



# Section on Legal Writing, Reasoning, and Research

Spring 2014 Edition

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## From the Chair

It's summer time and the living is easy...or at least that's what folks outside of academia often think about us. We, however, know that is not exactly true. So, what do you do to be productive and efficient while the fish are jumping and the cotton is high? If you need some suggestions, take a look at the micro-essays authored by Section members in this newsletter. These are essays are just a fraction of the helpful and informative content that awaits you inside our ever-evolving Section newsletter.

Let me take a moment to thank all of our Section members for your support and participation in the Section's activities. Our Section continues to be a large, diverse, and active section within AALS. In 2014, we have a total of 1,201 members--698 of those members are women, 125 members are faculty of color, and 50 members are LGBT faculty. At the 2013 Annual Meeting, we had two fantastic programs; a luncheon where we presented the Section Award to the fabulous Jan Levine; and opportunities to network and socialize with colleagues within our Section and in other areas of academia. Additionally, we continue to develop and improve the Section Newsletter to include information that not only recognizes the activities of the Section and its members, but also provides our members with helpful and interesting information to foster dialogue and engagement.

This year we are taking a critical look at the Section's committees and evaluating what roles each of them play in creating opportunities for engagement. To that end, the Committee on Committees has been hard at work discussing and sharing ideas for improving the work of our section. That committee has already generated several ideas for expanding and improving the Section that we look forward to implementing this year and in the future.

Additionally, the Program Committee has taken on the difficult task of selecting the Section's programs for the 2015 Annual Meeting. The theme for the Annual Meeting is "Legal Education at the Crossroads." With several worthy proposals to consider, we have selected two programs that tackle this theme from different perspectives. "*Podia versus Pens: Is it Time to Dismantle the Two-Track System?*" will present a variety of viewpoints to address the inequity of the two-track system that exists at most law schools for tenured, podium faculty; and non-tenured, legal research and writing faculty. The panel will engage attendees in a discussion that is respectful and will strive to generate ideas that will help improve status for non-tenured faculty.



**Kimberly Y.W. Holst**  
Clinical Professor of Law  
Arizona State University,  
Sandra Day O'Connor College  
of Law

## From the Chair, continued

A second presentation, “*Lessons Learned: Know Thy Students. International Students in American Law Schools – and In Your Class!*” will also be made at the 2015 meeting and will examine the experiences and expectations that international students bring to the law school classroom and how this increasing population is likely to impact law school teaching. This program has been selected for the newly created Pedagogy for New Law School Teachers track at the AALS Annual Meeting.

We hope to see many of you at the 2015 Annual Meeting in Washington D.C. In addition to our exciting programs, the Annual Meeting is a great opportunity for Section members to engage in the activities of other sections. I encourage you to take advantage of the unique opportunity offered by the Annual Meeting and get to know faculty members across disciplines as we continue to reduce the divide between legal writing and casebook faculty.

Finally, the excellent work of the Section would not be possible without the time and effort of our members. To all of the members who served on a committee, especially the committee chairs, thank you. A special thank you to the members of last year’s Executive Committee for their hard work and support: Kathy Elliott Vinson (Suffolk), Jennifer Romig (Emory), and Bob Brain (Loyola, Los Angeles). Finally, a gigantic and heartfelt thank you goes out to our Immediate Past Chair, Judy Rosenbaum (Northwestern). I am extremely honored to step into the role of Section Chair. I have the benefit of following some amazing individuals (30 of them since 1980!) who have served in this role before me. Thank you for giving me the opportunity to serve all of you. I look forward to a fantastic year.

--Kim

## Jan Levine Wins 2014 AALS Section Award

By **Judy Rosenbaum** (Northwestern)

[*Editor’s Note:* Professor Jan Levine of Duquesne received the 2014 Legal Writing, Reasoning, and Research Section Award at the AALS Meeting in January. The award was presented by then-current Chair of the Section, Judy Rosenbaum. Below are excerpts of her remarks.]

It is my greatest pleasure to be able to be here today to give our AALS Section on Legal Writing, Reasoning, and Research Award to one of the leading lights of our profession. Not only has our recipient Jan Levine been a pioneer in the forward movement of the profession for somewhere around 30 years, but he is still one of the most active people in the field. Jan exemplifies everything that this award recognizes: outstanding contributions to the field of legal writing, reasoning, and research.

I first heard of Jan Levine when I was reading some of the, then relatively few, articles about our field. One article was *Leveling the Hill of Sisyphus: Becoming a Professor of Legal Writing* and the other was *Voices in the Wilderness: Tenured and Tenure-Track Directors and Teachers in Legal Research and Writing Programs*. And, of course, I was sure that an author

“Writing well is the best revenge.”—Dorothy Parker



**Judy Rosenbaum** (Northwestern) and **Jan Levine**

named Jan was a “she.” So imagine my surprise when attending one of my first LWI conferences to attend a presentation by Jan Levine and to learn that Jan was a “he” and not a “she.”

Well, I have to say that Jan has continued to surprise and amaze me ever since he is both a visionary in our field and one of its most tireless advocates. In fact, if you look at the achievements of our field over the past three decades, Jan has played a role in them all, the ones relating to substance and course design as well as the ones relating to status and salary. Let me just identify a few and attribute a “senior moment” to the ones I cannot remember:

## Jan Levine Award, continued



Reception for Professor Levine sponsored by  
Dusquene Law School

- Fully integrating legal research and legal writing so that student research is geared to assignments they will write – Check ✓
- Advocating for a listserv managed by LRW faculty – Check ✓
- Forming ALWD so that the LRW field could have an organization that could advocate in various for a for better status and salary for LRW faculty – Check ✓
- Assisting colleagues in getting published through joint authorship – Check ✓
- Convincing administrators at the schools where he taught to maintain an LRW class size of 30 or fewer students – Check ✓
- Reusing past writing assignments as part of course pedagogy to hone the quality of the assignments – Check ✓
- Surveying tenured and tenure track directors (before the survey as we now know it began) – Check ✓
- Implementing electronic critiquing – Check ✓
- Using real student papers (from prior years) in class to demonstrate stronger and weaker writing – Check ✓
- Obtaining better status and salaries for the LRW faculty at the schools where he worked – Check ✓
- Advocating for a professionally-created citation manual, leading ultimately to the creation of the ALWD Citation Manual – Check ✓

I am sure that there are other things missing from this list that I just cannot remember. The point is that Jan has had a hand in just about everything good that has happened in our field over the last 30 years. He has been both generous and gracious, often standing back as others have been given credit for ideas that originated with him.

Sue Liemer captured exactly why Jan is a fitting recipient for the Section Award stating in her nomination:

Professor Levine [is preeminent in] the second wave of leaders who followed the original pioneers in the field of legal writing. His conference presentations, service, and scholarship helped an entire generation of legal writing professors innovate and professionalize, helping to improve the legal skills training of many more students across the country. The ripple effects of these accomplishments alone would be worthy of an award. . . . There are scores of legal writing professors and program directors who have benefitted from Professor Levine's assistance with their careers and his tireless mentoring, consulting, and strategizing. No one else in the second wave of legal writing professionals has done more to improve legal writing education than Professor Jan Levine. There is no more fitting recipient of the LWRR Section Award, and I urge the Committee to award it to him.

In conferring our Section Award on Jan, I think that question is not why he deserves this award, but why has it taken so long. This sentiment must also have resonated with the leaders of both ALWD and the Legal Writing Institute, as those organizations have also chosen this year to award Jan the prestigious Thomas A. Blackwell Award. So, Jan, it's finally time for you to take your victory laps. Congratulations.

“Tenured and tenure-track faculty . . . often are entitled to research leave or teaching sabbaticals . . . and other opportunities for relief and reward. Legal writing teachers must be treated no differently.” – Jan Levine

## Summary of LWRR-Sponsored Presentations at AALS Annual Meeting

[*Editor's Note:* The LWRR Section sponsored two programs at the AALS Annual Meeting in January. The presenters have summarized their talks in the two articles below.]

*“Reading Comprehension in the Age of Twitter:  
Teaching Law Students to Read for Meaning and  
Materiality”*

By **Professor Jodi S. Balsam** and **Professor Heidi K. Brown**, New York Law School

When Jodi S. Balsam and Heidi K. Brown (Associate Professors of Law teaching in New York Law School's Legal Practice Program) conceived a reading comprehension-focused program for the AALS Section on Legal Writing, Reasoning, and Research for the 2014 Annual Meeting, their goal was to provide an interactive experience for participants and meaningful take-aways for use in curriculum design and the classroom. They had both faced challenges in their teaching relating to their students' uneven reading skills, and wanted to engage Section members in a collaborative process to diagnose and address those challenges. But first they reached out to the experts – Professor Leah Christensen (Thomas Jefferson School of Law), Professor David Nadvorney (CUNY School of Law), and Professor Laurel Currie Oates (Seattle University School of Law) – all of whom have made considerable contributions to scholarship on reading comprehension theory, as well as strides in applying that theory to improve student learning outcomes. This esteemed group shared their expertise on the language and concepts of reading comprehension, and helped Professors Balsam and Brown design an exercise that would illuminate their students' difficulties and elicit insights for law school pedagogy.

The program was particularly timely because a generation of screen-readers and web-surfers is beginning to provoke much concern among cognitive scientists and the legal academy. Reading comprehension skills have declined among the “Twitter Generation,” especially given the “teach-to-the-test” focus of primary and secondary school education in the age of No Child Left Behind and Common Core standards. Even students who arrive at law school with adequate general reading comprehension skills may need help applying those skills contextually to legal documents. That means law schools need to develop pedagogical tools for teaching these skills, so that law students can extract the critical information they need from reading legal texts, including



**Professor Jodi S. Balsam**, New York Law School



**Professor Heidi K. Brown**, New York Law School

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client fact documents, statutes, cases, and court documents.

Thus, the panel of experts opened the January 2014 program with an overview of their experiential insights on our students' reading comprehension skills. Professor David Nadvorney, CUNY's Director of Academic Support Programs, introduced some of the vocabulary and current thinking on reading comprehension, including the particular cognitive challenges of legal reading. He emphasized the need to teach reading as a skill, and not assume that our students know how to interact with legal texts. Professor Laurel Currie Oates, former Director of Seattle University's Legal Writing Program (and presenting both her own and Professor Leah Christensen's materials as the latter unfortunately was unable to participate in the program), described the different types of legal readers and different strategies used by novice versus expert legal readers. Professor Oates also presented em-

## Summary of LWRR-Sponsored Presentations at AALS Annual Meeting, continued

irical data on the effect of screen reading and informal electronic communications on reading skills, especially with regard to how today's students interact with text.

Next, Professors Balsam and Brown led the 100+ audience in an interactive reading comprehension exercise. First, they demonstrated a “think aloud” reading strategy which is useful to bring to the surface the complex thinking processes that underlie reading comprehension. Second, they divided the participants into small groups and asked each group to use the “think-aloud” method to read one of several documents comprising a contract-based litigation file, including a complaint, an employment agreement, a statute, and a case. As each group engaged in metacognition about its reading processes, it recorded its results on a think-aloud template form. Finally, the panel debriefed the exercise, asking the audience to identify the techniques that they, as “expert readers,” used in extracting critical information from the documents. The dynamic and enthusiastic discussion that followed focused on identifying common impediments to law students’ reading skills and translating expert techniques into pedagogical tools for helping “novice legal readers” overcome such hurdles. Audience members were encouraged to take away the think-aloud exercise materials for use with their colleagues and students in further addressing the challenges of reading comprehension.

Professors Brown and Balsam continued their important dialogue about reading comprehension theory in their presentation at the Global Legal Skills conference in Verona, Italy in May 2014.

Copies of the documents comprising the litigation file and the think-aloud exercise are available by emailing [Jodi.Balsam@nyls.edu](mailto:Jodi.Balsam@nyls.edu).

“A writer is someone for whom writing is more difficult than it is for other people.” – Thomas Mann

“There is no great writing, only great rewriting” — Justice Brandeis

### *Erasing Boundaries: Inter-School Collaboration and its Pedagogical Opportunities*

By **Ian Gallacher** (Syracuse), **Amy Stein** (Hofstra), **Robin A. Boyle** (St. John's), and **David Thomson** (Denver)

#### Introduction

Experiential learning is all the rage in legal education today. And yet, educators throughout history have known that involving students in their learning and exposing them to practical applications of what they are learning increases student engagement and retention. But legal education is coming to this way of thinking somewhat late. For many years, most law schools taught primarily through the “Socratic method” – which mostly involves reviewing appellate cases in dialog with the professor. Indeed, the “traditional 1L classroom provide [d] very little diversity in teaching methods.”

Recognizing the need to bring more skills training to law school, a call to action was trumpeted by the MacCrate Report in 1992. It was followed by the Carnegie Report and *Best Practices for Legal Education in 2007*, both of which made similar suggestions. Written by clinicians, law and legal writing professors, and professional educators, these writings emphasized the importance of applied and contextual legal training in law school.

The ABA heard the call. In 2011, it passed a resolution to encourage law schools to implement curricular programs intended to develop practice ready lawyers. The resolution stated, “That the ABA take steps to assure that law schools . . . provide the knowledge, skills, values, habits and traits that make up the successful modern lawyer.” The ABA requires schools to report the number of “seats” available for students to partake in clinical, externship, and simulation-based learning opportunities, and it requires at least some training in practical skills. At least two state bars (New York and California) are considering requiring significantly more practical training than the ABA currently requires. In response to all of these forms of encourage-

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**Ian Gallacher** (Syracuse), **Amy Stein** (Hofstra), **Robin A. Boyle** (St. John's), and **David Thomson** (Denver)

ment, law schools are enhancing their clinical offerings, building out their externship programs, and expanding litigation and transactional course simulations to produce more practice-ready students. Law schools have been – and continue to be – creative with their responses to the urgent need for experiential learning. Sprouting around the country are concentrations, certified programs, centers of excellence, clinics, field placements with integrated curricula, co-ops, and many new faculty job titles that include “experiential.” And they are doing this in the face of a dramatic drop in applications and students going to law school over the last several years. This expansion of learning opportunities in the face of reduced resources has – as was predicted – lead many schools to look to leveraging technology in the service of teaching and learning. Much experimentation is underway. This is all good.

Of course, none of these pedagogical imperatives are new to legal writing professors. For at least two decades, legal writing programs have relied on experiential learning through simulations, modeling, and formative feedback – all designed to teach their students to be effective legal communicators, both orally and in writing. Further, we have known for a long time that the more realistic these simulations are, the more engaged

the students can and usually will become with the problem. But we do these simulations *within our classes*. And this might be a significant weakness in our simulations that has not been discussed yet, or at least not very much.

This article, based on a presentation that we gave at the AALS conference in New York in January of 2014, suggests that technology opens up new possibilities for law schools by allowing students from different schools to participate in complex inter-school simulations that can, if carefully prepared, teach important lessons about lawyering skills, behavior, and provide rich opportunities for the development of professional identity. It can, in short, deepen and enrich the experiential learning opportunities that law schools offer. The article does not propose that law school faculty should teach or grade students from another school, but that the faculty can collaborate on problems that are more elaborate and complex than could realistically be produced within one school, and that students from different schools can work together as co-counsel, or in opposition to each other, in a variety of projects, with students from other schools serving as judges or arbitrators, witnesses, and clients. In this way, faculty members teach and grade their own students but both faculty and students gain the advantages brought by collaborative learning environments across schools – enabled by technology.

The article does not discuss a completed project, but rather describes and explores the possibilities presented by the rapidly-changing world of internet communication, and will suggest that this approach is something that can be undertaken now with minimal cost for the technology and by the faculty currently teaching in law schools. In other words, this approach suggests one way in which law schools can offer their students a richer and more engaging learning experience that will go at least some of the way to answering the questions about how they can offer realistic experiential learning opportunities and help students graduate “practice ready” lawyers without incurring significant, or even any, additional cost.

### Inter-School Collaboration in the First Year

It is no great insight to say that legal education is in crisis, with critics assailing law schools on two principal fronts: law school is too expensive, and it doesn't adequately prepare students to be practicing law-

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yers. But while the problems can be simply stated, the solutions suggested pose issues that are much more complicated.

For example, one proposal to keep the cost of law school down is to cut back the number of semesters a student needs in law school before taking the bar exam. While that would reduce the costs of tuition, housing, and incidental expenses for that year, it is unlikely that law schools would cut back their doctrinal offerings in a shorter curriculum. Schools would argue – with justification – that graduates would still be expected to pass the bar in order to practice, and that in order to pass the bar they would need to study not just the core first year subjects, but also upper-level courses like evidence, commercial transactions, administrative



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law, and other “bar courses.” So what would likely be dispensed with (or reduced) would be the specialty seminars and the skills and clinical courses, with the argument that the bar would have to step up and shoulder its responsibility to introduce young lawyers to the specific skills they need to practice in the area for which they have been hired.

Conflicting with the “fewer semesters” approach, but attempting to solve the “not ready for practice” category of complaints about law schools, is the drive to increase the number of clinical, simulation, or externship courses offered in law schools. Of course, this proposal is predicated on the present three-year standard curriculum, which might continue to be a valid assumption, but law school administrations would likely raise an even more compelling concern about the expansion of clinical course

offerings. Put simply, if thought of as a way to increase clinical offerings in law schools, this proposal would amount to an unfunded mandate that would cause law schools to increase tuition to fund the necessary influx of clinical teachers, teaching courses with very low student-to-teacher ratios, at the very time they are being told by the market to reduce tuition costs.

Although the situation is much more complicated than a brief summary like this can encapsulate, reduced to its essence, the issue facing law school appears to be this: the proposals to make law schools less expensive would likely deemphasize skills education at a time when other forces are demanding an increased emphasis on skills education, with a likely increase in fees to pay for the changes. In the face of conflicting demands like this, what's a law school to do?

The good news is that one small adjustment to the rhetoric surrounding skills courses, albeit an adjustment necessarily accompanied by a reconceptualization of those courses, would result in a dramatic change that would allow law schools to promote their training of future practicing lawyers without costing them, or their students, a penny.

That change is to four words: “Legal Research and Writing,” or LRW for short. These courses have been central to the 1L curriculum since the MacCrate Report and the adoption of the ABA’s Standard 302(a)(3) that requires law schools to offer substantial instruction in “writing in a legal context, including at least one rigorous writing experience in the first year with at least one additional rigorous experience after the first year.” In fact, of course, LRW classes do, and have always done, much more than this and much more than the name implies: they teach writing in predictive and persuasive contexts, certainly, but they also introduce students to all manner of other issues relating to lawyer communication, from concepts of rhetoric, narrative theory, lawyering culture, and even typography as a communications tool, as well as teaching research, oral argument, and -- increasingly important when teaching the internet generation even though not identified as one of MacCrate’s lawyering skills -- active reading. And they do all this, usu-

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ally, in the context of assignments that flow from a hypothetical, but often very realistically scripted and produced, set of facts. In other words, given any reasonable definition of the term, LRW is a simulation-based experiential class.

The class is often taught in a classroom format – with lectures, class discussions, and pre-class reading from a textbook. But students also learn from the documents they write, and the more realistic the simulation that has been prepared for them, the better experience they will have as they work through the various assignments that flow from that simulation. One aspect of what LRW courses are doing, although it often goes unnoticed and unremarked upon, is helping the students take the first steps in developing their professional identity as lawyers -- something the Carnegie Report wants to see law schools do much more of in the 1L year.

But LRW programs do even more, although their work is often -- perhaps even usually -- misunderstood or ignored by those who look at legal education. Perhaps this is because these courses are located in the first year curriculum and we have Langdellian blinkers on when looking at the first year of law school, or perhaps it is the still-pervasive status issues that cause the work of LRW faculty to go under-noticed in the legal academy. LRW's marginalization though, is perhaps at least in part caused by the decision to label the discipline with a name that implies those who teach it do little more than teach grammar, punctuation, and maybe a little composition. But at their core, LRW courses teach applied analysis, and law schools would benefit greatly if they thought of the courses in that way. This is not to suggest that LRW courses change their name to "Applied Analysis" – for one thing, the acronym "AA" is already in use and might raise some unfortunate associations – but finding a name for a course that helps law students find and use rules in cases and statutes and apply them to a variety of factual situations with the goal of helping a client would more closely capture the reality of what the LRW faculty does than a name that carries with it the musty odor of long afternoons spent discussing the pluperfect tense.

The reconceptualization of LRW as some form of applied analysis would immediately liberate the LRW faculties already in law schools and would allow them to take their place as knowledgeable and experienced experiential teachers who know how to teach the very skills law

schools have been criticized for not teaching enough of: if a law school is looking to show its alumni, or the prospective employers of its graduates, a commitment to experiential learning that helps students be practice ready, then what could be easier than rebranding the LRW course as one teaching some form of applied analysis? And if a school is looking for experts to show it how to construct and teach experiential courses that don't cost anything, such rebranding should make clear that these faculty members are already there – teaching away in the core of the first year curriculum, and ready to help their doctrinal colleagues bring more experiential learning into the classroom, both in the first year and in the upper level curriculum.

All of this can be done without spending any more than is already being spent, because the experiential learning is already happening – unnoticed and unsung, perhaps, but still there – and the faculty with experiential expertise has always been deeply engaged with this style of teaching and learning. And the keys to unlocking these talents are in recognizing the simulation approach that lies at the heart of how most LRW courses are taught, and a realization that already-existing technology has the potential to substantially enhance those simulations.

Simulations gain value the more realistic they are. So while an LRW assignment that gives students an assignment outlining the relevant facts of a case and then asks the students to analyze those facts in the context of some legal standards, either supplied or which the students must find themselves, will likely meet the goal of providing a vehicle that will generate the type of document sought – a memo, a brief, and so on – and while it is true that the act of writing the document can itself be instructive and can generate many important teaching moments, the students likely will not be especially engrossed or engaged in the assignment as lawyers. Rather, and understandably, they will treat the assignment as another in a string of law school assignments that must be completed in order to obtain a grade for the course.

For that reason, many LRW programs now offer enhanced assignments, in which the assignment memo has been replaced by a simple set of in-

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structions, with the facts on a series of documents from which the students must separate the relevant from the irrelevant facts rather than paraphrasing already-existing facts. This approach is a significant improvement on the more conventional type of assignment, but it too has its limitations: the students might be able to willingly suspend their disbelief for short periods of time and become more engrossed in the fictional world of the assignment – something we often see during oral argument, for example, when the experience might be of one student arguing against another in front of a faculty member but it feels, at least for the duration of the argument, more real than that -- but such engagement is likely fairly short-lived. It's hard to get too engaged when the opposing attorney in your oral argument, or that attorney against whom you're negotiating in a negotiation class, is standing next to you in the cafeteria line.

Moot court competitions have recognized this problem and they overcome it by pitting students from different schools against each other. The students know they are working in simulated environment, just as the reader of a book, the audience member in a theater or at a movie, and the game player with a video game, understands that the experience is fictional, but the willing suspension of disbelief allows the reader, audience member, player, or law student, to become emotionally and intellectually engaged in the fictitious reality of the experience.

Cost and logistics make it impossible for most law schools to contemplate in-person encounters between students from different institutions. But technology allows them to come close to that face-to-face encounter. The experience is perhaps not as compelling as in-person contact, but it does allow students from one state to conduct a negotiation or an oral argument with students from another state, with the advantage of seeing and hearing strangers with whom they are working or arguing against. By using the technology available now in every laptop and using free software and internet services, it is possible for LRW faculty now to consider such interaction when video conferencing was, only a few years ago, restricted to special rooms with expensive technology.

And that possibility opens up others. For example,

the LRW community has a form of asynchronous assignment collaboration now, in the form of the LWI Assignment Bank. But the possibility of students working together with, or in opposition to, each other opens up the possibility that LRW faculty could also engage in synchronous collaboration. If teachers from two different schools, for example, decided to have their students oppose each



**Robin A. Boyle, Ian Gallacher, David Thomson, and Amy Stein at AALS**

other in an appellate assignment, it would be crucial for them to agree on the nature and factual details of the assignment. If they did that, though, it would be easy for them to collaborate on all stages of creating the problem, working together, at the same time, on all aspects of the assignment from the basic framework to creating the documents and other artifacts that would make the assignment as real as possible.

This type of inter-school collaboration is no different from what can happen now, except that the timeframe in which the collaboration has occurred has changed. In this proposed approach, both teachers still teach and evaluate their own students, including offering critiques of their students' performances when they oppose each other, but by adding another person to the creation of the assignment they have likely added depth, nuance, and sophistication to the problem and have enhanced the experiential portion of the class by giving their students real, and unfamiliar, opponents to work against.

And once that essential premise is established,

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there are few boundaries to this approach. LRW faculty could create a litigation problem that would involve both civil and criminal prongs, both requiring extensive pre-trial investigation, drafting of pleadings, and discovery, with one set of students taking the civil plaintiff role, a second taking the civil defendant, a third set of students acting as prosecutors and a fourth acting as criminal defense counsel. Other schools, perhaps those with a corporate counsel upper-level program, could have their students act as counsel for the civil defendant corporation, managing the litigation and the attorneys representing that corporation, and informing the corporation about developments. Students could learn about the role played by insurers and, if the litigation is substantial enough, re-insurers as well, all with counsel from different law schools and all engaged in different aspects of the same, large -- perhaps multi-year -- simulation. When the case eventually comes for trial, upper-class trial advocacy students could actually try the case in front of students taking courses preparing them to be judicial law clerks, who could write trial opinions that could then be challenged on appeal by another set of students in front of different appellate judges.

If inter-disciplinary contacts are desired between the law school and other schools and colleges on campus, those students could be brought in to act as clients, experts, and other participants. A case involving medical malpractice could use medical students as defendants and experts on both sides, a case involving building defects could engage both the engineering and the architecture schools, business students could act as corporate CEOs, reporters from a journalism program could report on the case, and on and on. If necessary to provide a tangible benefit for these students' participation, a credit-awarding "introduction to the lawyering process" course would be a natural outflow from a simulation of this type.

It's possible to get giddy when thinking about the possibilities, and perhaps also to get carried away. It is even possible to see how 1L doctrinal classes could be woven into a complex simulation like this, allowing students to learn doctrine while simultaneously applying it. The point, though, is that no matter how limited or extensive one chooses to be, only two things are necessary to contemplate this sort of simulation-based approach to law school education: a recognition that all the expertise and knowledge to construct and devel-

op simulation scenarios that would accommodate almost any desired scaling already can be found in the LRW faculty who are already doing this kind of teaching, and the realization that the technology necessary to draw faculty and students together while they work on this type of simulation already exists and is freely available.

In other words, law schools can confront their practice critics and tell them about experiential learning that is happening in their classrooms that will help to make their graduates more practice – or client – ready, and they can do so without additional cost. And all of this can be done by the simple reconceptualization of a program that already sits at the core of the 1L curriculum, an acknowledgment that the faculty teaching that program are doing what many people want law schools to do, and the encouragement to do more of it.

### Inter-school collaboration in upper level skills courses

At our 2014 AALS presentation for the Section on Legal Writing, Reasoning, and Research, the audience and presenters discovered that upper-level skills professors are already experimenting with lowering the walls in their classrooms. Many professors have used Skype and similar technology to have guest appearances by practitioners. For instance, in a course at St. John's Law School called "Drafting: Litigation Documents and Contracts," alumni have presented on topics pertaining to both litigation and contract drafting. The technology allows for students to be able to ask questions to the presenter, who does not need to leave his or her office. At Hofstra Law School, an adjunct professor teaches an insurance law practicum from his office in Manhattan. Students have the option of attending the class either live in his office, or remotely from campus.

But the use of technology can go even further. It is easily possible to tweak both an existing face-to-face course as well as a course designed to be online to include interactions between students at different schools. For example, many schools offer courses on various aspects of the discovery process. Such courses could share a common fact pattern developed by the faculty who teach them.

## ***Erasing Boundaries: Inter-School Collaboration and its Pedagogical Opportunities***

In a written Discovery course, the professor divides students into law firms representing either the plaintiff or the defendant. Lectures are delivered live throughout the course on various topics such as drafting interrogatories; students are then expected to work together as a firm to apply that skill. On the first day of the course, each firm will draft interrogatories, requests for the production of documents, and notices to admit on behalf of their client. The instructor then provides feedback on the documents. Students then re-draft the documents in accordance with the comments and exchange them with their adversaries, who will be located at another school. After the document exchange has occurred, students draft responses to the demands that they have received. Again, the instructor provides feedback on the responsive documents, which the students then redraft and exchange with their adversaries.

After reviewing the responses, students meet for a “face-to-face” negotiation during which they seek to resolve the discovery disputes arising out of the documents that they have drafted. A negotiation of this type is extremely appropriate for inter-school collaboration. Students become extremely passionate about adequately and effectively representing their client during this negotiation. The fact that the negotiation is solely between students without an impartial third-party present makes it an even more interesting opportunity for students to get real life experience negotiating against an adversary who is a stranger and not a classmate. This scenario more closely simulates actual law practice. Since each school would have a faculty member present and observing the negotiations, it would also provide students with an extremely interesting opportunity to get constructive feedback not only from the professor at their school who probably knows them, but also from a professor at another school who is not at all familiar with their skills.

In a Motions Course, classes could be taught by “flipping the classroom,” where all substantive lectures are viewed online. Class time would then be used solely for skills-based activities. Such a course design provides for an intensive experience in which students write both moving papers and responsive papers. Since the course would be

taught in such a condensed format, students can be given the legal authorities that they need to resolve the questions raised. Prior to the first day, students watch a lecture on drafting motions. On the first day, all students represent the plaintiff. Each student drafts a statement of undisputed facts and memorandum in support of plaintiff’s motion. The instructor provides feedback on the documents; students redraft them and each student exchanges documents with an assigned adversary. Again, the adversary would be located at another institution.

Then, students watch lecture material relating to responding to motions. On day two, all students represent the defendant. Students spend the day drafting a response to the statement of undisputed facts and memorandum in opposition to the plaintiff’s motion. Yet again, the instructor provides feedback on the documents, and the students then re-draft the documents and exchange them with an assigned adversary at the partner school.

Next, students watch a lecture relating to arguing the summary judgment motion. On the third and final day of the course, the students engage in practice rounds and also argue the summary judgment in front of local judges who volunteers their time on that day. This is the portion of the course that could easily be adapted to inter-school collaboration. It would be a simple matter for students to engage in practice rounds with students from the other institution. Yet again, this provides students with a more realistic experience of arguing against a stranger as their adversary. Judges could be present in both locations and students could be given the opportunity to argue twice, once in the room with the live judge and once in the room with the remotely located judge. This means that all students have a similar experience arguing in front of both a live judge and a remotely located judge. It also means that students would get feedback from two different jurists as well as from their instructor.

These two examples demonstrate that collaboration between schools can easily be worked into existing upper-level courses with little or no financial cost to the institutions but with significant benefits to the quality and realistic nature of the experiential learning.

## Summer: Try Something New



**Jennifer Romig**  
(Emory)

There is certainly something to be said for the traditional approach to a professor's summer. Catch up on professional reading. Flesh out that article idea. Attend conferences and make new contacts.

Last summer I did some of those things, and they were quite helpful. But maybe not as helpful as the other thing I did: swimming.

For years I have trashed swimming, coming up with any number of conclusory excuses: "I hate swimming." "I'm just not good at swimming." "I don't come from a swimming family."

But injuries and age compelled me to try it. And the experience was humbling. My initial efforts were pathetic. Then I got some coaching, and have since been building strength and habits that will sustain a new healthy practice in my life. I'm not great, but I am comfortable and know what to do to get better.

Overcoming challenges to learn this new skill brought to mind some irresistible parallels with first-year law students' experiences learning legal writing. The humility of beginner-hood increased my patience with 1Ls last fall, and I hope to preserve that feeling by reflecting on the difficulties of learning a new skill.

First, there were my preconceptions. For example, I thought I would breathe better if I basically stopped kicking while turning my head. The result? Sinking. It took a coach to study my "stroke" and point out this counter-productive strategy.

Second, there was my physical weakness. My strength and experience were in sports involving other strengths and skills. That meant -- and continues to mean -- I have to work extra hard to build

and maintain the relevant strengths for swimming. Keeping a regular schedule helps me avoid backsliding on my tentative progress.

Third, there was my attitude. I was scared of inhaling water and at first would sometimes just stop in the middle of a lap. Small obstacles would stop me from swimming. If I went to the pool and saw that all lanes were occupied or it was a tad cold, I would just quit and leave. And I was paranoid that people all around the pool were scoffing at me. But over time, I gained enough experience to handle a splash in the face at the wrong time and manage the protocol for sharing a lane. The fear of ridicule is not totally gone but is giving way, bit by bit, to growing confidence.

Like me as a novice swimmer, many of my students come into legal writing with misconceptions about writing -- write like a fancy lawyer would sound, for example. They may not have written anything for a few years and have weak stamina for handling sources and bearing down on editing. They may have a fixed mindset telling them that they're just not good at writing and never will be. And they do feel uncomfortable and insecure with the entire process, resulting at times in avoidance tactics.

Swimming made me confront each of these challenges and to conclude what all the experts say: deliberate practice is not an easy answer, but it is the answer for building -- and someday mastering -- a skill. Also, frequent, shorter practices are better than trying to cram everything into longer, less-frequent sessions.

Trying something new along these lines has become a bit of a trend. In the Fall 2013 issue of this Section's newsletter, Heather Melniker of Touro Law Center wrote about her challenges learning to knit. Occidental College professor Adrienne Wadewitz described being the worst rock-climber in the class here: <http://news.rapgenius.com/Adrienne-wadewitz-what-i-learned-as-the-worst-student-in-the-class-annotated> And then there are books such as Gary Marcus, *Guitar Zero: The Science of Becoming Musical at Any Age* and Josh Kaufman, *The First 20 Hours: How to Learn Anything . . . Fast!*

These articles and books are fun and I do recommend them. But more so, I recommend spending part of your summer actually trying something new.

## Three Rs for a Great Summer

By **Mary N. Bowman**  
(Seattle)



The sun is shining on a glorious spring day in Seattle, and I am looking past the large pile of papers to grade towards one of the best parts of the academic year: summer. Here is my advice for newer (or not-so-new) legal writing professors on how to spend the summer.

**Recharge.** By the end of the year, our batteries are often drained, and priority one should be recharging those batteries so we are ready for another great year come fall. Recharging obviously involves resting, taking time for vacation, family, or hobbies. But it should also involve connecting with other legal writing faculty from around the country, as we have such a supportive and engaging community. The Legal Writing Institute's Biennial Conference, which will be held from June 29 – July 2, 2014 in Philadelphia, is a great place to meet wonderful colleagues and to attend presentations on a wide variety of interesting and useful topics. Come a day early and attend Bringing Outside In: Social Justice Collaborations in the Legal Writing Curriculum. That workshop will be held on June 29, before LWI starts, at Drexel Law School in Philadelphia, and it will provide a great opportunity to share ideas and learn about creative ways legal writing faculty can engage students in social justice projects.

**Reflect.** The summer provides a great opportunity for reflecting on the prior year. Student evaluations can provide useful information, and I like to survey my departing students on what changes they would suggest to the allocation of time in each course. I also try to reflect on the specific assignments I used, to help me improve both individual assignments and the way that they fit together over the year.

**Write.** For my first few summers of teaching, recharging and reflecting were all I could manage, but since I started to write during the summer, I have found it to be so valuable for my teaching as well as my career more generally. I sometimes use the substance of what I write about in classes, and even more often, I use the experience of writing to inform my teaching. Working on each article renews my empathy for my students who struggle with organization or other writing challenges, and I find that talking about my own writing challenges and successes has been very helpful during student conferences. So when you are ready, find a topic that interests you, thinking about audience and purpose, and practice what

## Review, Reimagine, Research, and Relax— Advice for the Summer for Newer Faculty



**Philip C. Kaplan** (Suffolk)

In the almost two decades that I have taught in the Legal Practice Skills Department at Suffolk University Law School, I have offered a lot of advice to newer faculty. Some of it was actually welcomed.

Thinking back on my first couple of years of teaching, I realized that I was quite comfortable with, and proficient at, the skills I would be teaching my students: research, analogical reasoning, objective and persuasive writing, etc... But it is one thing to know how to be a lawyer, and somewhat different to know how to *teach these lawyering skills to others*. My learning curve was the transformation from practitioner to professor. The summer is the perfect time to make sure that this shift is progressing well.

“Write. If it’s good, you’ll find out. If it’s not, throw it out of the window.” – William Faulkner

My advice to newer faculty about the upcoming summer would be Review, Reimagine, Research, and Relax.

**REVIEW:** All faculty, not just newer, should take some time after each class to take notes about what worked well, what seemed to interest the students, and what needs to be changed. For example, my pop culture references from the 1990s (“It depends on what the meaning of *is* is”) no longer resonate. Summer is a great time for a holistic reflection on the prior year.

**REIMAGINE:** Think about where law practice is going in the next few years and beyond. For example, my department no longer stresses book research as we did when I began. I now stress computerized research, with particular attention on the use of free secondary sources to write motions and discovery requests. I also think the future is more about law practice management, including adding technological skills to legal practice to enhance efficiency.

**RESEARCH:** If scholarship is a requirement, or simply an interest, summer is the obvious time to begin the process. Create a reasonable writing and research schedule. One page per day is 90 pages by the end of the summer.

Finally, **RELAX:** September comes awfully fast.

## Guard Your Summers

By **Bob Brain** (Loyola, Los Angeles)



What Professors should do with their summers varies, I think, from person to person. Some need to rest and refresh; some need, for tenure or other purposes, to write; some can't wait to revise their teaching materials; some busy themselves with conference presentations; and others do a combination of the above. And while I don't know what is the best thing for any individual, I do have a suggestion on what *not* to do, as I explain below.

It came to me as I was nearing the end of my first year of teaching, like in March or April. I was at a party thrown by my former law firm and met for the first time the spouse of one of my favorite partners to work with. The usual chit-chat ensued and it turns out she was a fourth grade teacher. She asked, “What are you going to do this summer?” Truth is I hadn't thought much about it – I was still in that state where I was living class-to-class, reading a case ahead of the students, and hoping there were not too many typos in my Power Points. I don't remember exactly what I said, but I am sure I hemmed and hawed my way through some drivel like, “Well . . . er, uh, you know . . . publish or perish and all that.” (And my law school pays me to speak. Go figure).

While I don't recall exactly what I said, I do remember very well what she said: “I hope you don't mind some advice, but I hope you have kept up with your filing, memos, reading and such throughout the year. It's easy to put that stuff off, but you want to guard your summers so you can do something BIG, even if it is a long period of relaxing. But if you have been putting off a lot of the routine, you'll be amazed how much time those things take during the summer.” As she was saying this, I envisioned the 18-inch stack of stuff in my office that I had put in my “To Get To in the Summer” pile, which was exactly as she described – law reviews to be read; letters and articles to be sorted and filed; and “school-stuff” that could be put off. To my chagrin, I found out she was absolutely right. It is truly amazing how long that stuff takes to get through once the final briefs are graded and the pace is slower and there is no school pressure. I recall that it took me an inordinate amount of time just to figure why I had saved about half of the stuff in the stack, especially the stuff at the bottom from September and October.

**“If my doctor told me I had only six minutes to live, I wouldn't brood. I'd type a little faster.” – Isaac Asimov**

## Guard Your Summers, continued

Since then I have lived by a “2 week” rule. If I haven’t gotten to it in 2 weeks: it goes. Probably I have thrown away something that I wish I had kept, but I have plenty to keep me busy, and knowing that it will be chucked in two weeks if I don’t get to it makes me deal with the really important. And come May, my summers are clear.

So I hope it is not too late for you this year, but even if it is, in the future, I would urge you to guard your summers and don’t let the routine encroach. And do something BIG.



### Global Legal Skills Conference in Verona: a Great Success

By **Bob Brain** (Loyola, Los Angeles) with a “tip of the hat” to **Mark Wojcik** (John Marshall Law School—Chicago)

More than 180 persons from over 20 countries around the world participated in the ninth Global Legal Skills Conference, which was held from May 21-23, 2014 at the University of Verona Faculty of Law (Italy). Presenters and attendees expressed nothing but enthusiasm for the conference when it was completed, with many calling it the best conference they had ever attended. The conference was marked not only by a beautiful location but also by high levels of presentations from around the world.

There were four Co-Chairs for the Verona conference: Professor Mark E. Wojcik (The John Marshall Law School—Chicago); Professor David Austin (California Western School of Law), and Professor Lurene Contento (The John Marshall Law School—Chicago), and Professor Stefano Troiano (University of Verona Faculty of Law, Italy).

Members of the Program Committee included Professors Paolo Butturini (University of Verona), William B.T. Mock, Jr., (The John Marshall Law School—Chicago), and John Thornton (Northwestern University School of Law).

### Section Website

Catch up on section news and events or take a look at the materials preserved in the Section’s archives. The Section Community Website is available at <https://connect.aals.org/p/co/ly/gid=133>.

“One day I will find the right words, and they will be simple.” – Jack Kerouac

Legal writing professors Kathryn Mercer (Case Western Reserve University School of Law) and Roberta Thyfault (California Western School of Law) also served on the Verona Site Committee that helped select the popular venue.

Attendees and presenters included leaders from the AALS Section on Legal Writing Reasoning, and Research, including former Section Chairs Professors Judith Rosenbaum (Northwestern University), and Mark Wojcik (The John Marshall Law School—Chicago), Current Section Chair, Professor Kim Holst (Arizona State University), and Current Section Secretary and Newsletter Editor, Professor Bob Brain (Loyola Los Angeles). Professors Wojcik and Holst were also speakers during the opening plenary session and extended greetings on behalf of the AALS Section on Legal Writing, Reasoning, and Research.

## Global Legal Skills Conference, continued

Professors from around the world attended and made presentations on legal writing and other skills education. Law professors from the United States included:

Adi Altshuler (Northwestern University School of Law) Allen B. Snyder (University of San Diego)

Ann L. Nowak (Touro Law Center)

Anne Enquist (Seattle University)

Anthony S. Winer (William Mitchell)

Bob Brain (Loyola University Los Angeles)

Charles Calleros (Arizona State University)

Christine Venter (Notre Dame)

Cindy Galway Buys (Southern Illinois University)

Cliff Zimmerman (Northwestern)

Craig T. Smith (University of North Carolina)

Cynthia Matson Adams (University of Indiana McKinney School of Law)

Daphne O'Regan (Michigan State University)

David Koelsch (University of Detroit Mercy)

David Nadvorney (CUNY)

David W. Austin (California Western School of Law)

Deborah B. McGregor (Indiana University McKinney School of Law)

Deborah Zalesne (CUNY)

Emily Zimmerman (Drexel)

Eugene Y. Kim (University of San Francisco)

Ezra Ross (University of California Irvine)

Gabrielle Goodwin (University of Indiana Maurer School of Law)

Heidi K. Brown (New York Law School)

Henry Weinstein (University of California Irvine)

Herbert Lazarow (University of San Diego)

J. Lyn Entrikin (University of Arkansas at Little Rock)

James E. Molinterno (Washington and Lee)

Jane Siegel (Thomas Cooley)

Jessica Durkis-Stokes (New Hampshire)

Jo Ellen Lewis (Washington University St. Louis)

Joan Blum (Boston College)

Jodi S. Balsam (New York Law School)

John Thornton (Northwestern)

Jonathan Gordon (Case Western Reserve)

Juli Campagna (Hofstra)

Kara Zech-Thelen (Thomas Cooley)

Katerina Lewinbuk (South Texas College of Law)

Kathryn Mercer (Case Western Reserve)

Larry L. Teply (Creighton University)

Leigh Scales (Florida Coastal)

Lindsey Sturges Saffouri (University of California Berkeley)

Lisa Farnsworth (Indiana University Maurer School of Law)

Lisa McElroy (Drexel)

Lurene Contento (The John Marshall Law School -Chicago)

Lynn B. Su (New York Law School)

Lyrissa Lidsky (University of Florida)

Maggie O. Tsavaris (Savannah Law School)

Marcia Levy (Cardozo)

Mark K. Osbeck (Michigan)

Mark E. Wojcik (The John Marshall Law School-Chicago)

Michael Robinson-Dorn (University of California Irvine)

Mireille O. Butler (Pepperdine)

Nancy Chi Cantalupo (Georgetown)

Rachel Croskery-Roberts (University of California Irvine)

Richard K. Neumann, Jr. (Hofstra)

Rosa Kim (Suffolk)

Sammy Mansour (Michigan State University)

Sumi Cho (DePaul)

Susan L. DeJarnatt (Temple)

Susan Wawrose (University of Dayton)

Tami K. Lefko (Vanderbilt Law School)

Terry Smith (DePaul)

Theodore Myhre (University of Washington)

Theresa Kaiser (American University)

Tove Klovning (Washington University St. Louis)

Trina Tinglum (University of Wisconsin)

William B.T. Mock, Jr. (The John Marshall Law School-Chicago)

The conference website at <http://glsc.jmls.edu/2014>

includes the titles of their presentations. Other participants came from law schools and institutions in Australia, Bulgaria, Canada, China, Egypt, France, the Republic of Georgia, Indonesia, Ireland, Italy, Latvia, Mexico, Norway, Qatar, South Africa, Russia, Switzerland, and a rather large delegation from the United Kingdom.

The substantive conference was followed by a day trip to Vicenza, Italy, organized by Professor David Austin of the California Western School of Law and former Vicenza and Verona resident.

## Global Legal Skills Conference, continued

That day included a session with Italian lawyers at the Vicenza City Hall, where they discussed Italian legal education and the Italian legal system, as well as experiences of being students in U.S. LL.M. programs in the United States.

The ninth GLS Conference in Verona was co-sponsored by an impressive lineup of international bar associations, including:

- American Bar Association Section of International Law (ABA-SIL)
- International Bar Association (IBA)
- Law Society of England and Wales (International Division)
- International Law Students Association (ILSA)
- Scribes—The American Society of Legal Writers
- Teaching International Law Committee of the American Branch of the International Law Association (ABILA)

Professor Mark Wojick of the John Marshall School of Law - Chicago started the GLS Conference series, and the first conference was held at The John Marshall Law School, where it has returned twice more. It was also held twice in Mexico (at the Facultad Libre de Derecho de Monterrey), twice in Costa Rica (once at the University of Costa Rica Faculty of Law), and once at Georgetown University Law Center. The eighth GLS Conference in Costa Rica had also included Spanish-language sessions for U.S. law students, including one session where U.S. students negotiated in Spanish with lawyers from Costa Rica and then drafted a short document in Spanish. Those experiences, and many others from previous GLS conferences, emphasize the global need for international skills education.

The tenth GLS Conference will be held in May 2014 in Chicago, where it will be jointly hosted by The John Marshall Law School and the Facultad Libre de Derecho de Monterrey (Mexico). The conference will include a complete Spanish-language program track for lawyers, professors, and law students who want to practice and improve their Legal Spanish.

*“There is no rule on how to write. Sometimes it comes easily and perfectly; sometimes it’s like drilling rock and then blasting it out with charges.” – Ernest Hemingway*

*“Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead.” — Gene Fowler*

**Save the Date: The next AALS Meeting will run from Friday, January 2—Monday January 5, 2015 in Washington D.C. Hope to see you there!**

## Global Legal Skills Awards Presented in Verona

By **Bob Brain** (Loyola, Los Angeles)

Global Legal Skills Awards for 2014 were presented at the GLS-9 conference held in Verona, Italy. Winners were announced in three categories: (1) individuals; (2) books; and (3) institutions. Winners were selected from nominations made by individuals as well as by members of the GLS nominating committee, and nominations of persons not selected in 2014 will be carried over to the GLS Awards presentation in Chicago next May. Here are the winners of the 2014 GLS Awards:

### Individual Winners (3)

**Prof. Heidi Brown**, New York Law School, recognized for her work with students to reduce extreme fear of public speaking and increase performance in classrooms, oral arguments, and client-centered legal skills activities.



**Prof. Juli Campagna**, Maurice A. Deane School of Law at Hofstra University and Adjunct Professor of Law, Facultad Libre de Derecho de Monterrey (Mexico), recognized for developing English Immersion Training Programs and for exceptional devotion to meeting the needs of international students around the world.



**Marion Dent**, Dean of the Pericles Center for International Legal Education, (Moscow, Russian Federation), was recognized for her work in higher education in Russia and for her work to bring the Philip C. Jessup International Law Moot Court Competition to Russia.



### Book Awards (2)

**Deborah B. McGregor** and **Cynthia M. Adams** were recognized for their book, *THE INTERNATIONAL LAWYER'S GUIDE TO LEGAL ANALYSIS AND COMMUNICATION IN THE UNITED STATES* (Wolters Kluwer 2008).



**Anthony S. Winer**, **Mary Ann E. Archer** (not pictured), and **Lyonette Louis-Jacques**, were recognized for their new book, *INTERNATIONAL LAW LEGAL RESEARCH* (Carolina Academic Press 2013), a book designed to enrich international law courses by showing students how to research sources of international law, and to help law schools create stand-alone courses in international law legal re-



### Institutional Winner (1)

BarWrite and BarWrite Press, New York, USA and its director **Dr. Mary Campbell Gallagher** were recognized for their early and thoughtful recognition of the special bar exam preparation needs of lawyers and law students from other countries.



## Member News: Individual Announcements

### Awards

**Angela A. Allen-Bell** (Southern University) received an award for being the "Rising Star Researcher" in an April 24, 2014 ceremony.

**Susan Bendlin** (Barry) tied for "Professor of the Year" (with Brian Sites) in the category of Clinical, LRW, & Skills faculty in the April 2014 vote by the student body.

**Charles Calleros** (ASU) was awarded the MLK Diversity award in January by the City of Tempe for his long-standing work in outreach and mentoring programs for youth. He shared the award with other members of his outreach committee, including his colleague Kimberly Holst.

**Olympia Duhart** (Nova Southeastern) received the 2014 Stephanie Aleong Impact Award, an honor that recognizes both a student and professor who have had a positive impact on the law center, and was also recognized by "Lawyers of Color" among the "50 Under 50" honorees. She is one of the 50 outstanding lawyers of color under the age of 50.

**Anne M. Enquist** (Seattle) 2014 received the Burton Award, for her Outstanding Contributions to Legal Writing Education, on June 9, 2014 in Washington, D.C.

**Tamara Herrera** (ASU) was voted the Outstanding Faculty Member by the graduating class of 2014.

**Kristin Gerdy** (BYU) was named IL Professor of the Year for the 2013-14 academic year.

**Brian Sites** (Barry) tied for "Professor of the Year" (with Susan Bendlin) in his first year of teaching LRW.

**Mary B. Trevor** (Hamline) was awarded a Hamline Law "Apple Award" for Effective Teaching. Apple Awards are given to recognize extraordinary faculty performance.

### Publications

**Angela A. Allen-Bell** (Southern University), "*Activism Unshackled & Justice Unchained: A Call to Make a Human Right Out of One of the Most Calamitous Human Wrongs to Have Taken Place on American Soil*," will be published in the JOURNAL OF LAW AND SOCIAL DEVIANCE.

**Debra Austin** (Denver), "*Killing Them Softly: Neuroscience Reveals How Brain Cells Die From Law School Stress and How Neural Self-Hacking Can Optimize Cognitive Performance*," 59 LOY. L. REV. 791 (2013).

**Lori Bannai** (Seattle), "*Challenged X 3: The Stories of Women of Color Who Teach Legal Writing*," accepted for publication by the BERKELEY JOURNAL OF GENDER, LAW & JUSTICE. The essay will be published in the symposium issue responding to the book PRESUMED INCOMPETENT, edited by Carmen González, et al., which explores issues faced by women of color in the academy. In addition, she was a key contributor to Eric Yamamoto et al., RACE, RIGHTS AND REPARATION: LAW AND THE JAPANESE AMERICAN INTERNMENT (2d ed. Wolters Kluwer Law & Bus. 2013), most significantly assisting in drafting the discussion of the relevance of the World War II Japanese American incarceration to present day legislation authorizing indefinite military detention.

**Rita Barnett-Rose** (Chapman) "*Informed Consent, Psychotropic Medications, and a Prescribing Physician's Duty to Disclose Safer Alternative Treatments*," 16.1 DE-PAUL J. HEALTH CARE LAW 67 (2014).

**Mary Beth Beazley** (Ohio State), "*Hiding in Plain Sight: Conspicuous Type and Mandated Communication Statutes*," JOURNAL OF LEGISLATION (2014) (Forthcoming); Mary Beth Beazley & Monte Smith (Ohio State) LEGAL WRITING FOR LEGAL READERS (2014) (Aspen).

**Susan Bendlin** (Barry), "*Gender Dysphoria in the Jailhouse: A Constitutional Right to Hormone Therapy?*" 61 CLEVELAND STATE LAW REVIEW 957 (2013); "*Shootings on Campus: Successful § 1983 Suits Against the School?*" 62 DRAKE LAW REVIEW 41 (Fall 2013).

**Sara R. Benson** (University of Illinois) published two essays on Jurist.org on the topic of same-sex marriage rights.

**Mary Bowman** (Seattle) has accepted an offer from the Georgia Law Review to publish her article, "*Mitigating Foul Blows*." Her article "*Full Disclosure: Cognitive Science, Informers, and Search Warrant Scrutiny*," is being published in April 2014 in the AKRON LAW REVIEW. She has also accepted an offer to contribute to a book about bringing actual legal work into the first year of law school, and her article "*We Have a Dream: Integrating Skills Courses and Public Interest Work in the First Year of Law School (And Beyond)*" (with Sara Rankin and Lisa Brodoff) was published in the Fall 2013 volume of the CHAPMAN LAW REVIEW.

“You fail only if you stop writing.” – Ray Bradbury

## Member News, Continued

**Deirdre Bowen** (Seattle) and co-author, Professor **Kathryn Stanchi**, have accepted an offer of publication from Washington Law Review for their article, “*This Is Your Sword: Does Plaintiff Prior Conviction Evidence Affect Civil Trial Outcomes?*” Professor Bowen’s article, “*All that Heaven Will Allow: A Statistical Analysis of the Co-existence of Same Sex Marriage and Gay Matrimonial Bans*,” will be published in the DENVER LAW REVIEW in early 2014. Her essay, “*Heaven & Purgatory: The Windsor Ruling*,” will be published in the online version of the DENVER LAW REVIEW along with a piece by Professor June Carbone commenting on Deirdre’s DOMA work.

**Bob Brain** (Loyola, Los Angeles), BRAIN ON CONTRACTS, SUM & SUBSTANCE, EXAM PRO SERIES: ESSAY (West Academic Publishing 2014); BRAIN ON CONTRACTS, SUM & SUBSTANCE, EXAM PRO SERIES: OBJECTIVE (West Academic Publishing 2014).

**Charles Calleros** (ASU), LEGAL METHOD AND WRITING (7th ed., Wolters Kluwer L. & Bus. 2014); LAW SCHOOL EXAMS: PREPARING AND WRITING TO WIN (2d ed. Aspen 2013); Charles Calleros & Stephen Gerst, CONTRACTS: CASES, TEXT, AND PROBLEMS (Carolina Acad. Press 2013) [Digital Book] [2013 edition includes two chapters from co-author Stephen Gerst]; “*Cause, Consideration, Promissory Estoppel, and Promises Under Deed: What our Students Should Know about Enforcement of Promises in Historical and International Context*,” XIII CHI.-KENT J. INT’L & COMP. L. 84 (2013).

**John Campbell** (Denver), “*Restrictive Covenants: Modern Day Divides Regarding Enforcement*,”

2014 EMPLOYMENT LAW UPDATE 9 (Henry H. Perritt Jr. ed., 2014); “*Unprotected Class: Five Decisions, Five Judges, and Wholesale Changes to Class Action Law*,” 13 WYO. L. REV. 463 (2013); “*Mis-Concepcion: Why Cognitive Science Proves the Emperors Have No Robes*,” 79 BROOK. L. REV. 107 (2013); “*Can We Trust Trustees?: Proposals for Reducing Wrongful Foreclosures*,” 63 CATH. U. L. REV. 103 (2014); “*Coats v. DISH: A Chance to Clear the Legal Haze Surrounding Medical Marijuana*,” 91 DENV. U. L. REV. Online 79 (2014), available at <http://www.denverlawreview.org/online-articles/2014/4/13/coats-v-dish-a-chance-to-clear-the-legal-haze-surrounding-me.html>.

**Kim D. Chanbonpin** (JMLS Chicago), “*It’s a Kakou Thing: The DADT Repeal and a New Vocabulary of Anti-Subordination*,” 3 U.C. IRVINE L. REV. 905 (2013); “*Truth Stories: Credibility Determinations at the Illinois Torture Inquiry and Relief Commission*,” 45 LOY. U. CHI. L.J. \_\_\_ (2014).

**Kirsten A. Dauphinais** (North Dakota), “*Using an Interviewing, Counseling, Negotiating, and Drafting Unit in the First Year Legal Writing Program*,” 15 TENN. J. BUS. L. 105 (2013) (symposium issue for Emory Transactional Drafting Conference).

**Mary Dunnewold** (Hamline), “*Internet Legal Service Providers: Practicing Law without a License?*” ABA STUDENT LAWYER, April 2014, at 16; “*Mandatory Pro Bono: Is it Right for Law Students?*” ABA Student Lawyer, Feb. 2014, at 20; “*The Other Bar Hurdle: the Character and Fitness Requirement*,” ABA STUDENT LAWYER, Dec. 2013, at 16; “*Making the Case for You*,” ABA STUDENT LAWYER, Oct. 2013, at 16; “*Good Process = Good Ethics*,” ABA STUDENT LAWYER, March 2013, at 16

**Linda Edwards** (UNLV), “*Where Do the Prophets Stand?: Hamdi, Myth, and the Master’s Tools*,” 13 U. CONN. PUB. INT. L. J. 43 (2013).

**Shailini Jandial George** (Suffolk), “*Teaching the Smartphone Generation: How Cognitive Science Can Improve Learning in Law School*,” MAINE LAW REVIEW 66 No. 1 (Winter 2013).

**Sara Gordon** (UNLV), “*What Jurors Want to Know: Motivating Juror Cognition to Increase Legal Knowledge & Improve Decision-Making*,” 81 TENNESSEE L.R. \_\_\_\_ (forthcoming 2014).

**Stephanie Roberts Hartung** (Suffolk), “*Missing the Forest for the Trees: Federal Habeas Corpus and the Piecemeal Problem in Actual Innocence Cases*,” 10 STANFORD J. OF CIV. RTS. & CIV. LIB. 55 (2014).

**Kristin Johnson Hazelwood** (University of Kentucky), “*Technology and Client Communications: Preparing Law Students and New Lawyers to Make Choices that Comply with the Ethical Duties of Confidentiality, Competence, and Communication*,” 83 MISS. L.J. 245 (2014).

**Kim Holst** (ASU), “*Non-Traditional Narrative Techniques and Effective Client Advocacy*,” 48 THE LAW TEACHER: THE INT’L SCHOLARLY J. OF THE ASSOC. OF LAW TEACHERS \_\_\_\_ (forthcoming 2014); “*Clickers in the Classroom*,” AALS Section on Teaching Methods Newsletter 12 (Spring 2014); “*Developing a Scholarly Agenda—One Safe Picture, One Art Picture*,” The Learning Curve: AALS Section on Teaching Methods 2 (Winter 2014).

## Member News, Continued

**Rosa Kim** (Suffolk), “*Legal Education Reform in South Korea: Challenges of Transition*” in *LEGAL EDUCATION IN ASIA* (Shuvro Sarker ed., 2013)

**Joe Kimble** (Cooley), “*How to Dominate Your Reader—and Make Stewie Griffin Proud*,” 84 *MICH. B.J.* 50 (May 2013); “*You Think Anybody Likes Legalese?*” 84 *MICH. B.J.* 52 (Aug. 2013); “*You Think the Law Requires Legalese?*” 84 *MICH. B.J.* 48 (Nov. 2013); “*30 Years and Counting*,” 85 *MICH. B.J.* 38 (Jan. 2014).

**Allison Kort** (UMKC), “*An Imminent Substantial Disruption: Towards a Uniform Standard for Balancing the Rights of Students to Speak and the Rights of Administrators to Discipline*,” \_\_\_\_\_ *DARTMOUTH L. J.* \_\_\_\_\_ (forthcoming fall 2014).

**Connie Krontz** (Seattle) has co-authored an on-line companion chapter to the Interactive Citation Workbook for The Bluebook that focused on constructing citations using the Washington Style Sheet.

**Cristina D. Lockwood** (Univ. of Detroit Mercy), “*Adhering to Professional Obligations: Amending Model Rule of Professional Conduct 1.8(e) to Allow for Humanitarian Loans to Existing Clients*,” *UNIVERSITY OF SAN FRANCISCO LAW REVIEW* (forthcoming Spring 2014); “*Improving Learning in the Law School Classroom by Encouraging Students to Form Communities of Practice*,” 20 *CLINICAL L. REV.* 95 (2013).

**Teri McMurtry-Chubb** (Mercer), “*The Chronicle of the Disappeared White Law Professors: The Real Meaning of Affirmative Action and*

*Diversity in Legal Education*” in *AFFIRMATIVE ACTION: CONTEMPORARY PERSPECTIVES* (James Beckman, ed., forthcoming 2014); “*Toward a Disciplinary Pedagogy for Legal Education*,” 1 *SAVANNAH L. REV.* \_\_\_\_\_ (forthcoming 2014).

**Karin Mika** (CSU Ohio), “*Visual Clarity in Contract Drafting*,” 70 *CLARITY* 52 (December 2013); “*A Third Semester of LRW: Why Teaching Transactional Skills and Problems is Now Essential to the Legal Writing Curriculum*,” *THE SECOND DRAFT*, Fall/Winter 2013.

**Sarah J. Morath** (Akron) “*The Farmer In Chief: Obama’s Local Food Legacy*,” 93 *OREGON L. REV.* \_\_\_\_\_ (forthcoming 2014)

**Michael D. Murray** (Valparaiso), “*Post-Myriad Genetics Copyright of Synthetic Biology and Living Media*,” \_\_\_\_\_ *OKLA. J.L. & TECH.* \_\_\_\_\_ (forthcoming, 2014); “*Reconstructing the Contours of the Copyright Originality and Idea-Expression Doctrines regarding the Right to Deny Access to Works*,” 20 *TEX. A & M L. REV.* \_\_\_\_\_ (forthcoming, 2013–2014 Intellectual Property Symposium); Michael D. Murray & Christy H. DeSanctis, *ADVANCED LEGAL WRITING AND ORAL ADVOCACY: TRIALS, APPEALS, AND MOOT COURT* (Foundation Press 2d ed. 2014); Michael D. Murray & Christy H. DeSanctis, *LEGAL RESEARCH METHODS* (Foundation Press 3d ed. 2014, forthcoming); Michael D. Murray & Christy H. DeSanctis, *LEGAL WRITING AND ANALYSIS* (Foundation Press 3d ed. 2014, forthcoming).

**Kathleen Dillon Narko** (Northwestern) “*Should You Move Citations to Footnotes?*” 28 *CBA RECORD* 44 (January 2014).

**Sarah J. Morath** (Akron), “*From Awkward Law Student to Articulate Attorney: Teaching the Oral Research Report*,” 27(2) *THE SECOND DRAFT* 6 (Fall 2013/Winter 2014).

**Ann Nowak** (Touro), “*Pole Dancing as a Legal Writing Tool*,” 20 *THE LAW TEACHER* 31 (Spring 2014); “*Writing Clearly: What I Teach May be Hazardous to Your Wallet*,” 70 *CLARITY* 43 (2014); “*Dancing with Semicolons—Using Distance Learning to Motivate Student Writers*,” 27 *THE SECOND DRAFT* 10 (Fall 2013/Winter 2014); “*Comparative Scholarship: Should Law Students Serve as Gatekeepers for the Academy?*” 1 *EUR. ACAD. RES.* 1665 (2013); “*Applying Mathematical Set Theory to Statutory Construction of Municipal Sign Laws*,” 27 *MUN. LAW.* 22 (2013).

**Laurel Oates** and **Anne Enquist** (Seattle), have published the fourth edition of *JUST MEMOS: PREPARING FOR PRACTICE*. The new edition covers memos, e-memos, letters, and email, and includes numerous “Practice Pointers” on key lawyering skills. Professors Oates and Enquist have also recently published the fourth edition of *JUST RESEARCH*, which describes basic research sources and walks students and attorneys through the process of researching different types of legal issues using free sources and fee-based services, such as Westlaw Next and Lexis Advance. They also have just published the sixth edition of *THE LEGAL WRITING HANDBOOK*, which provides students with an introduction to the U.S. Legal System, the process of researching and writing traditional memos, e-memos, opinion letters, and motion and appellate briefs, and an in-depth explanation of how to write clearly and concisely. Finally, the book con-

## Member News, Continued

tains a section designed for students for whom English is not their native language, and a 1000-page supplement that shows students how to research different types of issues using free sources, LexisAdvance, WestlawNext, Lexis.com, and Westlaw Classic.

**Laurel Oates** (Seattle), published an article entitled "*Greetings and Grievances: A Letter from Afghan Professors*," in the Summer 2013 issue of the SEATTLE JOURNAL OF SOCIAL JUSTICE.

**Katie Rose Guest Pryal** (UNC-Chapel Hill), "*Reframing Sanity: Scapegoating the Mentally Ill in the Case of Jared Loughner*," in RE/FRAMING IDENTIFICATIONS 159 (Michelle Ballif ed., 2013); "*A Lecturer's Almanac*," HYBRID PEDAGOGY (Special Issue on Contingency in Higher Education 2013); "*The Genre Discovery Approach: Preparing Law Students to Write Any Legal Document*," 59 WAYNE L. REV. \_\_\_\_ (2014).

**Sara Rankin** (Seattle) has accepted an offer of publication from SETON HALL LAW REVIEW to publish her new article, "*A Homeless Bill of Rights (Revolution)*." The article has already been featured and distributed by the National Law Center on Homelessness & Poverty, the National Coalition for the Homeless, and the ABA's Commission on Homelessness & Poverty. Professor Rankin also has accepted an offer to publish her article, "*Invidious Deliberation: The Problem of Congressional Bias in Federal Hate Crime Legislation*," in RUTGERS LAW REVIEW. She also had two articles published in the Fall 2013 edition of the CHAPMAN LAW REVIEW: "*The Fully Formed Lawyer: Why Law Schools Should Require Public Service to Better Prepare Students for Private*

"Sit down to write what you have thought, and not to think what you shall write." – William Corbett

*Practice*," and "*We Have a Dream: Integrating Skills Courses and Public Interest Work in the First Year of Law School (And Beyond)*" (with Mary N. Bowman and Lisa Brodoff). She has also been asked to contribute to, and co-edit, a book on using real clients in the first year of law school.

**Sarah Ricks** (Rutgers – Camden) published "*When is police violence motivated by personal goals still action "under color of law"?*" Blog of the ABA Section 1982 Subcommittee of the Civil Rights Litigation Committee (forthcoming 2014); "*Never Let a Crisis Go to Waste: Erasing Lines Between Faculty*," THE SECOND DRAFT (Fall 2013, adapted from her keynote address to the Empire State Legal Writing conference in 2012); "*Integrating the Teaching of Doctrine and Skills: An Example Intended to Stimulate Ideas for Your Own Class*," THE LAW TEACHER (October 2013); "*How can I help my law professors help my job search?*" NATIONAL JURIST (September 2013); and agreed to publish a second edition of her practical, Carnegie-inspired casebook, CURRENT ISSUES IN CONSTITUTIONAL LITIGATION: A CONTEXT AND PRACTICE CASEBOOK (Carolina Academic Press, 2d ed. forthcoming in 2015, with contributions by Evelyn Tenenbaum (Albany)); and a book on professional identity co-authored with Michael Hunter Schwartz, Dean of Arkansas, and Laura Rovner, Clinical Director at Denver (Carolina Academic Press, forthcoming in 2015).

**Chris Rideout** (Seattle), "*A Twice-Told Tale: Plausibility and Narrative Coherence in Judicial Storytelling*," in 10 LEGAL COMMUNICATION AND RHETORIC 67 (2013).

**Nantiya Ruan** (Denver), "*Student, Esquire?: The Practice of Law in the*

*Collaborative Classroom*," 20 CLINICAL LAW REVIEW 429 (2014); "*Scheduling Shortfalls: Hours Parity as the New Pay Equity*" (co-authored with Dr. Nancy Reichman), 59 VILLANOVA LAW REV. 35 (2014); "*Same Law, Different Day: The Last Thirty Years of Wage Litigation and its Impact on Low-Wage Workers*," 30 HOFSTRA LABOR & EMP. L. J. 355 (2013).

**Helene Shapo** (Northwestern), **Elizabeth Fajans**, and **Mollie Falk** are writing a new edition of WRITING FOR LAW PRACTICE.

**Bill Sherman** (Seattle) accepted an offer to publish his article, "*The Deliberation Paradox and Administrative Law*," in the BYU LAW REVIEW. Additionally, Professor Sherman's Book Review Essay, "*A Pragmatic Republic, If You Can Keep It*," was published in the MICHIGAN LAW REVIEW in April 2014.

**Ann Sinsheimer, Teresa Brostoff**, and **Nancy Burkoff** (Pittsburgh), have published LEGAL WRITING: A CONTEMPORARY APPROACH. This is part of West's Interactive Casebook Series and has an online component.

**Rachel H. Smith** (Miami) & **Jill Barton**, THE HANDBOOK FOR THE NEW LEGAL WRITER (Aspen).

**Dena Sonbol** (SULC – Baton Rouge), "*Talking Turkey: Southern University Law Center Expands its Global Footprint*," \_\_\_\_ AROUND THE B. (Newsltr. of the Baton Rouge B. Assn.) \_\_\_\_ (forthcoming June 2014) (copy on file with Author).

**Denis Stearns** (Seattle) has accepted an offer from the NEVADA LAW JOURNAL to publish his most

## Member News, Continued

recent article, *"Prosser's Bait-and-Switch: How Food Safety Was Sacrificed in the Battle for Tort's Empire."* Professor Stearns also authored a chapter, *"Food Safety and the Law: Understanding the Real-Life Liability Risks,"* which was published in *RESEARCHING THE HAZARDS IN HAZARDOUS FOOD* (Barbara Alamanza, Ph.D. & Richard Ghiselli, Ph.D. eds., Apple Academic Press). He also accepted an offer to publish his article, *"A Continuing Plague: Faceless Transactions and the Coincident Rise of Food Adulteration and Legal Regulation of Quality,"* in the *Wisconsin Law Review*. Professor Stearns also signed a contract to author two entries in *FOOD ISSUES: AN ENCYCLOPEDIA*, a multivolume inter-disciplinary reference-work being edited by Ken Albala, Ph.D., published by Sage Publications. The entries will be entitled, *"E. coli O157:H7: A Multi-faceted History,"* and *"Food, Torts, and Civil Litigation."*

**John B. Thornton** (Northwestern) U.S. LEGAL REASONING, WRITING, AND PRACTICE FOR INTERNATIONAL LAWYERS (LexisNexis 2014).

**Kristen K. Tiscione** (Georgetown), *"The Rhetoric of Email in Law Practice,"* 92 OR. L. REV. 575 (2013); *"If I Am a Color,"* (February 13, 2014), <http://ssrn.com/abstract=2395495>, reprinted in TaxProf Blog (February 17, 2014), [http://taxprof.typepad.com/taxprof\\_blog/2014/02/a-georgetown-lr-professors-anguished-poem.html](http://taxprof.typepad.com/taxprof_blog/2014/02/a-georgetown-lr-professors-anguished-poem.html); Wall St. J.L. Blog (February 18, 2014), [https://www.google.com/search?sourceid=navclient&ie=UTF-8&rlz=1T4TSHB\\_enUS473US474&q=WSJ+law+blog+tiscione](https://www.google.com/search?sourceid=navclient&ie=UTF-8&rlz=1T4TSHB_enUS473US474&q=WSJ+law+blog+tiscione) and WALL ST. J., March 3, 2014, at B4; *"A Writing Revolution: Using Writing's*

*"Hobble" to Solve Legal Education's Problem,"* 42 CAP. U. L. REV. 143 (May 2014).

**Mary B. Trevor** (Hamline), *"From Ostriches to Sci-Fi: A Social Science Analysis of the Impact of Humor in Judicial Opinions,"* 45 U. TOL. L. REV. 291 (2014); Mary Dunnewold & Mary B. Trevor, *"Escaping the Appellate Litigation Straitjacket: Incorporating an Alternative Dispute Resolution Simulation into a First-Year Legal Writing Class,"* 18 LEGAL WRITING: J. LEGAL WRITING INST. 209 (2012)

**Tara Urs** (Seattle) accepted an offer to publish her paper, *"Coercive Feminism,"* in the Fall 2014 issue of the COLUMBIA HUMAN RIGHTS LAW REVIEW. Her paper *"Can the Child Welfare System Protect Children Without Believing What They Say?"* will be

## Presentations

**Angela A. Allen-Bell** (Southern University) was a panelist at the following two conferences: SESW People of Color Legal Scholarship Conference (Houston, Texas) 02/2014 Panelist, *"Pedagogy + Practical Application—Teaching and Training Students to be Social Engineers"*; and SEALS Annual Conference (Palm Beach, Florida) 07/2014 Panelist, *"Vulnerability & The Criminal Justice."*

**Cindy Archer** (Loyola, Los Angeles) *"Lights, Camera, Action: Use of Actors in Skills-Related Classes,"* Annual Convention of Association of Legal Writing Directors in Milwaukee, Wisconsin, June 2013. (Presentation with Professors Bob Brain (Loyola, Los Angeles) and Aimee Dudovitz (Loyola, Los Angeles).

**Debra Austin** (Denver) presented *"Neural Self-Hacking and the Neuroscience of Cognitive Wellness"* at the

Psychology and Lawyering: Coalescing the Field Conference, UNLV Boyd School of Law, Las Vegas, NV (February 2014); *"Enhance your Cognitive and Leadership Superpowers with Neural Self-Hacking"* at the 19th Annual DU Women's Conference – Defining Leadership: Forging a Personal Path, Denver, CO (March 2014).

**Susan Bakhshian** (Loyola, Los Angeles) presented *"Got 5 Minutes? Teach Grammar, Writing Mechanics, & More,"* at the 2014 Rocky Mountain Legal Writing Conference and participated on the panel *"Critiquing our Critiques: Best Practices in Legal Writing Grading,"* at the 2013 Central States Legal Writing Conference. She also presented *"No Credit, No Problem: Using Visuals to Teach Outlining & Essay Writing,"* at the Fall 2013 West Coast Consortium of Academic Support Professionals and *"The First Domino: Teaching Note Taking,"* at the Summer 2014 Association Of Academic Support Educators Conference.

**Lori Bannai, Janet Dickson, Anne Enquist, Connie Krontz, Chris Rideout, and Mimi Samuel** (Seattle) presented an all-day CLE *"Moving Your Legal Writing Forward 3.0."* Bannai spoke on *"(Un) Conscious Assumptions and (Un) Intended Messages: Recognizing Bias in Legal Writing, Analysis, and Argument"*; Dickson presented *"The Tools of Persuasion"*; Enquist discussed *"How Multitasking Affects Writing Productivity"*; Krontz presented *"Principle-Based Case Descriptions: Responding to Adverse Authority"*; Rideout spoke about *"Plain Language Issues for Lawyers"*; and Samuel presented *"Back to the Basics: Organization,"* April 4, 2014.

## Member News, Continued

**Lori Bannai** (Seattle) and **Stephanie Wilson** jointly presented "*Law Libraries and Advocacy: Using Special Collections to Tell the Story of the Japanese American Internment*" at the American Association of Law Libraries annual conference. Their presentation covered the law library's exhibits about Fred T. Korematsu and Gordon Hirabayashi and the how librarians provided extensive research to support the award of Honorary Degree to the University's Japanese American students incarcerated during World War II.

**Lori Bannai** (Seattle) spoke at a March 2014 symposium sponsored by the BERKELEY JOURNAL OF GENDER, LAW & JUSTICE reflecting on the book PRESUMED INCOMPETENT. Her presentation focused on the experiences of women of color who teach Legal Writing. She also was part of a September 11, 2013, panel addressing "*Indefinite Detention without Due Process*" at Seattle Town Hall. Her remarks commented on the WWII incarceration of Japanese Americans and the *Hedges v. Obama* litigation which challenged the indefinite detention provisions of the National Defense Authorization Act.

**Sara R. Benson** (University of Illinois) gave a presentation entitled "*Prof, OMG! IDK My Conf. Time: Professionalism and the Millennial Generation*" at the Spring 2014 Rocky Mountain Legal Writing Conference with Professor Rummana Alam.

**Deirdre Bowen** (Seattle) presented her chapter, "*Visibly Invisible*," from the book, PRESUMED INCOMPETENT, at the UC Berkeley law School symposium celebrating the publication of the book. She also presented her work on Affirmative Action as part of a plenary panel on Critical Race

Theory at the Law & Society West Coast Law Retreat held at the University of Washington. September 2013.

**Mary Bowman** (Seattle) presented her forthcoming article "*Mitigating Foul Blows*" at the Arizona State University Legal Scholars Conference in March 2014. She also presented the 2014 Scribes Law-Review award, recognizing the best student note or comment, at the National Conference of Law Reviews Scribes dinner in Los Angeles in March 2014.

**Bob Brain** (Loyola, Los Angeles) "*Value of Interviewing and Counseling Instruction while Teaching Ethics*," Annual Convention of Association of Legal Writing Directors in Milwaukee, Wisconsin, June 2013 (Presentation with Professors Aimee Dudovitz (Loyola, Los Angeles)).

**Bob Brain** (Loyola, Los Angeles) "*Lights, Camera, Action: Use of Actors in Skills-Related Classes*," Annual Convention of Association of Legal Writing Directors in Milwaukee, Wisconsin, June 2013 (Presentation with Professors Cindy Archer (Loyola, Los Angeles) and Aimee Dudovitz, Loyola, Los Angeles)).

**John Campbell** (Denver) presented "*Spring Simulation*" at the Rocky Mountain Legal Writing Conference at UNLV Boyd School of Law, Las Vegas, NV (March 2014).

**Claudia Diamond** (Baltimore) presented "*Are we Listening? A Survey of the Legal Profession*" at the March 2014 Capital Area Legal Writing Conference and at the LWI one-day workshop on "Preparing Practice-Ready Students" at the University of Baltimore School of Law in December 2013.

**Janet Dickson** (Seattle) joined Clinical Professors from the Sandra Day O'Connor College of Law to present, "*Old Faces, New Places: Assimilating Lateral Hires into Successful Legal Writing Programs*," in June at the 2013 Association of Legal Writing Directors (ALWD) conference, at Marquette University School of Law, in Milwaukee, Wisconsin.

**Aimee Dudovitz** (Loyola, Los Angeles) "*Lights, Camera, Action: Use of Actors in Skills-Related Classes*," Annual Convention of Association of Legal Writing Directors in Milwaukee, Wisconsin, June 2013 (Presentation with Professors Cindy Archer (Loyola, Los Angeles) and Bob Brain, (Loyola, Los Angeles)).

**Aimee Dudovitz** (Loyola, Los Angeles) "*Value of Interviewing and Counseling Instruction while Teaching Ethics*," Annual Convention of Association of Legal Writing Directors in Milwaukee, Wisconsin, June 2013 (Presentation with Professors Bob Brain (Loyola, Los Angeles)).

**Olympia Duhart** (Nova Southeastern) participated in a discussion group on "*Measuring Student Performance, Student Assessment Validity, and Teaching Effectiveness*," at the Meeting for Southeastern Association of Law Schools, Palm Beach, FL, August 2013; and presented "*How to Become a Law Professor*" at the National Bar Association Annual Meeting, Miami Beach, FL, July 2013.

**Anne Enquist** (Seattle) was a plenary speaker at the Innovation and Leadership One-Day Workshop at the University of Oregon in December 2013. She gave the closing

## Member News, Continued

presentation, "Developing the Next Generation of Legal Writing Leaders."

**Shailini Jandial George** (Suffolk) presented her paper "Teaching the Smartphone Generation: How Cognitive Science Can Improve Learning in Law School to the Section on Law Libraries and Legal Technology" at the annual meeting of the American Association of Law Schools in New York City on January 3, 2014.

**Joan Foley** (Touro) organized and co-moderated the distinguished practitioner panel discussion "Practitioner Voices: Health Law in New York," at Touro Law Center on April 3, 2014.

**Joan Foley, Debbie Lanin, and Ann Nowak** (Touro) made a presentation entitled "Bringing the Bench and Bar into the Classroom: Bridging the Gap Between Law School and Practice," at the December 5th, 2013 Legal Writing Institute Workshop at Touro Law Center.

**Stephanie Roberts Hartung** (Suffolk), presented her recent article, "Missing the Forest for the Trees: Federal Habeas Corpus and the Piecemeal Problem in Actual Innocence Cases," 10 Stanford J. of Civ. Rts. & Civ. Lib. 55 (2014), at the 2014 Innocence Network Conference in Portland, OR.

**Kim Holst** (ASU) presented "Interactive Classrooms: Responseware and Beyond," with Suzanne Dohrer (Arizona Summit) at the LWI One-Day hosted by ASU; Kim was also a plenary speaker at the Global Legal Skills Conference in Verona, Italy in May.

**Beth Honetschlager** (Hamline)

presented a teaching idea on the topic, "Drafting Legislation in a First-Year LRW or Second-Year Transactional Drafting Course," at the Innovative Teaching Workshop for the 2013 Association of Legal Writing Directors Biennial Conference.

**Crisarla Houston** (University of the District of Columbia), presented a work-in-progress entitled, "Bigger is Better: Expanding the Conceptualization of Stereotype Vulnerability to Better Address the Racial Achievement Gap in Law Schools," at the 2014 Mid-Atlantic People of Color Legal Scholarship Conference, hosted by the University of Baltimore School of Law.

**Cristina Lockwood** (Univ. of Detroit Mercy) presented "An Apprenticeship Approach: Creating Communities of Practice in the Classroom to Facilitate Learning" at the 2013 Southeast Regional Legal Writing Conference; "More than the Memo: Creating Communities of Practice in the Classroom to Facilitate Learning," at the 2013 University of Michigan One-Day Legal Writing Conference.

**Hether Macfarlane** (Pacific McGeorge) gave a presentation entitled "Maybe They Are Trying to Tell Us Something; the Choice of Pseudonyms for Writing Assignments" at the 2014 Rocky Mountain Legal Writing Conference.

**Samantha Moppett** (Suffolk) was a plenary speaker at the Rocky Mountain Regional Conference and spoke with Ellie Margolis on "Creativity, The Changing Landscape, and Legal Writing's Role in Fostering and Modeling Innovation."

**Suzanna Moran** (Denver) presented "Innovative Mentoring: Ensuring the Success of New Colleagues" at the Legal Writing Institute One-Day Workshop, University of Oregon

School of Law (December 2013). **Sarah J. Morath** (Akron), made a presentation with Elizabeth Shaver (Akron) entitled "Promoting Professionalism, Preparedness, and Polish: Videos That Enable a Law Student to Become a Valued Junior Associate" at the 2014 Capital Area Legal Writing Conference.

**Michael D. Murray** (Valparaiso), Legal Writing Institute National Conference 2014, Philadelphia, PA, June 30, 2014 is scheduled to present "Visual Rhetoric and Storytelling in Five Sections of a Brief" (Scholars Track Presentation); Texas A&M Law Review Intellectual Property Symposium, Fort Worth, Oct. 25, 2013; Presented "Reconstructing the Contours of the Copyright Originality and Idea-Expression Doctrines regarding the Right to Deny Access to Works."

**Ann Nowak** (Touro) was a presenter, "The Rolex and the Semicolon: Fusing Professional Responsibility and Writing Skills in a Flipped Classroom," New England Consortium of Legal Writing Teachers Conference, Northeastern University School of Law, Boston, MA, December 2013; a co-presenter (with Joan Foley and Debbie Lanin), "Bringing the Bench and Bar into the Classroom: Bridging the Gap Between Law School and Practice," Legal Writing Institute One Day Conference, Touro College Jacob D. Fuchsberg Law Center, Central Islip, NY, December 2013; a presenter, "OMG, I've Got to Learn Good Grammar to Graduate [sic] Law School," Visiting Speaker Series, Southwestern Law School, Los Angeles, CA, September 2013; and a presenter, "Expelled on the Eve of Graduation: Why Lawyers Should Write Like Journalists," 2013 Applied Legal Storytelling Conference, City University Law School, London, England, July 2013.

## Member News, Continued

**Laurel Oates** (Seattle) attended and presented at the GAGE conference in December 2013, held at Jindal University, which is just north of New Delhi. Professor Oates' presentation focused on the failures of first generation rule of law projects and hopes for second generation projects. After the conference, Professor Oates conducted one-day workshops at Symbiosis and Amity Law Schools and was a guest of honor at a conference on Honour Killings held at Amity. She also presented "Reading Comprehension in the Age of Twitter: Teaching Law Students to Read for Meaning and Materiality" at the Section on Legal Writing, Reasoning, and Research at the 2014 AALS Conference. She also summarized her finding on how students are using the new research platforms at a session sponsored by LexisNexis at the AALS meeting held in Seattle, June 2013.

**Sara Rankin** (Seattle) was asked by the National Law Center on Homelessness and Poverty in D.C. to conduct a webinar on homeless bills of rights on April 15. On the day of the webinar, she and the Center released an associated report: "From Wrongs to Rights: The Case for Homeless Bills of Rights Legislation." She also presented her legal advocacy work relating to homeless people and discussed ongoing collaborations with various university and non-university partners to advance the rights of homeless people in the Pacific Northwest, through the Seattle University Faith & Family Homelessness Project.

**Sarah Ricks** (Rutgers – Camden) presented *A Hybrid Clinical-Writing Course: Working With Government Agencies*, at "Preparing Practice Ready Students," a December 2013 conference of the Legal Writing In-

stitute (Charleston, South Carolina) and is co-planning the first national workshop on Social Justice Collaborations in the Legal Writing Curriculum, scheduled to take place in 2014 at Drexel Law.

**Chris Rideout** (Seattle) presented a paper titled "The Whole Truth': Narrative Completeness in Legal Storytelling," at the Applied Legal Storytelling Conference on July 24, 2013. The conference was held at Gray's Inn, London, England. He also served as a mentor for the Writers' Workshop, a scholarly writing workshop that followed the ALWD conference in Milwaukee, Wisconsin, on June 29 to July 2, 2013. The workshop is sponsored by the Legal Writing Institute. Professor Rideout also presented a paper titled "Is There a Doctrine of Legal Writing?" at the Southeastern Regional Legal Writing Institute Conference, held at the Savannah Law School on April 26-27, 2013 in Savannah, Georgia.

**Nantiya Ruan** (Denver) presented "Teaching Mediation in the Legal Writing Classroom" at the Legal Writing Institute One Day Workshop, Arizona State University, Tempe, AZ (December 2013); and "Whistleblowing" at the 31st Annual National CLE Conference (LEI), Vail, CO (January 2014).

**Bill Sherman** (Seattle) presented his forthcoming article, "The Deliberation Paradox and Administrative Law," at the Lewis & Clark Law School's Junior Faculty Workshop on Administrative and Natural Resources Law on April 12.

**Brian Sites** (Barry) was honored to give the following presentations this academic year: "Machine-Generated Testimony and the Confrontation Clause," at the 2013 Eleventh Circuit Scholarship Forum

(Stetson); "Tailoring Legal Writing Assignments to Market Realities," at the 2013 Legal Writing Institute One-Day Workshop (Touro Law Center); "Creeping Government: Law, Technology, and Civil Liberties," as a featured speaker (The College of Wooster); "The Evolving Nature of 'Transformativeness' in Fair Use" (2014 ABA Annual Fair Use and Social Media Committee meeting); and an expanded "Tailoring Legal Writing Assignments to Market Realities," presentation at the 2014 South-eastern Regional Legal Writing Conference (Stetson).

**Julie St. John** (Univ. of Detroit Mercy), "The 'Sport' of Lawyering: Using Visualization to Improve Performance" at the Psychology and Lawyering Conference, University of Nevada Las Vegas Boyd School of Law, Las Vegas, Nevada, February 21, 2014; "Increasing Student Engagement: Flipping the Classroom" at the New England Consortium of Legal Writing Teachers Conference, Northeastern University School of Law, Boston, Massachusetts, December 13, 2013; "What the Flip? How to Flip a Law School Class Using Videos to Deliver Lectures Outside of Class, Freeing up Class Time for Active Learning" at the Western Regional Legal Writing Conference, Whittier Law School, Costa Mesa, California, August 10, 2013; "Teaching with Technology: The Flipped Law Classroom" at the Institute for Law Teaching and Learning Annual Summer Conference, Washburn University School of Law, Topeka, Kansas, June 8, 2013.

**Denis Stearns** (Seattle) presented at an all-day conference April 11 at UCLA School of Law and

## Member News, Continued

sponsored by its Resnick Program for Food Law and Policy. The title of his presentation was "*Liability for the Misrepresentation of Safety: Legal Claims Against Third-Party Auditors and a Possible Solution under the Food Safety Modernization Act.*" He has also accepted an invitation to author a compendium-essay for the conference, which is slated to be published in the peer-reviewed FOOD AND DRUG LAW JOURNAL. Professor Stearns also presented a draft of his article, "*Turning a Black Swan White: Questioning the Need for Regulation of Non-Industrial Agriculture,*" at a conference at Harvard Law School. The conference was sponsored by the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics, the HLS Food Law and Policy Clinic, and Professor Jake Gerson, who will be starting the HLS Food Law Lab to encourage scholarship in this area. Professor Stearns served as moderator and discussant for a panel of paper-presentations on "*Framing Food Risk and Safety,*" at the Joint 2013 Annual Meetings of the Agriculture, Food, and Human Values Society (AFHVS) and the Association for the Study Of Food and Society (ASFS), on June 21, 2013, at Michigan State University.

**Ken Swift** (Hamline) made a presentation entitled, "*Helping First-Semester Students Understand Different Types of Arguments,*" at the 2014 Rocky Mountain Legal Writing Conference.

**David Thomson** (Denver) moderated "*Erasing Boundaries: Inter-School Collaboration and Its Pedagogical Opportunities*" (with Ian Gallacher, Amy Stein and Robin Boyle Laisure), at the Legal Writing, Reasoning, and Research

Section session of the American Association of Law Schools 2014 Conference, New York, NY (January 2014); and "*Move 1L Online*" at the Ignite Law Teaching - LegalED Conference, American University Law School, Washington, D.C. (April 2014).

**Kristen K Tiscione** (Georgetown), made a presentation entitled, "*The Rhetoric of Email,*" at the 2014 Capital Area Legal Writing Conference.

**Mary B. Trevor** (Hamline) made a presentation entitled, "*Practical Pointers: Incorporating Drafting into the First-Year LRW Curriculum,*" at the 2013 Suffolk University School of Law One Day Workshop; and made a presentation entitled, "*Coordinating Assignments with an Undergraduate Legal Studies Class: A Different Audience and Perspective,*" at the 2013 Association of Legal Writing Directors Biennial Conference.

**Tara Urs** (Seattle) presented an early draft of her paper, "*Coercive Feminism,*" at the International Society of Family Law's North American Regional Conference in June 2013. She presented a later draft of the same paper at the Arizona State University Legal Scholars Conference in March 2014.

**Kathleen Elliott Vinson** (Suffolk) was a discussant on a panel, "*Applying Therapeutic Justice to Law Teaching, Legal Writing, and Drafting,*" held at a symposium at Suffolk, titled "*The Study and Practice of Law in a Therapeutic Key: An Introduction to Therapeutic Jurisprudence*" on April 11, 2014.

**Cara Cunningham Warren** (Univ. of Detroit Mercy) presented "*Empowerment Teaching: The Intersection and Impact of Learning The-*

*ories in the Classroom*" at the 2013 Association of Legal Writing Directors Innovative Teaching Workshop at Marquette University

## Promotions, Moves, Milestones, & Other News

**Debra Austin** (Denver) was elected to the AALS Balance in Legal Education Section Executive Board. She serves on the Scholarship Committee and co-chairs the Outreach Committee.

**Dan Barnett** (University of Hawaii) is joining the faculty of the William S. Richardson School of Law at the University of Hawaii as the Director of Legal Writing.

**Susan Bendlin** (Barry) was promoted to Associate Professor of Law.

**Sara R. Benson** (University of Illinois) was elected to serve on the University-Wide Committee on Committees for a two-year term by a vote of the full Faculty Senate and received a travel grant from LWI to attend the 2014 Biennial Legal Writing Conference in Philadelphia.

**Deirdre Bowen** (Seattle) was interviewed on KIRO TV Seattle about the effect of the DOMA ruling on Washington State same sex couples who wish to marry. National Press & Blog Posts. Additionally, her DOMA blog for American Constitution Society for Law & Policy was referenced in the SCOTUS blog news roundup. She also wrote another guest blog for the American Constitution Society for Law & Policy on the Fisher ruling. Professor Bowen was also quoted in an article by Lou Cannon, former Chief White House correspondent

## Member News, Continued

for the Washington Post, for a story about the Supreme Court's Affirmative Action ruling for the State Net Capitol Journal, and she was interviewed and quoted for her work on Affirmative Action and higher education in a front page article in The New York Times.

**Mary Bowman** (Seattle) was elected to a Director at Large Position for the Legal Writing Institute, 2014-2018. She was also elected to the Executive Committee of the AALS Section on Legal Writing, Research, and Reasoning. She continues to serve as Chair of the Scribes Law-Review Award Committee.

**Bob Brain** (Loyola, Los Angeles) was elected Secretary of the Legal Writing, Reasoning, and Research Section of the American Association of Law Schools.

**Charles Calleros** (ASU) was the Faculty Coach of ASU's Vis Int'l Commercial Arbitration Moot teams, and onsite coach for the ASU Vis team in the Hong Kong competition.

**Kim D. Chanbonpin** (JMLS Chicago) received tenure.

**Andrew Crouse** (Hamline) was appointed Hamline University School of Law Assistant Dean for Students and Multicultural Affairs.

**Kirsten Dauphinais** (North Dakota) was a Scholar-in-Residence at Bishop Stuart School of Law in Mbarara, Uganda in December 2013, consulting on the establishment of a legal writing program and presenting on "*How to Write like a Lawyer.*"

**Sabrina DeFabritiis** (Suffolk) was elected an Executive Committee member of the Legal Writing, Reasoning, and Research Section of the American Association of Law Schools.

**Jason Dykstra** (Concordia University), a former adjunct professor, was promoted to Assistant Director of the Legal Research and Writing Program.

**Iselin Gambert** (GW Law, Washington DC) received an Endeavour Executive Fellowship to serve as a Visiting Scholar at Melbourne Law School (MLS) in Melbourne, Australia.

**Stephanie Roberts Hartung** (Suffolk) has joined the Board of Trustees of the New England Innocence Project.

**Melissa Henke** (University of Kentucky) was extended a five-year renewable contract as the Director of Legal Research and Writing and an Assistant Clinical Professor after a unanimous vote by the faculty of the University of Kentucky College of Law.

**Tamara Herrera** (ASU) was elected as a Board Member of the Association of Legal Writing Directors (ALWD).

**Kim Holst** (ASU) was elected Chair of the AALS Section on Legal Writing, Reasoning, and Research; was elected to the Board of Directors of the Legal Writing Institute; and was selected as a Co-Managing Editor of the Journal of the Legal Writing Institute (with Lindsey Gustafson (Arkansas-Little Rock) and Karen Sneddon (Mercer)).

**Crisarla Houston** (University of the District of Columbia) is teaching in the University of Arkansas School of Law's LSAC Discover-Law.org Prelaw Undergraduate Scholars (PLUS) Program to minority students from groups that are historically underrepresented in law school from June 7-July 3, 2014.

**Cristina Lockwood** (Univ. of Detroit Mercy) was granted tenure.

**Teri McMurtry-Chubb** (Mercer) was awarded tenure by the law faculty and Board of Trustees of Mercer University and was also elected President-Elect of ALWD effective August 1, 2014.

**Samantha Moppett** (Suffolk) has been elected to the Editorial Board of the LWI Monograph Series.

**Suzanna Moran** (Denver) was appointed co-chair of the AALS LWRR Section Program Committee and was appointed to the LWI Website and Social Media Committee.

**Sarah J. Morath** (Akron) was promoted to Associate Professor of Legal Writing.

**Ann Nowak** (Touro) was a Pro Bono Legal Specialist, Rule of Law Initiative program, American Bar Association, April 2014 and taught Law Practice Management to Kuwaiti attorneys in a two-day program held at the Kuwait Bar Association, Kuwait City.

**Laurel Oates** (Seattle) is teaching international lawyers and legal professionals the skills for effective drafting and communications

## Member News, Continued

in this online course, entitled *“Effective Legal Writing: Drafting for a Global Audience.”*

**Katie Guest Pryal** (UNC-Chapel Hill) was promoted to Clinical Associate Professor of Law with renewable 5-year contract status.

**Sara Rankin** (Seattle) was elected to the Executive Committee of the Society of American Law Teachers (SALT). She was also appointed as the Chair of the Annual SALT Teaching Conference, which will be held at UNLV in October 2014. Additionally, she launched the nation’s first Legislative Law Blog on the Law Professor Blogs Network. The blog focuses on legislative drafting, legislative analysis, and/or legislative advocacy or policymaking, located here: [http://lawprofessors.typepad.com/legislation\\_law/](http://lawprofessors.typepad.com/legislation_law/).

**Jennifer Romig** (Emory) was elected Chair-Elect of the Legal Writing, Reasoning, and Research Section of the American Association of Law Schools.

**Nantiya Ruan** (Denver) was appointed co-chair of the LWI Scholarship Development & Outreach Committee.

**Mimi Samuel** (Seattle) taught a three-week Introduction to the U.S. Legal System class as part of the Open Society Foundation’s pre-academic summer program in Istanbul, Turkey in July 2013. The program prepares Open Society scholarship recipients for post-graduate study in the United States. Mimi’s class included students from Argentina, Columbia, Egypt, Tunisia, Palestine, Kenya, and Nepal.

**Jean Sbarge** (Widener University) was promoted to Associate Professor of Legal Methods with presumptively renewable five-year contract status.

**Bill Sherman** (Seattle) was interviewed by KUOW about the SeaTac minimum wage controversy and was subsequently interviewed by Reuters and CNN Money. After a committee of the Seattle City Council passed legislation to strengthen the City’s whistleblower protection ordinance, Bill Sherman was quoted in The Seattle Times as chair of the Seattle Ethics and Elections Commission.

**Dena Sonbol** (SULC - Baton Rouge) taught at Kirikkale University in Turkey for two weeks in December 2013. She presented to four different groups of students on the historical framework that led to the American Legal System, and the way in which the doctrines of checks and balances, separation of powers, and state sovereignty were the answer to the needs of the people.

**Denis Stearns** (Seattle) has accepted an invitation to join the Board of Directors of Lifelong AIDS Alliance, a Seattle-based organization that delivers food, housing, and health services to people with chronic illnesses such as HIV. He joins to support ongoing board-development, strategic planning, and fundraising initiatives, particularly as it relates to the organization’s expansion of its food-program, an expansion that recently received the support of a \$500,000 Bill and Melinda Gates Foundation challenge grant.

**David Thomson** (Denver) was appointed to the Editorial Board of the “Journal of Experiential Learning” and Editor of the Fall 2014 issue.

**Cara Cunningham Warren** (Univ. of Detroit Mercy) was promoted to Associate Professor of Legal Writing and Analysis. She also was named Interim Assistant Dean of International Programs.

## Programs

**The University of Texas School of Law** is pleased to announce the hiring of Lisa Eskow as the newest faculty member in the David J. Beck Center for Legal Research, Writing, and Appellate Advocacy. Lisa holds degrees from Harvard and from Stanford Law, where she was law-review articles editor. She clerked for Judge Pamela Ann Rymer of the Ninth Circuit and practiced law for the Texas Office of the Solicitor General and for Weil, Gotschal & Manges.

“Either write something worth reading, or do something worth writing.”  
– Benjamin Franklin

“[C]ases are decided not only on their legal merits but on the artfulness of an attorney’s narrative.”  
— Jerome Bruner

## Conference Announcements

**The University of the District of Columbia David A. Clarke School of Law** and **Howard University School of Law** co-hosted the "Fourth Annual Capital Area Legal Writing Conference" at the University of the District of Columbia David A. Clarke School of Law on March 1, 2014.

**The University of Detroit Mercy**, along with the **University of Windsor Faculty of Law** (Canada) and the **Instituto Tecnológico y de Estudios Superiores de Monterrey** (Mexico), hosted a conference on "Law & Legal Education: Comparative Perspectives" at Detroit Mercy on June 21-22, 2013. Many of our U.S. and Canadian legal writing colleagues participated.

**Nova Southeastern University's** Shepard Broad Law Center's The Lawyering Skills & Values ("LSV") Program successfully launched its LSV Student Outreach Series. The 2013-2014 outreach series featured five student-centered events aimed at promoting professionalism, legal writing, research and analysis beyond the classroom. The series included time-management workshops, a summer-readiness program, a judicial roundtable at the courthouse and a peer-mentoring. The committee was chaired by NSU Professor Camille Lamar.

Save the date for the Fifth Applied Legal Storytelling conference, which will be held at the **Seattle University School of Law** on July 21-23, 2015. Chapter 5 in Seattle! We are already hard at work assembling a conference that promises engaging presentations and wonderful collegiality in a great city. We will put out a call for proposals next fall, so start thinking about your legal storytelling ideas now. In the meantime, put July 21-23 on your calendar for 2015. And consider bringing your family. Seattle in July is generally sunny and warm, but rarely too hot. We are surrounded by blue water, green forests, snow-capped volcanic peaks, and countless high tech workers who support a vibrant and hip restaurant scene. (Did we mention Amazon?) See you at Chapter 5.

This is a reminder about the fantastic, free one-day conference on June 29th in Philly (the day before LWI) hosted by **University of New Hampshire School of Law's Rudman Center**, **Seattle University School of Law**, and **Rutgers University School of Law**. The conference description and registration is here: <https://alumni.law.unh.edu/bringing-outside-in>. Please join us for a day of exchanging ideas and learning how colleagues are partnering with non-profits to bring social justice practice experience into their teaching.

**Duquesne** will host a conference on December 6th, 2014 themed *Teaching the Academically Underprepared Law Student*. The attendance fee for the conference will be \$50 for non-presenters. Duquesne will provide free on-site parking to conference attendees. The conference will begin at 9:00 a.m. with a welcoming breakfast and reception at the Duquesne University School of Law, followed by two hours of presentations. We will provide a catered, on-campus lunch followed by 90 additional minutes of presentations, ending at approximately 3:00 p.m. We will then host a closing reception in the "Bridget and Alfred Pelaez Legal Writing Center," the home of Duquesne's LRW program.

**Vermont Law School** will host the New England Consortium of Legal Writing Teachers Conference on Friday, September 12th, 2014. The theme of the conference is "Tools and Techniques for Maximizing Persuasion and Other Legal Writing Innovations."

The following schools are recognized for hosting LWI One Day Conferences in December 2013:

Arizona State University	Marquette University
St. Louis University	Thomas Jefferson
Suffolk University	Touro Law Center
University of Kentucky	University of Baltimore
University of Michigan	University of Oregon
Charleston Law	
Drexel University	

"Words – so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them." – Nathaniel Hawthorne

## Legal Writing Professors who are also Members of the ALI

[*Editor's Note:* According to its website, the American Law Institute's purpose is "to promote the clarification and simplification of the law and its better adaptation to social needs, to secure the better administration of justice, and to encourage and carry on scholarly and scientific work." Membership is strictly limited to those "selected on the basis of professional achievement and demonstrated interest in the improvement of the law." A special recognition to our colleagues who are not only prolific scholars and teachers of renown, but also have been recognized as those who work to, "promote the better administration of justice, and to encourage and carry on scholarly and scientific legal work."]



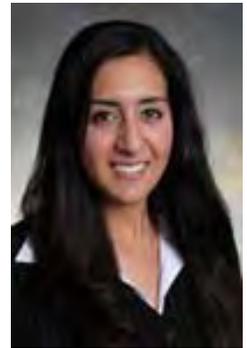
**Bradley Clary** (University of Minnesota)



**Kristen Gerdy** (BYU)



**Crisarla Houston** (University of the District of Columbia & Howard University)



**Dena Sonbol** (SULC)



**Charles Calleros**  
(ASU)



**Rita Barnett-Rose**  
(Chapman)



**Cristina Lockwood**  
(Univ. of Detroit Mercy)



**Helene Shapo**  
(Northwestern)

"A word after a word after a word is power." – Margaret Atwood

## LWRR Section Committees

The Officers and Executive Committee Members of the Legal Writing, Reasoning and Research Section want to thank and acknowledge our members who have agreed to serve on committees. The Section's business would not get done without their hard work:

### Committee on Committees

<b>Suzanne Rowe</b>	Oregon
<b>Dan Barnett</b>	Lewis and Clark
<b>Margaret Hannon</b>	Michigan
<b>Tamara Herrera</b>	ASU
<b>Amy Langenfeld</b>	ASU
<b>Lou Sirico</b>	Villanova
<b>Karen Sneddon</b>	Mercer
<b>Amy Stein</b>	Hofstra
<b>Trina Tinglum</b>	Wisconsin
<b>Kim Holst</b>	ASU
<b>Jennifer Romig</b>	Emory

### Program Committee

<b>Wendy Humphrey</b>	Texas Tech
<b>Suzanna Moran</b>	Denver
<b>Mary Garvey Alegro</b>	Loyola—New Orleans
<b>Brooke Bowman</b>	Stetson
<b>Cassandra Hill</b>	Thurgood Marshall
<b>Jack Lynch</b>	Baltimore
<b>Myra Orlen</b>	Western New England
<b>Mark Osbeck</b>	Michigan
<b>Deborah Paruch</b>	Detroit Mercy
<b>Lisa Reel Schmidt</b>	Drake
<b>Rebecca Scharf</b>	UNLV
<b>Sabrina DeFabritiis</b>	Suffolk

## Outreach Committee

<b>Susie Salmon</b>	Arizona
<b>Anna Hemingway</b>	Widener
<b>Suparna Malempati</b>	Atlanta John Marshall
<b>Julie Ryan</b>	USC
<b>Robert Somers</b>	Whittier
<b>Lynn Su</b>	NYLS
<b>Grace Tonner</b>	Irvine
<b>Emily Zimmerman</b>	Drexel
<b>Judy Rosenbaum</b>	Northwestern

## Nominations Committee

<b>Helene Shapo</b>	Northwestern
<b>Candace Centeno</b>	Villanova
<b>Sue Chesler</b>	ASU
<b>Raul Fernandez-Calienes</b>	St. Thomas (FL)
<b>Christine Kelton</b>	Whittier
<b>Lisa Mazzie</b>	Marquette
<b>Brenda Tofte</b>	Qatar
<b>Bob Brain</b>	Loyola—LA

## Awards Committee

<b>Lurene Contento</b>	JMLS
<b>Grace Wigal</b>	West Virginia
<b>Janet Dickson</b>	Seattle
<b>J. Lyn Entrikin</b>	UALR
<b>Sam Moppett</b>	Suffolk
<b>Mary Bowman</b>	Seattle



Passing of the Torch -- Past Chair of the AALS LWRR Section **Judy Rosenbaum** (Northwestern) and current Chair **Kim Holst** (Arizona State). Professor Holst became Chair at the AALS Meeting in January 2014.

“Words are, of course, the most powerful drug used by mankind.” – Rudyard Kipling

## Section Leadership

### Officers

#### Chair

Kimberly Y.W. Holst  
Sandra Day O'Connor College of Law, Arizona State University  
kimberly.holst@asu.edu



#### Chair Elect

Jennifer Murphy Romig  
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#### Secretary

Bob Brain  
Loyola Law School, Los Angeles  
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#### Past Chair

Judy Rosenbaum  
Northwestern  
j-rosenbaum@northwestern.edu



### Executive Committee Members



Mary Bowman  
Seattle University School of Law  
bowmanm1@seattleu.edu



Sabrina DeFabritiis  
Suffolk University  
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“The desire to write grows  
with writing.” – Desiderius  
Erasmus

#### Disclaimer

This newsletter and related website are forums for the exchange of points of view. Opinions expressed here or on the website are not necessarily those of the Section and do not necessarily represent the position of the Association of American Law Schools.

#### Contribute to the next edition of our newsletter

Did you know that we get most of our information for the newsletter from you?

If you have photos, articles, or news about publications, conferences, presentations, moves, or promotions for the next issue; please keep a record of them. Our Secretary will be seeking submissions after the LWI in June!

AALS Section on Legal  
Writing, Reasoning, and  
Research

[https://connect.aals.org/  
p/co/ly/gid=133](https://connect.aals.org/p/co/ly/gid=133)



Section on Legal Writing,  
Reasoning, and Research