FRIDAY, JANUARY 22, 2016
1:00 p.m.  
Registration opens
1:30 p.m. – 2:20 p.m.  Legal Scholarship Panel; Individual Sessions
2:30 p.m. – 3:20 p.m.  Individual Sessions
3:30 p.m. – 4:20 p.m.  Student Scholarly Writing Panel; Individual Sessions
4:30 p.m. – 6:00 p.m.  Cocktail reception in Student Lounge

SATURDAY, JANUARY 23, 2016
8:30 a.m. – 9:00 a.m.  Breakfast
9:00 a.m. – 9:50 a.m.  Teaching Legal Research Panel; Individual Sessions
10:00 a.m. – 10:50 a.m.  Individual Sessions
11:00 a.m. – 11:50 a.m.  Individual Sessions
12:00 p.m. – 1:00 p.m.  Lunch
1:00 p.m. – 1:50 p.m.  Individual Sessions
2:00 p.m. – 2:50 p.m.  Individual Sessions
3:00 p.m. – 3:50 p.m.  Professional Development Panel; Individual Sessions

Wifi access: Choose the “Canes Guest” network and login as a Guest. No password is required.

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| 1:30 p.m. – 2:20 p.m. | **Legal Scholarship Panel**<br>• Teresa Godwin Phelps  
• Emily Zimmerman  
• Mary Ann Becker  
• Christina Frohock  
• Heidi K. Brown  
Emboldening the Quiet Law Student: Why “Just Do It” Censors But “Just Be It” Amplifies  
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The DNA of Legal English—What the evolution of law and language tells us about effective legal communication today |                               |                               |                                               |
| 2:30 p.m. – 3:20 p.m. | Sally Wise  
Who Teaches Legal Research in Law Schools Around the Country?  
John Campbell  
Measuring Persuasion  
Debra Austin  
Brain-Boosting Nutrition |                               |                               |                                               |
| 3:30 p.m. – 4:20 p.m. | **Student Scholarly Writing Panel**<br>• Annette Torres  
• Jason Palmer  
• Sandra Kerber  
• Sammy M. Mansour  
Olympia Duhart & Heather Baxter  
Building a Bridge with the Bench and Bar: How to Incorporate Soft Skills into a First Year Legal Writing Class using Judges and Lawyers  
Joel Schumm  
Regina Ramsey James  
Multitasking for Professional Development: Legal Writing, Constitutional Law and Scholarship  
Ana Ramirez  
LexisNexis® Tools for Legal Research & Writing Faculty |                               |                               |                                               |

4:30 P.M. – 6:00 P.M.  ▪  PLEASE JOIN US FOR A COCKTAIL RECEPTION IN THE STUDENT LOUNGE.
### 8:30 A.M. – 9:00 A.M.  •  BREAKFAST

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<td><strong>9:00 a.m. – 9:50 a.m.</strong></td>
<td><strong>Teaching Legal Research Panel</strong></td>
<td><strong>Mandana Vidwan &amp; Heather Davis</strong></td>
<td><strong>Joe Fore</strong></td>
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<td>• Amy Milligan</td>
<td><strong>C-, the New F: An Innovative Approach to Competence-Based Grading.</strong></td>
<td><strong>Titling Trends in Legal Scholarship: An Empirical Analysis</strong></td>
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<td>• Mark K. Osbeck</td>
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<td>Learning from the Medical Education Experience: Enabling and Sustaining Curricular Innovation in Legal Writing Programs</td>
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<td><strong>10:00 a.m. – 10:50 a.m.</strong></td>
<td>Rachel Stabler</td>
<td>Katherine Silver Kelly</td>
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<td>Mindful Writing: Using Mindfulness Techniques and Writing Lockdowns to Foster Productivity</td>
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<td>Introduce, Reinforce, and Assess: Three Steps to Effective Legal Research Instruction</td>
<td>An Overview of the Scholarship on Email Genre Pedagogy: The Story of the Legal Writing Community’s Response to a Major Change in How Lawyers Communicate</td>
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<td>Ask a “Real” Lawyer: How to Create a Productive Dialogue Between Students and Practitioners to Communicate Lessons on Professionalism and to Deepen Student Commitment to Honing their Research and Writing Skills</td>
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- 11:00 a.m. – 11:50 a.m.
  - Rummana Alam & Michelle Hook Dewey
  - What Research and LRW Faculty can learn from Aerosmith and Run DMC: Collaboration

### Room F109
- Carol Mallory & Jason Potter Burda
- The Triumph and Tribulations of Legal Writing Professors Teaching Casebook Courses

### Room A110
- Rosa Kim & Stephanie Hartung
- The Balancing Act: An Approach to Professional Fulfillment for Legal Writing Faculty

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- Lance N. Long & Catherine Cameron
- Top Ten Takeaways from The Science Behind the Art of Legal Writing

### Eric Fleetham
- Teaching Legal Research: So Much to Cover, So Little Time

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### Room F108
- 12:00 P.M. – 1:00 P.M.
  - LUNCH

### Room F109
- 1:00 p.m. – 1:50 p.m.
  - Margaret Hughes Vath & Jennifer Chiovaro
  - “Practicing” Practicing Law—Creating A Legal Writing Simulation Course To Comply With The New ABA Standard 304

### Room A110
- Alexa Z. Chew & Katie Rose Guest Pryal
- Taking On the Challenge: Integrating Citation Literacy and Live Assessment

### Room F200
- Julie Oseid, Melissa Greipp & Amy Vorenberg
- Building a Story/Storey: Using Story during Oral Argument

### Room F108
- 2:00 p.m. – 2:50 p.m.
  - Rachel H. Smith
  - Superstars, Diamonds in the Rough, and Runts of the Litter: Picking the Right Research Assistants

### Room F109
- Sue Provenzano
- The Dimensions of Argument: Teaching Structure and Logic in a Complementary Manner

### Room A110
- Sara Benson & Michelle Hook Dewey
- The Embedded Librarian: The Strength of Collaboration in Teaching for Upper-Level Legal Writing Success

### Room F200
- Terry Stedman
- Creating Richer Legal Writing Assignment Hypotheticals with Bloomberg Law Dockets

### Room F108
- 3:00 p.m. – 3:50 p.m.
  - Sammy M. Mansour
  - Responsiveness to feedback as a legal practice skill

### Room F109
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### Room F200
FRIDAY, 1:30 – 2:20 P.M.

Panel Discussion: Legal Scholarship (Room F108)

This panel addresses the role of scholarship in the legal writing field. In many law schools, legal writing professors are teachers first and scholars second. However, a growing number of legal writing professors are both teachers and scholars. Scholarship reinforces and reflects precisely what we teach: high-quality writing. The panelists will discuss the importance and treatment of scholarship, including topic choice, publication placement, institutional support, career expectations, time management, and links between teaching and writing.

Moderator: Teresa Godwin Phelps
Speakers: Emily Zimmerman, Mary Ann Becker, Christina Frohock

Heidi K. Brown, Emboldening the Quiet Law Student: Why “Just Do It” Censors But “Just Be It” Amplifies (Room F109—two consecutive programs)

While extroverted professors, students, lawyers, and judges thrive in a world dominated by the Socratic method and rapid fire Q&A, quiet thinkers and writers can get lost in the shuffle, sidelined. Well-meaning extroverted professors, lawyers, and mentors prod quiet students and novice lawyers, “Just do it!” As if the remedy for reticence toward public speaking in the legal context is as easy as strapping on a pair of Nikes and bungee-jumping off a cliff to psychic freedom. This presentation proposes that the legal community needs to make room for subtler voices. This presentation proposes that the legal community needs to make room for subtler voices. This presentation: (1) explains the differences among introversion, shyness, and social anxiety and how each can manifest in the legal context; (2) describes the potentially detrimental impacts of the extrovert bias in law school and practice; (3) explores how introverted law students and lawyers can offer greatly needed proficiencies to the legal profession (i.e., active listening, deep thinking, sensitivity, and empathy, for starters); and (4) offers a ten-step process to help introverted, shy, and socially anxious law students and lawyers “find their lawyer voice” and use it most effectively to transform the legal profession.

Jill Barton, Rekindling the Love of (Legal) Writing (Room F109—two consecutive programs)

Plenty of students come to law school with a love of writing. But after a semester of citation exercises, grammar corrections, and CREAC conversations, some lose interest. And really, who can blame them? This presentation will describe how to help law students rediscover their love of writing. (And for those who have never enjoyed writing, we can pique their interest, too). Using examples of great writing from fiction, movies, politics, and the law, we can empower students to become better storytellers and have fun along the way. Especially during the second semester of law school, when students are learning persuasive writing and oral advocacy, students should be encouraged to develop their own voice. We can help them find an avenue for it—whether that’s blogging, creative writing, crafting an op-ed, or brief drafting. This presentation will also discuss strategies to help us—the professors—remember why we love writing. Help your students and yourself love legal writing!

Dionne E. Anthon, A Tip of the Day Keeps the Doldrums Away (Room A110—two consecutive programs)

This presentation will cover using a “Tip of the Day” in each class to present information that otherwise does not fit into the main topics for the class. Students look forward to these tips and are thankful for the information. Such tips can involve a broad range of topics, including law school success, technology tips, reminders, and job search advice. During this presentation, I will show and explain the tips I have used in the past. I will also give participants access to a PowerPoint presentation with my Tips of the Day.
Craig Collins, The DNA of Legal English—What the Evolution of Law and Language Tells Us About Effective Legal Communication Today (Room A110—two consecutive programs)

Just as DNA analysis can tell genealogical stories and explain ways of being for living individuals, exploring the evolutionary path of the common law tradition—with which the English language has been interwoven only in part—can yield fresh insights into effective legal communication today.

Historically, as a vernacular, the English language was more finely wrought upon the tongue than upon the page, with other languages (Latin, French) called in aid to produce the documentary record and to articulate legal principles. This presentation seeks to shed light upon the lingering presence of legalese, while canvassing the continuing significance of formulaic language (for its clarity), metaphor (for understanding) and professional courtesy (for disarmament). It is argued that the relative ambiguity and lack of precision inherent in the English language is both a strength and a weakness deriving from the common law tradition.

Finally, this presentation illustrates the importance of what is left unsaid and, for law students, the essential need to develop proficiency at ‘reading between the lines’.

FRIDAY, 2:30 – 3:20 P.M.

Sally Wise, Who Teaches Legal Research in Law Schools Around the Country? (Room F108)

This is not an easy question to answer, but one that numerous parties are interested in learning more about. At the conference, I will report on the results of a survey that will tease out the numerous permutations and combinations of who teaches legal research in the first-year and second-year curricula.

John Campbell, Measuring Persuasion (Room F109)

My background as an appellate attorney and my work teaching appellate advocacy and legal writing led me to wonder about how we could measure the impact writing style has on win rates. I identified and refined a program that will score briefs based on a variety of characteristics, including “bog,” “style,” “passivity,” “reading level” and other indicators of writing style. I gathered 600 briefs (200 from SCOTUS, 200 from the Ninth Circuit, and 200 from the California Supreme Court). I ran the analysis on each, then did statistical analysis to determine whether any writing characteristic or combination of characteristics altered outcomes. I plan to publish Spring 2016. The research also allowed me to compare the writing mores of different courts. This work is useful for lawyers, but it is also particularly helpful for legal writing professors, as it helps us support the techniques we teach with data.

I’d like to present on the paper and demonstrate how new technology can help us analyze briefs empirically.

Debra Austin, Brain-Boosting Nutrition (Room A110)

Almost nothing is more personal than the decision law students, law professors, and lawyers make about what to eat for breakfast, lunch, and dinner. The term diet triggers fear and loathing in most people because it implies deprivation. As a lawyer ages, her physical and mental health tend to deteriorate. Research shows that the most powerful prescription for improving our health, aging well, and reducing the risk of illness is a healthful diet. Research also indicates that the structure and function of the brain can be changed with modifications in nutrition practices.

The top 2/3 of the lawyer brain controls cognition, response to stress, motivation, and reward. Consuming comfort food involves the same brain systems that process drugs such as alcohol, cannabis, and cocaine. My presentation describes how the emotional and thinking brains work in concert to make changing habits a challenge. It explains neuroscience research on Mild Cognitive Impairment, dementia, and Alzheimer’s disease, and the relationship of nutrition to brain health. It examines the impact of inflammation, oxidative stress, and glycation, and addresses popular diets such as Paleo, Mediterranean, and Vegan. My recommendations aim to inspire nutritional choices that fuel the law professor’s most valuable tool, her brain.
FRIDAY, 3:30 – 4:20 P.M.

Panel Discussion: Student Scholarly Writing (Room F108)

The group will explore and discuss the various methods of addressing scholarly writing requirements by sharing independent yet varied experiences. Some successful yet quasi controversial approaches being presented may spur some debate among the panel members.

Moderator: Annette Torres
Speakers: Jason Palmer, Sandra Kerber, Sammy M. Mansour

Olympia Duhart & Heather Baxter, Building a Bridge with the Bench and Bar: How to Incorporate Soft Skills into a First Year Legal Writing Class Using Judges and Lawyers (Room F109—two consecutive programs)

This presentation will highlight two techniques that incorporate lawyers and judges in a first year legal writing class and help to reinforce LRW “soft skills.” The first technique, discussed by Professor Duhart, will address the ways networking can be introduced in the first year program. She will share the creative ways she incorporates networking through “speed dating” in classroom to teach research skills, interpersonal communication skills, and the importance of professional emails. The activity promotes networking and brings in several lawyers from different fields in a single day for interactive exchange. The second technique actually takes the students out of the classroom and puts them in the courthouse. Students are invited to the Jury Assembly Room of the Broward County Courthouse where they participate in a highly interactive program with at least four judges whose appointments range from County Court to District Court of Appeal. This presentation is aimed at reinforcing the importance of professionalism in persuasive legal writing.


Judges and commentators often say that shorter briefs are more effective. This was empirically tested in a recent article examining civil cases in federal appellate courts. I plan to discuss that research as well as my own ongoing project analyzing the effectiveness (result on appeal correlated with word length and number of issues) of nearly 1000 briefs filed in criminal cases in the Indiana Court of Appeals last year. I will discuss how this information might inform both advocacy in courts and how we teach advocacy to our students.

Regina Ramsey James, Multitasking for Professional Development: Legal Writing, Constitutional Law and Scholarship (Room A110)

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.
Ana Ramirez, LexisNexis Account Executive, LexisNexis® Tools for Legal Research & Writing Faculty (Room F200)

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.

FRIDAY, 4:30 – 6:00 P.M. • COCKTAIL RECEPTION IN THE STUDENT LOUNGE

SATURDAY, 8:30 – 9:00 A.M.

A light breakfast is available on the Bass Bricks or in the Student Lounge, weather depending.

SATURDAY, 9:00 – 9:50 A.M.

Panel Discussion: Teaching Legal Research (Room F108)

This panel will focus on exploring ways to efficiently and successfully teach legal research, whether you are interested in strengthening your existing legal research instruction or considering changing your teaching model. The panel members represent a variety of teaching models, including classes taught by adjuncts, classes taught by full-time legal writing faculty, classes cotaught by legal writing faculty and library faculty, and classes taught by library faculty. Specifically, panel members will identify their priorities in teaching legal research, how each panel member accomplishes those priorities, and the challenges each panel member faces in teaching research. The panel discussion will include collective discussion and brainstorming among the panel members and attendees.

Moderator: Amy Milligan
Speaker: Mark K. Osbeck, Patrick Parsons, Jodi Wilson, Sally Wise

Mandana Vidwan & Heather Davis, C:, the New F: An Innovative Approach to Competence-Based Grading (Room F109—two consecutive programs)

This presentation is designed to start an important conversation on what competency-based grading should look like in our legal writing courses.

Have you ever wished to have more time in class to cover foundational skills that are now often lacking in college graduates? We did and so our legal writing department recently revamped the curriculum for our first-year writing courses by instituting a competence threshold to move on and by slowing down and allowing six weeks to teach foundational pre-writing skills.

Beginning this fall, our students must receive a “C” or better in order to pass both Lawyering Process I (first-semester writing course) and Lawyering Process II (second-semester writing course). The goal is to ensure that everyone who “passed” the course fully demonstrates competencies essential for successfully completing law school, passing the bar exam, and practicing.

Additionally, we have drastically increased the focus on the following foundational skills: critical reading, understanding your assignment, and case briefing.

We are going to include data we obtain after we poll the faculty after midterms to determine whether there was a tangible difference in how students answered questions in class and on assessments.
Joan C. Foley, Learning from the Medical Education Experience: Enabling and Sustaining Curricular Innovation in Legal Writing Programs (Room F109—two consecutive programs)

Research identifies several factors that influence sustaining curricular change and building upon curricular innovation in medical education. In medical education, accreditors have called for changes in pedagogy to incorporate active learning and to better integrate clinical sciences. In responding to the call, noted medical educators have identified strategies to evaluate and sustain curricular change. There are parallels in the call for curricular change in legal education by accreditors and practitioners. This presentation will discuss the utility of these strategies in the context of legal education and, more specifically, in a legal writing curriculum. The presentation will use as a case study the implementation of a pilot program to build some first-year legal writing assignments around a Law Center’s concentrations and centers. The presentation will include a time for participants to work in structured small groups to identify an effort at their respective law schools by faculty and administrators to create curricular innovation in their legal writing programs.

Joe Fore, Titling Trends in Legal Scholarship: An Empirical Analysis (Room A110—two consecutive programs)

Titles play an important role in determining whether and how pieces of scholarship are published, read, and cited. Titles provide a glimpse into the subject matter of a piece and generate interest in the work. For these reasons, titling practices have received considerable scholarly attention in other academic disciplines. But titling practices in legal scholarship have largely gone unexplored. This presentation will share the findings of our ongoing study of titling trends in legal scholarship—the first comprehensive study of its kind. Using two decades of titles from fifty “top-ranked” and “lower-ranked” law reviews—a data set comprising tens of thousands of individual titles—we seek to uncover patterns between journals and across time. Do article titles in “top-ranked” journals look different than those in lower-ranked journals? Is the use of punctuation—including quotation marks, question marks, and colons—blasé or burgeoning? The answers to these—and many other-questions are more than just interesting bits of trivia. Ultimately, we hope that legal scholars can use the data to thoughtfully craft titles that will maximize the impact of the scholarship that they work so hard to create.

Nina Farber, Breathing New Life into Teaching the “A” in CRAC—“CPR Plus compare” (Room A110—two consecutive programs)

One of our biggest struggles is teaching first law students how to apply and analyze precedent. My presentation will focus on a new acronym for the students’ toolbox, which I call CPR plus compare. It emphasizes cuing your reader to the point you are making, developing a sentence that describes precedent and articulating a rationale, before comparing to the facts of your case.

SATURDAY, 10:00 – 10:50 A.M.

Rachel Stabler, Millennial Myths (Room F108—two consecutive programs)

Millennials: Lazy. Entitled. Narcissists. Spoiled. Tech-savvy. These are probably the first words many people think of when they hear the term “Millennial.” But are these labels accurate? This presentation will address some common myths about the Millennial generation and offer some practical suggestions for teaching Millennials in the legal writing classroom, all from the perspective of a covert Millennial.

Kirsten Clement, Introduce, Reinforce, and Assess: Three Steps to Effective Legal Research Instruction (Room F108—two consecutive programs)

I will discuss my new approach to teaching legal research and how it has improved students’ ability to engage in effective legal research. I use a three-step approach to teach the skill, enforce the skill with practice, and then assess the skills.
Research “modules” are broken into four categories: secondary sources, statutes, cases, and citators.

First, I cover each research module by first visiting the library and completing a research exercise. Then, in class, we do the research exercise online using Westlaw and Lexis.

Second, I have all students, individually, complete a research exercise for each module to enforce the concepts learned in class. When the exercise is due, I review it in class so students can see whether they were on track or not.

Finally, I assess all research modules using a research exam. The exam we have used traditionally has separate questions for each module or skills: secondary sources, cases, statutes, and citators. I also still assess research as part of a final open memo assignment.

In addition to the above, I now require that my students complete certifications for Westlaw, Lexis, and now Bloomberg. They must complete their training and certifications prior to taking the research exam, which I offer as a mid-term so the students are prepared by the middle of the semester to engage in research for the open memo.

Katherine Silver Kelly, Geography Matters: How Physical Proximity Promotes Collaboration Among Peers (Room F109—two consecutive programs)

Collaboration is not a novel concept in legal writing. We collaborate with colleagues across the country at conferences, through listservs and social media. We create collaborative and cooperative learning activities for our students. However, we also get busy with classes, student meetings, scholarship, grading. We shut our office doors to get work done and oftentimes don’t collaborate with colleagues at our own institution. Opening our doors and walking across the hall will allow us to become better teachers, scholars, and friends. Physical proximity promotes collaboration but we need to be deliberate about:

(1) Sharing ideas with colleagues down the hall. “Working alone, it is easy to become discouraged and confused. Having a collaborator can give you strength, give you someone off of whom you can bounce your ideas, give you a regular re-centering of your course.”

(2) Building a “community of teachers.” We can better achieve our common mission of preparing students for the practice of law by working together instead of as individuals.

(3) Maintaining synergy. Just like a couple schedules a date night to maintain their relationship, we must maintain the synergy that comes from collaboration. If we don’t consciously engage, it will disappear.

Katrina June Lee, An Overview of the Scholarship on Email Genre Pedagogy: The Story of the Legal Writing Community’s Response to a Major Change in How Lawyers Communicate (Room F109—two consecutive programs)

With email communications now commonly assigned in the first-year legal writing classroom (as revealed in the 2014 ALWD/LWI survey), Katrina Lee will present an overview of the legal writing scholarship regarding email assignments. In researching for her article, Process Over Product: A Pedagogical Focus on Email as a Means of Refining Legal Analysis, forthcoming in the Capital University Law Review in 2016, Katrina reviewed articles written about email communications and was captivated by the story told through the articles: the story of how the legal writing teaching community responded to a change in how lawyers communicate, in particular the shift from formal memoranda to emails communicating legal analysis. The presentation will provide an overview of the scholarship and its themes and invite discussion and reflection on how the legal writing teaching community is currently responding to other technology changes in the legal profession, such as social media, new research tools, and online document creation services.
Shalini George & Kathleen Elliot Vinson, *Mindful Writing: Using Mindfulness Techniques and Writing Lockdowns to Foster Productivity* (Room A110)

Do your students procrastinate when faced with a writing assignment? Do you put off writing that article you want to publish, or start and stop, retracing your efforts many times without finishing? Writing requires concentrated time and effort. This presentation will discuss why and how to use mindfulness techniques to prepare yourself and your students to achieve maximum efficiency and productivity in writing. We will then discuss how to use writing lockdowns as a way to help students and faculty dive into writing assignments with concentrated time, effort, and support. We will include a discussion of why, how, and when to hold student and faculty writing lockdowns to stop procrastinating and jump start a writing project, such as a memorandum, a brief, or a law review article. We will also highlight the challenges and benefits of setting aside time for students and faculty to dive into writing. Conference attendees will receive mindfulness and writing lockdown materials so they can implement these strategies at their school upon leaving the conference. Those attending the presentation will also have the opportunity to share their ideas and experiences.

Victoria VanZandt, *Student Learning Outcomes: Their Creation and Use* (Room F200—two consecutive programs)

Outcomes assessment is at the forefront of legal education, in part because of the ABA’s new Standards for the Accreditation of Law Schools. Learning outcomes are a foundational component of an outcomes-based curriculum. Learning outcomes identify what a student will know, be able to do, and will value after the completion of a course. A recent ABA Guidance on the new Standards requires that learning outcomes for individual courses must be published in the course syllabi. This presentation will help attendees comply with the ABA requirements by explaining the purpose and use of learning outcomes, by helping attendees create learning outcomes, and by providing guidance on how attendees can help others at their institutions create learning outcomes simply and intuitively.

Kerry Kornblatt, *Ask a “Real” Lawyer: How to Create a Productive Dialogue Between Students and Practitioners to Communicate Lessons on Professionalism and to Deepen Student Commitment to Honing their Research and Writing Skills* (Room F200—two consecutive programs)

We’re all familiar with employer complaints that today’s law students are unprofessional, unfocused, not hardworking enough. A straightforward way to help students avoid these characterizations is to explain practicing attorneys’ expectations with regard to professionalism, focus, and commitment. In this way, we give students the opportunity to impress in the midst of a perceived crisis.

Having recently switched from practice to teaching, I expected one of my strengths would be communicating to students the expectations of attorneys in the workplace. However—perhaps because I am now a “professor” rather than an “employer”—students weren’t eager for my sage advice! Instead, I was able to engage my students on these issues by creating an opportunity for candid dialogue with real-world attorneys through a student-attorney survey. Students posed questions of interest: how to impress as a summer associate, weekly work hours, work-life balance, preferred research strategies, time management techniques, etc. Attorneys recruited from different fields answered anonymously.

The survey proved to be an incredibly valuable tool. Attorneys were candid, thorough, and appreciated the opportunity to assist the students. Because students posed the questions, they were deeply invested in the answers. The survey—incorporated into a larger “Real-World Lawyering” unit—facilitated class exercises and discussions on professionalism, research and writing techniques, and professional identity.
SATURDAY, 11:00 – 11:50 A.M.

Rummana Alam & Michelle Hook Dewey, What Research and LRW Faculty Can Learn from Aerosmith and Run DMC: Collaboration (Room F108—two consecutive programs)

How can you push yourself to develop and present the best legal writing course? In what ways can you reinvigorate a long-taught course? Walk this way! Partner with a corollary specialist! This program will discuss some strategies legal writing faculty and law librarians can collaborate and work as a team even at schools where the programs are distinct and where collaboration between library and LRW faculty is not commonplace. The presenters will share their own experience working together in an otherwise silo-ed environment.

The presenters, each faculty in legal writing and legal research, respectively—will discuss how interfaculty collaboration through creativity can foster enhanced student learning while facilitating professional and scholarly growth.

Through this interactive presentation participants will learn how to develop and grow these relationships; how to develop such relationships in a variety of structural and cultural frameworks; and how to use such relationships to broaden your own scholarly and professional profile. Participants will also learn how to take this approach to build relationships with other individuals in the law school and across campus.

Eric Fleetham, Teaching Legal Research: So Much to Cover, So Little Time (Room F108—two consecutive programs)

With so many topics that must be covered in a short time span in the first semester legal writing course, research can get slighted. With class time at a premium, Ave has developed a research unit that is designed to give students a firm foundation in basic research skills. First, research is divided into three segments: secondary, statutory, and case law and citators. Second, the classroom is flipped so students learn the process for each segment by watching videos and taking quizzes. The flipped classroom allows time for experiential learning in the next step. Third, students apply the concepts learned in the videos through “hands on” experience in solving research problems. The experiential step takes place on three separate days in the library, one day for each of the three segments of research. At this step, the students rotate through three stations in the library to solve research problems: (1) national sources, (2) state-specific sources, and (3) computer research. The legal writing professors are with the students during each of these stations providing guidance. Fourth, students apply their newly-learned research skills to a memo problem with the help of guided research logs.

Carol Mallory & Jason Potter Burda, The Triumph and Tribulations of Legal Writing Professors Teaching Casebook Courses (Room F109—two consecutive programs)

What happens when a legal writing professor teaches a casebook course? This presentation will examine both the benefits and pitfalls of expanding our roles as legal writing professors to include casebook instruction. The professional development benefits to both professors and students seem fairly clear. For legal writing professors, it can be an energizing change of pace, as well as an opportunity to get reacquainted with previous students and demonstrate a range of teaching interests to other faculty. And, given the current focus on training practice-ready graduates, it should logically be seen as a good thing when a legal writing professor infuses substantive law with practical application of that law. But, when students are not accustomed to learning doctrine and applying it in practical simulation-based assignments, they may bristle at what they perceive as the extra work involved. This reaction can also be compounded by the perception that it is only the legal writing faculty who expect students to understand the practical implications of the substantive law they’re learning. This presentation will discuss these reactions, and possible ways that we as legal writing professors, as well as the faculty as a whole, can overcome them.
Angela D. Morrison & Lori D. Johnson, Using Legal Writing Problems to Further Develop Your Research Agenda (Room F109—two consecutive programs)

As more Legal Writing faculty transition to unified tenure tracks, legal writing teachers face increased pressure to develop their own research agenda and to produce scholarship. However, given the amount of student contact hours we engage in outside of the classroom, finding time during the semester to work on our own scholarly development is difficult. This means that we must efficiently use our time to ensure we are on track to meet the tenure requirements of scholarship, teaching, and service. Just as law faculty have traditionally used their classroom time to further their scholarly agendas, so too, should legal writing faculty look for ways to use legal writing courses to further their research agenda.

This panel will discuss strategies to use in creating legal writing problems to further develop your research agenda. We will use our own experience developing problems that incorporated our research interests and discuss the ways in which it enriched our own scholarly agenda. The presentation will then focus on tips for writing problems that will take account of student needs and further the faculty member’s scholarly interests. Finally, we will seek input from attendees on their experiences and incorporate those experiences into a best practices guide.

Rosa Kim & Stephanie Hartung, The Balancing Act: An Approach to Professional Fulfillment for Legal Writing Faculty (Room A110—two consecutive programs)

As legal writing faculty, we strive to be innovative classroom teachers, committed community servants, and prolific scholars. At the same time, many of us have a passion for a specific topic or area of law that we want to develop. Balancing these responsibilities and interests can seem like a herculean task. And yet, developing a new course, or a scholarly agenda, can be enormously rewarding on a professional and personal level. The trick is finding the time and energy! This presentation will focus on strategies for professional development for legal writing faculty that maximize and “re-purpose” the work we are already doing. For example, we will discuss how the everyday efforts of a legal writing professor, from an in-class teaching exercise, LWI committee work, pro bono project, or moot court advising, can inspire meaningful scholarship and teaching projects.

Molly McBurney, Law Practice Drafting: From Sitcom to Experiential Learning Course (Room A110—two consecutive programs)

I teach an upper-level Law Practice Drafting course that starts with a scene in a sitcom that sets up a legal problem. From there, the students follow the case through three main stages: research & analysis; communicating with others; and negotiation & settlement. Through this process, they are exposed to a number of steps in client representation that they may not see in other courses, including identifying potential issues (without the starting point of a doctrinal subject), investigating facts, advising clients, communicating with opposing counsel, valuing a case, negotiating, and drafting a settlement agreement. While taking each of these steps, they also learn how to start with the same underlying legal analysis, the research memo, and communicate that analysis to different audiences to achieve different goals.

This two-credit course satisfies the ABA’s requirements for an experiential learning course, and, although I teach it in the context of litigation, it could be easily adapted to a transactional setting. I plan to discuss why I start with a sitcom, how I structure the course, and why the course meet’s the ABA’s definition of an experiential learning course.

Lance N. Long & Catherine Cameron, Top Ten Takeaways from The Science Behind the Art of Legal Writing (Room F200)

The authors of The Science Behind the Art of Legal Writing will share with the audience the top ten things legal writers can do to improve their writing based on the authors’ research into the empirical bases for many of the principles legal writing teachers teach their students. Some of these tips address the mechanics of legal writing and some address the principles that make legal writing more persuasive, but all of these tips will give legal writing teachers some support for requiring students to follow legal writing conventions beyond simply telling them “because I told you so.”
SATURDAY, 12:00 – 1:00 P.M.

Lunch in the Student Lounge.

SATURDAY, 1:00 – 1:50 P.M.

Chad Noreuil, Teaching Other Skills for Law School Success: Our Students’ Memory and Remembering (Room F108)

We expect our students to learn mountains of information each semester, and yet law schools rarely teach them the skills necessary to do so. This presentation will go through a part of an interactive lecture I give to my students on the best way to store information into long term memory in order to best retrieve the information they learn. This presentation focuses on providing a framework for understanding how our memory works and how we can teach this to our students to help them study and retrieve information more effectively and efficiently. Participants will be actively involved in different techniques that demonstrate how our memory works, and how we can put that knowledge to use in the classroom and on final exams (or the bar exam).

Margaret Hughes Vath & Jennifer Chiovaro, “Practicing” Practicing Law—Creating A Legal Writing Simulation Course to Comply With the New ABA Standard 304 (Room F109)

In Fall 2016, new ABA Standard 303 requires six credits of “experiential” courses. According to ABA Standard 303, one of the primary ways for students to encounter experiential learning is through a “simulation course,” which is further defined in ABA Standard 304.

This presentation will detail how we used an alumni survey, academic research, interviews, and thoughtful planning to create a legal writing-focused simulation course. Our survey and other targeted research allowed us to identify the skills recent graduates valued to create a third-year writing course: Practice-Ready Writing. The course was the product of a Dean’s Teaching Innovation Grant. The course follows a law firm model where students handle mock transactional and litigation cases from initial client intake through resolution, drafting applicable documents throughout the representation. To make the experience as similar to law practice as possible, students experience “interruptions” in which a client would need an immediate answer. These interruptions more fully mirror practice in which practitioners must adroitly balance the needs of several clients with varying deadlines, while also addressing erupting emergencies. Attendees will leave with practical takeaways, including the list of questions we used to survey alumni, and handouts on the “interruptions” exercises the students encountered.

Alexa Z. Chew & Katie Rose Guest Pryal, Taking On the Challenge: Integrating Citation Literacy and Live Assessment (Room A110)

Research shows students are expected to write “proficiently and with minimal supervision” a vast array of legal documents upon graduation. Furthermore, they are expected to interact with supervisors and peers in a professional manner. Much of this teaching burden falls on legal research and writing professors. We suggest two unconventional teaching techniques to help LRW professors take on this challenge.

Citation Literacy: Students are expected to cite their sources, but teaching students how to format citations can be time-consuming and thankless work. Teaching citation literacy early helps students buy into legal citation style and allows them to read legal citations in their other courses from the get-go. Immersion in citations makes teaching citations much more pain-free.

Live Assessment: Inviting and incorporating feedback is an interpersonal skill that many law students never fully learn in law school—but one that they need to succeed in law practice. Whether they are receiving feedback from a supervisor, from a peer, or from themselves, inviting feedback is a lifelong skill. Teaching peer, self, and supervisor feedback techniques in LRW ultimately makes our jobs easier, as students grow skilled at receiving professor feedback gracefully, at helping their classmates, and at developing their own inner editors.

This presentation will review the use of storytelling during the oral arguments in two United States Supreme Court cases. Our title is based on the American English use of the word “story” to denote both a narrative and the level of a building. Both meanings are applicable here because we will compare the use of narrative in oral argument to the narrative developed in the appellate briefs and analyze the building of the story throughout the appeal, including the oral argument. We will look at the challenges of using storytelling in oral argument and suggest effective storytelling techniques for oralists. The legal scholarship resulting from this presentation is in the legal writing field, and our presentation will provide take-aways that legal writing professors can use in the classroom.

**SATURDAY, 2:00 – 2:50 P.M.**

Rachel H. Smith, *Superstars, Diamonds in the Rough, and Runts of the Litter: Picking the Right Research Assistants* (Room F108—two consecutive programs)

During this presentation, I will offer new ways of thinking about the best (and worst) ways to select, train, mentor, and work with research assistants. Have you ever had a research assistant leave all of your research in the trunk of his car while it was parked at the airport for most of the summer? I have. Have you ever had a research assistant not enter his time for an entire year and then try and get paid for it all at once? I have. When it comes to research assistants, I have made some mistakes. But I have learned a lot too. Let me help you make the most of this valuable relationship.

Sammy M. Mansour, *Responsiveness to Feedback as a Legal Practice Skill* (Room F108—two consecutive programs)

This presentation will address the concept that responsiveness to feedback is a legal practice skill. Specifically, the presentation will emphasize the importance of identifying and teaching this skill to students. This approach (1) better prepares students to practice, (2) assists students in improving their legal writing and analysis skills, and (3) creates a more positive and engaged learning environment inside and outside of the classroom. The presentation will explore all three of these benefits, and encourage audience participation.

Sue Provenzano, *The Dimensions of Argument: Teaching Structure and Logic in a Complementary Manner* (Room F109)

Logic and structure are the twin pillars of legal argument. But it is hard for students to see how they work together in a brief. Retreating to IRAC-based paradigms or invoking the syllogism oversimplifies the task and fails to capture the true dimensions of argument. Still, students need a concrete way to think about how logic and structure combine to form an argument’s architecture. One way to capture their complementary roles is to teach students to build arguments based on the concept of the law-fact continuum.

Legal arguments vary widely in their proportion of law to fact. Some (like discovery dispute arguments) are intensely factual; others (like summary judgment arguments) are classic law-fact applications; while others (like most Supreme Court arguments) deal with unsettled law. In these varied proportions, arguments lie along a law-fact continuum. Based on its location in that continuum, an argument’s goal changes, and so too does its structure and logic. Using multiple examples, this presentation will demonstrate how an argument’s placement on the law-fact continuum influences the use of inductive, deductive, and analogical reasoning, as well how these forms of logic are expressed in an argument’s structure.

This semester, Sara Benson is teaching an upper level seminar course about Domestic Violence and the Law, which requires students to write a scholarly paper. To facilitate the writing process, Michelle Hook Dewey is “embedded” into the course—both by attending a course discussion and by meeting with students to discuss their legal research progress. Sara and Michelle will discuss their experience with this course project and how it has ultimately benefited the students in writing solid research papers and further honing their legal research skills. The goal of the presentation is to create a template for other legal writing and legal research professors to utilize at their home institutions when designing upper level writing courses.

Terry Stedman, *Creating Richer Legal Writing Assignment Hypotheticals with Bloomberg Law Dockets* (Room F200)

In this session, Terry Stedman will show you how use the Dockets tool on Bloomberg Law to create realistic writing assignment hypotheticals. Using real court documents and exhibits from actual cases, you can create richer hypotheticals while saving time and energy. Terry will demonstrate several search strategies to find on-point dockets at the district court or appellate level.

**SATURDAY, 3:00 – 3:50 P.M.**

*Panel Discussion: Professional Development* (Room F108)

This panel event will provide a discussion space for attendees to reflect on career challenges faced by legal writing professors in today’s climate. Seasoned and junior legal writing professors alike should benefit from the conversation. Panelists will jumpstart discussion by addressing questions such as: What is the next step in your career? How have the demands on your professional and personal time evolved? Has the division of your time between teaching, scholarship, and service changed over the years? In your career, how do you view the role of service outside of your institution? In this “age of austerity,” when some have been asked to do more with less, have you changed your approach to any aspects of your job, and, if so, how? How do you address status issues at the institutional level and at the legal writing community level, if at all?

**Moderator:** Katrina June Lee  
**Speakers:** Olympia Duhart, Joan Foley, Margaret Hughes Vath, Rachel H. Smith


“Social impact advocacy” aims to address systemic inequality through complex advocacy actions like policy issue campaigns and community economic development projects. To prepare students requires both teaching a critical theoretical approach to law, justice, and identity and introducing key components of contemporary action frameworks. These include nontraditional research and writing skills, such as participatory policy research, strategic research and power mapping, and framing theory and practice. Because the social impact advocate generally works with organizational clients representing marginalized communities and in cross-disciplinary, multicultural teams, adequate preparation also involves learning professional knowledge, skills, experiences, and attitudes not typically addressed in legal education. The presenters will describe the work of a collective of Latcrit scholars to develop a coursebook that bridges divides that have hindered effective social justice pedagogy and will describe their work in co-teaching a social impact advocacy course at Miami Law. The presenters also will reflect on the challenges of co-teaching in a way that draws on the distinct experiences of both a critical legal theory and constitutional law scholar and a professor with experience in legal writing instruction and social justice advocacy—a collaboration that has allowed for both professional development and an expanded range of scholarship.
Cynthia M. Adams, *Mind-Mapping a Pathway to Creativity and Understanding* (Room A110)

Mind-mapping is a technique that uses diagramming to visually organize and articulate information and ideas. It’s a fun, flexible tool, which can be used individually or collaboratively, for creative brainstorming and for increasing understanding of complex legal concepts. This presentation will discuss how you can effectively use mind-mapping to brainstorm ideas for your scholarship or to create class exercises or assignments that will deepen students’ understanding of complex legal concepts. Examples of ways to use mind-mapping will be demonstrated, including using free online mind-mapping tools.

We’ll use a free online mind-mapping tool: Bring your laptops with internet access or just a pen and paper, and we’ll work through an exercise or two.
CYNTHIA M. ADAMS: Cynthia M. Adams is a Clinical Professor of Law at Indiana University Robert H. McKinney School of Law. She has worked with students, lawyers, and faculty in the United States and abroad, teaching legal writing, contract drafting, small business planning, negotiations, and contract law. Professor Adams has coauthored two books: Drafting U.S. International Contracts in Legal English (Aspen 2013), and The Guide to US Legal Analysis and Communication (2d ed., Aspen 2015). Professor Adams has presented on legal writing, negotiations, and contract drafting issues at numerous national and international schools and conferences.

RUMMANA ALAM: Professor Alam joined the legal writing faculty at the University of Illinois College of Law as a visiting assistant professor in 2010. She holds both a J.D. (magna cum laude) and LL.M from the University of Illinois College of Law. She also earned a Bachelor of Laws from the University of Western Ontario and a Bachelor of Science from McMaster University. She is licensed to practice law in Illinois, New York, and Ontario, Canada.

Professor Alam practiced for over four years as in-house contracts counsel for Carle Foundation Hospital, where she focused on health care transactional law. In Canada, Professor Alam completed her articling with the City of Toronto’s legal department.

She has taught Legal Writing and Analysis, Introduction to Advocacy, and Drafting for Transactions.

DIONNE E. ANTHON: Dionne Anthon is in her eighth year of teaching legal research and writing, and she recently joined the Legal Skills and Values program at Florida International University College of Law. Prior to joining FIU Law, Professor Anthon was an Associate Professor of Legal Methods at Widener University Commonwealth Law School. She earned a B.S. in Economics, cum laude, from the Wharton School of Business at the University of Pennsylvania; an M.B.A. from Georgetown University; and a J.D., cum laude, from the University of Pennsylvania Law School. Before joining Widener Law’s faculty in 2008, she served as a judicial law clerk to the Honorable Christopher C. Conner of the United States District Court for the Middle District of Pennsylvania. Professor Anthon has a passion for teaching, assessment, and technology. She recently published a new book to help students learn Bluebook citation—The Bluebook Uncovered: A Practical Guide to Mastering Legal Citation (West Academic 2015).

DEBRA AUSTIN: Debra writes about how neuroscience research can improve law student, law professor, and lawyer well-being. Her first article was on stress and cognition, and her second piece discussed the impact of substances such as caffeine, alcohol, and marijuana on brain function. Her new article examines neuroscience research on the relationship of nutrition and brain health. Debra teaches Lawyering Process and Advanced Legal Research at the University of Denver. She got her Bachelor in Music Education from the University of Colorado; her JD from the University of San Francisco; and her PhD in Education from the University of Denver.

JILL BARTON: Jill Barton is a founding faculty member of Miami Law’s innovative legal writing program. She is a former appellate judicial clerk and award-winning journalist, who received her J.D. summa cum laude from the University of Missouri-Kansas City. She and colleague Rachel H. Smith are the authors of the first-year legal writing textbook, The Handbook for the New Legal Writer.

HEATHER BAXTER: Heather Baxter is an Associate Professor of Law at Nova Southeastern University, Shepard Broad College of Law, where she teaches Legal Research and Writing I and II, Criminal Procedure, and directs the Judicial Field Placement. Before joining the faculty at Nova, Professor Baxter was a judicial law clerk for the Honorable Janet Stumbo, Supreme Court of Kentucky, and a trial court staff attorney in the Seventeenth Judicial Circuit, Broward County, Florida. Professor Baxter graduated from the University of Kentucky in 1996 with a B.A. in English. In 2000, she obtained her Juris Doctor, magna cum laude, from Nova Southeastern University, where she served as Executive Editor of the Nova Law Review. Professor Baxter is a member of both the Kentucky and Florida Bars.

MARY ANN BECKER: Prior to joining Loyola as the Associate Director of Writing Programs and Academic Support, Mary Ann Becker taught legal research and writing to first, second, and third year law students at DePaul University College of Law and a Law and Literature seminar to undergraduates at the DePaul University College of Arts and Sciences. She focuses her teaching and research on the best techniques to prepare students for the practice of
JOHN CAMPBELL: John Campbell is an Assistant Professor of the Practice at the University of Denver Sturm College of Law. Professor Campbell has extensive experience as an appellate and trial attorney. He has argued before the Missouri Supreme Court, the Illinois Court of Appeals, the Missouri Court of Appeals and the Eighth Circuit Court of Appeals. While managing a consumer and class action department, Professor Campbell settled dozens of class actions and individual cases which resulted in over $300 million in relief to individuals. Professor Campbell also earned awards while practicing, including “Influential Appellate Advocate,” “Largest Settlement,” Super Lawyer, and one of the Best Lawyers in America.

SARAH BENSON: Sara Benson is a lecturer in law at the University of Illinois College of Law, teaching legal writing. She received a J.D. magna cum laude from the University of Houston Law Center, where she served as a notes & comments editor for the Houston Law Review. She practiced commercial litigation with Akin Gump Strauss Hauer & Feld in Dallas before earning her LL.M. from Boalt Hall School of Law at the University of California, Berkeley. Most recently, she practiced law in Austin, Texas as staff attorney with the Women’s Advocacy Project, where she focused on domestic violence issues. Professor Benson was a visiting scholar with the Feminist Legal Theory Project at Emory Law School in the spring of 2008. Select published works are located at bepress. She is currently enrolled in the Graduate School of Library and Information Science earning her MLIS degree. Follow Professor Benson on Twitter @SaraLGBTQLaw

HEIDI K. BROWN: Professor Heidi K. Brown is the incoming Director of the Legal Writing Program and Associate Professor of Law at Brooklyn Law School. She previously taught legal writing at New York Law School and Chapman University School of Law. She is the author of a civil procedure book entitled, Fundamentals of Civil Litigation, and a two-book legal writing series entitled, The Mindful Legal Writer: Mastering Predictive Writing and Mastering Persuasive Writing. Heidi’s scholarship focuses on helping quiet law students find their lawyer voices. She is the author of two related articles, including Empowering Law Students to Overcome Extreme Public Speaking Anxiety: Why “Just Be It” Works and “Just Do It” Doesn’t, 53 Duquesne Law Review 182 (Winter 2015), and The “Silent But Gifted” Law Student: Transforming Anxious Public Speakers into Well-Rounded Advocates, 18 Leg. Writing 291 (2012). Based on her research in this area, she was awarded the 2014 Global Legal Skills Award, at the Ninth Annual Global Legal Skills Conference, for “excellence in the advancement of global legal skills education.”

JASON POTTER BURDA: Professor Burda has taught legal research and writing at the University of San Diego School of Law and the Peking University School of Transnational Law in Shenzhen, China, and now teaches at the University of Massachusetts. In addition to teaching Legal Skills, Professor Potter teaches Health Law & Advocacy. In conjunction with that class he was a Co-Recipient of the 2015 UMass President’s Creative Economy Grant for his project Building Community Capacity for HIV-Positive Individuals in South Coast, Massachusetts: A Pathway to an Interdisciplinary Academic-Community Partnership. Professor Burda is a graduate of NYU School of Law, where he was Editor-in-Chief of the NYU Review of Law & Social Change.

CATHERINE CAMERON: Catherine Cameron is a Professor of Law at Stetson University College of Law. Professor Cameron teaches classes and research in the areas of legal writing and media law. She has written several articles on media law and legal writing topics and has given presentations at national conferences on these topics as well. Professor Cameron has been a faculty advisor for the First Amendment Moot Court team and the ADR Board Negotiation team. She is also a faculty coordinator for the Florida Circuit Court (Trial) Internship. Professor Cameron earned a bachelor’s degree in journalism, a master’s degree in mass communications, and a law degree from the University of Florida. She worked for the Reporters Committee for Freedom of the Press, a non-profit organization that specializes in media law issues in Washington, D.C., where she filed amicus briefs in high-profile cases affecting the media, including two cases before the U.S. Supreme Court. She also spent several years working as a staff attorney for the Eighteenth Judicial Circuit before joining Stetson’s faculty.

SARA BENSON: Sara Benson is a lecturer in law at the University of Illinois College of Law, teaching legal writing. She graduated from the University of Michigan earning a bachelor’s degree in political science with class honors. She earned her J.D. magna cum laude from the University of Houston Law Center, where she served as a notes & comments editor for the Houston Law Review. She practiced commercial litigation with Akin Gump Strauss Hauer & Feld in Dallas before earning her LL.M. from Boalt Hall School of Law at the University of California, Berkeley. Most recently, she practiced law in Austin, Texas as staff attorney with the Women’s Advocacy Project, where she focused on domestic violence issues. Professor Benson was a visiting scholar with the Feminist Legal Theory Project at Emory Law School in the spring of 2008. Select published works are located at bepress. She is currently enrolled in the Graduate School of Library and Information Science earning her MLIS degree. Follow Professor Benson on Twitter @SaraLGBTQLaw

HEIDI K. BROWN: Professor Heidi K. Brown is the incoming Director of the Legal Writing Program and Associate Professor of Law at Brooklyn Law School. She previously taught legal writing at New York Law School and Chapman University School of Law. She is the author of a civil procedure book entitled, Fundamentals of Civil Litigation, and a two-book legal writing series entitled, The Mindful Legal Writer: Mastering Predictive Writing and Mastering Persuasive Writing. Heidi’s scholarship focuses on helping quiet law students find their lawyer voices. She is the author of two related articles, including Empowering Law Students to Overcome Extreme Public Speaking Anxiety: Why “Just Be It” Works and “Just Do It” Doesn’t, 53 Duquesne Law Review 182 (Winter 2015), and The “Silent But Gifted” Law Student: Transforming Anxious Public Speakers into Well-Rounded Advocates, 18 Leg. Writing 291 (2012). Based on her research in this area, she was awarded the 2014 Global Legal Skills Award, at the Ninth Annual Global Legal Skills Conference, for “excellence in the advancement of global legal skills education.”

JASON POTTER BURDA: Professor Burda has taught legal research and writing at the University of San Diego School of Law and the Peking University School of Transnational Law in Shenzhen, China, and now teaches at the University of Massachusetts. In addition to teaching Legal Skills, Professor Potter teaches Health Law & Advocacy. In conjunction with that class he was a Co-Recipient of the 2015 UMass President’s Creative Economy Grant for his project Building Community Capacity for HIV-Positive Individuals in South Coast, Massachusetts: A Pathway to an Interdisciplinary Academic-Community Partnership. Professor Burda is a graduate of NYU School of Law, where he was Editor-in-Chief of the NYU Review of Law & Social Change.

CATHERINE CAMERON: Catherine Cameron is a Professor of Law at Stetson University College of Law. Professor Cameron teaches classes and research in the areas of legal writing and media law. She has written several articles on media law and legal writing topics and has given presentations at national conferences on these topics as well. Professor Cameron has been a faculty advisor for the First Amendment Moot Court team and the ADR Board Negotiation team. She is also a faculty coordinator for the Florida Circuit Court (Trial) Internship. Professor Cameron earned a bachelor’s degree in journalism, a master’s degree in mass communications, and a law degree from the University of Florida. She worked for the Reporters Committee for Freedom of the Press, a non-profit organization that specializes in media law issues in Washington, D.C., where she filed amicus briefs in high-profile cases affecting the media, including two cases before the U.S. Supreme Court. She also spent several years working as a staff attorney for the Eighteenth Judicial Circuit before joining Stetson’s faculty.

JOHN CAMPBELL: John Campbell is an Assistant Professor of the Practice at the University of Denver Sturm College of Law. Professor Campbell has extensive experience as an appellate and trial attorney. He has argued before the Missouri Supreme Court, the Illinois Court of Appeals, the Missouri Court of Appeals and the Eighth Circuit Court of Appeals. While managing a consumer and class action department, Professor Campbell settled dozens of class actions and individual cases which resulted in over $300 million in relief to individuals. Professor Campbell also earned awards while practicing, including “Influential Appellate Advocate,” “Largest Settlement,” Super Lawyer, and one of the Best Lawyers in America.
His scholarship focuses on mortgage fraud and empirical studies (written persuasion and jury persuasion). His articles have been published by Iowa, the University of Michigan, Catholic University, Brooklyn University and others.

Professor Campbell teaches a variety of courses at DU, including Lawyering Process, Torts, and a live client appellate course that he created. In that course, students work as associates on a complex appeal and attended oral argument, where Ted Olson was opposing counsel. Professor Campbell also works to integrate substantive courses with legal writing and research. He taught the first hybrid torts/lawyering process course in DU’s history.

ALEXA CHEW: Alexa Chew is a Clinical Associate Professor of Law at the University of North Carolina School of Law. She joined the faculty in 2012. 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 and the Asian Law Students Association. Following law school, Professor Chew practiced corporate law in Boston at Bingham McCutchen LLP. She later returned to North Carolina as a law clerk for the Honorable Rick Elmore at the North Carolina Court of Appeals, where she served for six years. She is licensed to practice in Massachusetts and North Carolina.

JENNIFER CHIOVARO: Jennifer Chiovaro is a senior principal lecturer at Georgia State University College of Law. She is a faculty member in the Lawyering Foundations Program, a two-semester 6 credit hour practice-focused writing course that teaches first-year students skills in legal analysis, problem solving, and effective written and oral communication. Along with senior lecturer Margaret Hughes Vath, Chiovaro was awarded a 2014 Teaching Innovation Grant to develop Lawyering: Practice Ready Writing, a third-year skills course she and Professor Vath piloted Summer 2015.

Before joining the faculty at GSU, Professor Chiovaro practiced insurance defense law with Powell, Goldstein, Frazer & Murphy, now Bryan Cave, where she litigated medical malpractice and airline liability cases. For 10 years, she served as director of the first-year Research, Writing, and Advocacy Program, during which she advocated for a more robust first-year skills program. With the successful launch of the Lawyering Foundations Program, she stepped down as director. In 2006, Professor Chiovaro was proud to host the LWI Biennial Conference in Atlanta. Professor Chiovaro serves as Moot Court advisor and represents Georgia State Law on the University Senate. She also is an animal rights advocate and is an active volunteer at Atlanta Pet Rescue and Adoption.

KIRSTEN CLEMENT: Professor Clement serves as the recently-appointed Director of Lawyering Process at Florida Coastal School of Law and has been teaching in the LP Department for ten years. She also serves as faculty advisor for the Public Interest Research Bureau, a volunteer, student research and writing organization that provides free research services to attorneys representing underserved clients. Professor Clement also serves as co-chair of the Pro Bono Cooperation Committee of the LWI. Prior to entering the field of legal education, Professor Clement worked for an insurance defense firm in Jacksonville, Florida.

CRAIG COLLINS: Craig is deputy director of the newly established PEARL (Profession, Education and Regulation in Law) Centre hosted by the Australian National University in Canberra. PEARL is a distributed centre, critical, research-focused, inter-disciplinary and international in outlook.

Before entering academia, Craig was a commercial litigation partner with the national firm, Gadens Lawyers, developing particular expertise in defamation law. He has also worked as Lawyer Development Advisor for the Australian Government Solicitor (AGS) and held the position of Board Secretary for the North & North West Community Legal Centre.

His research interests include legal history and legal education, with a particular focus upon preparing for legal practice, technology, legal literacies, mentoring, developing expertise and curriculum design. Specific relevant projects include:
  • building upon the work of William Twining, a book chapter in The Value of Knowledge (2007, Rodopi), entitled, ‘Pericles was a Plumber: Towards resolving the liberal and vocational dichotomy in legal education’;

• producing an upcoming article for a special ‘technology edition’ of *The Law Teacher* (UK) entitled, ‘Story Interface and Strategic Design for New Law Curricula’.

**HEATHER DAVIS:** Heather Davis focuses her teaching on legal writing and advocacy and products liability litigation. She joined the CharlotteLaw faculty as a full-time Assistant Professor in the fall of 2012 after serving as an Adjunct and then Visiting Assistant Professor at CharlotteLaw during the 2011-2012 academic year. Before entering academia, Professor Davis practiced environmental litigation and general business law for nine years, gaining deep experience in the defense and management of products liability, toxic tort/chemical exposure, land contamination, Superfund, and general business cases. She began her legal career with Haynes and Boone LLP in Houston, Texas and was named a 2006 Texas Rising Star by Super Lawyers Magazine after practicing less than three years. In 2007, Professor Davis joined Gonzalez Saggio & Harlan LLP in Milwaukee, Wisconsin, the largest minority-owned law firm in the United States, and practiced at Gonzalez Saggio & Harlan until joining CharlotteLaw. Professor Davis holds a J.D. with honors from The University of Texas School of Law and a double B.A. in English and Managerial Studies from Rice University.

**MICHELLE HOOK DEWEY:** Michelle Hook Dewey is Reference Librarian and Assistant Professor of Library Service at the University of Illinois College of Law. She received her Master of Library & Information Science degree from the University of Illinois. She has a J.D. and an LL.M. in health law and policy from Southern Illinois University. Prior to coming to Illinois, Michelle was a reference assistant and teaching fellow at S.I.U. While there she was responsible for the design and teaching of an online legal research and writing course for SIU’s Masters of Legal Studies program, assisting with the instruction and development of hybrid law classes and providing in-depth reference and research assistance to faculty and students.

**OLYMPIA DUHART:** Olympia Duhart teaches Legal Research and Writing (LRW), Constitutional Law and First Amendment Law at the Shepard Broad College of Law at Nova Southeastern University. She is also Director of the LRW Program at Nova. Professor Duhart is Co-President of the Society of American Law Teachers. She serves with Professor Ruben Garcia of UNLV. Professor Duhart also serves on the Board of Advisors for the Institute for Law Teaching and Learning.

Before joining the faculty, Professor Duhart worked at Ruden McClosky and volunteered with the Florida Innocence Project. She also taught high school English. Professor Duhart worked as a staff reporter for The Miami Herald. She continues to engage the public through her contributions to the SALTLAW blog, The Huffington Post and The New York Times. She writes in the areas of teaching methods, assessment and vulnerable communities.

Professor Duhart was recognized by the AALS as a Teacher of the Year in 2009 and 2012. She was named Professor of the Year by the NSU Student Bar Association in 2012. In 2014, Professor Duhart won the Stephanie Aleong Impact Award, which recognizes a faculty member who has had an impact on a law student who exemplifies compassion, industry and service.

**NINA FARBER:** Visiting Instructor of Legal Writing at Brooklyn Law School. In addition to legal writing, I have taught a course entitled Advanced Federal Courts Colloquium, which prepares top tier law students for federal clerkships. I have clerked for in the Eastern District of New York For Judge Korman and the Ninth Circuit Court of Appeals for Judge Browning. My law firm experience includes 12 years of practice at Patterson Belknap Webb & Tyler and Allegaert Berger & Vogel. Areas of practice include false advertising, pharmaceutical law, employment discrimination, death penalty, and commercial litigation.

**ERIC FLEETHAM:** Professor Fleetham joined Ave Maria School of Law in 2009 and was named the Assistant Director of Research, Writing, & Advocacy in 2015. In addition to teaching legal writing and research courses in both the 1L and 2L years, he has also taught Sales. Further, Professor Fleetham has coached external moot court trial teams. Prior to joining the Ave faculty, he practiced law for twelve years at Varnum, Riddering, Schmidt & Howlett LLP in Grand Rapids, Michigan, and taught courses in legal research, legal writing, and advanced litigation as an adjunct professor at Davenport University.

**JOAN FOLEY:** Joan Foley is the Kermit Gitenstein Distinguished Professor of Health Law and Policy. She teaches Legal Process and American Trial Courts—Theory and Practice in the Federal Courts.
Professor Foley graduated from the New York University School of Law in 1995. After law school, she joined the law firm of Gordon Thomas Honeywell. From 2000 through 2006, Professor Foley was a partner of that firm in Seattle. Her practice focused on health law, complex litigation, appellate litigation, and environmental litigation. She was also a volunteer attorney for Northwest Justice Project.

Professor Foley became a faculty member at the University of Washington School of Law in 2007. There, she taught first-year and upper division legal writing courses. Throughout her career, Professor Foley has served on the boards and committees of professional and non-profit organizations. She is the Vice-President of the Federal Bar Association—Eastern of New York Chapter Board. She serves in a leadership position for the American Bar Association—Health Law Section as Vice-Chair of Publication Book Editorial Board. She is also a Steering Committee Member of the Laurel Rubin Farm Worker Justice Project.

**JOE FORE:** I am an Assistant Professor and Co-Director of the Legal Research and Writing Program at the University of Virginia School of Law. Prior to joining the Law School faculty, I was an attorney with BakerHostetler, practicing commercial litigation in Washington, D.C. and Orlando, Florida. I litigated cases in a wide range of substantive areas—including real estate matters, contract disputes, election law and class actions—at both the trial and appellate levels. I also served as an adjunct professor at Barry University’s Dwayne O. Andreas School of Law in Orlando, where I taught a seminar course in advanced oral advocacy skills.

**CHRISTINA M. FROHOCK:** Christina Frohock is a Professor of Legal Writing at the University of Miami School of Law. Professor Frohock earned her B.A. with Honors in Philosophy from the University of North Carolina and her M.A. in Philosophy from the University of Michigan. She earned her J.D. magna cum laude from New York University School of Law, where she was a member of the Order of the Coif and won the graduation award for excellence in Constitutional Law. She then joined Sullivan & Cromwell LLP in New York City as a litigation attorney. After moving to Miami, she practiced litigation at both White & Case LLP and Kenny Nachwalter, P.A.

Professor Frohock teaches Legal Communications and Research and an upper-level seminar on Legal Issues in Guantánamo. Her scholarship focuses on Guantánamo, and she has given a variety of presentations at conferences and universities. Previously, she taught Constitutional Law at the University of Miami and advanced legal research and writing at Florida International University College of Law.

Professor Frohock is also actively involved in the community. She is Vice President of the Rosemary Barkett Appellate American Inn of Court, working with judges, practitioners, academics, and students to represent pro bono clients in unemployment benefits appeals. She belongs to several professional organizations, including the American Bar Association and the Federal Bar Association, and she has served on the board of Dance Now! Miami.

Professor Frohock is admitted to practice law in Florida, New York, the United States District Courts for the Southern District of Florida, Middle District of Florida, Southern District of New York, and Eastern District of New York, and the Supreme Court of the United States.

**SHALINI J. GEORGE:** Professor George has been teaching legal writing at Suffolk University Law School for the past ten years, and is highly involved in the law school community. She currently chairs the school’s Teaching Committee and is member of many other committees. Professor George is also highly involved in the national legal writing community and is the current co-chair of LWI’s Scholarship Development and Outreach Committee. She has presented at numerous regional and national conferences and her scholarship has focused on sexual harassment law, cognitive science and learning, and most recently, mindfulness training.

**MELISSA L. GREIPP:** Melissa L. Greipp is an Associate Professor of Legal Writing at Marquette University Law School. Prior to joining the full-time faculty, Melissa L. Greipp was a civil litigator in private practice. She also taught Legal Writing and Research 2 at Marquette University Law School in the spring 2004 semester as an adjunct professor. Before entering private practice, Professor Greipp was a law clerk to the Honorable N. Patrick Crooks, Justice of the Wisconsin Supreme Court. Professor Greipp received her B.A., cum laude, from Wellesley College in 1995 and her J.D., cum laude, from Marquette University Law School in 1999.
STEPHANIE ROBERTS HARTUNG: Stephanie Roberts Hartung has been a professor at Suffolk University Law School in Boston, MA for 12 years. She teaches courses relating to wrongful convictions, legal writing and criminal appellate advocacy. Before she began teaching, Professor Hartung was a public defender in the California Bay Area for seven years, where she represented clients on charges including rape, robbery and capital murder. She also serves on the Board of Trustees of the New England Innocence Project (NEIP). She has recently authored several amici briefs on behalf of NEIP, and this year successfully argued in favor of post-conviction DNA testing and a broader application of the MA wrongful conviction compensation law before the Supreme Judicial Court. Professor Hartung’s scholarship focuses on wrongful convictions advocacy and federal habeas corpus procedure. Her most recent article, Habeas Corpus of the Innocent, is forthcoming in the University of Pennsylvania Law School Journal of Law and Social Change. Additionally, she is a contributor to a forthcoming book, Wrongful Convictions and the DNA Revolution: Reflections on Twenty-Five Years of Freeing the Innocent, commemorating the 25th anniversary of the first DNA exoneration.

JENNIFER HILL AND FRANK VALDES: Jennifer Hill is an immigrant and worker rights advocate with the Florida Immigrant Coalition who teaches social justice law at the University of Miami. Frank Valdes is a critical Latino theory and constitutional law scholar who teaches at the University of Miami. Together, they co-teach Social Impact Advocacy and are part of a Latcrit collective developing a new critical social justice coursebook.

REGINA RAMSEY JAMES: Regina Ramsey James, 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.

The 1996 magna cum laude law graduate, who ranked number one in her class, was editor-in-chief of the Southern University Law Review and a member of the Moot Court Board.

The Hammond native is a magna cum laude graduate of Southeastern Louisiana University in Hammond, where she was inducted in Phi Kappa Phi and Beta Gamma Sigma. She was the recipient of the Green “S” Service Award.

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).

LORI D. JOHNSON: Professor Lori Johnson earned her B.A. from the University of Notre Dame and her J.D. from Northwestern University School of Law. She spent five years in big firm practice in Chicago and Las Vegas before joining the faculty of UNLV’s William S. Boyd School of Law. She teaches Lawyering Process I, Lawyering Process II, Professional Responsibility, and Transactional Drafting. Her scholarship is focused on exploring the intersection between contract drafting, rhetorical criticism, and ethics.

KATHERINE SILVER KELLY: Professor Katherine Silver Kelly is an assistant clinical professor at The Ohio State University, Moritz College of Law where she teaches legal writing and is the director of the Academic Support Program. Katherine’s approach to teaching is to help students “get comfortable being uncomfortable.” Katherine presents regularly on topics such as critical thinking, early intervention programs, experiential learning, and high-stakes testing. In addition, she coaches Moritz’s Child Welfare & Adoption Law moot court team, serves as a mentor for the Ohio Supreme Court New Lawyers Program, and is a volunteer swim, soccer and track coach for Special Olympics.

SANDRA J. KERBER: Professor Sandra J. Kerber is a graduate of Baldwin Wallace University and Cleveland-Marshall College of Law. She is admitted to practice in Ohio and to United States Supreme Court.

Professor Kerber began her teaching career at Cleveland-Marshall College in 1990 as a full time Legal Writing Professor of Law. Prior to teaching Legal Writing, Research and Advocacy at Cleveland-Marshall full-time, Professor Kerber taught part-time in the Division of Special Studies at Cleveland State University and at Cleveland-Marshall in conjunction with the law school’s Legal Career Opportunity Program. She has also practiced law with a concentration in the areas of employment law, probate practice, domestic relations and personal injury. Prof. Kerber frequently lectures on topics and skills related to legal writing and research and is active in bar
and community organizations. She also serves on several community committees: such as, Judge4Yourself. Prof. Kerber has served as an Advisor to the Cleveland State Law Review since 1997. She has authored legal writing materials used in her teaching. She has taught Advanced Legal Writing with an emphasis on scholarly writing. She has been recognized by C|M|L|aw for Teaching Excellence. Teaching Areas: Legal Writing, Research and Advocacy; Advanced Legal Writing.

ROSA KIM: Professor Rosa Kim has taught in the Legal Practice Skills program at Suffolk University Law School in Boston, Massachusetts, since 2006. She is a graduate of Boston College Law School, and also has an M.A. in International Relations from Johns Hopkins University School of Advanced International Studies. Prior to teaching, she practiced as a litigator in the areas of civil rights, employment and torts, both in firms and as an Assistant Attorney General of the Commonwealth of Massachusetts. In addition to the first year legal writing course, she also teaches advanced legal writing related to international law. Her scholarship has focused on the topic of Korean and Asian legal reform.

KERRY KORNBLATT: Kerry Kornblatt is an instructor in the legal writing program at Wayne State University Law School. Prior to joining Wayne Law’s faculty, she worked for the federal judiciary, clerking for Judge Helene White on the U.S. Court of Appeals for the Sixth Circuit, Judge Leslie Southwick on the U.S. Court of Appeals for the Fifth Circuit, and Judge Mark Goldsmith in the U.S. District Court, Eastern District of Michigan, as well as serving as a staff attorney for the U.S. Court of Appeals for the Third Circuit. She also taught legal writing at Mississippi College School of Law as an adjunct professor.

Kornblatt received her B.A. from Rhodes College in Memphis, Tenn., majoring in political science and minoring in religious studies. She received her J.D. from the University of Virginia School of Law, where among other things, she directed the Conference on Public Service and the Law. After law school, Kornblatt served as a fellow at Americans United for Separation of Church and State.

KATRINA JUNE LEE: Katrina Lee, an Associate Clinical Professor at the Moritz College of Law, teaches Legal Analysis and Writing, LL.M. Legal Writing, Legal Negotiations and Settlements, and the Business of Law seminar. A former corporate litigation partner, Katrina practiced law for more than 12 years in California. She graduated from the University of California at Berkeley in 1994 and from Berkeley School of Law in 1997. Katrina’s latest article is forthcoming in the Capital University Law Review.

LANCE N. LONG: Professor Long is a professor of legal skills at Stetson University College of Law. He previously taught legal research and writing for nine years at J. Reuben Clark Law School, Brigham Young University, and at the University of Oregon School of Law. Before teaching, Professor Long practiced with Morrison & Foerster in Orange County, California and Hill, Johnson & Schmutz in Provo, Utah. His practice primarily focused on appellate and motion practice in the areas of intellectual property, contract, and construction law. Professor Long’s scholarship currently focuses on the efficacy of various types of environmental advocacy and empirical analyses of language patterns in appellate briefs and opinions. He is the co-author with Catherine Cameron of The Science Behind the Art of Legal Writing, Carolina Academic Press (2015). Professor Long graduated with a J.D. from Brigham Young University in 1986.

CAROL MALLORY: Professor Mallory has been teaching legal research and writing for eight years, first at Northeastern University School of Law and now at the University of Massachusetts School of Law. In addition to teaching Legal Skills, Professor Mallory has taught Poverty Law and Employment Law. Prior to teaching, Professor Mallory was an employment lawyer at Greater Boston Legal Services. Professor Mallory is a graduate of Northeastern University School of Law.

SAMMY M. MANSOUR: I am a Clinical Associate Professor of Law and the Director of LL.M. Curriculum at Michigan State University College of Law. I teach legal writing to both our J.D. and LL.M. populations, as well as a Global Law Colloquium. I am also co-chair of LWI’s Global Legal Writing Skills Committee. Prior to teaching at MSU, I was the Director of Advanced Legal Studies and a C.V. Starr Fellow at Peking University School of Transnational Law. I earned my J.D. from Georgetown Law and my Bachelor’s in political science at Yale.

MOLLY MCBURNEY: Molly McBurney joined The University of Akron School of Law in 2010 as Assistant Professor of Legal Writing and Research. Prior to joining Akron Law, Professor McBurney taught Legal Rhetoric: Research and Writing at American University’s Washington College of Law as the first recipient of the Legal Rhetoric Program’s
AMY MILLIGAN: Amy Milligan serves as an Assistant Director of Legal Writing, coordinating the first year writing program. She teaches Legal Research, Analysis & Writing I and II to first-year law students, and she teaches Advanced Legal Writing and Writing in Law Practice and to second- and third-year law students. Additionally, she serves as the Resident Editor of the American Bar Association’s Real Property, Trust & Estate Law Journal.

After graduating from the College of Charleston with dual degrees in Business Administration and Communications, Milligan received her J.D. from the University of South Carolina School of Law. She subsequently practiced as an Associate Attorney at the law firm of Baker, Ravenel & Bender, L.L.P. in Columbia, South Carolina. Her practice focused on property-related matters. On the real property side, she counseled clients on real property rights and she handled real estate litigation and premises liability litigation. On the intellectual property side, she assisted creative professionals with protecting their copyrights and trademarks through registration, litigation, and drafting and negotiating related agreements. Her practice areas also included corporate law and insurance defense.

ANGELA D. MORRISON: Angela D. Morrison is an associate professor at Texas A&M University School of Law. Professor Morrison formerly taught at the UNLV School of Law as a visiting assistant professor. She teaches Legal Analysis, Research and Writing I & II, Employment Discrimination, and Immigration Law. She is interested in the tension between institutional systems and individual rights. Her scholarship examines this through the lens of access to courts for victims of systemic employment discrimination and the impact of immigration status on the effective enforcement of laws meant to protect immigrants as individuals.

CHAD NOREUIL: Chad Noreuil is a Clinical Professor of Law at Arizona State University, where he teaches Legal Method, a Bar Exam Prep course, and Prisoner Rights. Professor Noreuil has published two books on passing the bar exam (The Zen of Passing the Bar Exam and Pass the Arizona Bar Exam) and two books on succeeding in law school (The Zen of Law School Success and Law 101: the Book and Documentary). He teaches a seminar on passing the bar exam at law schools around the country and is currently focusing his research and writing on the intersection of neuroscience, mindfulness, and law school pedagogy.

MARK OSBECK: I have taught in the Legal Practice Department at Michigan for 12 years. Effective September 1, 2015, I was granted clinical tenure and promoted to full Clinical Professor of Law. As for my scholarship interests, the 2d Edition of my legal research book, Impeccable Research (West Academic Publishing), is set for release in October 2015. I am also the co-author (with my colleague Howard Bromberg) of a forthcoming Nutshell (West Academic Publishing) entitled Marijuana Law. And I am currently working on a law-review article (pursuant to a 2015 ALWD/LWI grant) on office memoranda and predictive analytics.

JULIE OSEID: Julie Oseid is a Professor of Law at the University of St. Thomas School of Law in Minneapolis, MN where she teaches Lawyering Skills and (In)Famous Trials. She has written several articles about eloquent American Presidents which she will publish as a book entitled Communicators-in-Chief: Lessons in Persuasion from Five Eloquent American Presidents. Her subjects include Thomas Jefferson (metaphor), James Madison (rigor), Abraham Lincoln (brevity), Ulysses Grant (clarity) and Teddy Roosevelt (zeal).

JASON PALMER: Jason Palmer is a Professor of Legal Skills and Coordinator of Stetson’s First Year Research Writing Curriculum. Prior to joining Stetson, he worked for the Department of State as a team leader representing the United States in international arbitration cases before the Iran-U.S. Claims Tribunal. He also spent four years in Switzerland working as a claims judge for the Claims Resolution Tribunal for Dormant Accounts, adjudicating claims of victims of Nazi persecution; for the United Nations Compensation Commission, coordinating review of Palestinian claims against the Iraq as a result of its invasion and occupation of Kuwait; and for the Europa Institute at the University of Zurich, creating and teaching a course for Swiss lawyers on U.S. legal writing. Before working in Switzerland and at the Department of State, Professor Palmer spent several years in private practice in Washington, D.C., focusing on commercial litigation and international arbitration.

PATRICK PARSONS: Patrick Parsons currently works as a law librarian at the University of South Carolina School of Law. He also co-teaches the research portion of the two semester first year course “Legal Research and Writing.”
Before starting at the University of South Carolina, Patrick worked as a Law Library Fellow at the University of Arizona in Tucson, Arizona.

**TERESA GODWIN PHELPS:** Teresa Godwin Phelps joined the faculty at Washington College of Law in 2006 as Professor of Law and Director of the Legal Rhetoric Program. Before that, she was on the faculty at the University of Notre Dame Law School where she taught and directed legal writing since 1980. She holds three degrees from Notre Dame, including a Ph.D. in English and one degree from Yale Law School. At Notre Dame she was also a Fellow of the Joan B. Kroc Institute for International Peace Studies.

Professor Phelps teaches Legal Rhetoric and has published widely in the field, including a seminal article, “The New Legal Rhetoric” in 1986 that helped to establish a new legal writing pedagogy. She was a founding member of the Legal Writing Institute and served on its Board of Directors, and she is a member of the Association of Legal Writing Directors (ALWD) and serves on the Editorial Board of the Journal of the Association of Legal Writing Directors. Her other teaching and academic interests include law and literature, international truth commissions, women and the law, and human rights, and she has published over thirty articles and three books, most recently Shattered Voices: Language, Violence, and the Work of Truth Commissions (University of Pennsylvania Press, 2004, paper 2006). She has lectured internationally on women’s rights and on truth commission reports. She often gives presentations and seminars on improving legal writing to other legal writing teachers, practicing attorneys, and judges.

Professor Phelps won a Lilly Foundation Grant in 1988, and in 1999 won the Grenville Clark Award, which honors members of the University of Notre Dame community whose voluntary activities and public service advance the cause of peace and human rights. She was awarded the Legal Writing Institute’s Courage Award for 2011.

**SUE PROVENZANO:** Sue Provenzano has taught legal writing courses at Northwestern Law for the past fourteen years. Along with courses in Appellate Advocacy and Effective Legal Writing, she teaches Civil Procedure, Employment Law, and Employment Discrimination. Her textbook, Advanced Appellate Advocacy, written with fellow faculty member Sarah Schrup and appellate specialists Carter Phillips and Jeff Green, will be released by Aspen Publishers in 2016.

Before joining Northwestern Law, Professor Provenzano clerked for the Honorable Ruben Castillo, U.S. District Judge for the Northern District of Illinois, and practiced employment, labor, and commercial litigation at the law firms of Kirkland and Ellis, Mayer Brown, and Franczek Radelet. Professor Provenzano is a graduate of the University of Wisconsin Law School, where she served as Editor-in-Chief of the Wisconsin Law Review.

**KATIE ROSE GUEST PRYAL:** Katie Rose Guest Pryal has eleven years experience teaching legal writing, rhetoric, and college writing. She is a former Clinical Associate Professor of Law at the UNC School of Law. She has also taught at Elon School of Law, the UNC Department of English, and the UNC-Greensboro Department of English.

Dr. Pryal earned her AB from Duke University (cum laude) and her Master’s Degree 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 United States District Court for the Eastern District of North Carolina. After her clerkship, she earned her Doctorate in Rhetoric and Composition at the University of North Carolina Greensboro, where she also attended on a fellowship.

Dr. Pryal frequently leads Continuing Legal Education seminars on legal writing and presents at professional conferences around the U.S. She is the author of A Short Guide to Writing About Law (Pearson 2010); Core Grammar for Lawyers (Carolina Academic Press 2011); Core Grammar for College (Carolina Academic Press 2013); and How Writing Works (Oxford University Press 2014). She is also a novelist, essayist, and journalist.

**JOEL SCHUMM:** I am a Clinical Professor of Law and Director, Experiential Learning, at Indiana University Robert H. McKinney School of Law. I have been teaching legal writing full-time since 2001. I created an Appellate Clinic in 2008 and have supervised students litigating appeals since then. Through the Clinic, pro bono work, and a contract with the county public defender, I have litigated more than 150 appeals on behalf of indigent litigants, primarily in criminal cases. I have directed the law school’s Judicial Externship program since 2006 and became the law school’s Director of Experiential Learning in 2014.
RACHEL H. SMITH: Rachel H. Smith completed her B.A. with honors at UC Santa Cruz and earned her J.D. at the UC Berkeley School of Law (Boalt Hall) in 2002. After graduation, Professor Smith worked at Quinn Emanuel Urquhart & Sullivan, LLP where she litigated a variety of complex cases in state and federal courts, primarily focusing on intellectual property disputes. In 2007, Professor Smith joined the Legal Analysis, Research, and Writing Faculty at Santa Clara University School of Law and was awarded the Legal Research and Writing Professor of the Year Award in 2008 and 2010. In 2009, she won an ALWD Teaching Grant for a legal writing podcast series entitled “Perk Up Your Pens.”

Professor Smith is the author of The Legal Writing Survival Guide (Carolina Academic Press 2012), which is a book that aims to help law students and lawyers solve common legal writing problems. She is also the author, with Jill Barton, of The Handbook for the New Legal Writer (Wolters Kluwer 2014), which is a textbook that offers step-by-step instructions for writing common legal documents.

At Miami Law she teaches Legal Communication and Research Skills and Advanced Techniques in Written Persuasion.

RACHEL STABLER: Rachel Stabler is a Professor of Legal Writing and Lecturer in Law at the University of Miami School of Law. She teaches the first-year Legal Communication and Research Skills course and an advanced writing elective on non-litigation drafting. A graduate of the University of Alabama School of Law, she was a law clerk to the Honorable Joel F. Dubina of the United States Court of Appeals for the Eleventh Circuit and practiced law in Birmingham, Alabama, before coming to Miami.

ANNETTE TORRES: Professor Torres earned her B.A. in Business Administration and M.B.A., both with honors, from Florida International University. She received her J.D. cum laude from the University of Miami School of Law in 1993.

After law school, Professor Torres joined the law firm of Stearns Weaver Miller Weissler Alhadeff & Sitterson, P.A., as an associate in the firm’s Miami office. She became a Shareholder in 1999, working primarily in the firm’s Labor and Employment Law Department. During her career in private practice, she represented employers in a wide range of employment matters, including claims arising under Title VII of the Civil Rights Act of 1964, the Florida Civil Rights Act, and various other federal, state, and local laws.

Professor Torres has extensive experience at the pretrial, trial, and appellate levels. She has briefed and argued several appeals before the Eleventh Circuit Court of Appeals, the Florida Supreme Court, and Florida’s First, Third, and Fourth District Courts of Appeal. Professor Torres joined the Miami Law faculty in June 2010. She teaches Legal Communication and Research Skills and an upper-level writing course focusing on effective client communications. She belongs to several professional organizations, including the American Bar Association and the Federal Bar Association. She is recognized with an AV Preeminent Rating and is listed in the Bar Register of Preeminent Women Lawyers.

Professor Torres has served as an expert witness regarding employment disputes and attorney’s fees. She has also presented at legal writing conferences, including the Legal Writing Institute (LWI) conference held in Miami in December 2011 and the LWI’s biennial national conference held in Palm Desert, California, in May 2012.

VICTORIA L. VANZANDT: Victoria VanZandt is a Professor of Lawyering Skills at University of Dayton School of Law and Coordinator of Dayton’s Legal Profession Program. She teaches in the research and writing curriculum and also teaches legislation. Her scholarship focus is on institutional assessment. She is the co-author of Student Learning Outcomes and Law School Assessment: A Practical Guide to Measuring Institutional Effectiveness. Additionally, she is co-coordinator of Institutional Assessment at her law school, working on the implementation of the school’s assessment plan and is the former Chair of the Legal Writing Institute’s Outcomes Measures and Assessment Resource Committee.

MARGARET HUGHES VATH: Margaret Hughes Vath is a senior lecturer at Georgia State University College of Law. She is a faculty member in the Lawyering Foundations Program, a two-semester 6 credit hour practice-focused writing course that teaches first-year students skills in legal analysis, problem solving, and effective written and oral communication. Professor Vath also developed, and is currently teaching, a legal writing course for
foreign-trained lawyers as part of GSU’s LL. M. Program. Along with principal senior lecturer Jennifer Chiovaro, Vath was awarded a 2014 Teaching Innovation Grant to develop Lawyering: Practice Ready Writing, a third-year skills course she and Professor Chiovaro piloted in Summer 2015.

Professor Vath has over ten years of experience as both a civil litigator and transactional lawyer. An avid community volunteer, Professor Vath is the Secretary of the Atlanta Bar Association, the Producer of the Atlanta Bar Foundation’s charity all-lawyer musical, and is a past-board member of the Junior League of Atlanta.

MANDANA VIDWAN: I have been a professor at the Charlotte School of Law for five years. Prior to this position I served as an Assistant County Attorney from the Miami-Dade County Attorney’s Office for three years. Prior to working with the Miami-Dade Attorney’s Office, I served as a law clerk for the Honorable William M. Hoeveler in the United States District Court for the Southern District of Florida for three years. I also worked as an adjunct professor at the University of Miami Law School where I taught legal research and writing to first-year law students. I received my J.D. from Harvard Law School and an A.B. in Political Science from Duke University.

KATHLEEN ELLIOTT VINSON: Professor Vinson is the Director of Suffolk University Law School’s Legal Writing, Research, and Written Advocacy Program. Professor Vinson is an active participant in the legal writing field on a national, regional, and local level. She served as Immediate Past Chair of the AALS Section on Legal Reasoning, Writing and Research, and also served as Chair-Elect and Secretary of the AALS Sections. In 2014, she served as President of the Association of Legal Writing Directors (ALWD) and served on their Executive Committee. Professor Vinson has also published and presented extensively in the field of legal writing. She co-authored the book, Legal Analysis: The Fundamental Skill. She has published numerous law review articles. In addition, she has given presentations on legal writing at national conferences and continuing education programs.

AMY VORENBERG: Amy Vorenberg is a professor at UNH School of Law. She was the founding director of the school’s Criminal Practice Clinic and currently directs the Legal Writing Program. She began her legal career in New York as a Manhattan Assistant District Attorney. Later she worked as an Assistant Attorney General in New Hampshire before moving to the NH Public Defender’s office in 1993. She served for ten years on the New Hampshire Adult Parole Board.

Professor Vorenberg’s teaching areas include Legal Analysis and Writing and Criminal Law. She has written textbooks on Legal Analysis and Writing and articles about teaching and about issues in Criminal Law and Juvenile Law.

Vorenberg is a member of UNH Prevention Innovations, a nationally recognized group of researchers and practitioners who develop and evaluate programs aimed at preventing campus violence. She has written editorials and spoken out on campus sexual assault.

JODI WILSON: Jodi L. Wilson is an Associate Professor and the Director of Legal Methods at the University of Memphis School of Law. Professor Wilson earned her B.A. in Psychology, summa cum laude, from the University of Arkansas–Fayetteville in 1998. She earned her J.D. from Washington University School of Law in 2001. Before joining Memphis Law in 2009, Professor Wilson enjoyed eight years as a litigator with a national practice focusing on class actions, business disputes, and securities industry arbitrations. While in private practice, Professor Wilson also served as an adjunct legal research and writing professor.

Professor Wilson teaches Legal Methods, Arbitration, and Professional Responsibility. She writes in the areas of pedagogy, legal research, arbitration, and professional responsibility. Professor Wilson has presented at regional and national academic conferences. Professor Wilson is passionate about remaining connected to the broader legal community and regularly presents CLEs to attorneys and judges. Most recently, Professor Wilson presented a CLE for the Association of Reporters of Judicial Decisions based on her 2014 article in the Vanderbilt Journal of Law & Entertainment Technology entitled “Wikipedia Proceed with Extreme Caution: Citation to Wikipedia in Light of Contributor Demographics and Content Policies.”

SALLY H. WISE: Sally Wise is the Director of the Law Library and Professor of Law at the University of Miami School of Law. Previously, she served as the Director of the Law Library and Professor of Law at the University of Nebraska and she has held law librarian positions at the University of Puget Sound and Southern Methodist University. She
was the chair of two of the AALL Task Forces on legal research competency and is now a member of the AALL Legal Research Competency Special Committee. She has taught a number of legal research courses over the years.

EMILY ZIMMERMAN: I am an Associate Professor of Law at Drexel University Thomas R. Kline School of Law. I teach Legal Methods I and Legal Methods II. I also teach Criminal Procedure: Prosecution and Adjudication, and am the Director of the Criminal Law Program. My scholarship focuses on legal education. I have conducted empirical research with law students, including research regarding law students’ perspectives regarding grading, and law students and grit. I have served on LWI and AALS Legal Writing Section Committees, including the LWI Scholarship Development and Outreach Committee. Before becoming one of the inaugural faculty members at Drexel, I taught at Villanova University School of Law. Before becoming a professor, I was an Assistant District Attorney in Philadelphia, where I prosecuted criminal cases, supervised Assistant District Attorneys in the Municipal Court Unit, and was the Chief of the Civil Litigation Unit. I graduated from Bryn Mawr College and Yale Law School.