Loyola Law School, Los Angeles  
Fifth Annual Western Regional Legal Writing Conference  
August 7-8, 2015

FRIDAY, AUGUST 7  
9:00-10:00  
Girardi Plaza (patio)  
Registration: Check-in and Continental Breakfast

10:00-10:15  
Girardi Building, Room 102:  
Welcome by Dean Paul Hayden and Associate Dean Cindy Archer

10:15-11:05  
Girardi Building, Room 102: Two 25 minute presentations  
► Presentation 1: Using Factual Propositions to Teach Fact Development in Written Argument and Discovery, Thomas Holm, UCLA Law School.

Even if practicing lawyers don’t use the terminology, practicing lawyers often think in terms of arguing factual propositions: articulating explicit inferences linking specific evidentiary facts to a particular legal conclusion the lawyer wants a fact-finder to draw. For example, trial lawyers argue factual propositions in arguing their cases to a jury. If the plaintiff’s lawyer is arguing that the defendant breached his duty of care in a car crash case, the lawyer may attempt to prove one or both of the following factual propositions to prove the defendant’s breach: 1) the defendant was speeding; 2) the defendant wasn’t paying attention to the road. The lawyer will then present discrete pieces of evidence to support these propositions. For example, to prove that the defendant wasn’t paying attention, the lawyer might show that the defendant was talking on his cell phone at the time his car struck the plaintiff.

In my experience, having students work through a factual proposition problem that isn’t connected to making arguments from authority helps provide context for the other instruction they receive in Lawyering Skills and upper-level clinical classes. Providing explicit instruction regarding the use of circumstantial evidence to argue factual propositions can help students approach their written analysis more systematically. For example, if students think about the elements of their client’s claim in terms of factual propositions, they will more effectively marshal evidence in support of their contentions, as well as more systematically and explicitly articulate the argument connecting their facts to factual propositions they seek to support.
This instruction also provides a framework for thinking about potential evidence the student doesn’t yet have but would like to discover. If she thinks in terms of the factual propositions she seeks to prove and the existing evidence that supports those propositions, she can construct arguments that will expose the areas where she needs additional factual support for her contentions.

This presentation works through an exercise that teaches students how to systematically use circumstantial evidence to argue in support of a factual proposition. I will then discuss how this process parallels what students are trying to accomplish in their written analysis. I will also explore how this approach to argument can be used as a means of brainstorming about additional interrogatories, document requests, and deposition questions.

**Presentation 2: Just Do It! Five Reasons to Engage in Scholarship Even When It’s Not in Your Job Description.** Kimberly Holst, Brenda Tofte, ASU College of Law.

With all the responsibilities that are required of legal writing faculty, it seems daunting to add scholarly engagement to the mix--especially when you are not required (or possibly even encouraged) to produce scholarship. However, there are a number of reasons why scholarly engagement is well worth your time. This presentation will discuss some of the key reasons to produce scholarship and how the presenters found scholarly engagement to be a worthwhile use of their time.

**Girardi Building, Room 202: Two 25 minute presentations**

**Presentation 1: Putting LRW in Context to Enhance Comprehension and Performance,** Elizabeth Frost, Rebekah Hanley, University of Oregon School of Law.

We will discuss a collection of assignments and exercises designed to help first-year law school students understand how their legal writing course relates to other aspects of the law school curriculum and other forms of professional writing.

*The problem(s):* Some first-year law students struggle to understand how the writing they have completed in the past provides a foundation for the writing practice they complete in their legal writing course, as well as how the basic principles of effective legal writing can and should be applied to other projects, like job application cover letters and law review comments. We will present examples highlighting how focused emphasis on legal writing can contribute to students’ lack of perspective or context, and how that lack of perspective can frustrate students’ efforts to produce high-quality written work product in their legal writing assignments and beyond.

*The strategies:* During our presentation, we will introduce a variety of tools (including those listed below) that can help place students’ legal writing course experiences in the expansive field of effective written prose with the goal of enhancing students’ understanding of the broad applicability of the skills they are practicing in their first-year writing course.

- Ask students to write a job application cover letter as an introduction to persuasive writing; also emphasize topic sentences, paragraph coherence, concision, precision, tone, transitions, and flow.
As an alternative introduction to persuasive writing, have students read well-written non-fiction about a non-legal topic; ask them to construct and support a written argument about the story’s theme. Have them organize their non-legal argument using a structure modeled after the paradigm they have used in constructing their legal arguments.

Immerse students in well-written prose about the law, like by reading and discussing the substance, organization, and expression of short pieces about legal issues in *The New Yorker*.

Ask students to find and share examples of weak and strong writing (in the news, elsewhere online, in print fiction, etc.); have them lead a discussion about the writers’ effective techniques and opportunities for improvement.

Ask students to create a class blog, taking turns writing for a lay audience about legal issues in the news; similarly, ask students to write about recent judicial decisions or legislative changes in client newsletters focused on business development goals.

Design a traditional legal writing assignment (memorandum or brief) based in part on materials students are reading and discussing in one or more of their doctrinal courses.

**Presentation 2: Get Real – Exercises that Simulate the Junior Associate Experience in an Ongoing Case**, Lybby Carroll, USC Gould School of Law.

This presentation will discuss two "prepare-to-practice" exercises used in an upper-division legal writing course at USC. The course focuses on drafting in the context of an ongoing civil rights case. The simulated case this year was based on an actual case filed in the Central District of California. The first exercise involved drafting a discovery "meet and confer" letter, meeting with the assigning partner about the results of the meet and confer, and drafting an email responding to the partner's questions about scheduling a motion to compel. The second exercise was a role-play simulation in which students received a court order on a summary judgment motion they drafted and then discussed the order and next steps with the client. Both exercises required the students to respond to evolving situations as the case unfolded and master communication skills essential to practice. I will discuss the benefits and challenges of the exercises and share the materials I created for them.

11:15-12:05

**Girardi Building, Room 102: One 50-minute presentation**

**How Students Benefit from Reading Great Writing: Lee v. Chicago Transit Authority**, Karin Mika, Cleveland-Marshall College of Law.

The amicus brief written in the case of Lee v. CTA (the Third Rail case) is regarded as one of the most persuasive briefs ever written because it convinced the State of Illinois to change its longstanding view that trespassers were owed little in terms of duty. The brief writer had many adverse facts to overcome, including that the plaintiff (who was electrocuted by the third rail on the tracks) was a foreigner, was intoxicated, and did wind up being electrocuted after going past
a makeshift sign saying “Keep out.” Moreover, the odds were against the plaintiff because the suit was being brought against the railroad, which rarely lost. The very convincing brief that changed law in Illinois was written by Ralph Brill.

This year, I used the Third Rail brief to demonstrate concepts in brief writing, especially when dealing with adverse facts. I had the students pinpoint what made the brief so convincing, and also articulate what they could take from brief to improve their own writing.

The presentation will discuss what the students took from reading and critiquing the Third Rail brief, and how it influenced their writing. Ralph will discuss the case itself, the strategic decisions that went into writing the brief, and the writing process of the brief itself.

Girardi Building, Room 202: Two 25-minute presentations.


Assessment in law schools is long overdue. While virtually all other professional academic programs have systematic assessment mechanisms in place, for a variety of reasons, law schools historically have been resistant to embracing the concept. Now, law schools have no choice. In August 2014, after years of discussion, the ABA adopted a series of assessment requirements that have been added to its accreditation standards. (These standards are effective immediately, but will not be implemented until 2016.) Many law schools are scrambling to figure out how to comply with the new ABA standards.

Very little information currently exists on how law schools should conduct assessment. What do the terms mean? How do you set up an assessment program? How do you conduct assessment in the classroom? How do you create a culture of assessment at an institution and among the faculty? The purpose of this presentation is to provide guidance on all of these questions and to offer a manageable approach to create a sustainable and successful assessment program.

► Presentation 2: Helping Students to Hit the Ground Running with Prepare to Practice Legal Research Workshops, Stephanie Der, Loyola Law School.

In January 2012, Loyola launched its Prepare to Practice program, a series of workshops and events geared at helping students gain legal research skills necessary for the practice of law. The topics covered that year ranged from "Keeping Abreast of Legal News" to "Learning How to Use the Bluebook and California Style Manual." Since its inception, the program has grown substantially in popularity and receives extremely positive feedback from attendees. During this session, Stephanie Der will provide an overview of the Prepare to Practice program, including how it has been successfully marketed to students, what topics have been found most valuable, and what improvements are on the horizon. Participants will then be encouraged to brainstorm how to integrate "Prepare to Practice" style research workshops into their own writing programs.
12:10-1:00

Girardi Plaza (patio)

Lunch from Pink’s Food Truck, sponsored by Bloomberg Law. Pink’s Hot Dog Stand has been a Hollywood institution for over 70 years -- vegetarian options will be available.

1:10-2:00

Girardi Building, Room 102: Panel discussion

► *The State of LWI and ALWD*. Discussion led by:

- Linda Berger, UNLV, William S. Boyd School of Law
- Mary-Beth Moylan, Pacific-McGeorge School of Law

Girardi Building, Room 202: Three 15 minute presentations.

► *New Techniques in Computerized Legal Research*, Valerie Henderson, Lexis; Melissa Hagar, Westlaw; and Tania Wilson, Bloomberg Law.

2:10-3:00

Girardi Building, Room 102: Panel Discussion

► *The View from the Bench: Current Skills Education*. Participating members of the bench include: Hon. Jeffrey W. Johnson, Associate Justice of the California Court of Appeal, and Hon. Carl J. West (Ret.).

Moderator: Gary Craig, Loyola Law School, Los Angeles

3:10-3:40

Girardi Plaza (patio)

Light refreshments
3:40-4:30

**Girardi Building, Room 102: Panel Discussion**

► **Complying with the New ABA and California State Bar Skills Requirements.**

Panelists will include:

- Daniel Bogart, Chapmen University Fowler School of Law;
- Mary-Beth Moylan, Pacific-McGeorge School of Law;
- Jean Boylan, Loyola Law School, Los Angeles.

4:40-5:30

**Girardi Building, Room 102: Two 25 minute presentations**

► **Presentation 1:** Core Values: Mindset, Grit, and Responsibility as Guiding Principles in the Classroom, Tracy Turner, Southwestern Law School.

As legal writing programs continue to evolve as models of integration of professionalism, professional identity, and a wider array of professional skills, character should become a more explicit course objective. Although we might like to think that we are naturally teaching character as we shepherd our students through the rigors of our legal writing programs, character is a skill that requires focused instruction. I recently read Paul Tough’s “How Children Succeed: Grit, Curiosity, and the Hidden Power of Character.” In his book, he discusses a private school in New York that adopted core values as the central organizing principles of the school. For a few years, I have been devoting some class time to discussing mindset (Carol Dweck’s research, specifically) with my students as they receive their first feedback. For an even longer period of time, I have looked for opportunities to discuss responsibility with my students. However, Tough’s book inspired me to convert this sporadic needs-based approach into a more structured approach. This year, I identified mindset, grit, and responsibility as core values at the start of the class. I discussed what they mean and why they are central to the success of attorneys. Periodically reminded the class of these core values as we discussed the pre-writing process, dealing with feedback, overcoming feelings of self-doubt, arriving to class on time, engaging in group work as full participants, and respecting each other in the classroom. I also tied the professionalism segments that our course includes to the core values. The core values contributed to my rapport with students, to the classroom dynamic, and to the quality of their work. They also gave me a “mantra” to which to refer when I had to discuss late arrivals, late papers, and insufficient effort with students on a one-to-one basis.

In this presentation, I will briefly describe the part of Tough’s book that inspired the core values; my selection of core values; my method of introducing and returning to the core values; and the benefits of the approach.
Presentation 2: The Pacific McGeorge Legal Profession Course, Jeffrey Proske, Pacific McGeorge School of Law.

Two years ago, Pacific McGeorge School of Law began the process of evaluating its curriculum and making changes as needed to address the ABA demand for practical skills training, and more generally to meet the needs of our students in a rapidly changing legal marketplace. As part of that review, the law school faculty determined that while the existing curriculum provided excellent skills training through simulation, experiential and practicum courses, as well as through clinics, the curriculum did not provide students a formalized pathway to help them develop their individual professional identity. In answer to that need, the faculty approved a new one-unit, first-year course called “The Legal Profession” to assist students with critical career and professional identity development skills.

The Legal Profession premiered in the spring of 2015. The stated purpose of the course was to help students acquire knowledge, skills and qualities that are essential to a successful career in the law. Topics covered included professional identity, professionalism, teamwork, resilience, integrity, self-awareness, interpersonal communication, the business of law, and careers in the law. The course also introduced students to the roles lawyers play in society, as well as the practicalities, emerging technologies, challenges, responsibilities and privileges of being a member of the legal profession. It also familiarized them with the wide spectrum of careers in which a law degree is required or desirable, and challenged them to think deeply about a career path that would be truly satisfying. The graded assignments in the course focused on helping students attain meaningful employment, to understand the “best practices” in job search activities, including resume writing, cover letter writing, use of social media, working with mentors, goal setting, and networking.

This 25-minute presentation will review the learning outcomes sought through The Legal Profession course with reference to the course materials and readings, the in-class exercises, as well as the graded and non-graded assessments used to gauge students’ learning. The presentation will also discuss the actual outcomes achieved.

Girardi Building, Room 202: Two 25 minute presentations

Presentation 1: Beyond the Classroom – Teaching Legal Writing to Practitioners to Better Incorporate Practice to Legal Writing, Selina Farrell Brandt, Hilary Reed, Pepperdine University School of Law.

As admissions to JD programs continue to drop nationwide, to remain relevant, many law schools have been required to adjust to a changing market and become more entrepreneurial. At Pepperdine, the Legal Writing Professors have consciously thought of ways to assist our law school in this endeavor, by “exporting” Legal Writing to a wide range of professionals (not only practicing attorneys, but also mediators and business professionals). This is in turn has allowed us to incorporate practice in our Legal Writing teaching.
This presentation, led by professors with experience teaching Legal Writing to international attorneys and business professionals, will address the two different ways in which we have expanded the scope of our teaching, and how this additional experience has allowed us to bring new practical skills into our “traditional” classroom.

First, we realized that the U.S. legal education program, which requires law students to take Legal Writing in their first year, is a unique program: in most countries, classes such as Legal Writing are not taught in law school. As a result, we felt there would likely be a need for foreign law students and foreign practicing attorneys to be exposed to the tenets of Legal Writing in a context that would allow them to practice orally their Legal English. Indeed, after more research, we found out that most European law students are hoping to work in England or in the United States at some point in their careers, and that most European attorneys practicing in large corporations are required to engage in legal exchanges in English. Therefore, we contacted several large law schools and corporations in Europe and offered to teach American Legal Writing to their students and practicing attorneys. A major car manufacturer as well as a top law school asked one of us to teach American Legal Writing workshops. This in turn has allowed us to incorporate into our classes information regarding the practice of law abroad, including in-house transactional work, the types of negotiations taking place between American attorneys and their European counterparts, and exploring the option of a legal career abroad.

Second, we thought of ways to teach Legal Writing to business professionals within our community. Pepperdine’s Straus Institute for Dispute Resolution is one of the world's leading educational programs in the field of dispute resolution. Straus brings together not only emerging lawyers but also experienced mid-career professionals, business persons, and religious and community leaders. As these professionals often work in a legal environment, they needed to gain some understanding of Legal Writing, but it must be taught in a way that is more easily applicable to their professional life than the typical Legal Writing program. One of us designed a course meant to teach the skills needed when entering a dispute resolution field, including the foundations of legal research, writing, and analysis, other professional communications, and agreement drafting. This has allowed us to bring to our typical Legal Writing programs notions of dispute resolution and more practice with drafting settlements and other agreements.

Presentation 2: Bringing Mindfulness into the Classroom: No Yoga Mat Required, Christine Kelton, Whittier Law School.

Although the goal of a legal education is to train students to think like lawyers, often this training results in a catastrophic decline of mental and physical health and an increase in depression and anxiety. As a result, law schools are now concerned about student wellbeing.

One way to foster student wellbeing is to bring a practice of mindfulness into our classrooms. The practice of mindfulness mediation and the resulting perspective that arises can benefit our students. These benefits include developing skills of focus and concentration and marshalling...
inner resources to manage the stressful aspects of law school. Mindfulness assists students in developing human capabilities of staying connected to who they are and working with emotions.

5:30-6:30

Girardi Plaza (patio)


*Enjoy a fun-filled evening in Los Angeles! Check out the link on our conference web-site on restaurants and things to do in LA.*

SATURDAY, AUGUST 8

9:00-9:50

Lack Reading Room Patio (in front of the Library)

Continental Breakfast

9:00-9:50

Lack Reading Room (Library)

► Teaching Methods Roundtable, moderated by Aimee Dudovitz and Mary Dant, Loyola Law School, Los Angeles.

Participants will include:

- Robert Brain, Loyola Law School, Los Angeles (via skype)
- Charles Calleros, Sandra Day O’Connor College of Law at Arizona State University
- Annie M. Chan, St. Thomas University School of Law (Miami)
- Rachel Croskey-Roberts, UC Irvine School of Law
- Ezra Goldschlager, University of Law Verne College of Law,
- Thomas Holm, UCLA Law School
- Christine Kelton, Whittier Law School
- Claire May, Cleveland-Marshall College of Law
- Bobbie Thyfault, California Western School of Law
10:00-10:50

Girardi Building, Room 102: Two 25 minute presentations

► Presentation 1: Mediate This: Incorporating a Mediation Exercise into Your Class, Gary Craig, Katherine Lyons, Loyola Law School.

Alternative Dispute Resolution is more popular than ever, given the overcrowded court systems and rising litigation costs. Today’s graduates need to be prepared to engage in ADR processes and understand how they work. For the past two years, the Civil Litigation Skills Practicum at Loyola has provided students with the skills they need to hit the ground running when starting their litigation careers. As part of their immersion into the lifecycle of a simulated lawsuit, students participate in numerous simulated exercises, culminating with a mediation that:

- Gives students firsthand exposure to mediation
- Provides students with an opportunity to explain legal and factual issues to a mediator and client
- Allows students to obtain and assess client goals
- Enables students to advise a client on settlement strategy
- Requires students to evaluate the strengths and weaknesses of a case

The mediation exercise is used in an upper-division litigation skills class. This presentation will discuss how the simulated exercise works and how it could be incorporated into a first-year writing class. We will provide sample instruction materials for the students, mediator and client actors.


Professional Responsibility courses are ripe for incorporation of the type of professional skills we legal research and writing professors teach. In addition to teaching Lawyering Skills, Professors Mauerman and Poleynard both have taught Professional Responsibility. They have collaborated and shared teaching ideas with each other over the past several years. During this presentation, both Professors will discuss how they have incorporated practical skills, such as oral advocacy and legal writing, into their Professional Responsibility classes. They also will discuss ways to incorporate interviewing, counseling and negotiation skills, as well as research skills, into this practice-based doctrinal course. At the end of the presentation, attendees will have an opportunity to ask questions and share their own ideas.
Girardi Building, Room 202: Two 25 minute presentations

► Presentation 1: Client Alerts: Teaching Students to Market Their Future Legal Practices Through Client Advisories and Legal Blogs, Amy Levin, Pepperdine University School of Law.

Two years ago, I began teaching my Legal Research and Writing students about legal blogs and client advisories during the first week of the spring semester. Not only are they a natural bridge between objective and persuasive writing, but they are also becoming an essential part of many legal practices. Indeed, given that half of the practicing attorneys in the United States are solo practitioners and over seventy-five percent of law firms have fewer than five attorneys, it is critical that students learn how to market themselves and “sell” their expertise. Even students entering larger law firms as junior associates are being called upon to help draft client advisories and to blog as part of their business development requirements because advisories and blogs help showcase attorneys’ expertise and generate new business. According to a 2012 ABA Legal Technology Survey Report, of attorneys who blog, 39.1% have retained a new client as a result of their postings.

This presentation will provide a general overview of the importance of client advisories and legal blogs in today’s legal market and explain how they fit well into an LRW curriculum. I will discuss student drafting exercises, including an exercise in which students evaluate several firms’ client advisories on the same topic and discuss which one is most effective and why. We also distinguish client advisories from legal blogs in terms of content and tone. These exercises require students to start thinking about areas of the law in which they are interested and may want to specialize, and it provides an opportunity for them to start the process of writing their own advisory or blog. The exercises also help students start thinking about how they will develop and market their own legal services and expertise as new attorneys and throughout their legal careers.

► Presentation 2: Teaching 1Ls to Take Initiative in a New Matter, Trilby Robinson-Dorn, UC Irvine School of Law.

We have found that our students are well-prepared to research, write, and communicate orally after their 1L Lawyering Skills class. However, they tend to lack initiative when asked in their required upper level clinic to jump into a new case or other client matter. We have thus come to believe that we need to focus more on the difficult-to-teach, but extremely important, skill of taking initiative in a new matter.

As a result, I now teach “taking initiative” in Lawyering Skills, and assign a graded “taking initiative” exercise at the end of students’ 1L year. My goal is to better prepare students for their roles as proactive, self-starting problem solvers in the clinics and in practice. In this presentation, I will discuss how I teach taking initiative, and why I believe it serves as a valuable
way to conclude the first-year Lawyering Skills course. I will also highlight the areas in which my 1Ls tend to excel and struggle in completing the assigned exercise.

11:00-11:50

Girardi Building, Room 102: Two 25 minute presentations

► Presentation 1: Reaching the Limits of a Policy Argument, and Giving the Client the Bad News, Robert Anderson, University of Denver Sturm College of Law.

This presentation will convey the step-by-step on how to conduct a prepare-to-practice exercise that I have used for several years in my first year legal research and writing class. This exercise is designed to make an abstract subject more concrete. I have found that students typically struggle with the task of how to conceive of policy arguments, and this exercise uses a familiar topic and a series of simulations to break that task down into something manageable.

The exercise has four components, as follows, and is modular, such that an instructor may complete the entire exercise or only certain parts depending on the instructor’s learning objectives and class-time constraints.

- Fact gathering: Students are divided into pairs to conduct fact-finding interviews. The attorney leads the client to relate the details of a traffic stop, during which the client was subjected to a vehicle search by a drug-sniffing dog that revealed contraband.

- Exploring policy arguments relating to searches by dogs: As a class, the students first engage in a brief review of Fourth Amendment search and seizure doctrine, focusing on vehicle searches. Then, the class examines the question of whether courts should permit unwarranted searches of vehicles by drug-sniffing dogs, brainstorming policy arguments both for and against.

- Reaching the limits of a policy argument: The students then read the United States Supreme Court’s decision in Illinois v. Caballes, which held that a warrantless dog search during a traffic stop does not constitute an infringement of a motorist’s Constitutional rights. Class discussion of the case explores the competing policy rationales articulated by the majority and dissenting opinions. At the end of the discussion, the class listens to the audio of oral argument in a Seventh Circuit appeal of a conviction based on evidence uncovered by a dog search that was briefed prior to, but argued after, the Caballes decision. The panel gave appellant’s counsel no room to raise his planned policy argument in light of the Supreme Court’s ruling.
• Giving the client the bad news: The students return to their pairs, where the attorney advises the client on the law relating to the viability of an argument challenging the admissibility of the evidence obtained through the dog search.

I will convey the substance of the exercise, referring to written student materials and a teaching guide that I will distribute. Then, I will lead discussion and Q&A regarding the learning objectives, and lessons learned from several years of conducting this exercise in my class. I will require a computer projector with audio for this presentation.

► Presentation 2: Get to the Point: Teaching Students to Develop Strong Themes in Trial Court and Appellate Briefs, Mary Dant, Maureen Johnson, Loyola Law School, Los Angeles.

This presentation focuses on exercises and related educational tools to help students develop persuasive legal arguments that focus on a strong theme, both at the trial court level and the appellate level. We will focus on some techniques that help students frame their arguments persuasively. In particular, we will examine some of the techniques set forth in Ross Guberman’s book, Point Made (2d ed. 2014), which emphasizes the importance of framing the legal issue thematically and sets forth numerous specific tactics to do so in a manner that captures the reader on both an emotional and intellectual level. Our presentation will include Power-Point slides that set forth some of these techniques. We then will present exercises that challenge students to select and use certain of these techniques to frame the argument persuasively in a hypothetical case. We will also discuss how to use the same techniques in an appellate brief to help students develop a strong theme and narrative demonstrating prejudicial error.

Girardi Building, Room 202: Two 25 minute presentations

► Presentation 1: It’s a Marathon, Not a Sprint: Academic Support for the Long Run, Anne Wells, Jessica Levinson, Loyola Law School.

Over the last several years, Loyola Law School has implemented a number of significant and innovative changes and additions to its Academic Success Program designed to assist students to not only succeed in law school but to pass the bar as practice-ready lawyers. This presentation will discuss these programs, with a particular focus on the mandatory first year elective course for under-performing students (“Law and Process: Privacy Torts”) which is intended not only to help students to improve their law school skills in the context of a doctrinal class, but also attempts to utilize an experiential learning approach to help get students to “think like lawyers.”
By the end of the first semester of law school, in addition to suffering from grading fatigue, LRW professors are often exhausted from carrying students’ stresses, either self-imposed stress or externally adapted stress resulting from the competitive law school environment. In taking care of students, holding their stress, and caring for their fears about grades, we internalize our own stress and develop Compassion Fatigue. Compassion Fatigue is well known within the counseling and medical professions, but not often realized in the context of professors in the first year legal writing program. Also called “vicarious traumatization” or secondary traumatization, Compassion Fatigue is the emotional residue or strain of exposure to working with those suffering from the consequences of traumatic events, such as the first year of law school. Compassion Fatigue can occur due to exposure to one stressful student, or can be due to a “cumulative” level of “trauma” over years of teaching. I will discuss the symptoms of Compassion Fatigue in first year LRW professors and suggest some ways we can help ourselves and our co-workers to abate our Compassion Fatigue both to recharge and to sustain our effectiveness.

12:00-1:30

Lack Reading Room (Library Building)

Lunch from El Torito Taco Truck, sponsored by Westlaw. Another great L.A. food truck -- vegetarian options will be available.

► Panel: Legal Writing Directors Discuss the Future of Director-Led Programs.

Panelists will include: Cindy Archer, Loyola Law School, Los Angeles; Grace Hum, University of San Francisco School of Law; Lybby Carroll, USC Gould School of Law; Andrea Funk, Whittier Law School; Jeanne Merino, Stanford Law School.

1:40-2:30

Lack Reading Room (Library Building): Book Discussion


Moderator: Jennifer Cooper, Seattle University School of Law.

*Make It Stick: The Science of Successful Learning* by Brown, Roediger, and McDaniel, makes complex research from cognitive science on how we learn accessible in plain English. *Make It...*
*Stick* summarizes the most up to date empirical research and makes concrete recommendations for how learners, teachers, and trainers can use the information. Legal educators at all levels will benefit from this book as it addresses necessary, yet counter-intuitive, steps for learning. More importantly, it addresses how to effectively use learning strategies for lower order thinking to develop higher order thinking skills that are so critical to legal analysis.

Before attending the discussion, attendees may want to read “The Takeaway” at the end of each chapter (each is about 1-2 pages long), as well as Chapter 8 entitled “Make it Stick.”

**2:30-2:45**

**Lack Reading Room Patio:** Conference wrap-up by Professor Aimee Dudovitz, Director of Lawyering Skills, Loyola Law School, Los Angeles.

*Thanks to all of you for participating, and to Lexis, Westlaw, and Bloomberg for sponsoring our event!*