# It's Alive! Breathing New Life Into Old Topics

Capital Area Legal Writing Conference
University of Maryland
March 2016

Professors Hugh Mundy, Amanda Foster & Olympia Duhart

# Even in 2016, the Basics Still Matter

- Expanded view of LRW
- But...basics skills are still essential
- Students arriving with more limited skills
- Firms less interested in on-the-job training







How to Revive Some of the basics

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Some are "Deadly"
Boring

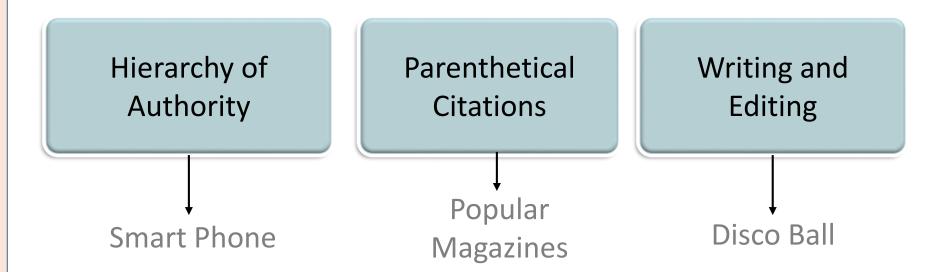
Hierarchy of Authority

Parenthetical Citations

Writing and Editing

How to Revive Some of the basics

Some are "Deadly"
Boring





Parenthetical Citation

Writing and Editing

Use a Smartphone

# Why <u>Wurie</u>? Teaching Court Structure and Hierarachy

Hugh Mundy, The John Marshall Law School



### Court Hierarchy: Coma-Inducing, Yet Critical

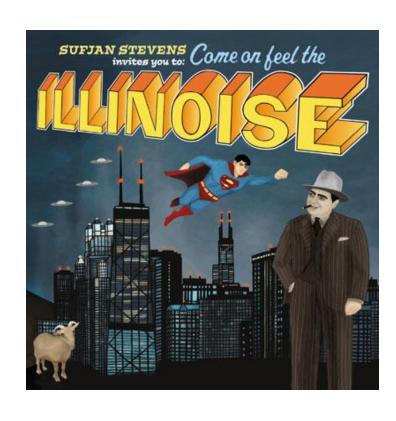
• Essential to understanding binding legal authority.

 Foundational for strong case briefing and analysis.

• Fundamental for effective legal research and writing.



# The Parallel Court Structure State and Federal Courts



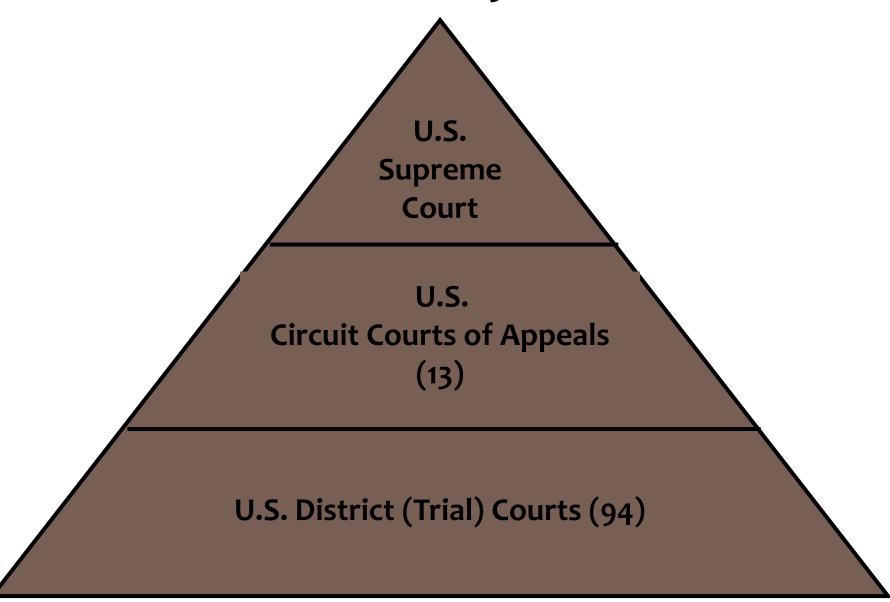


## The Federal Court System

Article III of the U.S.
Constitution places the judicial power of the federal government in "one Supreme Court, and in such inferior courts" as Congress might decide to establish.



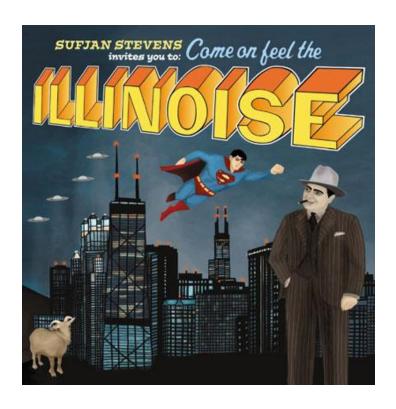
# **The Federal Court System**



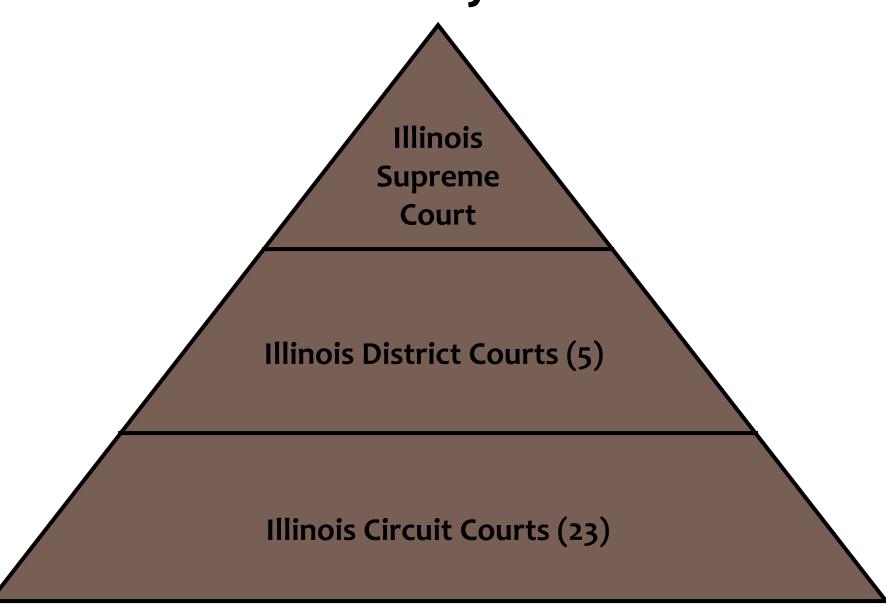
# The Illinois Court System

Article VI of the Illinois Constitution of 1970 (the Judicial Article) provides for a unified, three-tiered judiciary system.

With a possible "fourth" tier!



# The Illinois Court System



# **Using Riley and Wurie**

• Final ruling?

• Dates?

• Points of origin?

• Rule of law?



Hierarchy of Authority

Parenthetical Citations

Writing and Editing

Use popular magazines



Amanda M. Foster

#### How can we use the news to help teach about explanatory parentheticals?

# The New York Times



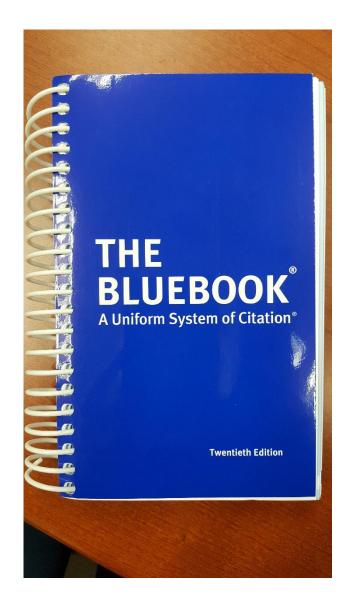




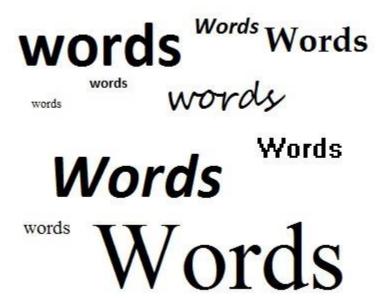


Explanatory parentheticals

Added to briefly explain the proposition for which the case stands.



How do you choose the words for your explanatory parenthetical?



#### This docket is current through 03/04/2016

Current Date: 3/4/2016

SUPERIOR COURT, LOS ANGELES COUNTY, CALIFORNIA Source:

CASE INFORMATION

KHLOE KARDASHIAN ODOM v. LAMAR JOSEPH ODOM Case Title:

SUPERIOR COURT, LOS ANGELES COUNTY Court:

CENTRAL DISTRICT Division:

BD593072 Case Number: CIVIL Case Type:

DOMESTIC RELATIONS Case Subtype:

DISSOLUTION OF MARRIAGE (GENERAL JURISDICTION) Description:

12/13/2013 Date Filed:

DISMISSED - OTHER 10/21/2015 Case Status:

#### PARTICIPANT INFORMATION

#### **ODOM KHLOE KARDASHIAN**

PETITIONER Type:

**ODOM LAMAR JOSEPH** 

RESPONDENT Type:

ATTORNEY INFORMATION

LAURA ALLISON WASSER

# Khloe Kardashian Odom v. Lamar Odom The Superior Court of California County of Los Angeles

#### Exercise:

On December 13, 2013, Khloe Kardashian Odom filed a petition for dissolution of marriage from her husband, Lamar Odom. The couple married on September 27, 2009. Mrs. Odom cited "irreconcilable differences" for the reason for seeking a divorce. On October 21, 2015, Mr. and Mrs. Odom filed a request for dismissal without prejudice of this divorce petition. The court held that a request for dismissal of a divorce petition should be granted if it is unopposed by either party or jointly filed. Therefore, the court granted this jointly filed, unopposed motion.

If you wanted to cite this case for the purpose of providing support for dismissal of a divorce petition at the request of a party, what would you use as the parenthetical information?

\*hint – start with an –ing word.

### Possibilities:

(holding that a request for dismissal of a divorce petition should be granted if it is unopposed by either party or jointly filed).

(granting a request for dismissal of a divorce petition because it was unopposed by either party and jointly filed).

Hierarchy of Authority

Parenthetical Citations

Writing and Editing

Use a disco ball



# Reviving Writing & Editing Instruction



#### **Objectives**

- Teaching students to complete drafts in advance
- Helping students become better editors
- Building a community of writers
- Minimizing the stress associated with the writing process

# Essentials

- Lots of hype!
- Explanation of ground rules
- Reinforcement (teaching assistants, law review members)
- Food
- Nonalcoholic drink
- Muzak
- Handouts on editing
- Patience and supportive attitude

#### Caveats

- Do not attempt to formally "teach" a class
- Do not abandon honor code guidelines
- Do not strictly enforce the hours
  - (Know when to wrap the party, and when to carry on the after-party)
- Do not admit uninvited guests
- Do not try anything that isn't consistent with your teaching philosophy or personality

# Student Reaction to the LRW Lounge

"I liked the LRW lounge. I participated and I liked that it gave us an informal atmosphere to write or ask questions. A lot of students do not take advantage of office hours for various reasons, so the LRW lounge is perfect to get questions answered and write."

# Student Reaction to the LRW Lounge

"The lounges were especially helpful if you came with a good amount of your writing already done, that way you could get a critique from the professor on your arguments — I got feedback on whether my arguments were logical, strong and framed in an appropriate manner. Then I knew what I had to edit."

# Student Reaction to LRW Lounge

"It is helpful as a first year student to spend time around a professor in a more casual manner. A lot of first year is intimidating from a student's perspective. I remember the lounges helped to tear down some of those barriers."





# Questions?



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