



LegalWriting
institute

PROGRAM

16TH BIENNIAL LEGAL WRITING CONFERENCE

JUNE 29, 2014–JULY 2, 2014

THE SHADING INDICATES THAT THE PRESENTATION MAY BE OF PARTICULAR INTEREST TO THOSE INTERESTED IN THE FOLLOWING:

Academic Support

New Teacher

Scholarship

SUNDAY, JUNE 29TH

- | | |
|----------------|---------------------------|
| 3:00–8:00 p.m. | Registration |
| 1:00–5:00 p.m. | LWI Board Meeting |
| 4:00–6:00 p.m. | ALWD Board Meeting |
| 5:00–7:00 p.m. | Poster Hanging |
| 7:30–9:30 p.m. | Welcome Dessert Reception |

MONDAY, JUNE 30TH

- | | |
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| 8:00 a.m.– 5:00 p.m. | Registration |
| 8:00–9:30 a.m. | Breakfast |
| 8:45–9:30 a.m. | <i>Beyond Legal Writing: The Benefits of Engaging in Other Academic Organizations and Associations</i>
Kim Chanbonpin, The John Marshall Law School; Olympia Duhart; Nova Southeastern University—Shepard Broad Law Center; Camille Lamar, Nova Southeastern University—Shepard Broad Law Center; Sara Rankin, Seattle University School of Law; & Nantiya Ruan, University of Denver Sturm College of Law |
- COFFEE SESSIONS**

Teaching Students to Recognize Cultural Bias in Legal Writing and Argument: The Need and Strategies

Lorraine Bannai, Seattle University School of Law

Orientation/Disorientation: What Should Law Schools Provide and What Should Accepted Students Do Immediately Before Beginning Law School

Mary Algero & Marie Tufts, Loyola University New Orleans College of Law



Lawyers' Briefs and Motions: The Forgotten (or Simply Ignored?) Factor in the Holdings of Judicial Opinions

Betsy Lenhart, University of Cincinnati College of Law

Subject-Matter Specialties in Legal Writing: A Three-Dimensional Approach to Legal Writing Pedagogy

Greg Johnson, Vermont Law School; Lance Long, Stetson University College of Law; & Susan Thrower, DePaul University College of Law

I Finished My Article—Now What? Fresh Strategies for Navigating the Article Submission Process

Katherine Vukadin, Texas Southern University—Thurgood Marshall School of Law

An Outcomes-Based Approach to Assignment Design

Michelle Cue, DePaul University College of Law

9:45–10:30 a.m.

Incorporating Outcomes Assessment into Your Teaching Without Grading

Maura Ratigan & Christine Venter, Notre Dame Law School



The Interplay of Pre-admission Skills, Instruction, and Student Engagement in the Teaching and Learning of Grammar Punctuation, and Style: Results of a Five-Year Longitudinal Study

Ryan Black, Department of Political Science, Michigan State University; Jeremy Francis, Michigan State University College of Law; & Daphne O'Regan, Michigan State University College of Law

Getting the Story Straight: Teaching Students to Gather, Report, and Persuade with Facts as an Integral Part of Effective Legal Analysis

Eleanor Barrett, Alison Kehner & Jessica Simon, University of Pennsylvania Law School

Fantastic Five-Minute Fundamentals: Teaching and Reinforcing Research Skills in Five Minutes

Brooke Bowman, Stetson University College of Law; Whitney Curtis, University of California Hastings College of Law; & Wanita Scroggs, Stetson University College of Law

Using Empirical Analysis to Study Legal Writing

Shaun Spencer, The University of Massachusetts School of Law—Dartmouth

This is Your Brain on Stress: How to Help Students Improve Resilience and Maximize Cognition

Debra Austin, University of Denver Sturm College of Law & Corie Rosen Felder, University of Colorado Law School

Bringing the Flipped Classroom to a Legal Writing Classroom

Robert Anderson, University of Denver Sturm College of Law

10:45–11:30 a.m.

Practicing Today for Practice Tomorrow: Innovative Approaches

Elizabeth Inglehart, Northwestern University School of Law; Lori Johnson, University of Nevada, Las Vegas, William S. Boyd School of Law; Karl Okamoto, Drexel University Earl Mack School of Law; & Terry Seligmann, Drexel University Earl Mack School of Law

Are Law Graduates Legal Writing Mushfakers? Designing Upper-level Courses to Promote Mastery in Analytical and Persuasive Legal Writing

Susan Provenzano & Sarah Schrup, Northwestern University School of Law

Threshold Concepts in the Legal Writing Curriculum

Mel Weresh, Drake University Law School

Creating Clear, User-Friendly Documents: Tools for the Drafting Professor

Christopher Trudeau, The Thomas M. Cooley Law School

Today: We Write

Rachel Csar & Julie Gunnigle, Phoenix School of Law

Scholarly Paper Panel—Genre Theory

facilitated by Deborah Gordon on behalf of the LWI Scholarship and Outreach Committee

- *The Rhetorical Genre Approach: Teaching Law Students How to Write Any Legal Document*

Katie Pryal, University of North Carolina School of Law

- *Legal Writing and Genre: A Contextual View*

Chris Rideout, Seattle University School of Law

Idea Bank Live

- *Wow, That's a Lot of Red Ink: Teaching Law Students to Respond Effectively to the Inevitable Setbacks of Moving from Novice to Master*

Sarah Adams-Schoen, Touro College—Jacob D. Fuchsberg Law Center

- *But My Undergraduate Professor Told Me I Was a Great Writer! Helping Students Make the Transition to Legal Writing*

Eric Fleetham & Wendy Tenzer, Ave Maria School of Law

11:45a.m. –12:30 p.m. *Mission: Impossible, Mission: Accomplished or Mission: Underway? A Survey and Analysis of Current Trends in Professionalism Education in American Law Schools*
Alison Kehner, University of Pennsylvania Law School & Mary Ann Robinson,
Villanova University School of Law

Never Let a Crisis Go to Waste: Opportunities for Legal Writing Professors During the Law School Downturn

Ralph Brill, Chicago-Kent College of Law, Illinois Institute of Technology, Pamela Lysaght, University of Detroit Mercy School of Law; Noah Messing, Yale Law School; & Richard Neumann, Hofstra University—Maurice A. Deane School of Law

Kinetic Rhetoric: Lessons in Oral Advocacy from Orchestral Conducting
Ian Gallacher, Syracuse University College of Law

Scholarly Paper Panel—Rhetorical Studies

facilitated by Shailini George on behalf of the LWI Scholarship and Outreach Committee

- *Visual Rhetoric and Storytelling in Five Sections of a Brief*
Michael Murray, Valparaiso University Law School
- *Teaching the Rhetoric of Dissent: Using Dissenting Opinions to Model Clear and Effective Writing*
Andrea McArdle, City University of New York School of Law

Using International Law to Illustrate Core Concepts in Legal Writing and Research
JoAnne Sweeny, University of Louisville Louis D. Brandeis School of Law

Computer to Professor: Anything You Can Do, I Can Do Better?
Mary Adkins, University of Florida Levin College of Law

12:30–2:00 p.m.

Lunch Buffet

12:45–2:00 p.m. **Welcome to LWI 2014**

- LWI Membership Meeting
- Selected Awards Presentations

2:15–3:30 p.m.

Idea Bank Live

- *Using a Collaborative Rewrite to Reinforce Learning*
Kamela Bridges, The University of Texas School of Law
- *Making Headlines: Using Media Skills Exercises to Develop Advocacy Skills*
Jodi Balsam, New York Law School
- *Speed Dating With an Elephant: A Successful In-class Discovery Drafting Exercise*
Jan Baker & Amy Milligan, University of South Carolina School of Law

Law is Rhetoric: A Guide to Using Rhetoric to Teach and Write about the Law
Kirsten Davis, Stetson University College of Law; Julie Oseid, University of Saint Thomas School of Law; & Kristen Tiscione, Georgetown University Law Center

Love Me Now or Thank Me Later? Issues Related to Student Evaluations as a Tool for Judging the Efficacy of Teaching

Judith Fischer, University of Louisville Louis D. Brandeis School of Law; Karin Mika, Cleveland State University—Cleveland-Marshall College of Law; & Catherine Wasson, Elon University School of Law

Gender, Communication, and the Academy: To Thine Own Self Be True. But Don't Forsake Your Goals

Kathryn Fehrman, California Western School of Law; Kathryn Mercer, Case Western Reserve University School of Law; & Sabrina Sojourner

Idea Bank Live

- *Words Matter: Using Prosecutorial Misconduct Issues to Teach Precision, Professionalism, and Persuasion*
Mary Bowman, Seattle University School of Law
- *Stop Slinging Mud: Using the Legal Writing Classroom to Teach Students to Practice Civilly*
Jennifer Cupar & Maureen Kenny, Case Western Reserve University School of Law
- *Funny Ha Ha or Funny Unethical?: What Our Students Can Learn from Bench Slaps*
Joseph Mastrosimone, Washburn University School of Law

Idea Bank Live

- *We Should Teach Research More Like We Teach Writing*
Beth Wilensky, The University of Michigan Law School
- *In-class Exercise: Researching and Presenting About Free Legal Research Sources*
Beth Honetschlager, Hamline University School of Law

3:45–5:00 p.m.

POSTER

PRESENTATIONS

Learning to Read from a Writer's Perspective: Using Text-Based Critical Reading and Workshopping Techniques to Improve Legal Writing

Susan Bay, Marquette University Law School

The Monograph Series: A Foundation for Teaching and Scholarship

Linda Berger, University of Nevada, Las Vegas, William S. Boyd School of Law, on behalf of the Editorial Board of *The Monograph Series*

Legal Writing: The Journal of the Legal Writing Institute

Brooke Bowman, Stetson University College of Law, on behalf of the Editorial Board of *Legal Writing: The Journal of the Legal Writing Institute*

Evaluation to Advocacy—Transitioning from Objective to Persuasive Writing

Adrienne Brungess, University of the Pacific, McGeorge School of Law

March Madness in the Legal Writing Classroom

Jacob Carpenter, Marquette University Law School

Mirror, Mirror on the Wall—How Do I Present the Most Effective Oral Argument of All?

Candace Centeno, Villanova University School of Law

A Better Author Experience: Publishing in J. AWLD: Legal Communication & Rhetoric

Jessica Clark, Georgetown University Law Center, on behalf of the Editorial Board of
J. AWLD: Legal Communication & Rhetoric

Using a Classical Architecture Metaphor to Teach Organization of an Appellate Brief

Kirsten Dauphinais, University of North Dakota School of Law

Mad Men, Mad Law: How Academic Support Can Improve Its Messaging and the Products It Sells

Claudia Diamond & Chris Hart, University of Baltimore School of Law

Jobs Wanted: Low Cost Ways Legal Writing and Academic Success Can Help

Aimee Dudovitz & Katherine Lyons, Loyola Law School, Los Angeles

Mid-Year Intervention to Boost Legal Reading and Analytical Abilities

Tenielle Fordyce-Ruff & Rebecca Nickell, Concordia University School of Law

Use of the iPad in Teaching Legal Skills

Jaime Generazzo & Maureen Milliron, Ave Maria School of Law

Mining and Gathering for Case Law: How to Help Students Visualize the Hunt for Additional Case Law by Using One On-Point Case

Marcia Goldsmith, Saint Louis University School of Law

Occam's Razor: Teaching Students to Use Plain English and Straightforward Logic to Cut to the Chase

Philip Kaplan, Suffolk University Law School

Student Information Sheets: TMI or Tactical Teaching Tools?

Ila Klion, Rosario Lozado Schrier, Angelique Ortega-Fridman & Marci Rosenthal,
Florida International University College of Law

The Barking Dog and Cognitive Learning Theory: Using Real Life Experiences to Teach Legal Skills

Carol Mallory, University of Massachusetts School of Law—Dartmouth

Speed Dating in the Classroom: Everyone Gets Engaged

Leigh Mello, Suffolk University Law School

The Second Draft

Mary-Beth Moylan, University of the Pacific, McGeorge School of Law & Heather Baum, Villanova University School of Law, on behalf of Editorial Board of *The Second Draft*

Flipped Classrooms: Which Techniques Maximize Achievement and Satisfaction?
Allison Ortlieb, DePaul University College of Law

Only Connect: Opportunities for Collaboration Between Legal Writing Faculty and Other Law School Departments
Tammy Pettinato, University of North Dakota School of Law

What Not to Write (in E-mail)
Kelley Poleynard, Whittier Law School

Teaching Case Synthesis in the Abstract: Modern Art and Rule Motifs
Jason Potter, The University of Massachusetts School of Law—Dartmouth

Multi-Purpose Summer Program
Loren Pratt, Mississippi College School of Law

The 5 BEs: Buzzing into Practice
Laura Schulz, Saint Louis University School of Law

Wikipedia on the Rise: Teaching Legal Writers to Assess Non-Traditional Sources
Jodi Wilson, The University of Memphis—Cecil C. Humphreys School of Law

4:45–5:45 p.m.

ALWD Membership Meeting

5:45–6:45 p.m.

Meeting of the Editorial Board of *Legal Writing: Journal of the Legal Writing Institute*

6:15 p.m.

New Member Dinners hosted by the LWI New Member Outreach Committee

TUESDAY, JULY 1ST

8:00 a.m.–5:00 p.m.

Registration

8:00–9:30 a.m.

Breakfast

8:30–9:15 a.m.

A Little Negotiations: Breathe Life into Your Drafting Assignments
Cynthia Adams, Indiana University Robert H. McKinney School of Law

COFFEE

SESSIONS

Writing for Social Justice
Terri LeClercq, The University of Texas School of Law

Publishing in Law Journals, Presenting at Conferences, and Teaching Other Classes: Advancing by Maximizing the Opportunities Available in the Legal Academy
Bill Chin, Lewis and Clark Law School; Tonya Kowalski, Washburn University School of Law; & Teri McMurtry-Chubb, Mercer University—Walter F. George School of Law

Opportunities for LRW Faculty in the New Normal

Beth Cohen, Jeanne Kaiser & Myra Orlen, Western New England University School of Law

The Unwritten Constitution

Linda Edwards & Terry Pollman, University of Nevada, Las Vegas, William S. Boyd School of Law

Effective Skills Counseling Through Academic Self-Assessment

Moji Olaniyan, University of Wisconsin Law School

But It's Not My Job! Managing Students' Career Services Requests and Honoring Your Role as Professional Mentor without Burning Yourself Out

Selina Farrell, Pepperdine University School of Law

9:30–10:15 a.m.

Flipping the Lid Off Old Ideas About Classroom Pedagogy: One Professor's Odyssey Through the World of a Flipped Classroom

Jennifer Rosa, Michigan State University College of Law

If They Give You Lemons, Make Lemonade: Turning the Current Troubles of Legal Education To Your Advantage

Sarah Arimoto-Mercer, Duquesne University School of Law; James Leipold, National Association for Law Placement; & Jan Levine, Duquesne University School of Law

Teaching the Smartphone Generation: How Cognitive Science Can Help Maximize Learning in the Law School Classroom

Shailini George & Rosa Kim, Suffolk University Law School

Using the Problematized Teaching Method to Engage Students in Critical Thinking in the LRW Classroom

Dana Hill & Kathleen Dillon Narko, Northwestern University School of Law

Scholarly Paper Panel—Historical Perspectives

facilitated by Julie Oseid on behalf of the LWI Scholarship and Outreach Committee

- *The Early History of Legal Writing: Where We Came From and How We Got Here*
David Cleveland, Valparaiso University School of Law & Jeffrey Jackson, Washburn University School of Law
- *How the West Was Won—Storytelling and Law Making on the American Frontier*
Ken Chestek, University of Wyoming College of Law

Critiquing Workshop—The First Draft: Critiquing Organization and Analysis

Megan McAlpin & Joan Rocklin, University of Oregon School of Law

10:30–11:45 a.m.

Teaching Professional Identity Across the Curriculum

Sarah Ricks, Rutgers School of Law—Camden, Laura Rovner, University of Denver Sturm College of Law & Michael Hunter Schwartz, University of Arkansas at Little Rock William H. Bowen School of Law

Scholarship Incubation Workshop
LWI Scholarship and Outreach Committee

Frantic Frankie's Faculty Talk or the Presenter's Predicament

Tamara Herrera, Arizona State University Sandra Day O'Connor College of Law; Kimberly Holst, Arizona State University Sandra Day O'Connor College of Law; Amy Langenfeld, Arizona State University Sandra Day O'Connor College of Law, Samantha Moppett, Suffolk University Law School; & Chad Noreuil, Arizona State University Sandra Day O'Connor College of Law

Idea Bank Live

- *Novel Ideas: Adapting Fiction Writing Processes and Techniques to Enhance Legal Writing*
Pam Jenoff, Rutgers School of Law—Camden
- *Tom Buchanan v. Jay Gatsby: Using the Great Gatsby as the Basis of a Teaching Module About Narrative Theory*
Amy Stein, Hofstra University—Maurice A. Deane School of Law

Idea Bank Live

- *He Said, She Said, We React Using Instant Polling Technology to Emphasize the Power of Persuasive Writing Techniques*
Elizabeth De Armond & Karl Johnson, Chicago-Kent College of Law, Illinois Institute of Technology
- *It's How You Finish: Our Adventures in Drafting Comprehensive Legal Writing Exams to Evaluate the Entire First-Year Experience*
Kimberly Boone, Cameron Fogle, Anita Kay Head & Mary Ksobiech, University of Alabama School of Law
- *Teaching Through Reflection: The Use of Reflective Commentaries in the Legal Writing Classroom*
Ilana Buschkin, National University of Ireland-Maynooth, Department of Law

Writing Across Cultures and Languages: Teaching ESL/EFL Students

Lurene Contento, John Marshall Law School; Anne Enquist, Seattle University School of Law; Elizabeth Fajans, Brooklyn Law School; Alissa Hartig, The Pennsylvania State University, Dickinson School of Law; Ann Nowak, Touro College—Jacob D. Fuchsberg Law Center; & Catherine Schenker, American University Washington College of Law, on behalf of the Association of Legal Writing Specialists

Idea Bank Live

- *Two Skills, One Assignment: Research Meetings that are Productive, Professional, and (Relatively) Painless*
Katherine Kelly, The Ohio State University Moritz College of Law
- *Creating Practice Ready Students Through Post-Conferencing*
Mary Ann Becker, DePaul University College of Law

Critiquing Workshop: Practice Critique
Small Group Sessions

11:45 a.m.–1:00 p.m. Lunch Buffet

12:15-1:15 p.m. LWI Committee Meetings

1:15–2:00 p.m.

Expanding the Teaching of LRW Beyond the Traditional Classroom
Anthony Niedwicky, The John Marshall Law School

Sabbaticals for Legal Writing Professionals: Thinking Both Inside and Outside the Box
Suzanne Rabe, The University of Arizona James E. Rogers College of Law

Look, Ma! No Books!: Legal Research in the Twenty-First Century
Joan Foley, Heather Meiniker, Sharon Pocock, Patricia Rooney & Michelle Zakarin,
Touro College—Jacob D. Fuchsberg Law Center

*But I Understood the Material! Helping Students Translate Critical Thinking Into
Legal Writing by Using Visual Thinking Paths to Model the Progression from Novice to
Expert*
Kris Franklin, New York Law School & Paula Manning, Western State College of Law

*The Triple Crown: How Problem Solving Can Foster Professionalism, Emotional
Intelligence and Professional Identity*
Kathleen Elliott Vinson, Suffolk University Law School

*A Look Inside the Butler's Cupboard: How the External World Reveals Internal State
of Mind in Legal Writing*
Cathryn Koehlert, Barry University Dwayne O. Andreas School of Law

*This is Not Your Mother's Law Practice! How 20th Century Professors Can Teach 21st
Century Skills Through Intensive Mini-Courses*
Julie Baker & Ann Santos, Suffolk University Law School

Critiquing Workshop: Critique Discussion
Small Group Sessions

2:15–4:00 p.m.

Spotlight Presentation & Golden Pen Award

4:15–5:00 p.m.

Diversity Initiatives Panel Presentation
LWI Diversity Initiatives Committee

Distance Learning Course Development: Inside and Outside of Legal Writing
Kenneth Swift, Hamline University School of Law

What Should We Teach in the Second Year?
Nancy Schultz, Chapman University Dale E. Fowler School of Law & Louis Sirico,
Villanova University School of Law

Rhythm as Reason: The Power of Alliterative Antithesis in Legal Persuasion
Michael Smith, University of Wyoming College of Law

A Multicultural Perspective on PLAGIARISM

Jonathan Gordon, Case Western Reserve University School of Law & Cliff Zimmerman, Northwestern University School of Law

Critiquing Workshop—Efficiency and Consistency: The Eternal Quest

Megan McAlpin & Joan Rocklin, University of Oregon School of Law

6:00–9:00 p.m. Gala Reception at the National Constitution Center

WEDNESDAY, JULY 2ND

8:00 a.m.–12:00 p.m. Registration

7:30–9:00 a.m. Breakfast

8:00–8:45 a.m. Vendor Presentations

9:00–9:45 a.m. *Teach Them and They Will Come: Using Skills Faculty to Boost Yield Rates of Admitted Students*

COFFEE
SESSIONS
Cindy Archer, Bob Brain, Gary Craig & Christopher Hawthorne, Loyola Law School, Los Angeles

Institutional Assessment: Sharing Experiences and Resources

Benjamin Carpenter, University of Saint Thomas School of Law; Andrea Funk, Whittier Law School; & Victoria VanZandt University of Dayton School of Law

Hillbillies, Cajuns, and Valley Girls: Teaching Students Who Are Native Speakers of Stigmatized American Dialects

Bethany Dumas, University of Tennessee; Wendy Shea, Southern University Law Center; & Gail Stephenson, Southern University Law Center

Drinking from a Fire Hose: Teaching a Three-Credit Writing Course in Three Weeks

Elizabeth Dalzell & Ami Leventis, University of South Carolina School of Law

Rewriting Writing Across the Curriculum

Charles MacLean, Indiana Tech Law School & David Walker, Lincoln Memorial University—Duncan School of Law

Designing & Teaching Bar Preparation: Three Models

Keith Elkin, The Pennsylvania State University, Dickinson School of Law; Nancy Kraybill, Drexel University Earl Mack School of Law; Courtney Lee, University of the Pacific, McGeorge School of Law; & Amy Montemarano, Drexel University Earl Mack School of Law

Playing to Win the Book Proposal Game: Getting Your Idea Noticed and Your Book Published

Cassandra Hill, Texas Southern University—Thurgood Marshall School of Law

10:00–10:45 a.m.

Was Lord Voldemort Misunderstood, Insane, or Magically Profiled: Techniques For Selecting A Narrative to Aid Your Client On Appeal
Jennifer Bontrager, Assistant Defender, Illinois Office of the State Appellate Defender & Christopher Evers, Qatar University College of Law

Scholarly Paper Panel—Psychological Theory

facilitated by Kathy Stanchi on behalf of the LWI Scholarship and Outreach Committee

- *Categories! A Cognitive Rhetorician's Approach to Logos and Pathos*
Elizabeth Megale, University of Tennessee College of Law
- *What Jurors (Want to) Know: Using Principles of Social and Educational Psychology to Improve Juror Comprehension and Decision-making*
Sara Gordon, University of Nevada, Las Vegas, William S. Boyd School of Law

Hearing, Listening, and Lawyering: An Exploration of Listening Skills
Tami Lefko, Vanderbilt Law School & Jennifer Romig, Emory University School of Law

Lessons From Our Founding Fathers: The Art of Negotiating as an Inherent Principle in Successful Advocacy

Dustin Benham, Catherine Christopher, Deleith Gossett, Wendy Adele Humphrey, Dale Jones, Shery Kime-Goodwin, Brie Sherwin & Nancy Soonpaa, Texas Tech University School of Law

Sometime You Just Need to Rip It Out, Tear It Up, Throw It Away, and Start Over
Paige Canfield & Christine Rollins, Saint Louis University School of Law

Help! My Student's Can't Rite – How to Demonstrate Efficiently the Importance of Grammar, Spelling, and Punctuation, and Teach it Effectively

Mireille Butler, Pepperdine University School of Law & Jayne Woods, University of Missouri School of Law

Once Upon a Transaction: Narrative Techniques and Drafting

Susan Chesler, Arizona State University Sandra Day O'Connor School of Law & Karen Sneddon, Mercer University—Walter F. George School of Law

11:00–11:45 p.m.

Judge for Yourself: Designing a Judicial Writing Course

Dionne Anthon & Amanda Smith, Widener University School of Law

When the Student Becomes the Teacher: A Different Kind of Flipped Classroom

Michelle Falkoff, Northwestern University School of Law; Chris Martin, Northwestern University School of Law; Lorie Reins-Schweer, University of Iowa College of Law; & Caroline Sheerin, University of Iowa College of Law

Using Flipped Instruction to Create a Student-Centered Classroom

Suzanne Ehrenberg, Chicago-Kent College of Law, Illinois Institute of Technology & Anne Villella, Lewis and Clark Law School

What My Dog Taught Me About Teaching Law Students

Suzianne Painter-Thorne, Mercer University—Walter F. George School of Law

Scholarly Paper Panel—Narrative Approaches

facilitated by Susan Bay on behalf of the LWI Scholarship and Outreach Committee

- *Tell Me a Story: Narrative and Plausibility in Pleadings*
Anne Ralph, The Ohio State University Moritz College of Law
- *Story Deconstructed: Using Wigmorean Analysis to Evaluate Stories in Litigation*
Ellen Belfer, University of Miami School of Law
- *The Dangers of Narrative: A Metapragmatics Approach to Dissecting Legislative Testimony*
Clare Keefe Coleman, Drexel University Earl Mack School of Law

Grit, Tenacity, and Perseverance: Applying Current Research in the Legal Skills Classroom

Carolyn Broering-Jacobs, Cleveland State University—Cleveland-Marshall College of Law & Kristina Niedringhaus, Georgia State University College of Law

Team-Based Learning 101

Jennifer Lear, The George Washington University Law School & David Raeker-Jordan, Widener University School of Law

11:45 a.m.–1:15 p.m. Lunch—Vouchers for *Reading Terminal Market*

12:15–1:15 p.m. LWI Committee Meetings

1:15–2:30 p.m.

Speed Mentoring
LWI Scholarship and Outreach Committee

Building Your Legal Writing Curriculum from the Ground Up

Alison Julien, Marquette University Law School & Deborah McGregor, Indiana University Robert H. McKinney School of Law

1000 Words: Legal Writing Imagery

Steve Johansen, Lewis and Clark Law School & Ruth Anne Robbins, Rutgers School of Law—Camden

Idea Bank Live

- *Lecture Less, Do More!*
Tracy Turner, Southwestern Law School
- *Blueprint for the Bluebook: Building a Citation Foundation*
Constance Krantz, Seattle University School of Law
- *Flipping ELR: Using Videos + Exercises to Teach Electronic Legal Research*
David Epstein, New York Law School

Idea Bank Live

- *Moving Beyond Apples to Apples: Why Using a Statute-based Problem for the First Assignment in the First Semester Improves the Overall Analysis in 1L CREACs*
Heather Baxter & Marilyn Uzdavines, Nova Southeastern University—Shepard Broad Law Center
- *Using Templates to Structure Case-Based Reasoning*
Amy Day, Thomas Jefferson School of Law
- *Toddlers, Teenagers, & Table Tennis: Simple Ideas for Helping Students Improve Rule Application*
Joi Pearson, Brigham Young University—J. Reuben Clark Law School

Idea Bank Live

- *Integrating Academic Success into the Legal Writing Curriculum*
Jane Grise, University of Kentucky College of Law
- *Voulez-vous Apprendre Avec Moi (Ce Soir)? Working with the Foreign Students in Legal Writing and Academic Support*
Juliana Campagna, Hofstra University—Maurice A. Deane School of Law & Mary Nagel, The John Marshall Law School
- *Helping Students Chart a Course Through Law School*
Linda Fowler, Southern University Law Center

Teaching Students to Read Contracts: It's as Easy as Do Re Mi
Tina Stark, Fordham University School of Law

2:45–3:30 p.m.

Calibrated Peer Review: Report from a Two-Year Study
Iva Ferrell & Susan King, Widener University School of Law

Going Deep: A New Approach to Anchor Students' Legal Analysis
Jill Barton & Rachel H. Smith, University of Miami School of Law

The Read Shoes: Stepping into the Reader's Shoes
Jean Sbarg, Widener University School of Law

Engaging in Motion Argument Before the Trial Court
Anne Alexander, Brad Desnoyer & Melody Daily, University of Missouri School of Law

De-Grading Assessment: Rejecting Rubrics in Favor of Authentic Analysis
Deborah Borman, Northwestern University School of Law

Scholarly Paper Panel—Empirical Studies

facilitated by Emily Zimmerman on behalf of the LWI Scholarship and Outreach Committee

- *Empirical Findings from a Law Student Study Habits Survey: How Our Students Really Study and What Really Works*
Jennifer Cooper, Thomas Jefferson School of Law
- *Showcasing a Learning Tool: An Empirical Study of Law Students' Use of Electronic Portfolios*
Susan Dailey, Quinnipiac University School of Law
- *E-learning: International Participant Views of Online Classes*
Debra Lee

Ample Samples

Lindsey Gustafson, University of Arkansas at Little Rock William H. Bowen School of Law

3:45–4:30 p.m.

Starting from Scratch: Developing Scratcher Exercises for Student Motivation, Engagement and Assessment

Steven Chavez, Western State University

The QT on Quick Turnaround Assignments

William Blais, Southern University Law Center

Shame on Me: Acknowledging the Deeper Issues Faced by Novice Legal Writers

Jessica DurkiStokes, Risa Evans & Amy Vorenberg, University of New Hampshire School of Law

Self-learning Nonverbal Persuasion: Body Language, Video Clips, and Simultaneous Modeling

Bruce Ching, Michigan State University College of Law

The Law is Made of Stories: Rethinking the False Dichotomy Between Rule-Based Reasoning and Narrative Reasoning

Stephen Paskey, University at Buffalo Law School, State University of New York

Resurrecting (and Modernizing) the Research Treasure Hunt

Nancy Vettorello, The University of Michigan Law School

Idea Bank Live

- *Teaching Through the Test: Using Review Tests to Teach Students to Avoid Mistakes*
Robert Somers, Whittier Law School
- *Feet to the Fire: Eliminating the Closed Memo Assignment*
Margaret Hahn-DuPont, Northeastern University School of Law