

The Sixth Annual Capital Area Legal Writing Conference

March 11-12, 2016



UNIVERSITY
of MARYLAND
FRANCIS KING CAREY
SCHOOL OF LAW

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 Millemann, 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

Friday, March 11

2:15 – 2:40 p.m.

Welcome Remarks (Cermonial Courtroom)

Barbara Gontrum, Associate Dean for Academic & Administrative Affairs, Maryland Carey Law

2:45 - 3:35 p.m.

Room 108

We're Not in Memo and Brief Land Any More: "Statutes and Rules and Regs! Oh My!"

Jan M. Levine and Ann Schiavone

Statutory or rule drafting is an oft-ignored area of legal writing which should be addressed by more upper-level legal writing courses. The skills and experience students acquire in such courses are invaluable for law practice where problem-solving on behalf of clients frequently includes drafting or amending rules in a variety of settings. The courses are fun for faculty to teach, the courses can satisfy upper-level writing requirements as well as experiential learning requirements, and the courses can also address service-learning and public service initiatives. We will explain how to teach these courses without overloading LRW faculty who are concurrently teaching first-year courses; describe the two different statutory or rule drafting courses we have taught for many years; and share our course materials, samples of student work product, and student evaluations. One of the courses we will describe is designed as a mock state legislature, involving simulations of the legislative process for some faculty-selected current problems. The other course focuses on students preparing statutory or rule-based solutions to real-world problems each student identifies, including state and federal statutes, local ordinances, sports league rules, and university and law school practices and procedures.

2:45 to 3:10 p.m.

Room 205

Using Cognitive Science in Persuasive Writing Classroom

Laura Webb and Christopher Corts

How can cognitive science enhance your ability to teach familiar persuasive writing techniques? The presenters will first discuss scientific evidence about the concepts of priming and framing. Providing real-world examples from opposing case briefs, presenters will show how you can use these briefs in class and guide students to a deeper appreciation for how and why legal writers use priming and framing to advance their client's interests.

Room 302

Walk the Line: Digital Technology and the Legal Writing Classroom

Rachel Stabler

The internet and digital technologies have become an ingrained part of culture. The legal profession is no exception: a growing number of judges now use tablets to read briefs, and E-discovery software has become a billion-dollar business. Yet research shows that digital technology can be detrimental to the learning process. Students can become addicted to technology and lose their ability to engage in activities that require sustained focus. How do we balance these dangers of technology with the reality that it is and will be a significant part of our student's educational and professional lives? How can we teach our students to use technology effectively, so that it benefits rather than harms their education and eventually their legal career? This presentation will highlight ways we can teach students to use technology outside the classroom and approaches to using technology inside the classroom that augment, rather than detract, from learning.

3:15 – 3:40 p.m.

Room 205

From Grade Achievement to Knowledge Acquisition – Shifting Student Focus

Shelly DeAdder and Kelly Burgess

Students attend law school because they want to become practitioners, but when they start their 1L year, the obsession with obtaining high marks begins immediately. It is understandable because they will one day compete for jobs and their grade point average and class rank will be paramount in employer evaluation; however, students must understand that they will have to perform well in the workplace in order to keep their jobs. If they direct their focus to honing their analytical and writing skills while in law school, they will be prepared to excel in the workplace. This presen-

tation focuses on the need to shift students’ mindset from grade achievement to knowledge acquisition in order to become practice-ready attorneys and the challenges instructors face in directing that shift.

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 - 4:50 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. And when lawyers act in a professional role, they are quite literally acting. Research has shown that how we speak may matter as much as the words we 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 Ertman

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 are pushing law schools to figure out how to teach these skills. This presentation describes a podium teacher’s 1 to 2-credit drafting workshop that integrates negotiation and drafting with doctrinal materials. The course uses a hypothetical seller-financed restaurant sale that mirrors material covered in a leading Secured Transactions casebook (Lopucki, Warren & Lawless, Secured Credit). Students learn how to understand the basics of the business transaction, translate those basics into contract concepts like recitals, definitions, covenants and representations, and then to words on the page that both satisfy doctrinal requirements and comply with conventions of contract formatting. At the end of

the course each student has negotiated and drafted a Promissory Note, Security Agreement, and Financing Statement. The presentation will include sample syllabi, contract templates, and grading rubrics.

4:30 – 4:55 p.m.

Room 302 Cognitive Science Principles Every Professor Should Know
Alyssa Dragnich

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 108 Building a Practice Ready, Theory Strong & Socially Relevant LAWRS Curriculum
Aníbal Rosario Lebrón

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

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

Most law schools now recognize their obligation to teach professionalism to their students, and much of this 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.

5:30 – 6:30 p.m. Reception (Atrium)

Saturday, March 12

8:45 – 9:15 a.m. Breakfast (Krongard Board Room)

9:15 – 10:05 a.m.

Room 108 Making It Stick: Using the Science of Successful Learning in the Legal Writing Classroom
Craig T. Smith

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.

9:15 - 9:40 a.m.

Room 302 Teaching Electronic Legal Research: Bookless but Not Bootless
Sharon A. Pocock

Legal research, once a field dominated by paper sources, is now one overtaken by electronic media. An increasing number of legal resources are available online, book prices are constantly rising, law school budgets are shrinking; consequently, law school libraries – as well as law libraries generally – are undergoing fundamental changes in their holdings. In addition, online legal research platforms continually change, and many novice researchers put less thought into initial queries and thus need to put more thought into an efficient review of retrievals. The change in the form and availability of legal research materials necessarily brings a change in teaching legal research to first-year students, as does a student audience having greater familiarity with online research (if only at a basic level) and diminishing familiarity with book research. Teaching only (or primarily) online research necessarily affects classroom presentation, choice of text, the exercises used to teach and develop research skills, and also final testing. This presentation will discuss the challenges of teaching electronic research sources and process, some different approaches that can be taken, as well as the various teaching materials and exercises available. This topic is timely in that not many schools have yet completely eschewed book research but are being pushed in that direction because of diminishing budgets and changes in law practice.

9:45 – 10:10 a.m.

Room 302 Save Class Time Using Teaching Tools Designed for Legal, Research & Writing Faculty
Elizabeth Ferrick

(Sponsored by LexisNexis) Learn about relevant products and tools to support your teaching efforts including updates on LexisNexis Law School support, Interactive Citation Workstation, Lexis® Learn and other online teaching tools that matter to you.

10:15 - 10:40 a.m.

Room 108 Team-Based Learning: The Intersection of Teamwork and Growth Mindset
Anne Mullins

Team-Based Learning (TBL) is a collaborative learning method in which students are placed into permanent teams for the semester and perform exercises individually first, then in teams, followed by feedback. Significantly, Sophie Sparrow and Margaret Sova McCabe, leaders in legal pedagogy, call TBL “an effective and transformative strategy for law school courses, providing a sustainable, effective, and efficient way to teach important legal knowledge, skills, and values.” Working effectively in a team is a learned skill. Legal employers consistently report that novice attorneys have not yet developed that skill adequately by the time they enter practice. TBL offers unique opportunities for teaching students how to work effectively in a team, giving them opportunities to practice their skills, and providing feedback on their performance from both the professor and from fellow teammates. This presentation will explore the TBL teaching-practice-feedback loop and highlight the opportunities that it creates to encourage students to adopt a growth mindset.

Room 205 Fairy Tales and the Importance of Telling a Story
Bryan Nese

How would Goldilocks’s lawyers present her case to the jury in a trespassing suit? What would the Three Bears’ lawyers say in their opening statement? How can we use familiar tales like this to demonstrate a powerful persuasive tool often overlooked in legal writing? No matter how mundane or hyper-technical, every contested issue has a story. Whether arguing discovery disputes or civil rights violations, legal writers too often miss the chance to tell their readers what’s behind the reams of case law and complex legal analysis. In striving to make the best arguments and struggling to apply the most-helpful case law, we seldom use our opening lines to tell our readers why this all matters (or, more importantly, why they should agree with our position). In this short presentation, I’ll describe the real-world importance of framing the stories behind every legal issue. I’ll then review a short exercise useful for both law students and young lawyers to demonstrate this concept and train your audience on how to apply it to their writing. By highlighting the “good facts” and explaining away the “bad,” we’ll explore how telling a compelling story can be a powerful persuasive tool.

Room 302 Experiments in Pedagogy: The Pro Humanitate Project
Abigail Perdue

Wake Forest’s motto, Pro Humanitate (For Humanity), implores students to utilize their knowledge, talents, and compassion to make this world a better place. With this in mind, I created The Pro Humanitate Project -- an innovative pedagogical tool that simultaneously promotes reflection, self-exploration, collaborative learning, service, scholarship, storytelling, peer editing, thoughtful research, effective writing, proper citation, issue spotting, fact investigation, client interviewing, oral communication, presentation skills, independent thought, originality, and creativity. The Pro Humanite Project requires students to work alone or in pairs to choose a cause that excites them or breaks their hearts. Then the student(s) determine a way to serve the cause in the local community. Then through their service and research, they must identify and investigate a potential legal issue related to the cause. At the conclusion of the semester, students present their project to the class, sharing their stories, insights, and reflections. Thus, The Pro Humanitate Project brings the law to life through service and storytelling and encourages students to pursue their passions.

11:00 - 11:50 a.m.

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.

11:00 – 11:25 a.m.

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 to fail so 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.

11:30 – 11:55 a.m.

Room 302 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 in our classes that can help develop it? Should we? Grit is the modern buzzword encapsulating specific character traits that have been identified as predictors for success. For a number of years now, social scientists and scholars have drawn attention to the need to cultivate the development of these skills in young children. Recently, this scholarship has gained traction at universities. Does it have a place in law schools and in our own classes? Participants will explore the scholarship on “grit” and discuss whether it can be taught and, if so, how. Participants will then engage in hand-on exercises that demonstrate possible ways to add some “gravy” to one’s class to foster the development of grit.

12:00 - 1:40 p.m.

Lunch (Krongard Board Room)
Keynote Address: The Benefits of Collaboration: Bringing Social Justice Into the First Year Student Writing Experience
Michael Millemann, Jacob A. France Professor of Public Interest Law, Maryland Carey Law

1:45 – 2:10 p.m.

Room 108 Bridging the Gap Between Required First and Second Year Legal Writing Courses and the Evolving Roles of Students and Professors
Jessica K. Webb and Heather Baum

Villanova Law School is unique in that it requires three semesters of legal writing to increase the likelihood that our students are practice-ready at graduation. This presentation will discuss the learning goals for the first and second years of legal writing and the specific ways in which the third semester appellate advocacy program builds on the skills taught during the first year. In addition to addressing tangible skills, we will discuss how the roles of the students and the legal writing professors evolve from the first to the second year. We will also discuss the challenges that our relatively new three semester legal writing program has encountered, and how we intend to better bridge the gap between our vision and the reality of teaching second-year law students. We will solicit input from the audience on these topics.

Room 205 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 drafting from a real-world perspective, while adding to their repertoire resources for their future. Not only will we cover Practical Law, but some of the new features in Westlaw that enhance legal research.

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
Cheryl 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 designing 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 mere 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 aim for fact patterns 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

Professionalism for 1Ls: The Start of Professional Identities as Lawyers

David R. Cleveland

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.



PRESENTER 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 Jordan 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.

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CLAUDIA DIAMOND teaches at the University of Baltimore School of Law and manages the school’s academic support program. In this capacity, she designs and implement 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 Flegal 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.

ALYSSA 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 School of Law, where she was also Articles Editor of the Chicago Journal of International Law.

OLYMPIA DUHART is the director of the Legal Research & Writing Program and a professor of law at Nova Southeastern University Shepard Broad College of Law. She teaches LRW, Constitutional Law I & Constitutional Law II. Professor Duhart is Co-President of the Society of American Law Teachers. She also serves on the Board of Advisors for the Institute for Law Teaching and Learning, and the LWI Professional Status Committee. She serves on the Publication Committee for the Section of Legal Education and Admissions to the Bar for the ABA.

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VERONICA J. FINKELSTEIN serves as adjunct faculty at the Thomas R. Kline School of Law at Drexel University where she teaches appellate advocacy, sales law, and criminal law. She is also adjunct faculty at Emory Law where she teaches trial advocacy as part of Emory’s trial techniques program and Rutgers Law where she teaches trial advocacy, pre-trial advocacy, and professional responsibility. She coaches several successful moot court teams at Drexel Law and has authored several scholarly publications on topics including civil practice and the Uniform Commercial Code. Finkelstein currently works as an assistant U.S. Attorney with the U.S. Department of Justice in Philadelphia, Pennsylvania. She has served as the training officer for the civil division and has frequently taught at the National Advocacy Center on ethics, appellate advocacy, and trial practice.

AMANDA FOSTER is an associate professor of law at Nova Southeastern University Shepard Broad College of Law where she teaches Legal Research & Writing, Civil Procedure, Insurance Law, and Disability Law. Previously, Professor Foster taught Legal Research and Writing as an Adjunct Professor at Seton Hall University School of Law. Prior to entering academia, Professor Foster enjoyed a career as a civil litigator in Princeton, New Jersey for over five years. Immediately following graduation from law school, Professor Foster served as a judicial law clerk for the Honorable Jane Grall in the Superior Court of New Jersey, Appellate Division.

JENNIFER FRANKLIN teaches first year legal writing and a second year course in appellate advocacy for William & Mary’s Legal Practice Program. After graduating from Regent University School of Law, she clerked for the Alabama Supreme Court. She spent one year in a teaching fellowship at Regent University before joining the Virginia Attorney General’s Office where she handled criminal appeals. Immediately before joining William & Mary, she served as the Habeas

Supervisor for the Supreme Court of Virginia. During her practice, she spent eight years teaching Appellate Advocacy as an adjunct at Regent University.

ISELIN GAMBERT is associate director of the Legal Writing Program at GW Law. Iselin’s mother was an ordained Zen teacher who taught meditation and mindfulness courses to incarcerated women and others until her death in 2012. Iselin has been deeply influenced by her mother’s work and has herself studied meditation and mindfulness with the Dalai Lama, Thich Nhat Hanh, and Jon Kabat-Zinn. She is an advisor in GW’s innovative Inns of Court program, which incorporates mindfulness training into the first-year curriculum. She is interested in exploring ways to effectively infuse mindfulness practices into law school and law practice.

BARBARA GONTRUM currently serves as Associate Dean for Academic and Administrative Affairs at Maryland Carey Law. She is responsible for the curriculum, including faculty teaching assignments, course scheduling, hiring and evaluating adjunct faculty, working with faculty to resolve student academic issues, and oversight of academic programs. Dean Gontrum also has responsibility for administrative affairs including the budget and financial operations, submission of grant proposals, human resources, facilities, and web services. She represents the School of Law on various UMB committees relating to academic and administrative affairs. Dean Gontrum joined the faculty in 1979 as library director after holding the positions of Associate Law Librarian and Reference/Documents Librarian at the Duke University Law Library. She subsequently became Assistant Dean for Library and Technology. Dean Gontrum has served on many site evaluation teams for the American Bar Association. She has taken a leadership role in academic law libraries, serving as chair of the Academic Law Libraries Special Interest Section of the American Association of Law Libraries and as chair of the Section of Law Libraries of the Association of American Law Schools. She twice served as chair of the Council of Library Directors for the University System of Maryland.

SUSAN HANKIN has been on the faculty at Maryland Carey Law since 1996. She teaches Tort Law, Public Health Law, and Animals and the Law, along with Legal Analysis & Writing courses. She runs the Teaching Fellow program, where she trains students to work as Legal Analysis and Writing teaching assistants and to staff the Writing Center. Prior to joining the University of Maryland, Professor Hankin was on the faculty of Georgetown University Law Center, where she taught Legal Practice, Legal Research and Writing, and an advanced Legal Writing Seminar. Before entering teaching, Professor Hankin worked as a law clerk for the Honorable Collins J. Seitz of the U.S. Court of Appeals for the Third Circuit, and as a staff attorney for the Whitman Walker Clinic AIDS Program in Washington, DC.

REGINA RAMSEY JAMES is an associate professor of Legal Analysis & Writing, joined the Law Center faculty in 2007, after serving as director of Career Counseling and Development (September 2000 – Fall 2007). Prior to joining the Law Center administration, James was a judicial law clerk. She was an associate with McGlinchey Stafford. She frequently serves as an Ethics and Professionalism CLE speaker. In addition, her research and scholarship focus on education law and constitutional law. Publications include: How to Mend a Broken Act: Recapturing Those Left Behind by No Child Left Behind, 45 GONZ. L. REV. 683 (2010) and How to Fulfill a Broken Promise: Revisiting and Reaffirming the Importance of Desegregated Equal Educational Access and Opportunity, 68 ARK. L. REV. 159 (2015).

SHERRI LEE KEENE is a law school assistant professor and director of the Legal Writing Program at Maryland Carey Law. Prior to teaching at Maryland, she was most recently a staff attorney at the Office of the Federal Public Defender for the District of Maryland. In that position, Ms. Keene litigated appeals and motions, and researched novel issues of criminal law. She also served as an adjunct faculty member at the George Washington University School of Law. Ms. Keene previously clerked for Judge James T. Giles of the U.S. District Court for the Eastern District of Pennsylvania and worked as a civil trial attorney for the U.S. Department of Justice. She is a graduate of Spelman College and New York University School of Law.

ANDREW KERR studied at Wesleyan and Columbia Law. At Columbia he was a Harlan Fiske Stone scholar and an editor of the Columbia Journal of Asian Law. Most recently Prof. Kerr was a Senior Lecturer at the Peking University School of Transnational Law, where he taught legal research and writing, as well as seminar courses in Animal Law and Law & Literature. He has published on topics related to law, legal discourse and pedagogy.

CHERYL KETTLER received her B.A. from GWU and her J.D. from CUA. She was a tax associate at Arnold & Porter and at Wildman, Harrold, Allen & Dixon. She was an associate, partner, shareholder, and of counsel at Schuyler, Roche & Zwirner; general counsel for a hospitality business; a solo practitioner; a specialist in acquiring lateral partners; and taught as an adjunct at DePaul College of Law and in the paralegal programs at DePaul and Roosevelt Universities. This year she returns to GWU as a visiting professor. She has taught 1L, 2L, and 3L writing courses, including Transactional Drafting.

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TERRI LECLERCQ is a longtime, famous member of the field of Legal Writing. She has been lecturing with grace and humor about grammar for years, both nationally, and internationally. Her current passion – prison reform – resulted in the publication of the nationally-acclaimed graphic novel, *Prison Grievances. When to Write. How to Write*, and has become the basis for various law school electives around the country.

JAN M. LEVINE is a professor who is in his thirtieth year of teaching LRW. He has directed the legal writing programs at Duquesne, Temple, Arkansas (Fayetteville), and Virginia. Prof. Levine has published many articles and book chapters on legal writing. He was the founding president of ALWD; served on the boards of directors of ALWD, LWI, and SCRIBES; and served as chair of the ABA Communications Skills Committee. In 2014 Levine received the Thomas F. Blackwell Memorial Award for Outstanding Achievement in the Field of Legal Writing and the Section Award by AALS Section on Legal Writing, Reasoning and Research.

ELLIE MARGOLIS writes about the effect of technology on legal research and written analysis. Her scholarship, often labeled “ground-breaking,” is widely cited in legal writing textbooks, law review articles, and appellate briefs. She works to promote legal writing scholarship through her work on the LWI Scholarship Grants Committee and the Legal Writing Journal.

KARIN MIKA has been teaching Legal Writing at Cleveland-Marshall since 1990. She is the jack-of-all-trades, teaching all upper level writing classes, including Appellate Advocacy, Scholarly Writing, and Drafting. She is currently working on attempting to establish a quality online legal writing courses.

MICHAEL MILLEMANN has taught classroom, clinical, and hybrid courses that integrate theory and practice, including several legal research and writing courses that integrated clinical practice. He was a leader in developing the Clinical Law and Legal Theory and Practice Programs of the University of Maryland Carey School of Law. Among his scholarship, he has written about experimental courses that integrate theory and practice, see e.g., David Luban and Michael Millemann, “Good Judgment: Ethics Teaching in Dark Times,” 9 GEO. J. OF LEG. ETHICS 31, 64-87 (1995), including the integration of clinical education and the teaching of legal research and writing. See e.g., “Teaching Legal Research and Writing with Actual Legal Work: Extending Clinical Education into the First Year” (co-authored with Steven D. Schwinn), 12 CLIN. L. REV. 441 (2006); “Using Actual Legal Work to Teach Legal Research and Writing,” 4 JOURNAL OF THE ASSOCIATION OF LEGAL WRITING DIRECTORS 9 (Fall 2007); “Why Add Real Clients and Actual Legal Work to the First-Year Curriculum?,” (with Steven D. Schwinn), and “Mainstreaming Experiential Education,” (with Steven D. Schwinn), in *The New II: First-Year Lawyering With Clients* (Carolina Academic Press, 2015 (co-editor)). Professor Millemann has been counsel in many important cases and has received numerous teaching and professional awards.

ANNE MULLINS is an assistant professor at the University of North Dakota, where she teaches legal research and writing and judicial writing. Her scholarship focuses on persuasion in judicial writing and legal writing pedagogy. Before entering academia, she practiced complex commercial litigation at Susman Godfrey LLP in Houston, Texas. She clerked for the Honorable Sarah S. Vance in the U.S. District Court for the Eastern District of Louisiana, and the Honorable Jacques L. Wiener in the U.S. Court of Appeals for the Fifth Circuit. She earned her J.D., with honors, from the University of Chicago School of Law.

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STEPHEN PASKEY joined the SUNY Buffalo Law faculty in 2009 after working for 12 years with the U.S. Department of Justice in Washington, D.C. From 1998 to 2007, he served as a senior trial attorney in the Office of Special Investigations, a unit that investigated and prosecuted U.S. residents who assisted in Nazi-sponsored persecution during World War II.

ABIGAIL PERDUE is an associate professor at Wake Forest University School of Law. A graduate of Washington and Lee University and the University of Virginia School of Law, Professor Perdue practiced employment discrimination law at the New York City office of Proskauer Rose and clerked for the United States Court of Federal Claims and the United States Court of Appeals for the Federal Circuit before entering Academia. At Wake Forest, she teaches legal writing, Appellate Advocacy, Diversity and Discrimination, and other courses. She is also the Founding Director of the D.C. Judicial Externship Program. She serves as Co-Chair of the Legal Writing Institute’s Professional Development Committee and is a member of the Editorial Board of The Second Draft. Her current scholarship focuses primarily on diversity and discrimination.

TAMMY R. PETTINATO is an assistant professor of law at the University of North Dakota School of Law. She is currently in her sixth year of teaching legal writing and her eighth year of teaching at the law school level. She has written or presented on a variety of topics including: teaching methodologies in legal writing, professionalism, the effect of social class on law students, legal research, employment discrimination against ex-offenders, Miranda rights, and democratic theory. She holds a J.D. from Harvard Law School and an M.S.I. from the University of Michigan.

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KATIE ROSE GUEST PRYAL has eleven years’ experience teaching legal writing and rhetoric. She is a former Clinical Associate Professor at the UNC School of Law. Dr. Pryal earned her A.B. from Duke University (cum laude) and her MA in Nonfiction Writing from Johns Hopkins University, where she attended on a fellowship. She graduated from UNC School of Law in 2003 and then clerked for Chief Judge Terrence Boyle of the US District Court for the Eastern District of North Carolina. After her clerkship, she earned her Doctorate in Rhetoric at UNC-Greensboro, where she attended on a

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RUTH ANNE ROBBINS writes about persuasion, specifically storytelling and document design. Wearing her clinical hat, she is working on the issue of the civil right to counsel in domestic violence cases. Her work is cited in textbooks, law reviews, practitioner articles, and a federal court website. She has worked to build the discipline through service to the community, as the former LWI President and a current LWI Board Member. She is also the co-EIC of *LEGAL COMMUNICATION & RHETORIC: JALWD*.

ANN L. SCHIAVONE returned to Duquesne University School of Law in 2013 as an assistant professor of legal writing, and teaches varied courses including Legal Research & Writing I & II, Pennsylvania Legislative Process & Drafting, and Animal Law. Professor Schiavone received her J.D., *magna cum laude*, from Duquesne University School of Law. After earning her law degree, she was an associate litigation attorney at two large national law firms before beginning her teaching career at the University of Akron School of Law. While earning her law degree, Professor Schiavone served as a legislative assistant in the Pennsylvania General Assembly.

CRAIG T. SMITH is Assistant Dean for UNC Law’s Writing and Learning Resources Center. Its nine full-time faculty members operate a rigorous research and writing program and an academic-excellence program. Professor Smith has served as president of the Association of Legal Writing Directors (ALWD), as a member of the editorial board of *Perspectives: Teaching Legal Research and Writing*, and as a presenter at the Association of American Law Schools (AALS) Workshop for Beginning Legal Writing Teachers. For the American Bar Association (ABA), he has participated in many accreditation site-evaluation teams and has chaired two such teams.

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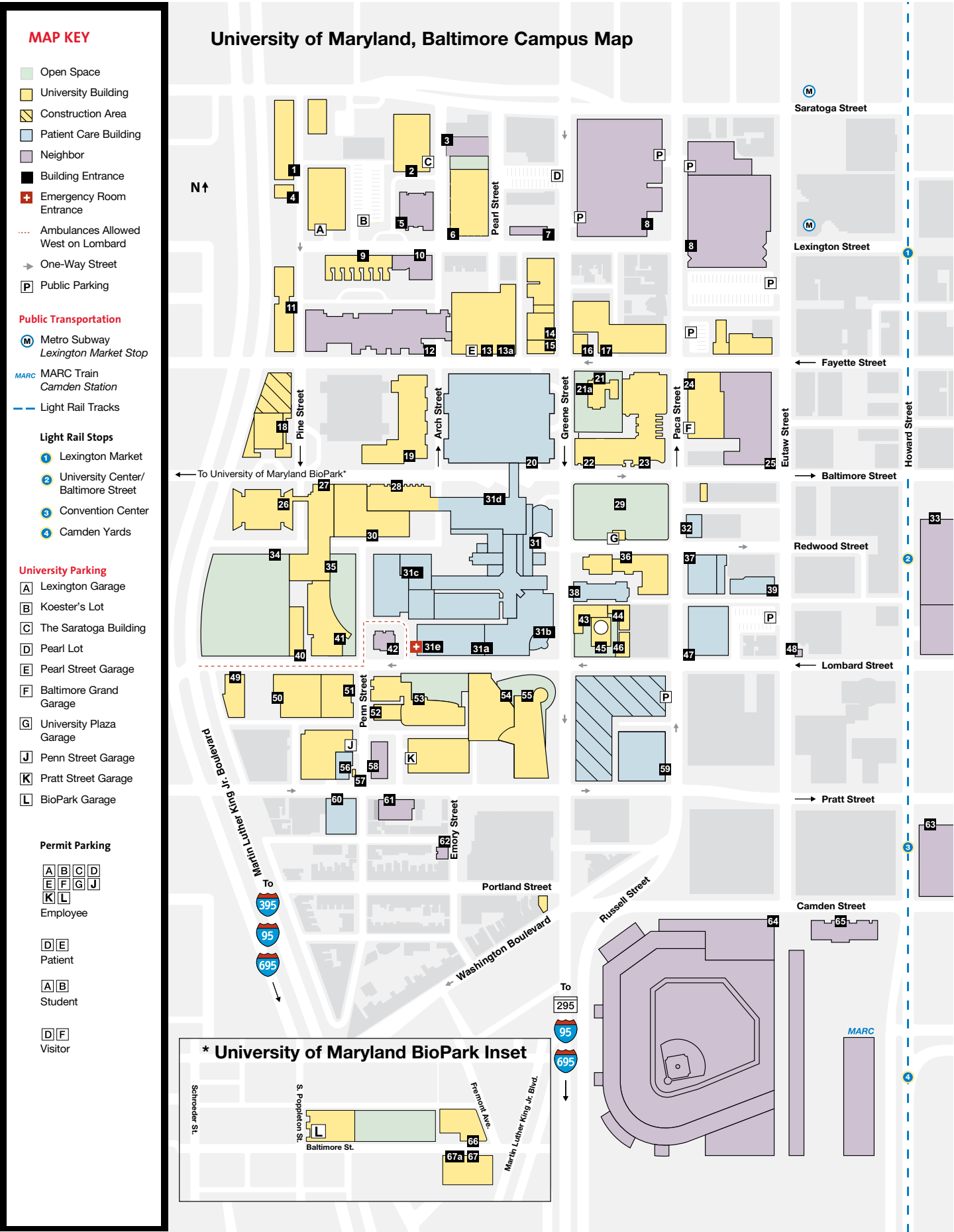
KAREN DA PONTE THORNTON is an associate professor of Legal Writing at the George Washington University Law School. She has taught first year Legal Writing, as well as Scholarly Writing to upper level JD and LLM students, for six years. In addition, she serves as a lead advisor to the GW Law Inn of Court program, which prepares programming for students about emotional intelligence, professional development and identity, and leadership. Her scholarly interests derive largely from her work with the Inns of Court.

BRENDA TOFTE is a visiting professor of law at Arizona State University Sandra Day O’Connor College of Law. Before teaching at ASU, Brenda taught in Doha, Qatar and at Hamline University School of Law. Brenda is the co-author of *Judicial Clerkships: A Practical Guide* (Carolina Academic Press 2010), and her current scholarship interest is in the use of idioms and other figurative language with ESL students in law school classrooms and with ESL clients and jurors. She will be presenting on the topic of using idioms in law school classrooms populated with ESL students at the 2016 LWI Biennial Conference.

JESSICA WEBB is an assistant professor of law at the Villanova University School of Law. Professor Webb designed and taught a new required Appellate Advocacy course for second year law students. Before joining Villanova in 2013, she was a Visiting Professor of Legal Writing at Villanova and Widener Law Schools. Professor Webb was also a litigator for seven years and she is admitted to practice in both Pennsylvania and New Jersey.

LAURA WEBB teaches in the areas of legal writing, analysis, and research. Prior to joining the full-time faculty at University of Richmond, Webb served as an Adjunct Associate Professor of Law at UR’s School of Law and an Adjunct Lecturer at UR’s Robins School of Business. Before entering academia, Webb practiced law at Reed Smith, LLP, in Richmond, where she specialized in business immigration law. She also practiced at McCandlish Holton, PC.

JESSICA WHERRY is an associate professor of Legal Research & Writing at Georgetown University Law Center. An unwilling expert at managing too many projects at once, she has recently worked toward defining boundaries and creating opportunities for balance in her life. As a teacher, she is interested in helping students recognize unhealthy habits and work toward peaceful and productive living through good thinking.



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We would also like to thank the administrators, faculty, staff, and students
of Maryland Carey Law who have contributed their time
and many talents to this conference.

Special thanks to Myra Carter-Hickman and Noah Siela