



**Friday, August 25, 2017**

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**11:30 a.m.**      **Registration opens**

**12:30 p.m.**      Room 109  
Welcome Remarks  
*Paul Holland, Vice Dean, Seattle University School of Law*

**1:00 – 1:50 p.m.**  
**Session I**

ROOM 109: TRACK ONE

**Connecting Legal Writing Students with Consumer Law**

*Neil L. Sobol, Texas A&M University School of Law*

Whether they are consumers, representing consumers, or representing companies dealing with consumers, students graduating law school are likely to confront numerous consumer-law issues. Unfortunately, most of these students will not have access to consumer-law classes because many law schools do not offer such classes, and even in schools where courses are available, the classes are typically only upper-division, limited-enrollment electives. My presentation will show how I incorporate consumer-law topics into my first-year Legal Analysis, Research, and Writing class.

**Connecting the Dots**

*Janet M. Heppard, Sarah J. Morath, and Lauren Jansen Simpson, University of Houston Law Center*

This panel will describe how legal writing professors at the University of Houston Law Center collaborated with both clinical and doctrinal faculty to help students transfer skills from their first-year legal writing courses into clinical, upper-level writing, and seminar courses. Specifically, this presentation will address how our collaborations between professors developed, what our collaborations entailed, what we learned from our collaborations, and what we envision for future collaborations. The presentation will conclude with attendees sharing their experiences collaborating with clinical and doctrinal faculty.

ROOM 110: TRACK TWO

**Meaningful Connections Across the Curriculum: LRAW Role in Creating Collaboration for 1L J.D. Students and Graduate Students**

*Lauren Sancken, Dana Raigrodski, Elizabeth Baldwin, University of Washington School of Law*

At UW Law our LRAW faculty work with both domestic and international JD, LLM, and PhD students, students that come with a wide array of goals, training, and perspectives. As educators, however, we know that despite these individual differences among students, they share an important need to draw connections and transfer skills between LRAW and their other experiential and doctrinal courses. We try to assist this connection through collaboration, not only across the curriculum and among programs, but also with various stakeholders in the legal community. Fostering these connections helps students maximize and more meaningfully integrate their learning in context. In this presentation, we will discuss some of the ways we are helping students make those valuable connections.

**Connecting with the Global Community – Vis International Commercial Arbitration Moot Briefs as a Model for a Seminar on International Brief-Writing**

*Charles Calleros, Sandra Day O'Connor College of Law, Arizona State University*

Upper Division moot court offerings, requiring both written briefs and oral argument, are excellent experiential learning vehicles for advancing student skills in research, writing, analysis, and oral advocacy. The Vis International Commercial Arbitration Moot provides the additional advantages of furthering training in cross-cultural competency, developing knowledge of international commercial law and dispute resolution, and expanding horizons about alternative formats for briefs.

**2:00 – 2:50 p.m.**  
**Session II**

ROOM 109: TRACK ONE

**The Immigration Appellate Practice Clinic: Connecting students' legal research, analysis, and writing skills and their commitment to social justice**

*Evangeline Abriel, Santa Clara University School of Law*

This presentation will address the development and benefits of an appellate clinic, focusing on Santa Clara's Immigration Appellate Practice Clinic. The Clinic gives students an unparalleled opportunity to use their legal research, analysis, and writing skills for the benefit of their clients and the Court. Working on an actual client's case, with all of its uncertainties and ambiguities, and working directly with the client, exponentially advance the students' legal research, analysis, and writing skills. In addition, the Clinic enhances the law school's legal writing curriculum in general, by giving students a vision of how the skills they are learning will be put to use in the service of future clients and the system of justice.

## **Mimesis, Character, and Legal Persuasion: Connecting Narrative Theory with Legal Storytelling**

*J. Christopher Rideout, Seattle University School of Law*

This presentation brings a little of the Applied Legal Storytelling movement to the conference. It starts with the larger topic of coherence and plausibility in legal storytelling, then quickly zooms in to explore mimesis and character in legal storytelling, looking at how these elements contribute to the persuasiveness of legal narratives (and how they might differ from the storytelling found in narrative fiction).

### **ROOM 110: TRACK TWO**

## **Jurisprudence, Culture, and Classrooms**

*Suzanne Rowe, University of Oregon School of Law*

As we become increasingly aware of the importance of cultural differences in society and the importance of law in achieving social justice, we need to ask how we are teaching the law in our classrooms. What many of us see as simply “reading cases” has deep cultural roots and possible biases. This presentation will explore the connection between jurisprudence and cultural competence in our classrooms.

## **Seeing the Connection Between Effective Advocacy and Its Underlying Bias**

*Kimberly Holst, Sandra Day O’Connor College of Law, Arizona State University*

*Janet K. Dickson, Seattle University School of Law*

What people in the United States observe as effective oral advocacy often includes traditional white male characteristics. We will address the question of whether we are perpetuating bias when we teach our students to be strong oral advocates.

**2:50 – 3:20 p.m. Break**

### **3:20 – 4:10 p.m. Session III**

### **ROOM 109: TRACK ONE**

## **Connecting Cognitive Science to Legal Writing**

*Alyssa Dragnich, Sandra Day O’Connor College of Law, Arizona State University*

Much of what we intuitively believe about how humans learn is not supported by science. I will discuss how cognitive science theories should influence the ways we teach legal writing, including the use of metacognitive exercises, formative assessment, and samples.

## **Bridging the Perceived Gap Between First-Year Doctrine and Skills Instruction**

*Rebekah Hanley, University of Oregon School of Law*

Students focused on differences between their doctrinal and skills courses can overlook the deep and important connections shared by their varied readings, lectures, seminars, simulations, and written assignments. An LRW course that teaches 1Ls to prepare memoranda and briefs simultaneously strengthens the tools students need for success with examinations and scholarly legal papers. Explicitly discussing scholarly writing *as writing* when introducing it and using it as a research tool – examining the strength of an article’s thesis and organization as well as the impact of its style – is one example of how professors can help students appreciate the broad relevance of their legal writing coursework and effectively draw upon it in other contexts.

### **ROOM 110: TRACK TWO**

## **Connecting Students with the Practice of Law: Learning in Context**

*Timothy J. Duff, Case Western Reserve University School of Law*

This presentation will discuss the experience of teaching a second-year litigation course that combines substantive instruction, experiential learning, and legal writing. The course gives students the opportunity to act like lawyers and learn by doing in a non-threatening environment.

## **Bridging the Gap from Law School to Practice; Connecting LRW to the Practice of Law with a Capstone Litigation Planning and Drafting Course**

*Tenielle Fordyce-Ruff and Jason Dykstra, Concordia University School of Law*

This presentation will discuss connecting law school to the practice of law with a course focused on civil litigation from the beginning of a dispute through dispositive motion practice. Students improve their persuasive legal writing through drafting common pre-trial legal documents. By design, students forge connections between persuasive legal writing, civil procedure, statutory provisions, and common law precedent—connecting the skills used in LRW and the knowledge gained in other courses to the practice of law.

**4:30 p.m. – 6:00 p.m. Reception on the patio (weather permitting)**



**Saturday, August 26, 2017**

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**8:30 a.m.** Continental Breakfast

**9:30 – 10:20 a.m.**  
**Session I**

Room 109:

**Panel Discussion** moderated by Deirdre Bowen, Seattle University School of Law

**Legal Writing and Skills in the Legal and External Corporate Affairs World**

*Steve Seitz, Senior Strategist; Laura Lemire, Attorney; and Bill Hayden, Senior Attorney  
Microsoft Corporation*

**10:30 – 11:20 a.m.**  
**Session II**

Room 109: TRACK ONE

**Connecting with our Students in the Age of Technology and Mass Media**

*Karin Mika, Cleveland-Marshall College of Law*

This presentation will discuss the nature of our fast-paced world and how it has affected learning styles. I will discuss how accommodating learning styles does not mean compromising rigor, but merely recognizing the reality of how we must change our teaching methods to reflect the realities of a changing world.

**Link Arms and Learn Together: Connecting Individual Students to the Classroom Collective**

*Eugene Kim, University of San Francisco School of Law*

Is individualized teaching and feedback always best? In this presentation, I'll make the case for thinking about your law school classes less like gatherings of individual students and more like collective learning entities. I'll also share some teaching and feedback techniques that apply principles of knowledge management and collective learning to help all of our students acquire, develop, and share knowledge more effectively.

## ROOM 110: TRACK TWO

### **(Busting) Out of Our Silos: Lessons Learned from a Clinician Taking 1L Legal Writing**

*Mary Bowman and Lisa Brodoff, Seattle University School of Law*

How can we build an integrated legal skills curriculum that helps our students transfer the beginning skills they learn in their 1L year to advanced capacity in their clinics and externships to practice ready at graduation? For the last several years, legal writing and clinical faculty at Seattle U have collaborated and approached this exciting question in a number of ways, including holding yearly retreats on improving our students' transference abilities, building a shared vocabulary, and collaborating on assignments so that our 1Ls provide research and writing support to our clinical students on a live issue from a real clinic case (our Real Clients in the First Year Project). These projects have all been great in improving student learning and in creating a supportive community of skills faculty at Seattle U. This year, though, we took our collaboration and teaching for transfer concepts to a new level - our Clinic Director, Lisa Brodoff, sat in on Legal Writing Program Director Mary Bowman's first-year legal writing course all year. In this presentation, Lisa and Mary will share some of the many the insights that they learned from this process, focusing on ideas that may be helpful for people from other schools who want to get out of their silos and teach for transfer of skills across the curriculum.

### **Bridging the Gap Between the First Year Lawyering Skills Program and Live Client Clinical Work**

*Julie B. Cramer, UCLA School of Law*

This presentation will look at linking the skills learned in the first year with third year live client clinics. After many years teaching in both the first and third year, we realized students needed more practice in legal research and writing after the first year instruction to be prepared for actual representation. We will look at the curriculum of our short course called Advanced Writing: Criminal Motions, how it was developed, and the benefits we have seen in our third year students' work product.

**11:30 A.M. – 1:20 P.M.**

SECOND FLOOR GALLERY

**Anne Egeler, Washington State Deputy Solicitor, Keynote Speaker followed by lunch**

Deputy Solicitor Egeler, a 1990 graduate of Seattle University School of Law, will give us an insider's view of the *Washington v. Trump et al.* litigation.

**1:30 – 2:20 p.m.**  
**Session III**

**ROOM 109:** TRACK ONE

**Promoting Professionalism Inside and Outside of the Classroom**

*Heidi Gilchrist, Brooklyn Law School*

Teaching professionalism has become increasingly important as law students have now grown up in the age of social media and are frequently accustomed to informal communications. This presentation will focus on effectively teaching professionalism and inclusion to students while engaging alumni and practitioners as well as other faculty members. It will also examine possible tensions between the two concepts.

**ROOM 110:** TRACK TWO

**Missed Connections: How Students Perceive Model Answers**

*Elizabeth Frost, University of Oregon School of Law*

Students clamor for model answers to understand what they did wrong on exams and papers. Unfortunately, for many students and particularly the weaker ones, reading a model answer will give them little insight into their own strengths and weaknesses. This presentation will discuss students' affective and metacognitive traits that can make model answers ineffective and will offer suggestions for using model answers more effectively."

**Constructive Connections = Compelling Communication**

*Deborah Borman, Seattle University School of Law*

To become better writers, students need to read great authors. Law students who want to become the best legal writers should read great literature and novels especially those with subtle themes and complicated plots. In a world of tweets, texts, and tablets, the connection between words and ideas is lost. In discussing my review of the book *Reading Style: A Life in Sentences*, by Comparative Literature Professor Jenny Davidson (*Perspectives*, Spring 2016), I will focus on necessary steps to improve students' connections between words and sentences for enhanced communication and critical thinking.

**2:30 – 3:20 p.m.**  
**Session IV**

**ROOM 109:** TRACK ONE

**Connecting Law Student Wellbeing to Enhanced Performance**

*Debra S. Austin, University of Denver Sturm College of Law*

While deficits in wellbeing are connected to impaired cognitive performance, recent research has found that teaching the skills for wellbeing enhances student performance on standardized tests, and improves study habits, homework submission, grades, and long-term academic success, as well as adult education attainment, health, and wealth. This presentation leverages research findings from Neuroscience, Positive Psychology, and Positive Education to explore the intersection of improved wellbeing, enhanced performance, and enriched professional identity development for law students and lawyers. Participants will learn applicable wellbeing skills.

**Connecting with Your Friends and Colleagues: Volunteer Service in Legal Writing Organizations**

*Bob Brain, Loyola Law School, Los Angeles*

An important part of professional identity is making connections with each other. This presentation will discuss the reasons for becoming involved in the three major legal writing organizations, the Legal Writing Institute, ALWD, and the Legal Writing, Reasoning, and Writing section of the AALS, and describe how to do so.

**ROOM 110:** TRACK TWO

**Integrating Quick Classroom Exercises that Connect Doctrine and Skill and Still Allow You (and your students) to Sleep at Night**

*Aimee Dudovitz and Katherine Lyons, Loyola Law School, Los Angeles*

Researching in Civil Procedure? Writing client letters in Professional Responsibility? Drafting law and motion in Evidence? This presentation and discussion will focus on the benefits of assignments in doctrinal courses that challenge students to draw on their legal research and writing skills as well as writing class assignments that reinforce or expand what students are learning in their doctrinal courses. We will discuss our experiences with the benefits and challenges of both and share some quick exercises for use in Legal Research and Writing, Civil Procedure, Legal Ethics, and more.

**Connecting Legal Writing Methodology to the Administrative Work of the Judiciary**

*Mark DeForrest, Gonzaga University School of Law (Emeritus Faculty), Administrative Offices of the Courts, Olympia*

The work of the judicial system extends beyond the areas of advocacy and adjudication. A large body of the work of the judicial branch consists of legal analysis and writing that involves both the internal administration of the courts and the preparation of objective documents like pattern forms and bench books. This presentation will explore some of this work and how legal research and writing techniques and practice foster its stability, efficiency and accuracy.



**3:30 – 4:20 p.m.**  
**Session V**

Room 109

**Closing Session and Next Steps**

*Mimi Samuel and Janet Dickson, Seattle University School of Law*