academic success resources and surveys. Burgess graduated from the University of North Carolina at Chapel Hill School of Law, where she studied legal education with Judith Wegner, author of the Carnegie Report. She also studied *History of the United States Supreme Court* with the late Chief Justice William Rehnquist in Strasbourg, France. Burgess earned dual honors at the University of Chicago as an undergraduate. This spring, Burgess is submitting her paper about adult learning theory as it relates to visual aids in law school before turning her attention to how current agricultural laws violate our environmental policies and interests.

NICOLE RAYMOND CHONG

Nicole Raymond Chong is the director of the Legal Analysis, Research & Writing program at Penn State Law, and she teaches in the first-year legal writing program. She joined Penn State's faculty as a legal analysis, research and writing professor in 2005 after eight years of law practice. Before joining the faculty, she was an associate with Klett Rooney Lieber &

Schorling in Philadelphia, where she practiced in the area of commercial litigation. She also was a member of Klett Rooney's appellate practice section and served on the firm's hiring and summer associate committees. Prior to Klett Rooney, Chong practiced law in the areas of civil litigation and domestic relations with Appel & Yost in Lancaster, Pennsylvania. Chong graduated magna cum laude from Penn State's Dickinson School of Law in 1997 and obtained a B.S. in business management from Grove City College.

ADAM S. COHEN

Adam S. Cohen is a visiting assistant professor of legal research and writing at Hofstra University School of Law. Prior to visiting at Hofstra, he served as an adjunct assistant professor of immigration law at City University of New York's School for Professional Studies. Cohen earned a B.A., cum laude, from Binghamton University and a J.D., cum laude, from Benjamin N. Cardozo School of Law.

DAVID EPSTEIN

David Epstein is distinguished adjunct professor of law and the legal research specialist at New York Law School, where he teaches Legal Research, Principles of Legal Analysis and upper-class electives. As the research specialist, he aids students with their basic legal research skills. As a solo practitioner, Epstein focused on commercial and appellate practice. He is the author of the latest edition of *Eckstrom's Licensing in Foreign and Domestic Operations* (West Group), a five-volume treatise. He is also the coauthor (with Glen Weissenberger) of the *New York Evidence Courtroom Manual* (Lexis Publishing). Epstein earned a J.D. from Brooklyn Law School in 1975 and a B.A. from New York University in 1972.

KATHRYN FEHRMAN

Kathryn Fehrman is professor of legal skills at California Western School of Law, San Diego. She was deputy director of Michigan's Department of Human Services and director of Bay County Michigan's Public Defender's Office. She is an editorial board member of the *Michigan Child Welfare Law Journal* and former chair of the Michigan State Bar Children's Law Section. A graduate of Trinity College Hartford and University of Detroit Law, Fehrman studied voice at New England Conservatory and theater at the National Theater Institute, and performed at theaters throughout the nation before becoming a lawyer. Fehrman began her legal career as a U.S. Navy JAG officer, then practiced business, real estate and energy litigation and appeals for multinational clients at Luce Forward in San Diego. Following a move to Michigan, Fehrman continued her civil practice, was a hearing referee for Michigan's Civil Rights Commission, served as a prosecutor, taught law and theater and became

immersed in children's law and policy. Fehrman served on many gubernatorial and Michigan Supreme Court commissions and task forces. Before Governor Granholm appointed her to Michigan's Department of Human Services, Fehrman served on the Public Safety and Children and Families gubernatorial transition teams. She writes and presents internationally on juvenile justice, international treatment of children, foster care, peace-making, and teaching and learning.

LARA FREED

Lara Freed is an associate clinical professor in the Lawyering Program at Cornell Law School. After graduation from Harvard Law School, she practiced litigation at Bingham McCutchen in Boston, where she represented corporate clients on a variety of matters and handled pro bono cases in the areas of child welfare and prisoners' rights. Freed joined the Cornell Law faculty in 2009 from Brooklyn Law School, where she taught legal writing and research to first-year students and an upper-level legal drafting course.

ANDREA FUNK

After graduating from UCLA School of Law, Andrea Susnir Funk clerked for a federal district court judge and then practiced law in both state and federal courts for six years before joining the faculty at Whittier Law School. Funk served as a full-time legal writing professor for three years and has directed the Institute of Legal Writing and Professional Skills for the past 10 years. Her passion is teaching students how to practice law. To that end, she has designed and implemented a comprehensive legal writing and professional skills curriculum that prepares students to transition from student to lawyer. Funk believes that lawyers must write well and act professionally. Through the institute, her goal is to impress the importance of these two principles upon her students with the hope that they will carry them into practice — and to life — once they graduate.

ISELIN GAMBERT

Iselin Gambert is a visiting associate professor of legal research and writing at the George Washington University Law School. She serves as the law school's Writing Center director and teaches a section of Legal Research and Writing. Prior to joining the faculty, Gambert clerked for Judge Ronna Lee Beck at the D.C. Superior Court, Civil Division, and worked as an attorney and legal writer for a local public interest advocacy organization. Gambert is a graduate of GW Law, where she was a two-year writing fellow in the Legal Research and Writing Program, the executive notes editor of the *American Intellectual Property Law Association Quarterly Journal* and an editor and publication committee member of the GW Law Student Bar Association Student Legal Writing Review. Before law school, Gambert

was the program director of WomensLaw.org, a national nonprofit organization providing state-specific legal information to domestic violence survivors. She is currently a member of the organization's board of directors and is the faculty adviser for the GW Law chapter of the WomensLaw.org e-mail hotline.

ANDREW S. GREENBERG

Andrew S. Greenberg has a B.A. from Bates College and a J.D., summa cum laude, from Syracuse University College of Law, and has been in private law practice in Syracuse since 1990. He has taught at Syracuse College of Law since 2007 as part of the Legal Communication and Research Department. He teaches both first-year legal writing and research and upper-level Writing in Pretrial Civil Litigation. As a practicing attorney, Greenberg has significant experience representing plaintiffs in both personal injury litigation and in civil rights Section 1983 actions, mostly involving matters of police misconduct. His general practice experience involved criminal litigation, real estate transactions and litigation, estate matters including litigation, appeals, as well as experience in the family courts. He has done extensive work representing children as a law guardian. Greenberg was also the associate director of the Lockerbie Trial Families Project at SUCOL, assisting in a Department of Justice -funded program to provide timely and accurate trial information to the involved families.

MARY HOLLAND

Mary Holland is the director of the Graduate Legal Skills Program at NYU Law School. She taught from 2002 to 2004 in the NYU Lawyering Program and has since been teaching lawyering skills and Introduction to U.S. Law to foreign-trained LL.M. students at NYU. Before teaching, she practiced in two international law firms for more than six years, spending three based in Moscow, Russia. Holland has published on Russian law, international human rights and is currently working with Irene Ayers on a textbook on global legal skills titled *The Global Lawyer* (forthcoming, Edward Elgar Publishing). She is also currently writing on the topic of vaccine mandates, informed consent and vaccine injury compensation. Holland completed her law degree, a degree in international affairs and a certificate from the Harriman Institute at Columbia University. She completed her undergraduate degree at Harvard-Radcliffe College.

SUSAN JOFFE

Susan Joffe is an associate professor of legal writing at Hofstra University School of Law, where she teaches Legal Writing, Appellate Advocacy, Contracts and Employment Law. Before coming to Hofstra, Joffe practiced extensively in the areas of labor and employment law and employee benefits. She

has been associated with the New York firms of Paul, Weiss, Rifkind, Wharton & Garrison and, more recently, Holland & Knight. Joffe has written about the Family and Medical Leave Act and about writing across the curriculum. She clerked for U.S. District Judge Reena Raggi (currently a member of the Court of Appeals for the Second Circuit). Joffe graduated Hofstra University School of Law as articles editor of the *Hofstra Law Review* and ranked first in her class, and she also holds an M.A. in English. Prior to attending law school, she taught English composition and literature on the undergraduate level.

TWINETTE L. JOHNSON

Twinette L. Johnson is an assistant professor of legal writing and the associate director of Bar Preparation Programs at Saint Louis University School of Law. In her role as assistant professor of legal writing, she teaches Appellate Advocacy I and has previously taught Legal Research and Writing I & II. As associate director of Bar Preparation Programs, she directs and conducts all of SLU Law's substantive bar preparation programs. These programs are designed to assist students in assessing their readiness for bar study and to guide and implement any changes that are necessary as a result of that assessment. Prior to joining SLU Law, Johnson clerked for the Honorable W. Duane Benton on the Missouri Supreme Court and practiced bank finance law at Shearman & Sterling, in New York. Johnson earned her J.D. from Tulane University School of Law and her bachelor's degree in English literature from Saint Louis University.

ELIZABETH A. KEITH

Elizabeth A. Keith is a professor of legal rhetoric at American University Washington College of Law. This is her third year teaching first-year law students, and each year she learns something different about herself and her teaching style. Prior to joining the legal rhetoric faculty at WCL, Keith taught legal research, writing and analysis in an adjunct capacity for two years at George Mason University School of Law, and later served as both assistant director and director of the program. Before joining the academic community, she practiced civil litigation with a northern Virginia general practice firm. Keith graduated cum laude from George Mason University School of Law, where she served as editor-in-chief of the *George Mason Law Review* and participated as a student member of the Moot Court Board and the Inn of Court. Keith received her bachelor's degree, with distinction, from the University of North Carolina at Chapel Hill.

MICHAEL LOUDENSLAGER

Michael Loudenslager is an associate professor (with tenure) and the director of the Legal Process program at the Appalachian School of Law. Loudenslager currently is serving his third

year directing ASL's legal research and writing program and his sixth year at ASL. In addition to legal research and writing, he teaches Professional Responsibility.

Prior to joining ASL, Loudenslager served for six years in the legal writing program at the University of Dayton School of Law and had reached the position of associate professor of lawyering skills. Before entering the academic world, he practiced law with the litigation department of Taft Stettinius & Hollister in Cincinnati. Loudenslager received his J.D. degree, cum laude, from the Washington & Lee University School of Law, where he served as a notes and comments editor on the *Washington & Lee Law Review*. He received his B.A. degree, summa cum laude, from Miami University in Ohio.

KARIN MIKA

Karin Mika has been associated with the Cleveland-Marshall Legal Writing Program since 1988. She has also worked as an adjunct professor of English at Cuyahoga Community College and is a research consultant for various firms and businesses in the Cleveland area. Mika travels nationally judging various moot court competitions and presents nationally on topics related to integrating technology and multimedia into classroom teaching. She has lectured on essay writing technique for several bar review courses and has written bar exam essay questions for both the California and Minnesota bar examiners. Mika's areas of scholarly research are varied, and she has published in the areas of Native American law, Internet law, health care, labor law and legal education pedagogy.

ALIZA MILNER

As a member of the Syracuse University College of Law Legal Research and Writing Department, Aliza Milner teaches the first-year curriculum as well as an upper-level "clerkship" course, Writing for Trial and Appellate Judges. Before joining the faculty at the College of Law, Milner clerked for Judge Alan M. Wilner on the Court of Appeals of Maryland and Judges Andrew L. Sonner and Patrick L. Woodward on the Court of Special Appeals of Maryland. She also served as assistant legal counsel to the governor of Maryland, Parris N. Glendening. Milner earned a B.S. from Cornell University and a J.D., with honors, from George Washington University School of Law.

PATRICIA GRANDE MONTANA

Patricia Grande Montana earned a B.A. magna cum laude from Wellesley College and a J.D., cum laude, from Georgetown University Law Center. After law school, she was an associate at the New York office of Latham & Watkins, where she practiced mainly intellectual property litigation. Montana joined the law faculty at St. John's University School of Law in 2003. At St. John's, she teaches Legal Analysis & Writing, Legal Analysis, Research and Writing,

Federal Civil Practice Seminar, and Legal Skills in the Summer Institute Program. She is also the founder and director of the Street Law Externship Program, whereby law students teach a practical law course to students at a local high school in Queens, New York. Montana's scholarship focuses on legal research and writing as well as law school pedagogy.

SAMANTHA NODA

Samantha Noda is an adjunct professor of legal research and writing at Seton Hall University School of Law. She is the founder and principal of The Law Office of Samantha French Noda, a full-service intellectual property boutique located in New York City. Noda was formerly associated for several years with the New York office of Quinn Emanuel Urquhart Oliver & Hedges, where she practiced patent litigation with a particular emphasis on Hatch-Waxman litigation. Noda is a graduate of Duke University School of Law (J.D.), Stanford University (M.S.), the University of North Carolina at Chapel Hill (M.P.H.) and Northwestern University (B.A.).

ANN NOWAK

Ann Nowak is the director of the Writing Center at Touro College, Jacob D. Fuchsberg Law Center, in Central Islip, New York. Before joining Touro, Nowak founded and spent 19 years running an eastern Long Island law firm with a concentration in bankruptcy law. Prior to that, she was employed for many years as a newspaper reporter and feature writer, first at the *Southampton Press* and then at *Newsday*. She also enjoyed a stint as a copy editor and staff writer at *Moneysworth*. Nowak has taught legal writing at CUNY School of Law, persuasive writing at Axia College of the University of Phoenix (online division) and creative writing at the Usdan Center for the Creative and Performing Arts. She is admitted to the bars of the state of New York, the U.S. District Court for the Eastern District of New York and the U.S. Supreme Court.

STEPHEN PASKEY

Stephen Paskey currently teaches legal writing and research at the University at Buffalo Law School and previously taught the same subjects at Pacific McGeorge School of Law. From 1995 to 2007, he served as a litigating attorney at the U.S. Department of Justice in Washington, D.C., first with the former Immigration and Naturalization Service and then as a senior trial attorney in the Office of Special Investigations, a unit that investigates Nazi collaborators and other U.S. residents who participated in genocide, torture or extrajudicial killing before immigrating to the United States. Before joining Department of Justice, Paskey served as a clerk for the Honorable Arrie W. Davis on the Maryland Court of Special Appeals. He graduated with honors from the University of Maryland School of Law in 1994.

ELYSE PEPPER

Elyse Pepper is a professor of legal writing and co-faculty adviser to the Moot Court Honor Society at St. John's University School of Law. In addition to teaching the first-year legal analysis, research and writing curriculum, she created upper-level seminars in advanced advocacy, legal narratology and law through film. She developed the Moot Court Boot Camp, an intensive written and oral advocacy practicum for the incoming executive board. Pepper has presented her seminars "Stop Thinking Like a Lawyer, Start Thinking Like a Judge: Getting to *So Ordered*," "Where Do I Begin? Legal Reasoning & Writing in the Early Years of Practice," "One Giant Step → Legal Reasoning and Writing for Law Practice, Not Law School," "Writing Effective Decisions — The Power and Elegance of Clarity," "Getting It Right by Writing It Wrong: Embracing Faulty Reasoning as a Teaching Tool" and "Legal Storytelling Through Film: Finding the Statement of Facts in *Dogville*" for attorneys and academics. Pepper was a litigator for seven years in the New York office of Winston & Strawn, where she concentrated in commercial litigation and arbitration. She holds a B.F.A. in film from New York University's Tisch School of the Arts and a J.D. from the University of Pennsylvania Law School.

SHARON A. POCOCK

Sharon A. Pocock began teaching legal writing and research full time in 1995 and joined the Touro Legal Process faculty in 2006. Pocock has been a professor of legal writing at Michigan State University College of Law, where she was director of the first-year writing program (2002-06), and has also taught at Quinnipiac University School of Law (1997-2002) and Tulane Law School (1995-97). She has spoken on legal writing and research and other topics at a number of legal writing conferences over the years. Pocock is a member of the Legal Writing Institute and the Association of Legal Writing Directors and has served on various committees of these organizations.

Pocock received her J.D., cum laude, from the University of Pennsylvania Law School, where she was an articles editor of the law review. Upon graduation, she served as a law clerk to the Honorable J.L. Edmondson of the Court of Appeals for the 11th Circuit. Pocock then spent nearly seven years with the Washington, D.C., office of Wilmer, Cutler & Pickering (now WilmerHale), where she specialized in corporate, bankruptcy and immigration matters and worked on a number of appellate cases. Prior to law school, Pocock earned her B.A. from the University of Michigan, where she completed a double major in French and Russian language and literature. She received her M.A. and Ph.D. from the University of Chicago in French language and literature, writing her thesis on a comparison of verse and later prose forms of two medieval tales.

In addition to first-year writing and research courses, Pocock has taught upper-level advanced writing, skills and drafting courses,

a writing course for foreign LL.M. students and courses on law and literature and on bankruptcy.

LUCILLE RIGNANESE

Lucille Rignanese began a career in teaching over 20 years ago. She received a teaching certificate in secondary education in 1986 and taught English to eighth-grade students. Rignanese later returned to law school and received her J.D. from Syracuse University College of Law and her M.P.A. from the Maxwell School of Citizenship and Public Affairs, in 1999. Rignanese became interested in international law during her second year of law school, when she was first introduced to it during an introductory class in public international law.

Prior to returning to the Syracuse University College of Law as a professor, she worked as a staff attorney in the criminal defense division of the Legal Aid Society in Syracuse. Rignanese has practiced criminal defense at the trial and appellate levels since her graduation from law school.

Rignanese has been teaching the “International Legal Communication and Research” course for first-year law students at Syracuse University College of Law since 2002. She coaches the law school’s Jessup Team. She also coaches an international moot court team of first-year law students, who compete in an international moot court competition that brings together three Canadian law schools and three U.S. law schools, including Syracuse University College of Law. The First Year Moot Court Competition is the only competition of its kind in the U.S. and Canada.

PATRICIA ROONEY

Patricia Rooney received her undergraduate degree from Hofstra University and her law degree, summa cum laude, from Touro College, Jacob D. Fuchsberg Law Center, where she was the valedictorian of her class and research editor of the *Touro Law Review*. While at Touro, Rooney was a judicial intern to the Honorable Denis R. Hurley, U.S. District Court, Eastern District of New York (1996), and the Honorable Frank X. Altimari, U.S. Court of Appeals, Second Circuit (1997). Rooney teaches a variety of subjects at Touro College, Jacob D. Fuchsberg Law Center, including Legal Process and Lawyering Skills, Constitutional Law, and Secured Transactions, and she is one of the faculty advisers to Touro’s Moot Court team.

Before attending law school, Rooney was a concert pianist and teacher, and she is listed in the *International Who’s Who in Music*. She is a member of the New York State Bar Association, the American Bar Association and the Suffolk County Women’s Bar Association.

JEAN SBARGE

Jean Sbarge is a legal writing professor at Widener University School of Law, Delaware campus. Sbarge received a B.S., magna cum

laude, in magazine journalism from the S.I. Newhouse School of Public Communications at Syracuse University; a secondary education teaching certification from the State University of New York at New Paltz; and a J.D. from the University of Pennsylvania Law School, where she was editor-in-chief of the *University of Pennsylvania Journal of Constitutional Law* and a legal writing instructor.

Following graduation from law school, Sbarge was employed as associate attorney at Clifford Chance Rogers & Wells (formerly Rogers & Wells) in New York City, where she practiced litigation and media and new media law; as associate attorney at Montgomery, McCracken, Walker & Rhoads in Philadelphia, where she practiced litigation and white-collar criminal law; and as judicial law clerk for the Honorable John R. Padova of the U.S. District Court for the Eastern District of Pennsylvania. Prior to joining the Widener faculty full time in July 2004, Sbarge taught as an adjunct faculty member at the law school.

JANE SCOTT

Jane Scott is associate professor of legal writing at St. John’s University School of Law, where she has been on the faculty since 2007. She also teaches Contract Drafting, an upper-level practical writing course. A graduate of Columbia University School of Law, Scott practiced real estate law in New York for many years before entering teaching.

ARNOLD I. SIEGEL

Arnold I. Siegel is a clinical professor at Loyola Law School Los Angeles, where he directs the first-year Legal Research and Writing program and the second-year Ethical Lawyering program. The Legal Research and Writing course covers both objective and persuasive writing, as well as legal research. Ethical Lawyering teaches traditional professional responsibility combined with intensive instruction in interviewing and counseling, with coordinated writing assignments. Siegel has also taught Remedies, Negotiation and Contracts. He also worked in and directed Loyola’s live-client clinics. Siegel graduated from Cornell University and Stanford Law School and has been on the faculty at Loyola for more than 20 years. In the fall 2006 and 2008 semesters, Siegel taught Legal Research and Writing and Introduction to American Law in Loyola’s LL.M. program in Bologna, Italy. He has participated in conferences in Prague, Istanbul and Monterrey, Mexico.

NANCY SOONPAA

Since 2001, Nancy Soonpaa has taught at Texas Tech University School of Law, where she directs and teaches in the Legal Practice Program; teaches Health Law, Negotiating, and Family Law; and formerly served as associate dean for student affairs. Soonpaa began teaching undergraduate writing courses at the University of North Dakota, taught for three years at the University of Puget Sound School

of Law and taught in the Lawyering Program at Albany Law School for six years. Her articles about legal writing often focus on effective pedagogical choices and learning theory and have appeared in several professional journals; she has also published an empirical study on law students and stress. Soonpaa is one of the editor-authors of the second edition of the ABA’s *Sourcebook on Legal Writing Programs*. In addition, she has presented at numerous professional conferences, including those of the Association of American Law Schools, the Legal Writing Institute, the Association of Legal Writing Directors and the Institute for Law School Teaching. The Legal Practice Program regularly appears in the top 25 LRW programs in the ranking provided by *U.S. News & World Report*. In addition, the program recently won Texas Tech University’s Departmental Excellence in Teaching Award. Soonpaa also co-coaches Texas Tech’s negotiation teams, one of which won the International Negotiation Competition in 2005; served on the ABA subcommittee that administers the regional and national competitions; and is on the International Negotiation Competition judging committee. She also teaches CLE’s and training workshops for other professional groups on negotiation skills.

CARRIE SPERLING

Carrie Sperling teaches Legal Method and Writing and Legal Advocacy at the Sandra Day O’Connor College of Law at Arizona State University. She also taught legal writing as an assistant professor at the University of Oklahoma College of Law. Her research focuses on using psychology to inform not only the way we teach students to write but also the content of their legal writing. Sperling also serves as the executive director of the Arizona Justice Project, one of the country’s first innocence projects. She came to the project with a background in civil rights litigation and in capital representation. Sperling served as director of the ACLU’s North Texas Region, and after leaving the ACLU, she specialized in federal capital habeas litigation. In addition, Sperling serves on the ABA’s Habeas Reform Committee, the Criminal Justice Act Panel and Arizona’s Forensic Science Advisory Committee.

MEREDITH STANGE

Meredith Stange teaches Legal Writing and Advocacy and is one of the coordinators for the first-year Academic Support Program at Northern Illinois University College of Law. She joined the College of Law in 2003 and prior to that was a litigation associate with Hinshaw & Culbertson in Rockford, Illinois, practicing in the area of medical malpractice and insurance defense. Her practice also included corporate health care issues, with an emphasis on the privacy regulations to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Her previous presentations include “Taking Risks in the Legal Writing Classroom” and “Divided We Succeed: Teaching Legal Writing & Research as Separate Collaborative Courses.”

VICTORIA SZYMCAK

Victoria Szymczak is the director of the Brooklyn Law School Library, and she teaches courses in advanced legal research and international and foreign law research. She is a member of the American Association of Law Libraries and chairs the Computing Services Special Interest Section. Her professional interests encompass the role technology plays in information literacy, library services and legal education. Szymczak has conducted numerous lectures on these topics, including presentations for the American Association of Law Libraries, American Bar Association, and private corporations and organizations. Her publications appear in such journals as *Legal Reference Services Quarterly*, *International Journal of Legal Information*, *Brooklyn Journal of International Law* and the *Journal of Law and Policy*.

CARRIE TEITCHER

Carrie Teitcher joined the Brooklyn Law School faculty in 1984 and teaches legal writing courses. She was an early advocate of using technology in the classroom and has employed it in her own legal writing classes to facilitate learning. She has written and lectured on the importance of using computer technology in both doctrinal and skills courses. Teitcher formerly practiced as an associate with the firm of Stroock & Stroock & Lavan.

EDWARD H. TELFEYAN

Edward H. Telfeyan has been teaching in the legal writing program at the McGeorge School of Law for 10 years. He is now a professor of global lawyering skills and the director of the Moot Court Program at the school. Telfeyan is known to many LWI members as “Grumpy Ed” for his occasionally sarcastic and biting posts and for his contrarian approach to many topics of discussion on the listserv. Telfeyan is also the creator of the Grammar Bee, which he presented at the last LWI conference (2008) and on which he provided a Perspectives article (Fall 2008).

KAREN D. THORNTON

Karen D. Thornton is a visiting associate professor of legal writing and co-director of the Scholarly Writing Program at the George Washington University Law School. Prior to joining GW, Thornton was a deputy assistant general counsel at the U.S. Government Accountability Office, where she served as legal adviser to numerous audits of Department of Defense procurement programs, conducted at the request of the House and Senate Armed

Services Committees. Thornton joined GAO after serving as a procurement attorney for the U.S. Army Corps of Engineers, first as a JAG officer and then as a civilian. Before entering the Army JAG Corps, she clerked for Chief Judge Walter Cox on the U.S. Court of Appeals for the Armed Forces. Thornton earned a Master of Laws in government procurement law, with highest honors, from the George Washington Law School in 2001. Her thesis was selected for first place in the Public Contract Law Journal Writing Competition (Professional Division). She also published a student Note while serving as senior articles editor of the *Georgetown International Environmental Law Review*. Thornton has degrees from the Georgetown University Law Center and Providence College.

ROBERTA THYFAULT

Roberta Thyfault is a legal writing professor at California Western School of Law, in San Diego. She teaches first-year and upper-division legal research, writing and analysis courses and supervises interns in the Clinical Internship Program. Thyfault has participated in conferences in Baku, Azerbaijan; Istanbul; and Pretoria, South Africa. She has also lectured in Santiago, Chile, at a program that is jointly sponsored by the University of Heidelberg, the University of Chile, and California Western School of Law. Thyfault practiced law as a criminal defense appellate attorney and argued cases before the California Courts of Appeal, the California Supreme Court and the Ninth Circuit Court of Appeals. She was a law clerk to U.S. Circuit Judge David R. Thompson and Chief U.S. District Judge Sherman G. Finesilver. Thyfault graduated magna cum laude from California Western School of Law in 1984 and received her B.A. from Metropolitan State College, in Denver, in 1980. Before enrolling in law school, Thyfault conducted research and data analysis for the National Institute of Mental Health-funded Battered Women Research Project and provided assistance to attorneys representing battered women charged with criminal offenses.

TRACY TURNER

Tracy Turner graduated from Harvard Law School in 1997. Following law school, Turner began her career in civil and appellate practice at the firms Proskauer Rose, and Brobeck, Phleger & Harrison, where she handled labor and employment law cases. She gained extensive experience in state and federal court litigation, Equal Employment Opportunity Commission investigations, National Labor

Relations Board and workers’ compensation hearings, National Association of Securities Dealers arbitrations, and private mediation. In 2001, Turner joined the firm Horvitz & Levy as an appellate law associate handling cases in state and federal appellate courts involving medical malpractice, commercial disputes, consumer litigation, and employment policies and practices. She joined Southwestern Law School’s full-time legal research and writing faculty in 2004 and was appointed director of the Legal Analysis, Writing and Skills program in 2007.

MICHELLE WHELAN

Michelle Whelan is an assistant clinical professor in the Lawyering Program at Cornell Law School. After graduating with honors from the University of Florida School of Law in 1990, Whelan practiced commercial litigation at the Miami law firms Greenberg Traurig, and Steel, Hector & Davis. During her 17-year career in private practice, Whelan represented corporate clients in lawsuits involving shareholder disputes, breaches of contract, product liability, real estate disputes, defamation and intellectual property. Whelan was also actively involved in summer associate recruiting and hiring.

SCOTT WOOD

Scott Wood is a clinical professor at Loyola Law School Los Angeles. He has been teaching Legal Research & Writing and Ethical Lawyering at Loyola Law School since 1997. He has also taught Introduction to Negotiation, Law and Literature, and Restorative Justice Seminar. Wood has consulted on advanced legal writing for Los Angeles law firms and presented many legal writing workshops for the Los Angeles County Bar Association. He has also written a monthly column, “Wood’s Words on Legal Writing,” for the L.A. Bar Association. Before joining Loyola Law School’s clinical faculty, Wood practiced civil litigation for 22 years. He has a J.D., cum laude, from Southwestern University School of Law (1976), an M.A. from California State University, San Francisco (1972), and a B.A. from Loyola Marymount University, Los Angeles (1966).