Rethinking Deadlines in the Era of E-filing

Joel Schumm – Indiana University Robert H. McKinney School of Law

Although policies vary from law school to law school (or even professor to professor within the same law school), legal writing courses generally impose strict deadlines with harsh penalties for papers that are even a minute late. Are we being unreasonable—or significantly harsher than courts? This presentation will consider recent approaches of a variety of courts regarding deadlines for the submission of electronic documents and discuss whether the variance between court policies and LRW polices are warranted.
“You’ve Got a Friend in Me”—The Synergy of How the Legal Writing Department Can Help Our Students Get the Best Externship Experiences
Mary Nagel – The John Marshall Law School
Too often in a law school, there are “silos” having their departments “doing their own thing.” The presentation focuses on the untapped connections between the Legal Writing Department and Externships. We segue from those two departments through the Administration and the Writing Resource Center. Through this route, we have been able to expose our students to the best externship opportunities, concentrating on judicial externships. As we all know, the best lawyers are the best writers. Similarly, the best externships go to the best student writers. We want to show how working together, we can do the best for our students.

Room 259 (Paired Presentations)

Learning Oral Advocacy and Learning from Oral Advocacy
Kristen Hazelwood – University of Kentucky College of Law
Jane Grise – University of Kentucky College of Law
This presentation offers ideas for teaching oral advocacy and for using oral advocacy as a teaching tool. The presentation will include research relating to the skills necessary to succeed at oral argument and to the use of oral advocacy to enhance student comprehension. Professors Grise and Hazelwood will describe exercises that help students improve their listening skills (which are critical in order to respond to questions from the bench), the delivery of their oral argument, and their case comprehension skills.

Last Things First: Incorporating Appellate-Style Oral Argument into the Predictive Memo-Writing Process
Kent Streseman – IIT Chicago-Kent College of Law
This talk springs from my experience as an appellate advocacy professor who recently, for the first time in over a decade, taught first-semester legal writing. I will describe how I used in-class oral argument exercises at a few crucial points during the first semester to help my students generate better predictive memoranda. I will draw from research in cognitive science to explain why exercises like these can be powerful tools for triggering growth in
novice legal writers. And I will emphasize the main thing that seemed to make the whole experiment work: it was fun.

Room 385 (Paired Presentations)

_Happiness, Hygge, and the Law of Jante—What I Learned from Researching and Visiting the Happiest Countries on Earth_
Dana Hill – Northwestern University Pritzker School of Law
In Spring 2017, I taught an upper-level course on legal issues in Norway and Denmark, which included traveling to those countries during Spring Break. Both countries top the World Happiness Report (Denmark #1, Norway #4). I will present the cultural and governmental factors that account for this ranking, including high social support and social welfare, a lack of corruption, high gender equality, an emphasis on collective (vs. individual) success, and an outlook of low expectations. Together, we will rate our happiness levels, discuss how traditional “lawyer traits” impact happiness, and use the Norwegian and Danish examples to be happier.

_Why We Should be Teaching Happiness in Law School_
Christine Venter – University of Notre Dame Law School
Our students are one of the primary things that make our jobs rewarding. So we should be concerned about the fact that many of our students go on to be unhappy lawyers. Studies have shown that many lawyers are more than just unhappy; several have issues with alcohol, drugs, depression or anxiety. Given that, what can we do to help our students think about the conditions that might help them live happy and fulfilling lives? I will argue that we need to teach our students about happiness as part of their professional development. And offer some suggestions about how to do that.
Wynne Courtroom (Room 100) (Paired Presentations)

**How and Why I Started Live Grading 30 Years Ago—And Never Stopped**

Joe Kimble – DePaul University College of Law

I began live grading in 1984. (I think I may have been the first.) I'll explain why I did it, why I think it works, and techniques to make it more effective. I'll include a short video clip of an actual grading conference. Because opinions on live grading and critiquing vary, I'm sure that the session will be lively.

**Assessment Without Grading: Using a Skills Self-Assessment to Measure Competency in Analysis Skills and Practical Skills**

Wanda Temm – University of Missouri-Kansas City School of Law

ABA Standard 303(a)(3) requires six hours of experiential credit and also includes a criterion of “provid[ing] opportunities for self-evaluation.” Self-evaluation is not defined or pre-determined. This presentation will examine a Key Skills Self-Assessment Tool that provides a means for students to assess not only their interviewing, negotiating, trial advocacy skills, and other practical skills; but also their analysis, case interpretation, enacted law interpretation, research, and writing skills.

Room 259 (Paired Presentations)

**How Engaged are We with How Law is Currently Practiced?**

Doug Godfrey – IIT Chicago-Kent College of Law

Members of the legal writing academy are getting older and further removed from the actual practice of law. This leads to a certain disengagement with the profession that often results in teachers not being familiar with the tremendous advent of technology in firms and government offices. While practicing, lawyers are urged to be more efficient by mastering relatively simple software programs, no similar call to arms has been issued to teachers. More importantly, by teaching our students to effectively use the
technology that their clients use, we can teach them to communicate much more effectively with those clients.

*Learning in Context: Making Law School Fun by Allowing Students to Learn by Doing What Lawyers Actually Do*

Timothy Duff – Case Western Reserve University School of Law

This presentation will discuss the experience of teaching a second-year litigation course that combines substantive instruction, experiential learning, and legal writing in an effort to have students learn by doing what lawyers actually do. After students are divided into firms, engage their clients, and interview witnesses—with the roles of clients and witnesses played by teaching assistants using scripts and documents—the students write an objective overview memorandum and go on to serve pleadings and discovery on one another. The students eventually write a motion for summary judgment and engage in simulations such as depositions and settlement conferences.

*Room 385 (Paired Presentations)*

*Introducing Standards of Appellate Review to First-Year Students*

Jon Warner – Indiana University Robert H. McKinney School of Law

Standards of appellate review are critical to the appellate process, as the standard applied can decide the case on appeal. First-year law students often struggle not just to identify standards of appellate review but to understand how a given standard might affect how an appeal can be written and decided. This presentation will review the three most common standards of review—the de novo, abuse of discretion, and clearly erroneous standards—and example how they likely mattered to the disposition of selected cases and how the application of a different standard could have affected those cases.

*Introducing Persuasive Writing Skills Using Job Application Cover Letters*

Jody Marcucci – DePaul University College of Law

Shannon Schaab – DePaul University College of Law

First-year law students must learn the art of persuasion to be successful both in their legal writing courses and in their job searches. So why not partner the two and bring a “real world” skill to the legal writing classroom? This presentation will address how an in-class exercise involving job search cover
letters can offer a fresh break from traditional legal writing documents to introduce timely persuasive writing skills in a first-year course. It will also address strategies for success, including partnering with your school’s career placement office.

FRIDAY, SEPT. 15
4:00-4:50 P.M. EDT

Wynne Courtroom (Room 100)

Helping Students “Find [the] Fun”: Multiple Approaches to Supporting Law Student in Distress
Susan Wawrose – University of Dayton School of Law
Allison Martin – Indiana University Robert H. McKinney School of Law
Terry Harrell – Indiana University Maurer School of Law
Elizabeth Herdmann – University of South Florida

In this panel presentation, we will begin with an overview of the background and scope of law student distress, including recent updates to the literature. Presenters will then discuss faculty, student, institutional, and bench and bar initiatives to support law student wellbeing. We will identify both challenges and fresh ideas we have encountered in our work on this topic. We anticipate this will be an interactive session and encourage participants to engage in the discussion.

Room 259

For They're Some Jolly Good Fellows: Involving Upper-Level Students in the First-Year Research and Writing Course
Laura B. Daghe – Indiana University Maurer School of Law
Robert E. Downey – Indiana University Maurer School of Law
Sophia C. Goodman – Indiana University Maurer School of Law
Cynthia J. Reichard – Indiana University Maurer School of Law

Do you use or have you considered using upper-level students in the first-year research and writing course? This presentation describes the origins and implementation of I.U. Maurer’s “Dean's Writing Fellows” program as a case study for a broader discussion of the challenges and successes of such initiatives. Topics include convincing your Dean to adopt (and fund) the
initiative; the benefits for the first years, the Fellows, the writing faculty, and the law school; and selection, training, and supervision of Fellows. Attendees will come away with examples of specific techniques and activities to make the most of their Fellows.

Room 385

*We are Family: Fun in the Classroom Through Collaboration*

Sonia Green – The John Marshall Law School
Maureen Kordesh – The John Marshall Law School

To make our teaching more fun we collaborate on projects, and bring them to life with guests – family, friends - who play injured clients, witnesses, etc. It is fun for us to prep them, and it enlivens our classrooms. We have also built a community that thinks about the issues we assign, and finds inspiration for us in real situations. This ongoing collaboration and inclusion of those closest to us makes teaching, creating problems, and sometimes even grading less tedious and much more fun. We will share our experiences, brainstorm, and create some scenarios for everyone to use.

**Friday, Sept. 15**

**5:00 p.m. EDT**  Reception in the Law School Atrium with a Welcome by Dean Andrew Klein
SATURDAY, SEPT. 16
8:15-9:00 A.M. EDT  CONTINENTAL BREAKFAST IN THE ATRIUM

SATURDAY, SEPT. 16
9:00-9:50 A.M. EDT

Wynne Courtroom (Room 100) (Paired Presentations)

Creativity: Imaginative Assignments That Foster Creativity in the Classroom While Feeding Your Soul
Lurene Contento – The John Marshall Law School
Maureen Collins – The John Marshall Law School
As professors, we exercise our creativity in developing problems based on current trends and designing new learning tools. Some of our most creative assignments, and some of the most rewarding, are those that ask our students to draw upon their own creativity. The presenters will share exercises they implemented to draw on that creativity while still teaching the essential legal writing skills, and will discuss ways for you to develop assignments that help you bring that creativity into your classroom.

Sculpting a Contract
Jake Carpenter – Marquette University Law School
In 2014 I drafted a contract for an artist in Maine to create a large sculpture in clay form that would be cast in bronze and made the centerpiece of a park in Illinois. Afterward, I turned this experience into an in-class exercise to review and practice the techniques for drafting (or sculpting) a contract from scratch. I have used this exercise every semester since. I will explain this exercise to attendees wanting an engaging, in-depth, creative, real-world exercise (or assignment) to use with their contract drafting students. I will also provide my exercise notes, photos, and the actual contract so professors can easily adopt this exercise themselves.
Room 259 (Paired Presentations)

**The Sharpest Tool in the Toolbox: Visual Rhetoric and Narrativity**

Michael Murray – Valparaiso University Law School

“The Sharpest Tool in the Toolbox” discusses how to teach the ethical and effective use of visual rhetoric to law students to bring out their creativity and passion. Visual rhetorical devices have extraordinary cognitive, emotive, and communicative speed and power when used in advocacy, but the replacement of textual narrative in whole or in substantial part with a visual, audiovisual, or graphical work raises important ethical and professional issues because the attorney can lay a heavy hand on the message of the communication through her authorship of the images, and because the images will be communicated and accepted by the audience without filter, and without a perception of authorship or mediation.

**Teaching Tools & Insights for Legal Research & Writing**

James Oakes – LexisNexis

Save time with new and enhanced teaching tools from LexisNexis®, including significant enhancements to Lexis Advance, Shepard’s Briefcheck, integrated graphics and analytics, and what’s new with Lexis® Learn and the LexisNexis® Interactive Citation Workstation.

Room 385 (Paired Presentations)

**Putting the “Fun” into “Fundamentals”: Letting the Cat Out of the Bag**

Norman Plate – University of Missouri-Kansas City School of Law

The Statement of Facts in a memo gives the reader a context for the legal problem at issue and shows what facts are important to its resolution. But all too often, students include inferences and characterizations in the Statement of Facts. I use The Cat in the Hat to teach students the difference between facts, inferences, and characterizations. I then use this as a bridge to their current memo problem and how they can distinguish between facts, inferences, and characterizations in that context. This allows them to move from the familiar to the unfamiliar and have a little fun along the way!
Still Crazy and Fun After All of These Years

Chris Rollins – The John Marshall Law School

What do markers, boxes, cookies, JIF peanut butter, Crest tooth paste, stuffed animals, family trees, dumb laws, letterhead, recipes for stew, darts, and potluck dinners have to do with first-year legal writing? Well I guess you will have to attend to find out. Yes, snacks and an attendance prize will be available.

SATURDAY, SEPT. 16
10:00-10:50 A.M. EDT

Wynne Courtroom (Room 100)

Cultivating Collaboration Through Constructive Competition

Emily Grant – Washburn University School of Law
Joseph Mastrosimone – Washburn University School of Law
Pam Keller – University of Kansas School of Law
Joyce Rosenberg – University of Kansas School of Law

The competitive atmosphere in law school has been largely portrayed as a serious negative of the experience. But competition among students, not just in a classroom but across classrooms, can foster a fun learning environment. This presentation will describe some of the competitions our law schools use to engage our students to learn and to support their classmates in the challenge. These events embrace the competitive spirit of the students and channel their energies toward something both substantively important and collaborative in nature.

Room 259

Best Practices in Coordinating Legal Writing and Research Within the 1L Curriculum

JoAnne Sweeny and Panel – Louis D. Brandeis School of Law

With legal education’s increasing emphasis on creating practice-ready lawyers through skills education, legal research and writing classes can and have become a touchpad for increasing skills education in the law school curriculum. In this panel discussion, participants will discuss the strengths
and weaknesses of their school’s approach to incorporating skills in the 1L, upper-division, or LLM curriculum through coordination between doctrinal and legal research and writing classes.

**SATURDAY, SEPT. 16**
**11:00-11:50 A.M. EDT**

**Wynne Courtroom (Room 100)**

*Working in Reverse: Improving First-Year Legal Writing by Teaching Upper Level Drafting Courses*

Marci Goldsmith – Saint Louis University School of Law
Karen Sanner – Saint Louis University School of Law

In addition to teaching the traditional first-year legal writing course, faculty in our field often have the opportunity to teach upper level drafting courses as part of the curriculum including moot court, litigation drafting, and judicial opinion drafting. This presentation will explore the ways that we use the content and instruction in our upper level drafting courses to inform and improve the content and instruction in the traditional first-year course. We will discuss the advantages for students and faculty of ‘working in reverse’ including continuity across the curriculum and focus on particular skills and knowledge in the first-year course to set up success in the upper-level courses.

**Room 259 (Paired Presentations)**

*Never Make That Mistake Again: Quick and Dirty GPS Lessons for Your Classroom*

Kari Johnson – Indiana University, Bloomington

In this presentation, I will demo a series of very short lessons I have developed over many years that tackle 15 specific grammar, punctuation and style skills. Since I began addressing writing mechanics this way, students have displayed better mastery of the skills. The miniature lessons are also a great way to change the pace of--and add some humor to--any class. All lessons will be made available for use.
Laughing Over Comma Splices? Yes, You Can Use Humor
Terri LeClerq – University of Texas School of Law
This session will highlight uses of humor for you to use in those basic reviews that students dislike or simply ignore. Using examples from opinions and briefs, professors can show students that “simple” errors can not only cost them professional respect but also, occasionally, money. (OK, that’s not too funny.)

Room 385 (Paired Presentations)

A Sprinkle of Teaching Fun Keeps the Challenges Manageable
Nancy Soonpaa – Texas Tech University School of Law
Have you ever had a challenging class? I have. “Challenging” can relate to performance, to attitude, to work ethic. But a challenging class means that an effective teacher has to do more . . . and sometimes, it’s not clear what the “more” needs to be. This presentation explores how a teacher can work on her side of the teaching-and-learning relationship to meet the needs of her challenging students. Specifically, this presentation will offer specific teaching ideas that are accessible and enjoyable—both as stress relief and as teaching tools. Through the use of pop culture, art, and humor, a daily dose of fun can boost performance, improve attitude, and teach work ethic. As a bonus, it’s easy to find relevant and topical fun and to involve students in that process. A fun classroom can be an effective and learning-filled classroom!

Creating Community in Your Classroom
Suzanne Ehrenberg – IIT Chicago-Kent College of Law
Students often come to law school regarding their classmates as potential rivals rather than as a source of support and friendship. They also may regard their professor as an intimidating authority figure, rather than an approachable human being. This presentation discusses ways in which we can break down barriers among students, and between students and professor, to create a sense of community and fun in my classroom. These activities include a mock client interview in which the professor assumes the role of a colorful client; team-based class games modeled on Jeopardy, Taboo and Hangman; and an exercise in which students blindly critique the professor’s own mediocre first memo.
From Acronyms to Empowerment: Encouraging Students to Explore the Structure of Legal Writing
Anne Alexander – University of Missouri School of Law
Brad Desnoyer – University of Missouri School of Law
CRAAC. CREAC. CRAAAAC. RAAC. IRAC. While acronyms are great shorthand for explaining the structure of legal writing, they can become a rigid end goal for nervous first-year students. Students may treat the acronym as a boilerplate form, checking off each letter as the goal and losing sight of the purpose of the writing. The acronym then becomes bars to a cage instead of building blocks. We will detail our efforts to help students understand all the acronyms, but rely on none. We will share a teaching unit and an in-class exercise we developed to teach legal writing structure and analysis.

Teaching Rule Synthesis & Favorable Rules: Exercises to Engage Students
Alison Julien – Marquette University Law School
Susan Bay – Marquette University Law School
In this presentation, you’ll learn about two exercises that help teach rule synthesis and framing. We’ll provide techniques and examples that we use to make these abstract and sometimes difficult tasks engaging for students. First, we’ll share an exercise that teaches how to build a coherent rule from strips of paper that contain pieces of the rule as stated in cases and statutes. Second, we’ll share an exercise that teaches how to frame rules favorably by using the procedural rule from a motion brief as a lens through which the court views the substantive rule.
Lawyering 101: F-U-N
Nicole Chong – Pennsylvania State University Law
Transferring skills to practice is difficult for students, including transferring the implicit skills they’ve learned. Therefore, in my last class of the year, I review the professionalism skills learned in 1L legal writing. I lead with a funny story about an intern who worked for my law firm: she had fun but didn’t make a professional impression. My point is two-fold. First, lawyering is fun. Second, lawyering is a professional field. In this presentation, I will share my story and discuss the content of my “professionalism” class, which is about reaping the benefits of practicing professionalism during law school.

Flip the Script! A Discussion on Positivity in Teaching About Law Practice
Joyce Rosenberg – University of Kansas School of Law
This presentation will be a guided discussion on positivity in teaching about law practice. Although law practice can be fun, rewarding, challenging, exciting, and meaningful, some students report that law professors generally convey a sense of misery about law practice. Many law professors—myself included—call ourselves refugees from private law practice. How can we teach our students about the joys to be found in our chosen profession, even if our own experiences were difficult? This discussion-based presentation will explore ways to reframe our own thinking about our practice experiences and law practice generally, with the hope that we can convey positivity when teaching about practice.

Lyrics for Law Students
Mary McDonnell – Santa Clara University School of Law
Music has an incredible way of reaching people. A song can give confidence to an unsure student. A song can open the door to the seemingly unreachable student. A song can bring a third of the class to tears. In this presentation, I will talk about how I strategically used music at different points in the year. These lyrics had a profound impact on my ability to engage and teach my
students. I will discuss the reactions from three different kinds of students: the stubborn student, the silent student and the struggling student.

**Using Music to Teach Citations**

Nancy Oliver – University of Cincinnati College of Law

Student success is music to our ears! Although she usually dreads teaching citations, Professor Oliver will discuss her favorite class involving using music lyrics to practice citation skills. In this group exercise structured as a competition, student groups prepare citations set in song lyrics. They earn points in their groups for correct citations and individual points for each song name and artist correctly identified. The several students who earn the most points receive gift cards. This exercise consistently helps students gain competency in preparing citations while adding a little fun to the semester.

**Saturday, Sept. 16**

2:00-2:50 p.m. EDT

**Wynne Courtroom (Room 100)**

**Exit Laughing: Ideas for a More Fun, Productive Classroom**

Meredith Stange – Northern Illinois University College of Law

Jeanna Hunter – Northern Illinois University College of Law

Sandra Kupelian – Northern Illinois University College of Law

Jay Streitz – Northern Illinois University College of Law

Legal Writing courses are built around giving 1L students critical feedback and often being the first to do so. Thus, Legal Writing professors need to quickly connect with their students to build the trust necessary to foster a good learning environment. During this interactive presentation, the NIU Law Legal Writing department will discuss ideas and exercises that have worked to make the classroom a more fun, productive place. Some topics we’ll discuss include: using treats to foster productive group work and discussion; using children’s characters and toys to encourage class participation; and using scavenger hunts to promote intellectual curiosity.
Room 259

Less is More: Replacing or Reducing Traditional Comments on Drafts
With Faster and Better Assessment Techniques
Susan Bakhshian – Loyola Law School, Los Angeles
Commenting on drafts is time consuming, duplicative when papers have similar mistakes, and ineffective when later drafts do not correct the errors. This presentation includes ready to use assessment techniques to replace or reduce traditional commenting on drafts, such as a true/false “quiz” that provides feedback on common mistakes in memos or briefs and a self-assessment assignment where students create their own customized proofreading list. Other techniques include new ways to use some old favorites such as general comment lists, IRAC self-assessment checklists, and limited drafts. This presentation will include ready to use handouts to try out these techniques.

Room 385

Truth is Stranger than Fiction (And Funnier, Too!): Creating Real World Exercises that Engage, Entertain, and Educate
Allison Ortlieb – DePaul College of Law
This session will begin with a PechaKucha presentation (20 slides, 20 seconds each) discussing the goals and pitfalls in creating good, effective assignments using the real world. It will feature some excellent sources of inspiration for assignments and exercises. After the brief presentation, participants will break into smaller groups to review stories they find in some of the suggested sources. Groups will vet potential fact patterns and brainstorm how the real-world stories might be used in exercises or assignments. The small groups will share their findings with the other small groups. The goal for this presentation is for every participant to walk out with at least one real life fact pattern that can be used in an assignment or exercise.
Room 259 (Paired Presentations)

Using Vidcasts of Remarkably Short Lectures to Flip the Classroom and Encourage Active Learning
Timothy Duff – Case Western Reserve University
Certain topics require some form of lecture and, as a result, often use up precious class time. In addition, the effectiveness of long lectures is debatable. One way to address these problems is by combining out-of-class lectures with in-class active learning. The presentation will discuss how vidcasts of short lectures that students watch outside of the classroom can be used to “flip the classroom” and encourage active learning.

A Few Tools for Blending Online Learning into LR&W Courses
Ursula Weigold – University of Wisconsin Law School
Kim Peterson – University of Wisconsin Law School
Engage students and re-energize your teaching with “blended” online learning, which allows students to spend in-class time actively. Online preparation might include watching a video, reviewing a case file, or completing an exercise. We’ll review some user-friendly tools to create online course components. With screen casting, you can create short videos and display and narrate whatever is on your computer screen, e.g., a Word document, a webpage, or another video. Case-scenario builders are an additional tool for building appealing and thought-provoking online case files linking photos, text, and self-testing. Come see our short demonstrations, and share your own tools!

Room 385 (Paired Presentations)

Crossing All the Bridges Along the Yellow Brick Road
Barbara Brunner – Pennsylvania State University Law
I will present a fun way to teach two basic concepts in 1L legal analysis and writing: 1) Remember to provide a “because” for your conclusions. I have students sing, “Because, because, because, because, becaaaaause...” from the Wizard of Oz as we work on REs and RAs. 2) Also provide “therefores” - but
don’t leap across facts to “therefore,” leaving the reader standing at a cliff with no bridge or stairs. I draw a cliff with facts on one side, a conclusion on the other, and a writer-“leaper” watched by a perplexed reader. We then build a step-by-step “reasoning bridge.”

**Change Your Syllabus, Change Your Life**

Elizabeth Sherowski – The Ohio State University, Moritz College of Law

Our syllabi are one of the first acts of communication with our students — and as the cliché goes, there are no second chances to make a first impression. What impressions are your students getting from your syllabus? Is it a dry, static document, full of “no” and “don’t,” overstuffed with university-mandated language? Or is it a dynamic, streamlined, document that welcomes and engages your students right away? Bring your syllabus to this session, where we will look at the latest research on syllabus content and design and incorporate it into our own syllabi. You’ll leave this session not only with a revised and refreshed document, but with a renewed perspective on teaching and learning.