The Sixth Annual Capital Area Legal Writing Conference
March 11-12, 2016
March 11, 2016

Dear Colleagues,

The University of Maryland Francis King Carey School of Law welcomes you to the Sixth Annual Capital Area Legal Writing Conference. We are honored to host this important gathering. Strong writing skills are crucial for any lawyer, regardless of practice area or employer, and you are essential in training the next generation of great lawyers.

We have a dynamic group of presenters from roughly 27 law schools across the country. Our conference features a keynote luncheon address by distinguished advocate and long-time clinician Michael Millelmann, the Jacob A. France Professor of Public Interest Law at Maryland Carey Law.

As someone who has taught legal writing in law school, I recognize the hard work and effort that goes into being a successful legal writing professor. From revision, to revision, to revision, you are on the front lines of our students’ learning how to write like a lawyer. Maryland Carey Law is proud of its Legal Writing Program under the leadership of its director, Law School Assistant Professor Sherri Lee Keene and Law School Associate Professor Susan Hankin. Our two-semester program features both full-time faculty and adjuncts who are committed to the development of our students as capable lawyers and writers. In addition, all full-time Maryland Carey Law students are required to take one of our 20 clinics to help provide access to justice for people in Maryland. As a result, students’ doctrinal courses are combined with rigorous research, writing and clinical experiences to create a blend of theory and practice that serves graduates—and their clients—well.

I hope you have an opportunity to explore Baltimore while you are here. It’s called Charm City for a reason. Friendly people and superb restaurants are just a short walk or cab ride from the law school.

Thank you again for your interest in this conference and your service to our profession as teachers of legal writing. We are grateful for both.

Sincerely,

Donald B. Tobin
Dean and Professor of Law

DBT/tr
Room 302  Creating the Case File: Using Bloomberg Law to find the Best Examples for Legal Research Assignments
Michael Poveromo & Liana Rizzi
(Sponsored by Bloomberg Law) This presentation will begin with ways legal research and writing instructors can use news and BNA Law Reports to find on-going and unique fact sets to help develop legal research problems. We will then explore the relevant dockets to identify filings that can further help craft questions instructors would like their students to work on. We will end with a very brief update on new content recently added to Bloomberg Law.

3:45 - 4:00 p.m. Break

4:00 - 4:55 p.m.

Room 108  Three Strategies to Help New Legal Writers Excel in the Workplace
Alexa Z. Chew and Katie Rose Guest Pryal

Empirical research shows that one of the most challenging tasks for new lawyers on the job is writing independently. New legal writers have trouble at all phases of the writing process: understanding a writing assignment, writing the assignment, and revising the assignment with feedback from supervisors or peers. This workshop-style presentation will provide three hands-on techniques that legal research and writing professors can use to help new legal writers transition from law school to the legal workplace. The presenters will discuss the effective use (1) of assigning memos, (2) of go-bys (or sample documents), and (3) of feedback from both professors and peers. As the presenters will show, each of these classroom techniques can be used to teach skills that transfer from law school to the workplace. The presenters will provide materials that participants can use right away to implement these strategies in their own classrooms.

Room 205  All the Law’s A Stage: Using Vocal Techniques from Theatre to Improve Presentation Skills
Stephen Paskey

Practicing lawyers speak more than they write, with audiences ranging from clients and colleagues to judges, juries, legislators, and the press. When lawyers act in a professional role, they are quite literally acting. Research has shown that how we speak may matter as much as what they say. This presentation explores how we can improve the presentation skills of our students (and ourselves) with exercises adapted from professional theatre. Participants will learn exercises to help students find their natural pitch; broaden their vocal range; develop a resonant tone; improve clarity and projection; and enhance their ability to convey a sense of “presence.” They’ll also learn about posture, breathing, and the effective use of movement and gesture. The presentation is highly interactive: volunteers will be asked to stand, move, make noises, and talk with one another. Chocolate and tennis balls may be involved.

4:00 - 4:25 p.m.

Room 302  Add-On Contract Drafting Workshops
Martha Erten

Transactional lawyers draft agreements, litigators negotiate and draft (and later interpret) settlement agreements, family lawyers do prenups and separations as well as open adoptions, and plea agreements are a big part of criminal practice. Yet law schools hardly train law students to do that work. New ABA transition-to-practice requirements focus on whether at some point teaching professionalism crosses a line into teaching a negative kind of conformity. The goal of this presentation is not to provide answers but to spark a debate in the legal writing community about what is and is not professional behavior. Most law schools now recognize their obligation to teach professionalism to their students, and much of that teaching occurs in the legal writing classroom. Yet there is often debate around what is and is not professional behavior. Everything from appropriate email greetings to footwear to what some consider “annoying” vocal inflections has been debated, and the answer most often provided is to teach students to do what is expected of them in the profession today by those who are already there, regardless of how much it may infringe on students’ identities. And yet, in a profession that has been plagued for years by mental illness, addiction, and even suicide, are we doing a disservice to our students by trying to show them how best to fit in to the way things already are? In other words, are we training our students to conform to aspects of the profession that they might very well do better to band together and fight against? The goal of this presentation is not to provide answers but to spark a debate in the legal writing community on whether at some point teaching professionalism crosses a line into teaching a negative kind of conformity.

Room 302  Teaching Professionalism or Teaching Conformity?: When Does Teaching Students to Fit In Go Too Far?
Tammy R. Pettinato

This presentation highlights the experiences of two professors; one of whom began as an adjunct professor and moved full-time into the academy, and the other who has maintained a full-time legal practice while working as an adjunct professor. These professors will share their nuggets of wisdom that include: (1) what they knew or wish they had known the first day of teaching a 1L legal research and writing course; and (2) tips and techniques for equipping adjunct professors teaching full-time or part-time law students. Some of the topics that will be discussed may include: understanding pedagogy, administrative aspects of a director-led or director-less program, and methods to reach current law students (i.e., millennials and beyond).

Room 205  So You Want to Be a Law Professor? Understanding the Big Picture on Day One!
Shakira D. Pleasant and Kosiso Onyia

This presentation will examine the importance of adopting a practice ready, theory strong and socially relevant curriculum in Legal Analysis, Writing and Research Skills (LAWRS) courses. I will start by addressing the current role of legal education in our society and how LAWRS instruction fits into that role. I will further discuss how diffuse terms such as “practice ready”, “skills”, and “client centered” have been used to drive superficial reforms in LAWRS curricula without truly focusing on the multilayer meaning of these concepts. In addition, I will explore and share several pedagogic practices I have incorporated in my LAWRS courses aimed to train practice ready attorneys and meet the current needs of legal education. Finally, I will discuss how to implement such teaching strategies and comment on students’ reaction to this type of instruction.

Room 302  Cognitive Science Principles Every Professor Should Know
Allysa Dragovich

Much of what we intuitively believe about how humans learn is not supported by science. For example, many would advise students to master one skill before attempting to learn an additional skill. However, theories about interleaving and spaced practice argue that in fact, students learn better when they try to acquire several new skills at the same time. This program will discuss new theories in cognitive science and how legal writing faculty can leverage these concepts to improve their teaching.

5:00 – 5:25 p.m.

Room 205  Building a Practice Ready, Theory Strong & Socially Relevant LAWRS Curriculum
Anibal Rosario Lebrón

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5:30 – 6:30 p.m. Reception (Atrium)
Learning legal writing is typically laborious. Old writing and thinking habits must die, and often they die hard. New lessons must find good homes in students’ thinking, becoming readily available when the students write. But good homes are deceptively hard to find. Students routinely nod and say “I got it,” when the “it” is foundational knowledge about legal writing. Yet often the students’ subsequent writing says: “I don’t quite have it.” It, despite reader-friendly textbooks, annotated samples, and creative in-class exercises, often just won’t stick. Works such as Make It Stick: The Science of Successful Learning (2014) help. In that engaging book, cognitive scientists offer an accessible summary of recent research on cognition and learning strategies. Legal writing professors can use such information to design instruction. My presentation will show ways that “the science of successful learning” can help in the legal writing classroom.

Room 205  A Conversation About Discipline Building  Ruth Anne Robbins, Ellie Margolis, and Sherri Lee Keene

This summer LWI launched a new initiative on Discipline Building: we are three members of the working group. Building the discipline of our field includes (a) studying and conveying knowledge of theories, principles, practices, and conventions of legal communication and (b) supporting the development of scholars and leaders in legal communication. Progress has been made in discussions of why we should engage in discipline building and of what that might mean. We hope this particular conversation will involve many voices in an exploration of other aspects of this development of the discipline, including who should be involved in discipline building and how we should engage the project.
Room 108  The Art and Science of Good Thinking
Iselin Gambert and Jessica Wherry

Good thinking: it’s at the core of every strategic decision, well-reasoned brief, and bold new idea. It’s also what drives us to make smart choices and live balanced lives. Good thinking is clear, focused, intentional, and strategic. It’s a prerequisite for law students focusing on preparing for class, writing a note, and studying for – and taking – exams. And it’s a must for lawyers working on a brief, preparing for a client meeting, or taking a deposition. But as much as lawyers, law students, and law professors might intellectually understand that professional success and personal contentment demand good thinking, it seems increasingly hard to come by in this age of nonstop connectedness and shortened attention spans. In this interactive session, we will discuss and practice strategies for harnessing mindfulness techniques and exercises that are scientifically proven to increase productivity, focus, and performance. We will discuss ways to incorporate mindfulness practices into the classroom, and into our own daily lives.

Room 205  It’s Alive! Breathing New Life Into Old Topics
Olympia Duhart, Amanda Foster, and Hugh Mundy

It is always a challenge to keep things fresh – especially in Legal Research & Writing. This presentation will highlight different strategies LRW professors use to reinvigorate important – but sometimes boring – topics. Each of the three presenters will discuss how to teach an old topic with a new spin. Topics discussed will include: (1) understanding hierarchy of authority, (2) writing and editing an effective working draft, and (3) creating informative parenthetical citations. Presenters will share their specific teaching tips on revitalizing common topics through the use of smart phones in the classroom, the staging of an “LRW Lounge,” and the incorporation of celebrity news stories in class.

The presentation of lesson plans will be followed by a question and answer brainstorming session on how to create new spins on old topics. Handouts and teaching materials will be distributed to all participants.

Room 108  Need Grit(s)? Add Some Gravy
Claudia Diamond

Do your students have “grit”? We know that students who are determined, persistent, and resilient are more likely to be successful in our classes. But what do we do if our students don’t have grit? Can we teach skills in our classes that can help learn failure, skills, like any other, that can be mastered. This presentation explores ways to set our students up for success that they strive for and achieve success, both in the classroom and beyond. Specifically, this presentation will explore tangible tools to use in class and in individual conferences to help give our students the academic and emotional space to take risks, make mistakes, and persevere in the face of failure.

Room 302  Scaling Failure
Kaci Bishop

All law students will make mistakes, and these mistakes, even small praiseworthy ones, are often viewed as failures. Fear of failure – big or small – can demotivate or paralyze law students, particularly in their first year. But, as the research of Carol Dweck, Angela Duckworth, and others has shown, the willingness to embrace failure and the ability to learn from failure are skills, like any other, that can be mastered. This presentation explores ways to set our students up for success that they strive for and achieve success, both in the classroom and beyond. Specifically, this presentation will explore tangible tools to use in class and in individual conferences to help give our students the academic and emotional space to take risks, make mistakes, and persevere in the face of failure.

Room 302  Peer Editing on a Large Scale: Protecting Anonymity, Encouraging Class Participation, and Increasing Awareness of Learning Objectives
Jennifer Franklin

I recently experimented with peer editing on a large scale. Instead of pairing the students for the editing exercise, I divided the students into four groups and provided each group with a packet containing anonymous copies of the entire class’ work. I discovered that students were more open and comfortable with the experience than they were with traditional one-to-one peer editing. In addition, students gained insights concerning the role and perspective of the audience. As a whole, the students then produced a much better product. In this presentation, I will explain the logistics of the exercise, the benefits, and the potential pitfalls. I will also explore briefly the scholarship and psychology that may explain the exercise’s success.

Room 302  Using Practical Law in the Legal Research and Writing Curriculum
Kyla Shank

(Sponsored by Thomson Reuters) This presentation will add a fresh look on how Practical Law is used in law firms and can be incorporated in your first year writing program. Using Practical Law helps your first years understand and can be incorporated in your first year writing program. Using Practical Law helps your first years understand

2:15 – 3:05 p.m.

Room 108  Using Technology to Teach the Flipped Classroom: A Presentation of Various Tools, Techniques, and Tips
Diana R. Donahoe, Jessica Wherry, Shakira Pleasant, and Kristen Murray

Engaging the students through the flipped classroom pedagogical approach requires innovative and experimental techniques – both in and out of the classroom. Professors have been inundated with new ideas, tools, and products for their students. This panel will discuss the flipped classroom pedagogical approach and illustrate various techniques and tools used by the participants. The panelists will discuss their experiences (both pros and cons) with these techniques and provide tips for using the tools and exercises throughout the semester. Panelists will describe and present in-class techniques, including specific class exercises, in-class writing assignments, and oral presentations. The products used for these in-class activities include Skype, TWEN, Canvas, and other online tools.

The panelists will
also demonstrate and discuss their use of various platforms (free and pay-for products) that the students can use out of the classroom. Some examples of these products include library and YouTube videos, tutorials, blogs, ICWs, Core Grammar, TeachingLaw.com, and Mastering the Bluebook Interactive Exercises. After the presentation, the audience will be asked to provide feedback about their own experiences with some of these tools, exercises, and approaches to engaging the students by flipping the classroom.

Room 205        Transactional Drafting: Getting Down to Business

Caryl Kettler

The demand for practice-ready law graduates is met with upper level transactional drafting classes that call on students to work over the course of a semester on multiple matters for the same client. Drawing on her experience as a transactional lawyer and tax law partner and her 12 years as an educator who has designed transactional drafting courses, Prof. Kettler will share a range of deployable exercises, tips, and tricks to help professors design a transactional drafting course. Each assignment incorporates drafting, partner and client relationship management, time-keeping, and professional responsibility training. Students edit deal sheets, draft B2B contracts, and negotiate several contract terms first by editing the other side’s draft and then by meeting as part of a team with representatives of the other side to negotiate and put on paper final terms. Assignments require students to learn about the client’s business and the applicable business rules. Course materials shared will include syllabus, assignment summaries, teaching tools, and rubrics. Course materials were designed to work with Tina L. Stark’s textbook Drafting Contracts: How and Why Lawyers Do What They Do.

2:15 – 2:40 p.m.

Room 302        The Integrated Law School Curriculum

Adam Lamparello

Legal writing instruction – and instructors – should be the centerpiece of legal education. Throughout all three years of law school, students should continually develop their predictive and persuasive writing skills by drafting and re-drafting the most common litigation and transactional documents. In addition, students should draft these documents under the time-sensitive conditions lawyers face in practice, and in the order they would in the litigation and transactional process. This presentation introduces the cross-curricular model recently adopted at Indiana Tech Law School, in which students are given a complex, multi-issue fact pattern on the first day of law school, and over the next three semesters litigate a case from the initial client interview to appellate brief. Students receive feedback from legal writing and doctrinal professors using detailed grading rubrics, have opportunities to re-write, and are required to perform client interviews and oral arguments. The presentation discusses the cross-curricular model, including the teaching methods used to maximize student attainment of core lawyering competencies, and how it can be integrated across the curriculum.

2:45 – 3:10 p.m.

Room 302        Grasp the Subject, the Words will Follow: Reinforcing Doctrinal Learning and Building Skills and Competencies through Legal Writing Exercises

Veronica Finkelstein

In its September 2013 draft report, the American Bar Association Task Force on the Future of Legal Education called upon law schools to enhance skill training and ensure students develop competencies necessary for the practice of law. A large portions of these skills and competencies involve legal writing. At many law schools, legal writing competencies are addressed outside the core curriculum, primarily through clinics and externships. Certainly students may develop competencies there, but clinics and externships are not the only opportunities for students to learn and hone these skills. Core doctrinal classes present unique opportunities to begin developing legal writing competencies from the very outset of law school, creating students who are more engaged and prepared to enter the workforce. In addition, melding practice-ready exercises with core subject-matter creates a synergy that reinforces both writing skills and enhances the understanding of the doctrinal material itself. In this presentation, I will first outline some key legal writing skills and competencies that can be taught to first-year law students. Second, using hypotheticals, exercises, and examples that can be incorporated into first-year doctrinal classes, I will illustrate how professors might incorporate legal writing exercises into doctrinal courses. Finally, I will provide practical tips to help professors get started.

3:15 – 3:30 p.m.    Break

3:30 – 4:20 p.m.

Room 108        Navigating the Cultural Minefield: When Good People Teach Cross-Cultural Competency in Professional Skills Courses and Bad Things Happen

Cindy Archer

As the legal profession evolves from one for a privileged class, it is undisputed that there is a need for cross-cultural competency training in legal education. The presentation will address some of the pitfalls to avoid in attempts to integrate diversity issues in legal writing assignments. The presentation will encourage a discussion of successful and unsuccessful attempts to integrate diversity into 1L assignments. The discussion will center around three assignments used with 1L students that although motivated by good intentions, were not very successful in increasing student cultural competency. Based on some of the research in this area, the presenter will also provide suggestions for avoiding some of these issues as you navigate this minefield in the future.

Room 205        Revisiting the Basics of Grammar with a New Generation of Learners

Karin Mika and Terri LeClercq

This presentation will discuss the new generation of students and their incoming deficiencies in understanding basic English grammar. It will point out things that students do and don’t know, why it is occurring, and what can be done about it. The presenters will give advice on how to deal with students having basic grammar deficiencies, and how to tap into what they do know so that learning grammar does not feel like more drudgery.

3:30 – 3:55 p.m.

Room 302        Using Foreign Authority to Teach Foreign-Trained LLMs

Andrew Jensen Kerr

Teaching hierarchy of authority and common law method is core to the LRW prof’s bailiwick. But at what point should the instructor cordon off the limit of what is okay precedent? Does foreign case law ever have authoritative value? Or pedagogic value? I argue that at least reference to this debate is a useful one in the context of teaching foreign-trained LLMs. I am for fact systems that include a transnational component, to help acculturate international lawyers to our discourse culture, and to also tap into their own expertise and experience. For example, when interpreting & applying convention language US courts sometimes look to on-point foreign case law. Indeed, Justice Scalia even thinks this can be an instructive practice. See Olympic Airways v. Husain, 124 S.Ct. 1221 (2004). In this presentation I will review relevant course materials for my own LRW for Foreign-Trained LLMs syllabus, and invite debate on use of similar texts like dissents or unpublished opinions.

4:00 – 4:25 p.m.

Room 302        Using Non-Directive Conference Techniques with International Students

Jennifer Davis

Non-directive conferencing is a technique used in many writing centers in universities. If you have been teaching legal writing for any length of time, you probably already engage in non-directive conferencing when students come to your office to meet with you about a draft of their paper. Non-directive conferencing helps students focus on process, audience, and finding their own voice. International students are often less likely than JD students to come and visit me in my office to review their work before they hand in a paper. The usual approach to conferences at UNH Law involves reading the paper first, returning the comments, and then meeting with students about the comments. I have found this approach is not always optimum with English language learners. I will present on my experience using required, non-directive conferences with my students in the Spring 2016 semester. I will conference with students on an initial draft before they hand in their first graded draft. I will read over the student’s paper and mainly use questions to identify what particular issues are troubling the student. I hope to provide process, analytical, or other tips, and to head off any major analytical, organizational, or writing problems.
Room 108  Multitasking for Professional Development: Legal Writing, Constitutional Law and Scholarship
Regina Ramsey-James

Although I am a full time member of the Legal Analysis & Writing Faculty, I often teach, as an Adjunct Professor, Constitutional Law I (1L Course - Spring semester) and Constitutional Law II (2L Course – Fall Semester). In addition, I write and present on issues related to the Constitution and Education (substantive due process and equal protection). And, I am a continuing legal education speaker on Ethics and Professionalism. Thus, this presentation addresses how I maximize my limited time to effectively balance my teaching and scholarship. For example, I use constitutional law based hypotheticals (adapted from cases pending on the Supreme Court docket and from old Louisiana Bar Examinations) in my legal writing course. And, I use these same hypotheticals as part of the class lecture and discussion in the Constitutional Law courses. I develop a basic grading rubric for each hypothetical that can be used for both courses. I then tweak the rubric for legal writing to include basic writing skills such as grammar, punctuation, sentence structure, citation format, etc. Furthermore, my scholarship informs my teaching in the areas of substantive due process, equal protection, as well as ethics and professionalism.

Room 205  Running out of Time?: 3 Time Management Skills Lessons for LRW Students and Professors
Karen D. Thornton

Does law school really teach students how to think like a lawyer? Then why do so many students, and even lawyers, lack the judgment needed to make careful time management decisions? This presentation will provide specific exercises and lesson plans that can be integrated into the LRW curriculum to give students confidence in their decision-making skills. Specific examples include using rubrics to create milestones and weekly to do lists, in-class email writing assignments to practice professional time management skills, and meditation practices to achieve balance, focus, and long-range perspective.

Room 302  Multitasking for Professional Development: Legal Writing, Constitutional Law and Scholarship

Most 1L legal writing courses address at least some ethics issues. This presentation identifies ethical issues that are useful for 1Ls and teachable in the context of traditional 1L legal writing. Teaching professionalism as part of first-year legal writing emphasizes professionalism to students while they are still developing professional identities as lawyers. It prepares them for professionalism issues they may encounter in their first summer employment, before they get to the formal upper-level Professional Responsibility course. Topics discussed will include: plagiarism, adverse authority, responsibility for actions ordered by supervisors and supervisors’ authority for subordinates’ actions, ghostwriting, adherence to court rules, and fundamental duties of lawyers such as competence, diligence, candor, truthfulness, and confidentiality.

PRESENTERS BIOS

CINDY ARCHER is a professor who was appointed the Director of Lawyering Skills after 10 years of practice and 12 years on the Loyola faculty. As such she coordinated a program with 13 full time faculty members. Archer was also the inaugural Director of Concentration Programs at Loyola. In this position, she has helped to develop Loyola’s ten Concentration Programs. As Director Archer not only provides administrative guidance to faculty advisors and course counseling for students, but oversaw the development of curriculum in a number of the programs. For example, she created and taught the Civil Litigation Skills Practicum simulation course which is a capstone course for the Civil Litigation and Advocacy Concentration. In June 2015, she was appointed the associate Dean of Clinics and Experiential Learning at Loyola. B.A., Stanford University J.D., Georgetown University.

HEATHER BAUM is a professor of law at Villanova University School of Law. She teaches in the first-year Legal Research, Analysis, Writing & Communication Program. She also teaches workshops on communicating across difference as a legal professional through Villanova’s Professional Development Program. Prior to joining Villanova Law School, she practiced consumer regulatory compliance at Blank Rome LLP in Philadelphia, Pennsylvania.

KACI BISHOP is in her sixth year of teaching at the UNC School of Law. She teaches legal research, reasoning, and writing as part of the 1L curriculum and teaches in the school’s immigration clinic previously. Kaci is also a graduate of Carolina Law. After receiving her J.D., Kaci clerked with the Honorable Judge Linda McGee at the N.C. Court of Appeals for a year before practicing immigration law at the N.C. Justice Center. As an attorney, Kaci fostered a client-centered practice: As a teacher, Kaci strives to foster a student-centered approach and to create a classroom that encourages learning from failure and building resilience.

KELLY BURGESS is an assistant professor of legal writing at North Carolina Central University (NCCU) School of Law. She currently teaches Legal Reasoning and Analysis, Legal Research and Persuasion, Appellate Advocacy, and Legal Letters. Prior to becoming a full-time professor at NCCU, Kelly clerked for a time for Chief Judge Linda McGee at the North Carolina Court of Appeals, worked in Academic Support at NCCU, and served as Director of Bar Preparation and Support at NCCU.

ALEX Z. CHEW is a clinical associate professor at the UNC School of Law. She teaches Research, Reasoning, Writing, and Advocacy I and II; Foundations in U.S. Common Law; and U.S. Legal Research and Writing. In 2015, she was awarded the Robert G. Byrd Award for Excellence and Creativity in Teaching. Professor Chew earned her A.B. with honors from Princeton University in Ecology and Evolutionary Biology. She graduated from the Duke University School of Law, where she was a member of the Duke Law Journal. Professor Chew then practiced corporate law in Boston at Bingham McCutchen LLP. She returned to North Carolina to clerk for the Honorable Rick Elmore at the North Carolina Court of Appeals, where she served for six years. She is the author of The Complete Legal Writer (CAP 2015).

DAVID R. CLEVELAND teaches a variety of legal writing, advocacy, and professional ethics courses at Valparaiso University Law School. He has previously taught Professional Responsibility, a host of Masters of Law courses, and an innovative Internet Gambling Law course that he designed. Professor Cleveland is a graduate of the Georgetown University Law Center and a member of the Michigan, Sixth Circuit, and United States Supreme Court Bars. He has written and presented extensively on federal court reform and the history, value, and future of unpublished opinions in the federal courts.

CHRISTOPHER CORTS teaches two first-year courses in legal writing, analysis and research, and an upper-level seminar course in jurisprudence. Prior to joining the faculty at University of Richmond, Corts was a member of the Appellate Practice Group in the Miami office of Carlton Fields Jorden Burt. Notable cases include Henry v. State of Florida, No. SC12-578, 2015 WL 1239696 (Fla., March 19, 2015), reh’g denied, September 24, 2015 (holding the 8th Amendment’s prohibition against “cruel and unusual” punishments precludes the State from sentencing juvenile non-homicide defendants to lengthy-term-of-years sentences without providing an opportunity for parole).

JENNIFER DAVIS is the director of Graduate Skills at UNH Law. In that role she works closely with many of UNH Law’s international students, providing them with foundational skills in legal analysis and writing and an understanding of the American legal system. Before teaching in the graduate program, Davis taught JD legal writing at UNH Law for a number of years. She previously taught legal writing at Suffolk University School of Law.

SHELLY BIBB DeADDER is an assistant professor of legal writing at North Carolina Central University (NCCU)
School of Law. Prior to joining the faculty at NCCU, she served as a law clerk for Judge Robert C. Hunter at the North Carolina Court of Appeals. She subsequently worked at the North Carolina General Assembly in the nonpartisan Research Division. Prior to becoming a full-time professor, she was an adjunct in the NCCU School of Law Legal Writing Program. She currently teaches Legal Reasoning and Analysis, Legal Research and Persuasion, Judicial Opinion Writing, and Appellate Advocacy.

CLAUDIA DUNN teaches at the University of Baltimore School of Law and manages the school’s academic support program. In this capacity, she designs and implements strategies to improve law students’ academic outcomes. Most recently, having partnered with the university’s writing director in securing grant funding, she created a peer-led Legal Writing Center. She also coordinates the law school’s first year writing and advocacy course taught each spring by practitioners and judges. In addition to teaching writing, she teaches legal ethics. Originally from Texas, Claudia moved to Baltimore twenty years ago and loves this City.

DIANA DONAHOE has taught LRW for over twenty years at Georgetown Law Center where she won the Fegel Teaching Award for her innovative classroom methods. She has written articles and books on engaging pedagogies and has spoken on numerous panels discussing using technology in and out of the classroom. She has worked with various publishers, including Wolters-Kluwer, Bloomberg/BNA, and CALI to produce both free and fee-based resources to help professors flip the classroom to engage the students. She has been a pioneer at Georgetown Law Center and in the LRW community in using technology to teach.

ALLYSSA DRAGNICH is a professor of legal writing at the University of Miami School of Law. She is an active member of ALWD and LWI, serving on major committees of both organizations. She is the chair of the 2016 Southeastern Conference and on the program committee for the 2016 LWI Biennial Conference. Prior to teaching, Alyssa worked at Steptoe & Johnson LLP in Washington, D.C. She earned a B.A. in political science from Duke University and a J.D. from the University of Chicago Law School, where she was also Articles Editor of the Chicago Journal of International Law.

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