

ALWD Conference 2009
Professionalization of Legal Writing Programs
Program Schedule

Thursday, July 16, 2009

5:30-8:00 pm Opening Reception
 Student Lounge

Friday, July 17, 2009

8:00-8:45 am Continental Breakfast
 Student Lounge

8:45-9:00 am Welcoming Remarks
 Courtroom

9:00-10:00 am Plenary Session
Tales of Development in LRW Told by Pioneers and Newcomers
Lisa McElroy, Kirsten Davis, Lisa Eichhorn, Suzanne Rowe, &
Marilyn Walter
Courtroom

10:00-10:15 am Break

10:15-11:15 am Breakout Sessions
Building Relationships with Faculty and Administration
Anthony Niedwiecki
Room 3

Funding and Resources Use in a Shrinking Economy
Bonny Tavares
Courtroom

*Open Session Exploring Topics Raised by Keynote Speakers at
Programmatic Development Plenary*
Suzanne Rabe
Room 4

11:15-11:30 am Break

11:30-12:15 pm Concurrent Sessions
Stuck in the Middle with You—& You . . . & You . . .
Catherine Wasson, Nancy Soonpaa, & Grace Tonner
Room 3

In terms of organizational structure, LRW directors are “middle managers”—employees responsible for leading, managing, and

administering, but often without the authority to make or change the organization's rules and policies. We will identify some of the unique challenges faced by LRW directors who, as middle managers, must try to manage the often-conflicting expectations of deans, "regular" faculty colleagues, and members of the LRW faculty. Using short role-plays and discussion, we will explore ways to respond to problems such as unrealistic perceptions of director power, lack of resources, resistance to change, tension between academic freedom and programmatic responsibilities and goals, and the presence of cliques at all levels of the law school.

Supervising Upper-Division Student Writing: How Should It Be Done, and Who Should Do It?

Andrea McArdle
Room 2-200B

The ABA requirement that law schools provide a rigorous writing experience after the first year leaves open several implementation questions. What kinds of advanced course work or assignments are appropriate? What implications might we foresee for faculty status and workload if legal writing teachers assume principal responsibility for instruction? What kinds of collaboration across the curriculum and among faculty members can we imagine for upper-level writing?

Professionalizing the Teaching of Student Instructors

Anne Kringel & Jessica Simon
Room 2-101

Many of us rely heavily on student instructors to provide some of the teaching in our programs. How can we make student instructors feel they are professionals, invested in the common enterprise of teaching? Until recently, the legal writing classes at Penn Law School were taught entirely by students. Currently, Penn Law is a hybrid program using a combination of student teachers and the directors to teach the first-year law students. We will cover selecting and training student instructors, choosing material that is appropriate for them to teach, coordinating lessons taught by professors and students, and handling problems that can arise between students and their peer instructors. Finally, we will discuss mentoring student instructors who are considering teaching as a career.

Tech Workshop
*Painless and Efficient Critiques of Student Documents Using
ClipCache (and an Unlimited Library of Comments)*
Jan M. Levine
Room 4

This session will address using ClipCache, an inexpensive Windows-based application, to create, maintain, and use an unlimited number of text- or image-based clippings for use in commenting on student work. ClipCache does not have any of the limitations of Word's clipboard function (which is limited to twenty-four clippings and which disappears when the application is closed), and it is far easier to use than any word-processor macro-based system. After a short demonstration of the application, participants will be invited to install and customize a trial version of ClipCache and a sample database library for use with Word, WordPerfect, and all other Windows applications that permit cut-and-paste operations. This database library contains an extensive collection of citation rules, style suggestions from various sources, and sample comments for typical LRW assignments.

12:15-1:30 pm

Lunch
ALWD Business Meeting
Judith Stinson, President
Student Lounge

1:30-4:45 pm

Innovative Teaching Techniques Workshop
(Pre-registration required)
Kathleen Vinson & Kirsten Dauphinais
Room 3

This workshop offers a limited number of pre-registered participants a venue to model and practice innovative legal writing teaching techniques and receive feedback on those techniques in a supportive and nurturing environment.

1:30-2:15 pm

Concurrent Sessions
*Yikes! What Do I Do Now? Best Practices in Human Resource
Management*
Deborah Schmedemann
Room 2-101

Students aside, the major asset for any LRW program is the faculty. When faculty work well, a program succeeds. This session will address ways to create a well working faculty, whether full-time or part-time, including recruitment and selection, training

and development, supervision, evaluation, and retention or termination. The session will draw on classic principles of human resource management and take a problem-solving approach to the topic. (Missouri CLE Credit: 1.0 hour/Kansas CLE Credit: 1.0 hour)

What Makes for Good Teaching

Terry Jean Seligmann & Louis Sirico

Room 4

How do students describe good teaching? How do professors describe good teaching? This session will provide information to answer the first question and then invite audience members to respond and offer their answers on the second question.

Building a Bridge to Everywhere: Improving Transfer of Learning from Legal Writing Programs to Law Practice

Aïda M. Alaka & Tonya Kowalski

Room 5

Research in “transfer of learning” offers the legal academy tools to help students “bridge” their newly acquired legal writing skills throughout their law school experience and beyond. This presentation will draw from the relevant educational literature on transfer of learning and will provide a variety of techniques to increase transference. The presenters will also share their early experiences putting these techniques into practice in their own classrooms and in collaboration with the Washburn Law Clinic.

Tech Workshop

Grading through Excel

Kenneth Chestek

Library Computer Lab

Do you hate numbers? Is calculating final grades the hardest part of your job? I have designed two Excel spreadsheets that do all the math for you! One allows you to assign point values to different categories for up to twenty different assignments. All you need to do is fill in the number of points each assignment earns in each category, and the spreadsheet totals them all up and automatically calculates median values and a tentative final letter grade based on the percentage of points earned. The other allows you to assign letter grades and a percentage weight value to each assignment and automatically calculates the final grade based upon the relative weight you assign to each assignment. Free copies of these spreadsheets will be distributed at the session.

- 1:30-2:30 pm J. ALWD Editorial Board Meeting
Administrative Conference Room
- 2:15-2:30 pm Break
- 2:30-3:30 pm Concurrent Sessions
Is It Time for Legal Writing Directors to Step Aside?
Judith D. Fischer, Pamela Lysaght, Andrea McArdle, & Arnold Siegel
Courtroom

Legal writing is increasingly taught by experienced faculty who are established scholars in the field and who enjoy security of position at their law schools. Are legal writing directors necessarily becoming obsolete? Or are directors' roles evolving in ways that continue to promote individual legal writing faculty, program innovations, and the field? This panel will briefly summarize the literature and data on staffing models, especially noting emerging trends and conceptions, and then delve into these and other questions.

Nothing Is as Practical as a Good Theory: Using Theory to Turn Lawyers into Legal Writing Professors
Mary Barnard Ray
Room 4

Composition theory can be surprisingly useful for beginning as well as experienced legal writing teachers. This session presents an overview of useful composition theories and examples of how these theories help teachers. Areas that will be addressed include shifting the focus of comments from editing to teaching, gaining a vocabulary for talking about writing, and understanding teaching writing as a profession.

Credibility in Persuasive Legal Writing: Humility as the First Step
Greg Johnson & Anthony F. Renzo
Room 2-101

As teachers of persuasive legal writing, we have a problem. Many of our students are graduating from law school with little understanding of the polestar of persuasive writing: their credibility as an advocate. A logical analysis of the law and an emotionally compelling factual narrative are often insufficient if the advocate lacks credibility. We propose that humility is the first

step in demonstrating credibility in persuasive writing. Humility connotes intellectual honesty, strength of character, and good judgment. We will use examples of advocates who have persuaded through humility, including Abraham Lincoln and Barack Obama, and discuss strategies for teaching humility in persuasive writing. (Missouri CLE Credit: 1.0 hour/Kansas CLE Credit: 1.0 hour)

Fast-Track to Success

Julia M. Glencer, Erin R. Karsman, & Jan M. Levine
Room 2

In one year, Duquesne Law School went from using adjuncts and no full-time director to a new program with a tenured director, three full-time professors with ABA 405(c) status, and significant alumni funding (starting with a major gift of over a half-million dollars). We will discuss the issues arising from the change, specifically, the integration with librarians, hybrid staffing (we still have several adjuncts), and the use of a core curriculum intended to balance academic freedom with consistent evaluation and grading of student work product.

3:30-3:45 pm

Break

3:45-4:45 pm

Concurrent Sessions

Is it Time for Legal Writing Directors to Step Aside? (continued)
Judith D. Fischer, Pamela Lysaght, Andrea McArdle, & Arnold Siegel
Courtroom

Curricular Reform & LRW: Experiential Learning in the Law School Curriculum

Maria Perez Crist
Room 2-101

As law schools grapple with “curriculum reform” and ways to increase “experiential learning” in the law school curriculum, what do these terms really mean and what can they mean for the LRW curriculum? This session will generate discussion on curricular initiatives stemming from *Best Practices for Legal Education* and the *Carnegie Foundation Report on Legal Education*. What ideas can be imported into the LRW curriculum, and what LRW techniques might be exported to the rest of the law school curriculum?

Special Challenges for Directors of Adjunct, Part-time, and Hybrid Programs

Hether Macfarlane & Kristin Gerdy

Room 4

While noting the benefits of hiring adjunct faculty in terms of their possible diversity and current immersion in the world of practice, the ABA Sourcebook notes that working with adjuncts imposes especially hard burdens on directors in terms of organization, planning, production of materials, and frequent need to hire new adjuncts. While part-time faculty members tend to have longer-term commitments to legal writing than adjuncts and are often able to attain a level of autonomy, they still pose challenges. We would like to discuss with other directors and those interested in these programs ways to approach these and other burdens while reaching our own professional goals. One of us directs a hybrid program with full-time and adjunct professors, while the other directs a part-time program, so we have lots of experience and lots of interest in exploring these issues.

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| 4:45-5:15 pm | Back to hotels |
| 5:45 pm | Depart hotels for Gala Dinner at Liberty Memorial |
| 6:00-9:00 pm | Gala Dinner – Liberty Memorial |
| 9:00 pm | Group for <i>Harry Potter</i> will depart directly from Liberty Memorial to the Power & Light District prior to the movie. |
| 10:45 pm | <i>Harry Potter and the Half-Blood Prince</i> (optional)
(pre-registration required – limited number available) |

ALWD Conference 2009
Professionalization of Legal Writing Programs
Program Schedule

Saturday, July 18, 2009

7:30-8:45 am Aspen Publishers Meeting/Breakfast
Student Lounge

8:00-9:00 am Continental Breakfast
Truman Terrace

9:00-9:45 am Concurrent Sessions
Coming of Age: The Role of the Legal Writing Program in the ABA Accreditation Process
Maria Perez Crist, Lyn Goering, Terry Jean Seligmann, Gail Stephenson, & Susan Thrower
Courtroom

ABA Standards and Interpretations recognize the important role of a writing program within the curriculum. In this session, participants will learn strategies to enhance the professionalism of the legal writing program as they face an ABA Accreditation Site Visit. The session will begin with an introduction to the ABA accreditation process, and then panelists will provide insights on recent ABA site visits. By taking an active role in preparing for the site visit, we can increase our own professionalism and that of our legal writing programs.

Writing Across the Law School Curriculum: Lessons from the Trenches
Deborah Paruch
Room 3

As writing programs have become more professionalized, Writing Across the Law School Curriculum has continued to gain scholarly attention, but very few law schools have taken the leap. This session will briefly address the impediments to implementing a WAC program, discuss potential WAC models, and explore implementation issues. The presentation will draw on the literature, but it will also address a decade of experience with two WAC models at the University of Detroit Mercy School of Law, including the presenter's roles as both writing and casebook faculty.

Creative Teaching Techniques
Christine E. Rollins
Room 4

Participants will get their creative juices flowing as we break down the skills needing to be taught in LRW. Walk away with at least a dozen examples of teaching techniques for the various student learning styles: visual, reader/writer, aural, and kinesthetic.

Tech Workshop
Games in the Legal Writing Classroom: Enhancing the Learning Experience
Karin Mika
Room 2-200B

This session will address using PowerPoint to create multiple choice quizzes that also provide the student feedback regarding both correct and incorrect answers. The session will include a brief review of software packages in which quizzes can be created (including CALI and TWEN), discuss the pros and cons of these packages, and focus on the benefits of using PowerPoint. Participants will then be able to customize a PowerPoint quiz template for their own classroom purposes.

9:45-10:00 am

Break

10:00-10:45 am

Concurrent Sessions
The Missing Link: Integrating Motion Practice into Appellate Advocacy Courses
Jean Rosenbluth
Room 3

Although motion work is not a big part of appellate practice, it is different from motion work in the trial court and develops unique skills. It is largely procedural and is often based in whole or in part on an attorney's declaration, something students rarely learn how to write in other legal writing classes. This presentation will explain how I have integrated motion practice into my appellate advocacy class and offer tips for doing so in just a class session or two.

Rhetorical Stepping Stones

Linda Berger, Suzianne D. Painter-Thorne, & Karen J. Sneddon
Room 4

This presentation will provide stepping stones for those interested in using rhetorical theory and analysis to pursue legal writing scholarship. The stepping stones will include guidance about points of access to the field of rhetoric; examples of approaches used to incorporate interdisciplinary work into scholarship (without having to earn a degree in rhetoric or invest five years in one article!); and opportunities to broaden and enrich scholarly agendas. (Missouri CLE Credit: 1.0 hour/Kansas CLE Credit: 1.0 hour)

Did Your Legal Writing Professor Go to Harvard?: Credentials of Legal Writing Faculty at Hiring Time

Sue Liemer & Hollee Schwartz Temple
Room 2-101

In this session, we will share the results of the first comprehensive study of the credentials of today's legal writing professors. Legal writing professors have been working for many years to improve their status within the academy, and this study confirms that many legal writing professors hold impressive credentials comparable to typical tenure-track hires. We will situate our findings within the context of the previous research on the credentials of law professors and suggest why the academy has not conferred the privileges of membership (*e.g.*, equal salary and status) upon a group of professors who have traditional professorship credentials.

Tech Workshop

Inverting the Legal Writing Classroom: Using Recorded PowerPoint Presentations to Teach When the Students Aren't "There."

John Mollenkamp
Library Computer Lab

This session will address using PowerPoint and audio recordings to create out-of-class presentations and demonstrations that students can watch to prepare for in-class exercises or to review for later exercises. Using technology this way serves the pedagogical purpose of allowing the professor to reach students at the time when the students most need the information, even if that is not the day of the lecture. Participants will create a short PowerPoint with narration and then convert it to Flash for uploading onto Blackboard or TWEN.

10:45-11:00 am Break

11:00-11:45 am Concurrent Sessions

The Evolving ABA Accreditation Standards: How to Use Them to Best Advantage in Building (and Protecting) Legal Writing Programs

Lyn Goering
Room 2

This session will address the history and evolution of ABA Standards for Approval of Law Schools relevant to legal writing programs, focusing on how they can be effectively used to persuade reticent deans and casebook faculty to support program improvements and to protect well-established programs from regressing. The presentation will briefly discuss how the legal writing faculty at Washburn University School of Law used Interpretation 402-1(1)(A)(ii) to help persuade a resistant dean to support equal tenure opportunity for legal writing professors. Participants will be encouraged to discuss the extent to which the ABA accreditation standards have had a demonstrable effect on professionalizing their legal writing programs.

See One, Do One, Teach One: Dissecting the Use of Medical Education's Signature Pedagogy in the LRW Classroom

Lisa McElroy
Room 3

The see one, do one, teach one model used so successfully in medical school is highly effective in the legal writing classroom. The model not only easily teaches the students how to understand and master theory and content but also how to hit the ground running in writing and, ultimately, practice. In this presentation, we will cover how and why this medical education model is particularly suited for the legal writing classroom, where the goal is actually to do one, but the seeing one and teaching one are effective ways for students to master the skill. We will give examples of how LRW professors can successfully use samples and models to provide opportunities for students to see, do, and teach the skills that good lawyers use.

Benefits of an All-Inclusive Course Website

Karin Mika & David Thomson
Room 4

This session will cover how a properly constructed course website that incorporates various multimedia mechanisms and supplementary materials enhances the overall educational experience of a first year Legal Writing class. I will discuss how I built a “one stop shopping” website for my students and did so incrementally as the year progressed. The presentation will review the website, which includes basic course information, all assignments, model papers, every document constructed in class, and supplementary materials from a variety of sources. These supplementary materials include podcasts, vodcasts, internet videos (research and otherwise), power point reviews, camtasia-created tutorials, CALI exercise links, and personally created review quizzes.

- 11:45 am-1:30 pm Lunch
Plenary: *ABA Updates*
Brad Clary, Kristin Gerdy, Pamela Lysaght, Suzanne Rowe, & Craig T. Smith
Moderator: Richard K. Neumann
Student Lounge
- 1:30-2:30 pm Breakout Sessions
- ABA Site Inspection Process*
Catherine J. Wasson
Room 3
- Relationship between ABA Standards and LRW Status*
Hether Macfarlane
Courtroom
- Open Session Exploring Topics Raised by Keynote Speakers during ABA Updates Plenary*
Arnold Siegel
Room 4
- 2:30-2:45 pm Break
- 2:45-3:45 pm Concurrent Sessions
- How Can Directors Protect Academic Freedom?*
Richard K. Neumann, Linda Berger, Eric Easton, & Jan M. Levine
Room 3

Are directors protecting the academic freedom of legal writing teachers? What is academic freedom, and who has a right to it? In

a roundtable discussion, panelists representing different points of view will engage each other and the audience.

Burnout in the Seasoned LR&W Teacher: “Be Careful What You Wish For”

Cheryl A. Beckett
Room 4

With the increased status and longevity of many LR&W teachers come enhanced obligations. The additional responsibilities of the tenure track or long-term contract track, added to the already labor-intensive teaching load of many LR&W teachers, sometimes result in teacher burnout similar to the type that the teaching caps “of old” were designed to avoid. This discussion will center on identifying teacher burnout in the seasoned LR&W teacher and how to handle it.

Advancing Your Program: Communicating with the Law Firms that Hire Your Students

Grace Wigal
Room 2-101

Did you ever wonder how your students “stack up” in the local employment market? This round-table discussion will first focus on how to plan and implement a “retreat” where LRRW faculty members can interact with recruiting coordinators and other interested persons from law firms in the area. It will then expand to other ideas for “staying in touch” and advancing a writing program outside the law school’s walls.

Tech Workshop

Law School 2.0: The Technological Revolution in Law Schools and Creating Wikis for Collaborative Learning

David Thomson
Room 2-200B

Law School 2.0 describes how the perfect storm of generational change and the rising cost and criticisms of legal education, combined with extraordinary technological developments, will change the face of legal education as we know it today. Its scope extends from generational changes in our students, to pedagogical shifts inside and outside of the classroom, to hybrid textbooks, all the way to methods of active, interactive, and hypertextual learning. It also describes how this shift can—and will—better prepare law students for the law practice of tomorrow.

Wiki software is designed to support collaborative writing. The best known wiki, of course, is Wikipedia, a collaboratively written encyclopedia. Opportunities for collaborative writing abound in most law school courses, particularly legal writing. This presentation will describe how Wikis might be used in law school teaching, and in particular, the teaching of legal writing. Participants will be introduced to different types of wikis and wiki software and will have the opportunity to create wikis that can be used in the classroom.

3:45-4:00 pm

Break

4:00-5:00 pm

Concurrent Sessions

Using Law School Strategic Planning to Help Your LRW Program

Anthony Niedwiecki

Room 2

This roundtable will discuss strategic planning at law schools and its impact on legal writing and legal skills programs. Specifically, we will discuss how to make sure that a legal writing program is properly addressed in a law school's strategic planning process and how other schools can improve their programs through the law schools' strategic planning processes.

Creative Teaching Techniques for Adjunct Legal Writing

Professors

Suzanne Rabe

Room 3

Adjunct legal writing professors generally work full-time at demanding attorney positions. They are often litigators or trial attorneys, and they have a limited amount of time for class preparation. This roundtable will discuss ideas for fostering the use of creative and effective teaching techniques among adjunct legal writing professors. The roundtable leader will come with examples and handouts to get the discussion rolling. Although this roundtable session is primarily aimed at directors who supervise adjunct or hybrid programs, all ALWD members with interests in fostering creative and effective teaching techniques among busy legal writing professionals are encouraged to join in.

Attention All Innovators: Engaging Students in the Classroom with Interactive Technology

Diana R. Donahoe & Amy Sloan

Room 4

Are you tired of students who do everything from checking their email to bidding on eBay during class? To focus today's digital students' attention on what's happening in the classroom, professors must engage students through interactivity, multi-tasking, and problem-solving methods. This session will address new, innovative pedagogy, demonstrating specific techniques beyond power point presentations and clickers to engage students both in and out of the classroom.

Works in Progress Workshop

Room 2-101

Members will present their latest scholarly ideas, drafts, and fuller works-in-progress in a small group environment, receiving comments and review on their work.

5:00 pm

Back to hotels

5:45 pm

Depart hotels for Jazz Museum

6:00-9:00 pm

Barbeque, Baseball, and Jazz

American Jazz Museum/Negro Leagues Museum

Hosted by the University of Kansas and Washburn University