



LegalWriting
institute

**LWI One-Day Workshop on Improving Legal Writing Faculty Status
Co-hosted by LWI's Professional Status Committee: Advice & Support and**



December 1, 2023

8:30 – 3:00 Pacific, 11:30 – 6:00 Eastern

Virtual (register through LWIOrganizations.org to receive Zoom Link)

Time (PST)	Speaker	Presentation
Part I: Focus on ABA Standard 405(d) and Proposal to Eliminate It		
8:30 – 8:50 PST	Amanda Stephens (St. Mary's University School of Law)	<i>The Intersection of Race, Legal Writing Professor Status, and ABA Standard 405(d)</i> While there is extensive research on the gender-based hierarchy that leads to women being predominantly placed in non-tenure track legal writing positions, which are often considered less prestigious compared to doctrinal positions,

		there is limited research on how this hierarchy intersects with race. This paper aims to collect and analyze data on the status of legal writing professors of color to examine how their status may be influenced by their race as well as ABA Standard 405(d).
8:50 – 9:30 PST	<p>Bob Brain (Loyola Law School, Los Angeles)</p> <p>Mary Bowman (Sandra Day O’Connor College of Law at Arizona State University)</p>	<p><i>Unpacking the ABA’s Proposed Changes to Standard 405</i></p> <p>On November 17, 2023, the ABA’s Standards Committee voted to propose changes to accreditation Standard 405 that would improve job security and faculty governance rights for legal writing faculty. The ABA’s proposal accepted the changes proposed by ALWD/LWI and went even further, covering all full-time faculty rather than just legal writing faculty. In this session, we will discuss what the ABA has proposed, what it would mean for job security and faculty governance rights, and the importance of weighing in on the proposal during the notice & comment period in December 2023.</p>
<i>Break from 9:30 – 9:40 PST</i>		
9:40 – 11:10 PST	<p>Laura Graham (Wake Forest University School of Law)</p> <p>Melissa Weresh (Drake Law School)</p> <p>Richard Neumann (Hofstra University Maurice A. Deane School of Law)</p>	<p><i>Advice & Support Panel & Discussion Groups on 405(c)</i></p> <p>For the first hour, panelists will explore various issues regarding transitioning from 405(d) to 405(c) status.</p> <ul style="list-style-type: none"> ● Laura Graham will talk about standards for qualifying for the first presumptively renewable contract and how that relates to workload & faculty governance ● Melissa Weresh will talk about transitional issues re. moving to 405(c) track, including credit for prior work and the possibility (but not necessarily requirement) of taking on scholarship ● Richard Neumann will talk about making “presumptively renewable” meaningful, both re. process and standards

	Bernadette Gargano (Buffalo University School of Law)	<ul style="list-style-type: none"> Bernadette Gargano will talk about options for faculty and schools regarding the transition, including varying staffing models and why schools should not use a fellowship model <p>After the panel, we will have two 15-minute breakout room sessions where attendees can discuss these issues, offer suggestions, and get advice/mentorship.</p>
11:10 – 11:30 PST	Bob Brain & Mary Bowman	<p><i>Next Steps re. Responding to Proposed Changes to Standard 405</i></p> <p>Bob and Mary will wrap up discussion of the ABA proposal with more information about options and logistics for expressing your views on the proposal to the ABA. This session will also include time for Q&A/discussion.</p>
<i>Break from 11:30 – 11:40 PST</i>		
Part II: Improving Status Beyond the ABA Proposal		
11:40 – 12:05 PST	Karin Mika (Cleveland State University Law School)	<p><i>The Danger of the Long Road to Where We Began</i></p> <p>I intend to talk about the status battles of my lengthy career and discuss what the future may look like given various changes in legal education. These include the emphasis on skills training, Next Gen bar skills, but also the online classroom. I intend to discuss the potential pitfalls of a future that, status-wise, seems to be looking brighter than ever.</p>
12:05 – 12:30 PST	Rosa Kim (Suffolk University Law School)	<p><i>Pursuing Equity Through Controlling Our Courseloads</i></p> <p>One gauge of equity among law professors is the ability to propose and teach new courses outside of meeting curricular needs. Legal Writing faculty have limited ability to teach non-legal writing courses on-load, but doing so periodically can be valuable for intellectual growth. I have looked into how some legal writing programs approach this issue, and would like to explore the</p>

		topic with the goal of learning from each other and gaining insights that will be helpful to our community.
12:30 – 1:05 PST	Irene Ten Cate & Brittany Persson (Brooklyn Law School) Megan Davis (University of Houston Law Center)	<i>Status and the Intra-Skills Divide</i> The continuing progress in the fight for status improvements for legal writing professors is cause for celebration and deep gratitude to those who are leading the charge. It also provides an occasion to reflect on our position vis-à-vis academic support and research faculty, who enjoy no protection under the ABA Standards and often rank below legal writing professors in law school hierarchies. Our presentation brings together legal writing, academic support, and research professors for a frank conversation about the intra-skills divide.
<i>Break from 1:05 – 1:15 PST</i>		
1:15 – 2:05 PST	Kathy Stanchi, Mary Beth Beazley, & Nantiya Ruan (UNLV)	<i>Status Issues When Changing Jobs Mid-Career</i> We will discuss, from both the employee and hiring employer standpoint, how to negotiate a mid-career job change. This session will include: how to discern the status of legal writing at an institution and other considerations; what is the real difference between unitary tenure and other forms of job security: the importance of titles, voting, and other benefits; how to negotiate a step-up in status and other perks if you get the offer; as well as the costs and benefits of making a move mid-career.
2:05 – 2:35 PST	Craig Smith (University of North Carolina School of Law)	<i>How Openness, Wise Boundaries, and Exemplary Citizenship Can Foster Progress</i> Changing disadvantageous rules tends to be hard work. Let’s discuss the equally hard, and equally important, daily work that makes change attractive by (1) clarifying how the rules are disadvantageous and (2) articulating and emphasizing possible improvements, even incremental ones. Such work can include, for example, serving our faculty, students, and others exceptionally

		well – and speaking forthrightly about challenges posed by faculty status distinctions, successes despite those challenges, and opportunities that beckon beyond those distinctions.
2:35 – 3:00 PST	<p><i>Final Discussion Groups</i></p> <p>Attendees will have the opportunity to engage with each other and with members of the LWI Professional Status Advice & Support Committee on these and any other status issues that people want to discuss.</p>	



LWI One-Day Workshop at Brandeis School of Law

Friday, December 1

5:00 pm - Optional Unhosted Happy Hour at [Noble Funk](#)

Saturday, December 2

In-Person, E.S.T.

Time	Speaker	Presentation
8:30 – 9:00	Check-in and continental breakfast	
9:00 – 9:15	Welcome and Opening Remarks from Dean Sweeny	
9:30 – 9:55	Marcia Ziegler Northern Kentucky University--The Salmon P. Chase College of Law	<i>We Can and We Should: The Argument for Legal Academics in Original Research</i> For decades, legal scholarship has been limited to non-peer-reviewed theoretical discussions of the law. Lawyers seldom engage in empirical research, rarely work with scholars in other disciplines, and almost never apply to an IRB for

		approval of our research. This is at least in part due to the tenure structure of most law schools. I argue that lawyers are uniquely equipped to collaborate with other scholars in original research and that this should be encouraged by changing the tenure requirements at most institutions.
10:00 – 10:25	Jennifer Cooper University of Denver Sturm College of Law	<i>Oral Report Simulations to Practicing Attorneys & Professional Identity Formation</i> Oral report simulations to practicing attorneys improve legal analysis and develop students' professional identities. This presentation describes the simulation and provides teaching materials from five years' worth of practitioner feedback.
10:25 – 10:40	Break	
10:40 – 11:30	Tracy Norton Louisiana State University Paul M. Hebert Law Center	<i>Look What You Made Me Do: Teaching in My Generative AI Era</i> The speed with which generative AI has overtaken education at all levels is overwhelming, but since 2020 <i>this is how the world works</i> . The whiplash speed at which we all pivoted to new technology and new teaching strategies for online teaching in 2020, then hybrid teaching in 2021, and then back to in-person teaching in 2022 left educators depleted. <i>Long story short, it was a bad time</i> . However, when OpenAI released ChatGPT in November 2022, this felt different, <i>like snow on the beach</i> . Generative AI seemed like something that could make teaching, service, and scholarship easier instead of harder. <i>I laid the groundwork</i> to leverage generative AI to transform me into a better professor and spend less time doing it. So <i>grab your passport and my hand</i> to learn how – no matter how much or how little time you've spent in the legal academy – you can <i>still make the whole place shimmer</i> (<i>emphasis added for Taylor Swift lyrics</i>).

11:30 – 12:00	Mary Bowman and Bob Brain	<i>Presentation about Standard 405 (Virtual)</i>
12:00 – 1:00	Lunch & Presentation on LexisAI	
1:00 – 1:25	Susan Tanner University of Louisville Brandeis School of Law	<p><i>Digital Epistemic Responsibility and Rhetorical Problem-Solving with GAI</i></p> <p>Often, the discourse surrounding the incorporation of GAI in academic settings is narrowed down to issues of academic integrity, such as plagiarism. While these issues are crucial, they fail to encompass the broader ethical obligations tied to legal writing. This presentation introduces the concept of Digital Epistemic Responsibility (DER), which evolves from philosophical and rhetorical traditions that address the ethics of knowledge creation and dissemination. DER becomes particularly pertinent when students employ GAI tools for crafting legal arguments or drafting memoranda. I argue that DER offers a more nuanced framework than mere Academic Integrity for exploring the ethical ramifications of employing generative AI in legal writing.</p>
1:30 – 1:55	Jennifer Cook & Denitsa Mavrova Heinrich University of North Dakota School of Law	<p><i>AI-Ready Attorneys: Ethical Obligations & Privacy Considerations in the Age of Artificial Intelligence</i></p> <p>The age of artificial intelligence has arrived, rapidly reshaping the practice of law. The AI-ready attorney must arrive, too—armed with the ability to harness AI’s remarkably efficient and effective powers. But with great AI power comes great responsibility. Our presentation examines the ethical obligations attorneys face and the privacy considerations they should keep in mind when using AI-assisted technology. The</p>

		<p>ethical obligations’ discussion focuses on the three C’s: competence, communications, and confidentiality. The privacy considerations’ discussion explores the interplay between attorneys’ use of AI-assisted tools and data privacy protection frameworks at the state, federal, and international levels.</p>
2:00 – 2:15	Break	
2:15 – 2:40	<p>Jim Dimitri Indiana University Robert H. McKinney School of Law</p>	<p><i>Straddling the Pedagogical Line: Teaching a Hybrid In-Person/Online Legal Writing Course</i></p> <p>This academic year, IU McKinney changed the format of core courses offered to 1L students in the school’s part-time program. These courses shifted from completely in-person courses to hybrid in-person/online courses. Legal Communication & Analysis (“LCA”), IU McKinney’s first-year legal-writing course, was among the courses that became a hybrid course for part-time students. This presentation will explore the hybrid LCA course’s structure and pedagogy, including (1) the components that are offered in-person; (2) the components that are offered online; (3) examples of these components, including in-class exercises, formative assessments, and summative assessments; and (4) what has worked and what hasn’t worked.</p>
2:45 – 3:10	<p>Paige Kohn Capital University Law School</p>	<p><i>Using Hidden Figures to Teach Both Persuasion and DEI</i></p> <p>With the overarching goal of using movie clips to innovatively teach both persuasion and DEI in legal writing, this workshop focuses on using a specific example from the movie, Hidden Figures. Based on the real-life book describing the lives of three black women mathematicians, the movie explores the racial and</p>

		<p>gender challenges faced in their careers from the 1930s to 1960s in America to work at NASA. This workshop demonstrates how to use an engaging three-minute clip to teach students a balance between ethos, pathos, theme, and logos for persuasion purposes. The clip shows Mary Jackson petitioning a judge to attend all-white high school night classes in segregated Virginia so she can become an engineer. In addition to persuasion, students learn about DEI in their first year of law school, which satisfies the newly enacted ABA standard 303(c).</p>
3:10 – 3:25	Break	
3:25 – 4:15	<p>Nancy Winfrey Wake Forest University School of Law, Program for Leadership and Character</p>	<p><i>Practically Integrating Character into Legal Education</i></p> <p>Wake Forest School of Law has an innovative partnership with the Program for Leadership and Character intended to balance traditional habits of mind (think like a lawyer) with dispositions of character (who you are matters) in a comprehensive way. Collaborative engagement on curricular decision-making is normalizing the conversation of educating the whole lawyer and integrating NextGen Bar client management skills, well-being concerns, and professional identity development into the student experience in a sequential, intentional way. This plan includes staff and faculty professional development, teaching strategies and course design, and a Leadership and Character Student Cohort. This workshop will highlight our process and engage participants in a brief exploration of character in the law.</p>

For more information, please contact:

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Law School Address

[2301 S 3rd St, Louisville, KY 40208](https://www.louisville.edu/law-school/2301-s-3rd-st-louisville-ky-40208)

Conference Hotel

We have a block of king rooms at the Hilton Garden Inn- Airport for Friday, December 1st and Saturday, December 2nd.

The rate for the room is \$159/night plus tax. The block is reserved under *University of Louisville School of Law*.

<https://www.hilton.com/en/attend-my-event/uofl-law-school-block/>

Hilton Garden Inn- Airport

2735 Crittenden Drive

Louisville, KY 40209



LWI One-Day Workshop at Stetson University College of Law
Building the Future of the Discipline
Saturday, December 2, 2023 (Virtual)
11:00 a.m.–4:30 p.m. Eastern Time

Time	Speaker	Presentation
11:00–11:10 a.m.	Dean D. Benjamin Barros, Stetson University College of Law	Opening Remarks
11:10–11:35 a.m.	Courtney Horton, Faulkner University	<p><i>More than Just Socratic: How We Can Engage Various Learners</i></p> <p>Traditional law school classes are taught via the Socratic method. There is very little lecture or presentation materials. Here at Faulkner we have incorporated a flipped classroom, audience response systems, PowerPoints for lecture, video presentations, and group exercises where students form a mini-firm. I would like to introduce those options and expand on how each one can aid different students.</p>

<p>11:40 a.m.– 12:05 p.m.</p>	<p>Priscilla Harris and Tonya Walker, Florida A&M University College of Law</p>	<p><i>Goodbye Appellate Brief Road: Replacing the Appellate Brief with Motions and Other More Often Encountered Documents in First-Year Legal Writing and Research (LRW)</i></p> <p>For decades, law schools have included appellate advocacy in their first-year LRW curriculum. Generally, many law schools offer persuasive writing in the spring using appellate fact patterns. Although appellate brief writing and oral argument have laudable learning outcomes and produce valuable skills, assigning motions with memoranda can produce similar benefits. Moreover, in their summer positions, 1Ls will more likely use skills derived from writing dispositive motions than for appellate briefs. Or, to paraphrase Elton John:</p> <p style="padding-left: 40px;">Goodbye, Appellate Brief Road Where the students of yesterday howl Appeals don't happen that often Our students need motions right now</p>
<p>12:10–12:35 p.m.</p>	<p>Jaclyn Celebrezze, University of Washington</p>	<p><i>Closing the Feedback Gap: Reflections as Diagnostic Resource</i></p> <p>Providing students with helpful, actionable feedback is a perennial challenge. This presentation identifies an additional data source for instructors when drafting feedback: digital student reflections. This process has a dual benefit for both instructors and students. For instructors, digitized reflections unlock an understanding of why a student drafted a certain way, minimizing guesswork and ensuring more targeted feedback. For students, this process directs the instructor's gaze to a concrete concern or discomfort for immediate response.</p>

		While not a solution for all feedback problems, digitizing student reflections allows instructors and students to work together to close the gap.
12:35–12:50 p.m.	Break	
12:50–1:15 p.m.	Bethany Gullman, The George Washington University Law School	<p><i>Evaluating Generative AI's Organization of Client Facts</i></p> <p>Generative artificial intelligence (GAI) has the potential to assist not only with legal research and analysis, but also with the organization of client factual information. This presentation will describe an exercise in a 1L legal skills course in which students evaluated and edited a GAI-drafted statement of facts for a simulated client problem. Editing a GAI-drafted document can give students valuable experience appraising the writing of others and exposure to common edits needed in human and machine-generated writing.</p>
1:20–1:45 p.m.	Christine Lofgren, Southwestern Law School	<p><i>Using Generative AI to Transform Students into Supervisors</i></p> <p>With currently available generative AI tools, law students have been elevated from learners to supervisors who direct and oversee another person's work. Students using AI for legal analysis and writing need to gain early competence in supervisory skills that seasoned practitioners learn over many years. This presentation will outline effective AI supervisory skills for students and present a classroom exercise to practice these skills.</p>

1:50–2:15 p.m.	Joe Regalia, UNLV Law	<p><i>Generative AI in Practice: How Legal Teams and Organizations Are Using, and Will Be Using, GAI to Do More</i></p> <p>Understand how legal teams are using generative AI on the ground today, including changing attitudes towards this technology. We'll also explore the use cases likely to become commonplace in the coming 1–2 years. My hope is that by understanding better how the legal field is approaching this technology, we can better inform our teaching.</p>
2:15–2:55 p.m.	Lunch, Virtual “Meet and Greet,” and Remarks from Bob Brain and Mary Bowman	
2:55–3:20 p.m.	Ashley Arrington, Texas Tech University School of Law	<p><i>Preparing Legal Skills Instructors for the NextGen Bar: Navigating Changes and Seizing Opportunities</i></p> <p>Legal skills instructors can play a pivotal role in educational changes resulting from the NextGen bar. The exam’s heavy emphasis on “foundational skills” prompts significant changes in lawyering skills curricula and teaching methods. This presentation will delve into the NextGen bar’s impact and offer strategies for adaption. Alongside discussion of pedagogy, curricula, and assessment, it will consider shifts in the perception of skills educators and the importance of leveraging change. The NextGen bar presents an opportunity for legal skills instructors to shape the future of legal education. Early embracement of this shift ensures our influential voices can be heard.</p>

3:25–3:50 p.m.	Jennifer Cupar, Case Western Reserve University School of Law	<p><i>Case Management Conferences: Network While Learning NextGen Bar Foundational Skills</i></p> <p>With the NextGen Bar Exam on the horizon, legal writing professors will need to find ways to integrate Foundational Skills into their curriculum. In my advanced legal writing class, one of my favorite ways to do this is through case management conferences. This session will cover how a simulated CMC—led by a judge or practicing attorney—lets students apply a variety of skills like strategizing arguments and defenses to raise, responding to arguments, negotiating the resolution of a dispute, identifying the benefits and drawbacks of a proposed resolution, and more.</p>
3:55–4:20 p.m.	Elyse Diamond, Elisabeth Haub School of Law at Pace University	<p><i>Building a “Beautiful Tomorrow”: Designing Innovative Curricular and Co-Curricular Opportunities to Train Future Leaders in Law</i></p> <p>“Logic will take you from A to B. Imagination will take you everywhere.” (Albert Einstein) Discussions about dramatic changes in the legal practice landscape and how to teach students to utilize new tools abound. But are we helping law students to imagine? Training law students as future leaders requires teaching them to adapt not just to today, but to imagine and evolve throughout their careers. This program will share examples and promote discussion about how we are and might expand law curriculum design to offer writing and skills courses and co-curricular projects that allow students to practice adapting and imagining.</p>
4:20–4:30 p.m.		Closing Remarks



**LWI One-Day Workshop at the University of Florida Levin College of Law
Thursday, December 7, 2023
Virtual/EST**

We're Going Back to the Future...Preparing Students for Next Generation Lawyering

We are teaching a new generation of students how to lawyer in a rapidly changing legal landscape. How can we best prepare all our students for the next generation of lawyering, where they will need to communicate effectively across multiple platforms, audiences, and contexts? What pedagogical and practical flux capacitor can get us there? What are some best practices and techniques that not only teach necessary skills but create inclusive classrooms for all students—including first-generation lawyers, non-native speakers, and neurodivergent students.

Time	Speaker	Presentation
8:45 a.m. – 9:00 a.m.	WELCOME	
9:00 a.m. – 9:25 a.m.	Margie Alsbrook Mercer University School of Law	<i>Contemplating Concerns About the Future of Legal Research</i> Generative AI presents so many concerns and opportunities, but realistically only a small portion of our graduates will be able to afford these features once they leave law school. As we contemplate our teaching opportunities and obligations, what are the limits we should consider once cost realities become involved?
9:30 a.m. – 9:55 a.m.	Rebecca Chapman Northeastern University School of Law	<i>Social Justice Lawyering: New Fundamental Skills for a New Legal Landscape</i> As the legal profession enters an era of likely unprecedented change, legal skills long considered “fundamental” will likely be revised. The coming rise of AI to draft legal memoranda, briefs, and other forms of writing typically considered critical to a lawyer’s skillset will require that legal professors (and particularly legal research and writing professors) take a serious look at the skills they teach. This presentation will consider that skills long considered “soft” legal skills will become even more important: client interviewing, inter-office factual memoranda, and working with communities and organizations. Specifically, movement lawyering skills and principles will become ever more crucial for the modern lawyer and should join the 1L curriculum.

Time	Speaker	Presentation
10:00 a.m. – 10:25 a.m.	Lisa DeSanctis University of Florida Levin College of Law	<p data-bbox="972 289 1854 370"><i>88 Miles Per Hour: Can AI Resolve Some of the “Serious Stuff” We See in Legal Writing Classrooms?</i></p> <p data-bbox="972 418 1864 922">Many new law students are remarkably well-rounded; others are “spiky.” Spiky students—those who are exceptionally strong in certain skill sets—may not have the foundational grammar and writing skills they need to undertake law study. Others may struggle with time management and anxiety. As legal writing professors, can we use AI to assist spiky students in closing writing knowledge gaps, improving time management, and more? Let’s explore the possibilities while also recognizing the potential pitfalls of early AI adoption. In searching for the 88-mile-per-hour sweet spot, perhaps we will discover some optimal uses for AI that support our students without sacrificing the quality or integrity of our work.</p>
10:30 a.m. – 10:45 a.m.	BREAK Trivia Round 1	

Time	Speaker	Presentation
10:50 a.m. – 11:15 a.m.	Katherine Silver Kelly The Ohio State University Moritz College of Law	<i>Be Curious, Not Judgmental: Neurodiversity in Legal Education</i> We tend to make quick character judgments based on what we understand, regardless of how limited our understanding is, and this judgment tends to stick even if inaccurate. This is especially true when it comes to our understanding of neurodivergent individuals and how we define success in law school and the legal profession. Under the guise of “practice-ready” and “professionalism” we tend to be judgmental instead of curious. This presentation will address how we can be curious instead of judgmental. And we can do it without compromising any core lawyering skills. Barbeque sauce.
11:20 a.m. – 11:45 a.m.	Heidi Thompson LSU Paul M. Hebert Law Center	<i>Get Your Students in the Game—World Cup Case Analysis Training Activity</i> This soccer-themed activity that I created encourages students to critically read case opinions and focus on the content that they should use in the different steps of an issue’s written analysis. Students are placed in small groups, with each group being assigned a particular authority to present orally. The activity’s rules require that students call each other out on irrelevant and/or inaccurate content. Other parts of the activity show students how a court’s jurisdiction and the issues being reviewed play into the weight a court will likely give the authority. Professionalism also comes into play.

Time	Speaker	Presentation
11:50 a.m. – 12:15 p.m.	Stacy Biggart University of Florida Levin College of Law	<i>Employing EQ to Connect with the Next Gen Law Student</i> Emotional intelligence is the ability to recognize and understand emotions in oneself and others, and to use this awareness to manage one’s behavior and relationships. By employing EQ, you can create a more inclusive and supportive learning environment for the next generation of law students in your classroom and beyond!
12:15 p.m. – 1:00 p.m.	LUNCH BREAK Trivia Round 2	
1:00 p.m. – 1:25 p.m.	Laurel Simmons University of Houston Law Center	<i>Self-Care as Stewardship: Shifting the Lens for Both Students and Professors</i> In an ever-changing world in both legal education and the broader legal landscape, effective strategies for anxiety, addiction, mental health issues have become more important than ever. This presentation will discuss the idea of “self-care” through a new lens for both professors and students, based on work with 1Ls in an intersession class, 3Ls in bar prep classes, and bar takers. The focus will be on self-care as stewardship of emotional and physical resources.

Time	Speaker	Presentation
1:30 p.m. – 1:55 p.m.	Dallan Flake and Sandra Simpson Gonzaga University School of Law	<p data-bbox="970 250 1881 328"><i>Preparing Students for the NextGen Bar through a Unitary 1L Story Problem</i></p> <p data-bbox="970 380 1881 709">Our proposed presentation would focus on how to use a unitary story problem across the 1L curriculum to prepare students for the NextGen bar examination and the practice of law. We are eager to share what we have learned through this process and how our students have responded to it. Attendees will receive a copy of the story problem we designed, as well as sample assignments based on the unitary story problem from our Civil Procedure and Legal Research and Writing courses.</p>
2:00 p.m. – 2:25 p.m.	Priscilla Harris, Denise Cespedes, Cassandra Harris-Starks, Ali Tal-Mason and Tonya Walker Florida A & M University College of Law	<p data-bbox="970 725 1881 803"><i>Great Scott! Back to the Future with In-Class, Timed Assessments in LRW</i></p> <p data-bbox="970 855 1881 1308">The past several years have produced sea changes in the legal industry and bar examinations. To help law students adjust to these changes and future changes, legal education needs to look to the past by using more in-class, timed assessments. These assessments, which can include e-memos and objective memorandum sections, will help prepare students for writing under time pressure as well as alleviating Artificial Intelligence (AI) concerns. Implementing these assessments comes with challenges. Such challenges include the logistics of the assignment being done in class, which require considerations as to drafting, materials, and ExamSoft.</p>

Time	Speaker	Presentation
2:30 p.m. – 2:45 p.m.	BREAK Trivia Round 3	
2:50 p.m. – 3:15 p.m.	Angie McDuff University of Buffalo School of Law	<p><i>Using Learning Styles to Create Multiple Access Points in a Legal Writing Course</i></p> <p>Whether you are a firm believer that learning styles impact student learning or a skeptic that learning styles matter, you likely agree that meeting students where they are can impact their ability to succeed in law school. In this presentation, I will provide an example of one unit of my legal writing course to demonstrate how I accommodate each of the predominant four learning styles in that unit. I posit that this approach provides the greatest opportunity for student success, regardless of whether learning styles aid in student learning, because it gives students multiple access points to the material.</p>
3:20 p.m. – 3:45 p.m.	Sabrina Lopez University of Florida Levin College of Law	<p><i>1.21 GIGAWATTS?!</i></p> <p>This presentation will focus on the ability to generate a positive and powerful current in the law school curriculum using A.I. A.I. is changing the practice of law. To better prepare our current law students for the “future” of law practice, this session will discuss the specific strategies and assignments that can be used to expose our students to A.I. and provide insight into its use in the practice of law. The session will also touch on how A.I. can potentially open doors for some of our underrepresented populations. Join me for an “electric” session.</p>

3:45 p.m. – 4:00 p.m.	CLOSING REMARKS Trivia Awards	
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LWI One-Day Workshop at Salmon P. Chase College of Law, Northern Kentucky University

**Friday, December 8, 2023
Virtual via Zoom, E.S.T.**

Meeting Their Needs: Global Accessibility in the Classroom

Most classes include students from a variety of backgrounds--from Gen X to Gen Z, from English majors to engineers to doctors attending law school after a lengthy career. Some students are from rural backgrounds, some urban; some have lots of support from legacy families and some have never met an attorney in person before law school. How do you meet the needs of all these students with differing experiences and abilities in ways that effectively communicate the substance of a given course? Presenters at this workshop will discuss a variety of topics relative to educating diverse students and new and innovative ways of teaching for the modern practice of law. We hope to foster discussion on teaching to all diverse student bodies.

Time	Speaker	Presentation
10:00-10:15	Welcome and Opening Remarks from Dean Judith Daar and LWI representative on the amendment to ABA Standard 405	

<p>10:15-10:35</p>	<p>Elizabeth Bloom Northeastern University School of Law and Stevie Leahy Suffolk University Law School</p>	<p><i>Facing the Challenges of the Digital Age: Innovative Approaches for Fostering a Dynamic Classroom Community</i></p> <p>Law practice and legal education have been slow to evolve to the demands of the digital age. The challenges of the pandemic required a shift in flexibility and delivery of content to our students. The presenters were both instrumental in creating a part time flexible learning program at Northeastern that infuses the values of its social justice driven mission. The program that we both began our flex teaching in was created to acknowledge and accommodate a more flexible space that invites opportunity for a more diverse group of students. This presentation will build on the legal writing discipline within our new reality as educators and diversify the pool of future attorneys. Attendees will come away with specific examples for building and managing a dynamic online classroom community that promotes student-centered learning and strives for the best possible version of content delivery in the face of the inevitable next challenge.</p>
<p>10:40 – 11:10</p>	<p>Priscilla Norwood Harris, Denise Cespedes, Cassandra Harris-Starks, Ali Tal-Mason, and Tonya Walker Florida A&M University School of Law</p>	<p><i>First-Gen Teaching First-Gen for NextGen</i></p> <p>Meeting the needs of first-generation HBCU students has many moving parts and possible paths with the goal of creating a safe place for making mistakes. Some include the following: Share a common bond of being first-generation college and/or law school; Use questionnaires to ask students about prior writing experiences; Show students you care by having them create and present “About Me” PowerPoints; Start with group work; Delay graded assignments while still giving feedback; Introduce the importance of professionalism by including in their grades</p>

		rather than using participation points; Bring in attorneys and judges to discuss the importance of professionalism.
11:15 – 11:25	Break	
11:30 – 11:55	Nicole Chong Penn State Law	<p><i>Lessons Learned by Teaching Diverse International LL.M. Students: Do Those Lessons Transfer to Teaching a Diverse J.D. Legal Writing Class?</i></p> <p>For many years, I have taught an introduction to U.S. law course to international LL.M. students. Students are diverse not only based on country, but also based on educational and cultural backgrounds and language proficiency. To ease anxiety and foster community across this international diversity, I use three techniques. First, I find common ground across differences. Second, I connect their prior experiences to the new law school experience. Finally, I meet students where their needs are, providing materials that students can access based on their individual needs. All three techniques can be adopted to increasingly diverse J.D. classes.</p>
12:00 – 1:30	Break and lunch	
1:30 – 1:55	Adam Eckart Suffolk University Law School	<p><i>The Future is Here: AI and the Future of Transactional Lawyering</i></p> <p>The use of AI, including Generative AI, is changing every day. Waiting to introduce AI to students until it becomes more established misses the point: the future is already here! This presentation will demonstrate how professors can integrate transactional-focused AI into first year and upper-level writing courses in order to 1) introduce the topics and technology, 2) demonstrate how the technology can empower first generation lawyers, and 3) establish how such technology is used to address the access to justice gap. This presentation will discuss the above topics and provide resources for professors wishing to introduce AI.</p>

2:00 – 2:25	Julie St. John University of Detroit Mercy School of Law	<i>Tips for Tackling Challenges of the Writing Process: Keeping Yourself Accountable and Organized</i> Carving out time for writing and actually sticking to a writing schedule is, arguably, the most challenging aspect of the writing process. Enter "The Accountability Group" - colleagues meeting on Zoom to work on writing projects. Much like the concept of running partners, we knew our writing partners would be waiting for us at the appointed time (on Zoom, not the running path) and we did not want to let them down. It turned out to be incredibly productive, resulting in many completed writing projects. I will also discuss PowerNotes, extremely useful software for research and writing projects. (No affiliation with PowerNotes, just find it very useful).
2:30 – 2:40	Break	
2:45 – 3:10	Deborah Sundquist O'Malley Saint Louis University School of Law	<i>Teaching Students to Communicate with Large Language Models</i> As legal research and writing faculty, one way we can prepare our students for a future with A.I. is to teach them to communicate with large language models (LLMs), the deep-learning artificial intelligence models that understand and generate text in a human-like fashion. Law-trained AI models have been slow to roll out, but our students have access to general tools like Chat-GPT today. In this session, we'll discuss how LLMs work and learn tips and tricks for constructing more effective prompts. The discussion will be geared toward ways you might introduce the skills to students in the spring.
3:15 – 3:40	Melissa Esterholm and Nicole Thornton	<i>Teaching from a Practitioner's Perspective</i>

	University of Houston School of Law	Professor Thornton and I came from private practice to the University of Houston Law Center this year. With 30 years of experience between us, we bring practitioner's perspective that, at times, challenges some LRW orthodoxies. We focus on skills that professionals want to see from young associates. These go from the obvious--timeliness as professionalism, and a bare minimum--to the less obvious--like when to use a simple issue statement instead of a conclusory one, the importance of the well-crafted email, and the fight against over-explanation in memos drafted for a sophisticated reader.
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REGISTRATION for the Workshop

Register through the [LWI website](#).

For more information, please contact:

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LWI One-Day Workshop at Vermont Law & Graduate School
December 8, 2023
Virtual, 12:00 – 4:45 EST

Time	Speaker	Presentation
12:00 – 12:10	Beth McCormack (Dean of Vermont Law & Graduate School)	<i>Welcome and Brief Introduction to Workshop</i>
12:10 – 12:35	Craig Smith (UNC School of Law)	<i>Use It, Maintain It, Expand It, Refine It</i> Fostering expertise in legal writing, advocacy, and professional-identity development are related tasks, and each is the work of a lifetime. First-year students need to learn about them, and upper-level students benefit from ample opportunities to practice, expand, and refine them, learning how to continually develop both (1) an effective, authentic voice as writer and oral advocate and (2) a sustainable, rewarding professional identity. I'll address, and invite discussion about, ways that upper-level

		writing courses can help students to grow in multiple ways as effective, responsible, committed legal professionals.
12:35 – 12:45		<i>Q & A, moderated by Greg Johnson</i>
12:45 – 12:55	Grant Smith (Vermont Law & Graduate School)	<i>Introduction to Panel 1: LRW Intersections with Doctrinal Courses</i>
12:55 – 1:20	Miranda Johnson (Loyola University Chicago School of Law)	<p><i>Teaching Students How to Blog</i></p> <p>This presentation outlines the process for a blog-writing exercise that is included in a doctrinal education law class. Blog writing helps build skills in public communication of legal concepts as well as enables students to develop their voice as legal professionals. Through this exercise, students are encouraged to pick a legal or policy topic of interest to them and are provided with peer and instructor feedback on their topic and an initial draft. Selected students are given the opportunity to post their finalized blog on the website of a law school institute. Materials designed to support this exercise will be shared.</p>
1:20 – 1:45	Catherine Archibald (University of Detroit Mercy School of Law) & Julie St. John (University of Detroit Mercy School of Law)	<p><i>How Having Law Faculty that Teach Both Writing and Doctrinal Classes Can Improve Student Learning</i></p> <p>At Detroit Mercy Law, all faculty that teach legal writing also teach doctrinal courses. In this presentation, we will discuss how we have incorporated legal research and writing skills into our teaching of doctrinal classes. We will share exercises and assignments that we have used for both types of classes. Our conclusion is that by increasing the number of faculty members that teach both legal writing and doctrinal classes, students</p>

		benefit, and will be better prepared for the new bar exam, because they will review and use key legal writing and research concepts throughout the curriculum.
1:45 – 1:55		<i>Q & A with Panel 1 presenters, moderated by Grant Smith</i>
1:55 – 2:10	Mary Bowman & Bob Brain	<i>Discussion of comment period on ABA proposal to eliminate Standard 405(d)</i>
2:10 – 2:20		Break
2:20 – 2:30	Anna Connolly (Vermont Law & Graduate School)	<i>Introduction to Panel 2: Upper-Level Writing Courses</i>
2:30 – 2:55	Claire Abely (Boston University School of Law) & Laura D’Amato (Boston University School of Law)	<p><i>Preparing Students for Practice: Creating a Trial Level Advanced Persuasive Writing Course</i></p> <p>This presentation will be a primer for creating an advanced persuasive writing course that prepares upper-level students for litigation practice. We will explain our assignment creation process and strategy, discuss the inclusion of ethics and professionalism in our curriculum, and show some of our teaching strategies, which include teaching through example pleadings, focusing on small-picture persuasive techniques, bringing in practitioners to discuss their writing process, and using group work to both mimic practice and also to make the student workload manageable. We will also include any planned updates to the course in light of the impact of AI on writing persuasively.</p>
2:55 – 3:20	Tenielle Fordyce-Ruff (Arizona State University) & Jason G. Dykstra (University of Idaho College of Law)	<i>Getting in Practice Shape: Connecting LRW to the Practice of Law with a Capstone Writing Course</i>

		Students need to be ready to hit the ground running whether for the next-gen bar or their first year of practice. We will present a detailed capstone litigation planning and drafting course we developed, explore ways to expand and improve our original design, and discuss various ways this course could be adapted.
3:20 – 3:45	Brooke McDonough (George Washington University Law School)	<p><i>Scholarly Writing Course Design: Leveraging the Student Note Writing Process to Foster Skills Maintenance</i></p> <p>Using upper-level courses for skills maintenance can be challenging because such courses are often focused on helping students develop a baseline level of knowledge about a particular subject matter. GW Law’s Scholarly Writing course, which is mandatory for all students writing a Note for one of the law school’s journals, focuses primarily on helping students hone the skills they began developing during their 1L year. This presentation will focus on how GW has used the Note-writing process—often required of many upper-level law students—to create opportunities for oral advocacy, frequent self-reflection, and professional identify formation.</p>
3:45 – 4:00		<i>Q & A with Panel 2 presenters, moderated by Anna Connolly</i>
4:00 – 4:05	Greg Johnson (Vermont Law & Graduate School, Director of Legal Writing)	<i>Introduction to Closing Session</i>
4:05 – 4:30	Ezra Ross (UCI Law)	<p><i>Ethics and the Future of Legal Writing</i></p> <p>Much of the discussion about the future of legal writing instruction concerns the role of technology. In this talk,</p>

		however, I challenge the premise that technology should be at the heart of these conversations. Instead, I argue that debates about technology mask more important underlying issues related to the ethical impacts of our teaching. In fact, as this talk will describe, the rise of technologies that can themselves perform analytical lawyering tasks arguably makes development of students' moral faculties more critical than ever.
4:30 – 4:45		<i>Q & A and closing comments, moderated by Greg Johnson</i>