Letter from the Chair

As I reflect on my past year serving as your Section Chair, I am energized by the collaboration and participation of our Section members and committees. New ideas and efforts to increase communication have been successful in helping to promote continuity and a sense of community within our Section, as well as to educate other members of the academy about our impressive contributions of scholarship, teaching, and service. With the recent focus on assessments, skills, and proposed ABA standards, we are poised to play an important role in the future of legal education reforms.

Our Section’s history shows how we began as a small group of colleagues and have grown to one of the largest sections within the AALS. I welcome new members and hope they find the Section supportive and inspiring. I encourage everyone to get involved in our Section.

To memorialize our rich history, the Section website now documents the various ways our members are dedicated to writing, reasoning, and research. The archives include: past Section award recipients, former officers of the Section, prior Section programs, our Section bylaws, and informative Section newsletters.

To continue to move forward and get input from our valued Section members, you were asked to complete a brief survey. Thank you for taking the time to give your ideas and feedback regarding our Section’s past efforts as well as ideas for the future. I hope the results help the Section build on its past momentum and discover new ways to continue to enhance our Section.

I am very excited about the upcoming 2013 AALS Annual Meeting in New Orleans in January. The array of programs, posters, and awards highlight the innovation, talent, and critical work of our Section. I hope to see you there. Please encourage members of your faculty and administration to attend so they can participate in the dialogue about our important work and how it is integral to the entire academy.

Detailed information about our Section’s programming is available in this newsletter.

Thank you to all the Section committee members who have generously devoted their time and attention to our Section projects. Special thanks to the co-chairs for leading these efforts. I also want to thank the Section officers and the Executive Committee for their hard work throughout this year. Our Section’s success is a result of the time and team effort of everyone involved.
The Section is pleased to announce that this year’s Section Award will be awarded to two outstanding leaders in the field: Jill Ramsfield (Hawaii) and Terrill Pollman (UNLV).

The nominating materials were filled with examples of the many contributions that these award winners have made to the field of Legal Writing, Research, and Reasoning. Here is a preview of the many praises for each recipient that will abound at the Section Luncheon on Sat., Jan. 5, 2013 when the awards are presented.

On Jill Ramsfield: Because of her outstanding efforts to bring legal writing out of its orphan status into the mainstream of legal education, because of her tireless work with individual legal-writing instructors to deepen their scholarship, and because of her own excellent scholarly work and teaching, Professor Ramsfield deserves the Section’s Legal Writing Award.

On Terry Pollman: Terry’s leadership has been monumental, in large part because she sees leadership positions as opportunities for service. She strives for true collegiality and communication, and she brings great vision to each role she has held.

We look forward to the remarks of the recipients at the award presentation.

Congratulations to our 2013 Section Award Winners!

Jill Ramsfield, University of Hawaii at Manoa, William S. Richardson School of Law
Terrill Pollman, University of Nevada Las Vegas, William S. Boyd School of Law

2013 AALS Annual Meeting Preview

Friday, Jan. 4 at 8:00 p.m.
Celebrate with Blackwell Award Recipient Judy Stinson and Golden Pen Award Recipient Jeffrey Rosen at the Blackwell/Golden Pen reception at the New Orleans Downtown Marriott at the Convention Center.

Saturday, Jan. 5 at 12:00 p.m.
Join us for the Section Lunch where we will be honoring the Section Award Recipients: Jill Ramsfield and Terry Pollman.

Sunday, Jan. 6 at 2:00 p.m.
Section Program: The Past, Present, and Future of Appellate Briefs This program consists of a panel of speakers that will explore the origins of, trends in, and future of appellate briefs. Moderated by Noah Messing, Lecturer in the Practice of Law and Legal Writing, Yale Law School, the panelists will include R. Kirkland Cozine, Counsel, Lizard Middle Market LLC, who will discuss the Origins of Appellate Briefs in the American Court System and Linda Edwards, E.L. Cord Foundation Professor of Law, University of Nevada, Las Vegas, William S. Boyd School of Law who will then address the Brandeis Brief.

Additionally, Vicki Lowery from the Mississippi College School of Law whose piece, Trends in Briefing, was selected from a call for proposals. The fourth panelist is Noah Messing, who will discuss the Tensions between What the Legal Writing Community Teaches and What Top Lawyers Actually Do. Closing the panel is Lucille Jewel, Associate Professor at Atlanta’s John Marshall Law School, discussing the Future of Appellate Briefs.

The Section Business Meeting will follow at the conclusion of this program.

Monday, Jan. 7 at 9:00 a.m.
Section Program: The Bench, the Bar, and the Academy Unite to Discuss Legal Education. This Program invites a panel of lawyers and judges to the table with legal educators to speak about what it means to provide a legal education in today’s world. The panel will discuss what they perceive to be the strengths and weaknesses of the newly-minted lawyers they encounter, what they value in new lawyers, and how law schools might adapt curricula and teaching methods so that they best serve all interested parties. Mary Garvey Algero will moderate the program. The impressive panel includes Mary Garvey Algero, Loyola University New Orleans, College of Law; Kim Boyle, Phelps Dunbar LLP; the Honorable Stephen A. Higginson, United States Court of Appeals for the Fifth Circuit; the Honorable Madeleine Landrieu, Fourth Circuit Court of Appeals for the State of Louisiana; and Todd Wallace, Liskow & Lewis.
Making the Most of Conference Attendance

Conference travel is often met with a mixture of emotions. It is fun and exciting to travel to new venues and to meet with colleagues from across the country. However, it can also be time consuming and stressful. Adding to the stress level is the fact that the universities funding our travel may have some expectations surrounding our travel and participation at these events.

In order to help our members make the best use of their travel experiences, we solicited articles from our membership about how to make the most of upcoming conference experiences.

More Than Just Another Face in the Crowd: 3 Tips for Networking at the AALS Conference

By Kristen K. Davis, Stetson University College of Law

A daunting aspect of the AALS conference is its size; the conference draws hundreds of faculty of nearly every expertise from nearly every American law school. It’s easy to feel alone and anonymous in this sea of law school faculty. Yet, the conference’s size makes it a key opportunity for career networking and friendship building—if you plan ahead and take charge of your conference experience. Three strategies are particularly useful for networking, connecting, and relationship building at the conference.

Never nosh alone. Typically, the conference gives you three nights and three days to meet up with old connections and make new ones. A few weeks before the conference, call or send e-mails to friends and colleagues that you don’t see often; renew that relationship over breakfast, lunch, dinner, coffee, or drinks. As for new connections, don’t be afraid to contact someone you don’t know well for a quick coffee break. Perhaps there’s someone you’ve exchanged e-mail with about a subject.

Or someone whose book you use for your class. Or someone who is writing in your interest area. Contact that person for coffee klatch at the hotel cafe—they will likely be flattered by your offer. Do you have law school classmates that will attend the conference? Favorite faculty members from law school? Contact them to rebuild that bridge. Don’t know who is planning to attend the conference? A wonderful feature of the AALS program is the listing of speakers—check that list for names you recognize and reach out.

Make section business your business. Network by getting involved in the leadership of AALS’ ninety-four sections. By taking section leadership roles, your professional network can significantly expand. One way to get involved in section leadership is to check the program for the section’s business meeting and go to it. In addition, if you already know section leaders, express your interest to them ahead of time. They may be a great resource for facilitating your involvement, particularly by helping you get a spot on the section’s Executive Committee. There may be more than one section that appeals to your interests; don’t be afraid to expand your horizons, particularly in areas where you would like to build new connections.

Be conspicuous. Schedule some time to sit in the lobby or other public area of the conference hotel. Grab a cup of coffee, find a comfy chair, and hang out for an hour or two. The faces you have forgotten might come up and say hello. Or you might see someone across the lobby that you forgot you knew.

Sometimes these chance encounters turn in to long conversations and renewed affinities—the perfect result! In addition, if you have less than seven years of faculty experience, “see and be seen” at the Section on Women in Legal Education’s Speed Mentoring Program on Sunday, January 6, from 8:30-10:15 a.m. This is a great opportunity to create new connections and build those bridges in all disciplines that make the difference in the trajectory of your career.
The Power of the Guided Journal: Out of the Classroom and into the Conference

Jodi S. Balsam, New York Law School

Guided journals have proven an effective method to foster self-directed learning in our students and empower them to transfer that learning to new situations. What if attendees at academic conferences similarly used journals to reflect and follow up on our conference experiences?

That was my thought process when I developed a presentation for the 2011 Institute for Law Teaching and Learning conference. To model student guided journaling, my presentation began by asking participants to fill out a one-page journal asking for reflections on any earlier conference session they had already attended. The journal contained some simple prompts:

- What is your understanding of the goals of the session?
- What did you learn in the session that is relevant to your teaching (e.g., classroom methods and technology, course materials, assessment tools)?
- Describe anything in your previous experience that helped you make sense of or provided context for what you learned in the session.
- How might you incorporate what you learned in the session in your future teaching?
- What is your understanding of the goals of the session?
- What did you learn in the session that is relevant to your teaching (e.g., classroom methods and technology, course materials, assessment tools)?

My conference journal exercise prompted discussion of how most of us usually keep track of the learning we do at academic conferences: collecting hand-outs, folding over pages of the conference binder, jotting some notes in the margins, and then trying to piece together this puzzle when we get back to our offices. Our students routinely face the same dilemma: how to synthesize all the different sources of their learning to extract and retain important lessons for the future. In my experience, students more reliably achieve this goal when they keep a journal that prompts them to record and reflect on their learning. We should do the same at academic conferences.

Create for yourself a list of specific prompts that will help you reflect on your experience at each conference session. The prompts should lead you to describe your specific reactions to the session, including any intentions and enthusiasm it generates in you. While impressionist reactions can be useful, your conference journal should also prompt you to identify definite follow-up items and connections to your teaching or scholarship.

The prompts listed above should suffice for most of these purposes – a conference journal need not be lengthy or complex. Rather, you want to test the extent to which a session’s goals resonate with you, and contemporaneously record the connections to analogous knowledge or experience that may be relevant to applying what you’ve learned. And the journal should be practical: include a place to list the names and contact information of colleagues with whom you want to follow up.

Imagine if the next conference binder you received included at the back of each tab a one-page guided journal that prompted you for your take-away from that session. Or bring copies of your own custom-designed journal template to insert in the binder. Academic conferences are the rare opportunity in our busy schedules to take the time to deeply engage with our mission; they correspondingly merit the deeper engagement of a reflective journal.

Finding AALS “Sea Legs” – Navigating Unfriendly Waters

Terry Jean Seligmann, Earle Mack School of Law at Drexel University

AALS has been my least favorite conference for what I think are good reasons. As a legal writing teacher, I have experienced the warmth of that community of teachers, and the sharing of their enthusiasm and creativity in teaching and scholarship during LWI Conferences, regional conferences, and ALWD conferences.

In contrast, AALS seems both overwhelming in size and scope, and unfriendly in operation. I would attend what sounded like an interesting session only to listen to professors holding “insider” conversations full of name-dropping about other theorists. In the hallways, it seemed as if many attendees were constantly scanning the corridors for a nametag more impressive than mine. There were long stretches when nothing on the program seemed that interesting, but I felt that I should be attending sessions as a traveler on my school’s budget. Yet I kept attending this conference, both because my school encouraged it, and because I usually had Board meetings and official legal writing events to attend there.
After 15 years, I’ve learned a few things about coming to AALS, and recognize some additional lessons that I need to learn, in order to make the best of this event:

1.) Don’t go to all the sessions and don’t feel guilty about it. Sitting and listening is tiring. Pick and choose.
2.) Set up meetings with your colleagues from other schools. It is a good place to talk over coffee about your current scholarship project and get feedback in person; to explore visiting opportunities; or just to catch up with friends. I got my current job after chatting with a colleague about visitorships and life after tenure.
3.) Leave the hotel. Make dinner dates and reservations ahead (this one I still need to learn) or when you arrive. Pick out a place you want to go—museum, park, concert, etc. to explore the great cities that AALS uses as sites. Go out for breakfast or for a walk.
4.) Be open to talking to whomever you happen to be near. I hooked up a scholar I happened to sit next to with a co-author at one AALS conference; I’ve had really interesting conversations that I need to learn, in order to make the presenter a courtesy note informing the presenter; it will not only allow for tracking of where the material is being used.

Preventing Theft at a Legal Writing Conference

Lori A. Roberts, Western State College of Law

We hate to believe that anything can spoil the congenial, supportive and inspirational atmosphere of a legal writing conference, but it goes without saying that while there we lock the doors to our hotel rooms at night, keep our wallets secured in our purses or pockets, and do not leave our laptops laying in a conference room while we have lunch someplace else. Theft can happen anywhere, and therefore we take these responsible measures. Often though, conference presenters place some of their most valuable assets out for anyone to take without any protection at all: their intellectual endeavors.

The concept of protecting material that is shared at a legal writing conference is somewhat awkward because the primary purpose for many attendees at these conferences is to gather such materials. Indeed, particularly at a legal writing conference, scholars share their thoughts, ideas and teaching materials with the expectation—and hope—that attendees will take their materials. Presenters are generally thrilled to later hear from colleagues and learn that their materials were successfully used, and maybe further developed and improved. However, the feeling is different if a presenter later finds his materials in a published book or article, or another presentation, without attribution. Let’s assume that in our amiable community this could only happen by innocent mistake; below are a few tips for both attendees and presenters to limit this potential problem.

First, attendees at legal writing conferences must recognize that original material that is shared during a presentation is the property of the person who created the materials. Even if the presentation is of previously published materials, the compilation and ordering of such materials may be an original creation in itself. Furthermore, as we teach our students, attendees should make a habit of keeping notes regarding where they first received certain material. Written notes are necessary since memories fade and attendees may develop or improve the materials and want to later publish their own ideas with proper attribution to the inspiration. And finally, if an attendee uses or adapts material obtained at a conference, the attendee should send the presenter a courtesy note informing the presenter; it will not only allow for tracking of where the material is being used.

Presenters can assist attendees by placing a copyright notation (“© Author Name. Date. All Rights Reserved”) on all original presentation materials. While copyright protection arises even without formal registration, it is necessary to demonstrate authorship and date of creation and this simple notation can serve as a physical reminder that attribution is necessary if the material is copied. And certainly, if a presenter has particular material that is akin to an invention, patent protection is something to consider.

Protecting the exceptionally congenial, supportive and inspirational atmosphere of legal writing conferences is imperative as legal writing scholarship flourishes.
We often tell our students that their best opportunities to enhance their knowledge and career options are to remain involved and to network—to get out of their comfort zones by talking to new people and be bold enough to converse with knowledgeable veterans they don’t yet know. The same is true for Legal Writing professionals in terms of getting the most out of attending conferences.

It is easy to say that one of the best ways of getting the most out of conference attendance is attending as many events as possible, whether the events are sessions or social. That is, of course, the most obvious way to get the most out of attending a conference; however, although mere attendance will make one more knowledgeable, it does not allow the opportunity to enhance the ability to truly connect within the profession, or even within the larger spectrum of legal education.

As we tell our students to leave our comfort zones, so should we. Making the most out of a conference may mean leaving our friends and hometown colleagues for a while and purposefully going out to meet those whose work we admire or who have given us some good ideas for our teaching. There are many veterans in the field who are delighted to share their knowledge, whether that knowledge is related to classroom teaching, the politics of getting along in a particular environment, or even insight into what one should be focusing on in one’s career. The same is true when attending conferences (such as the AALS) that go beyond the scope of Legal Writing. Meeting people outside the discipline can be both rewarding and provide expansive and enriching career opportunities.

Although conference sessions provide value insight into teaching methodology, the majority of the benefit of conferences comes after the sessions are concluded, when each of us has the opportunity to meet our peers and learn more in depth about each other’s work and schools. It is after the sessions when the opportunities arise to participate on committees, be consulted on projects, or even to learn where there are other opportunities for career advancement, should an individual be interested in changing jobs.

Too often, many legal education professionals are “reinventing the wheel” as far as curriculum reform, teaching methodology, dealing with unique students, and fighting battles related to status and security. By networking with peers, some mistakes could be avoided before they occur, and then many people are able to bring the wisdom of the masses to their schools and help their schools skip over some steps when improving the curriculum at their own schools. The wisdom of the masses has also helped enable Legal Writing professionals to educate their hometown colleagues about the innovative teaching and scholarship being done in Legal Writing.

However, the wisdom is not acquired if one merely attends a conference and remains uninvolved or spends time only with people he/she already knows. The key is to meet as many people as possible from as many places as possible and to listen and learn.
The Annual AALS Conference—It’s Not Just About Legal Writing

Sharon Pocock, Touro College Jacob D. Fuchsberg Law Center

There are many points to remember about attending the annual AALS conference:

- If possible, try to finish your grading before you attend. A stack of papers that you need to finish will cast a pall over your enjoyment.
- Attend an alumni reception hosted by your alma mater law school to reconnect with your professors, as well as luncheons, section receptions, and the gala event to meet and socialize with colleagues.
- Take the time to look at the poster displays and to visit the exhibit hall.
- Make time to visit the city where the conference is held, even if only for an hour or two.
- Attend not only the sessions related to your field.

It’s this last point that I want to elaborate on. The AALS conference is a smorgasbord of sessions. While you might be most interested in the sessions directly related to legal research, writing, and teaching, don’t ignore other sessions. You can learn about matters relating to the administration and operation of a law school, such as accreditation of law schools, site visit procedures, issues facing law libraries and student services, and many more. You can learn about foreign legal programs sending American students abroad and bringing students of other countries to our law schools. You can hear about trends in curriculum and academic support, as well as about developments in specific legal areas.

So when, inevitably, there is no scheduled session related to your teaching areas, take a second look at the other offerings. Consider attending a session just to learn something new about an area of the law or an aspect of the law school environment or operations that is not your bailiwick. Not only may you learn something substantive, you can also gain insights into characteristics of good (and weak) presentations, into the composition of panels, and other points that can serve you in the future as you create and submit conference proposals and put together panels and as you prepare your classes.

From the past few AALS conferences alone, I’ve been able to learn about the liability (or lack thereof) of internet service providers for online defamation—and about which aspects of the issue interest those specializing in the area; the jurisprudence on the treatment of prisoners in the war on terror; and the law as a humane profession, to mention just a few sessions that quickly come to mind.

Check the initial program guide to decide which sessions you want to attend, but be flexible. There’s no reason that you can’t change your mind once you’re at the conference.

Your school is investing a considerable sum to send you to the conference, and you are investing your precious time. Try to sample a variety of delicacies from the academic buffet that AALS offers.

Networking on the Home Front at AALS

Jane Scott, St. John’s University School of Law

The Annual Meeting presents many opportunities for networking. Among them is the opportunity to strengthen ties with others at your own law school.

A sizeable contingent from your school will probably attend the Annual Meeting, including the dean or associate deans, faculty who are presenting or hold leadership positions, and others who attend out of general interest. As a member of this diverse group, you may find yourself spending more time with some of your colleagues than you do during the school year—and over better refreshments. Two events in particular are worth penciling into your calendar.

First, your school will probably host a reception one evening for alumni who live and practice in the host city. You should be there too. You may not know any of the graduates, but they will enjoy talking to you anyway (especially once they learn what subject you teach). Those responsible for the event will appreciate your participation. And if the traffic slows, you can spend time catching up with your colleagues, learning about events of interest in their fields and sharing news of your own.

Second, the group from your school will often arrange to have dinner together after the reception, or on another night. Although other evening events may beckon, make this one a priority. It provides a rare opportunity to relax and share thoughts with fellow members of your academic community, and could lead to surprising discoveries and connections.

The Annual Meeting attracts legal writing professors from all over the country. You’ll want to make the most of their presence, renewing relationships and forging new ones. But don’t overlook the opportunity to network with your own faculty and administration. Oddly enough, the Annual Meeting may be one of the best places to get to know each other.
Making the Most of Conference Attendance—Networking, Presenting, and Post-Conference Follow-up

Deborah L. Borman, Northwestern University School of Law

The AALS annual meeting is a wonderful opportunity for research and writing instructors to break out of our traditional organizational constructs and analyses of teaching reasoning, writing and research, and to interact with professionals in other areas of teaching away from our own schools. The AALS annual meeting affords a wide variety of options to participate in substantive presentations on the law and bring us up to date on trending legal topics that inspire not only our teaching but inform our future assignments.

Meet the Profs
To make the most of the AALS, break out of your shell. We LRW folks see a lot of each other at our wonderful local, regional, and biennial conferences. The AALS is comprised of law professors and law deans from all over the country who are researching and publishing in areas that we may never have the opportunity to learn about in our own meetings and conferences.

Introduce yourself to people you don’t know. Participate in deep legal discussions on broad and narrow areas of the law with nationally notorious as well as new professors. The AALS is not the time to just hang with your LRW friends—that’s what all of the other conferences are for! Get out there, meet new people, ask questions and make new colleagues.

Expand your Research and Writing Interest
Go to the “Hot Topics,” presentations on trending legal issues that you may know little to nothing about. You may find that you have an interest in a specific legal topic that you did not know you had—and you may want to write about it! The AALS is a great time to talk to professors in fields of study at other schools who are working on new projects or projects that have always interested you. You may pick up a new mentor or develop an idea for a memo or brief or other type of class writing or oral argument assignment.

Take and Keep Names
Staying in law school for your professional life? The AALS is the best networking with professors you will encounter. Where else will you find 3,000 law professors all in one place at once? Talk to them. Take names and cards. Remember their names—they will remember yours. Make a list; make a spreadsheet. Stay in touch—you will acquire new colleagues and perhaps a mentor or two. Maybe you will decide to present on a topic or write an article with someone you meet at the AALS. Or, if you have been around for a while, you may choose to be a mentor to a new professor.

Promote Yourself and Your School
The AALS is a great time to get the word out about the great work you are doing at your school. Advertise. Law professors and deans at other schools are often unaware of the writing and advocacy programs at other schools. Get on the radar, talk yourself up.

Have Fun
The AALS can be fun. Make it work for you. It is your conference.

Getting the Most Out of Conferences with Evernote

Jennifer Murphy Romig, Emory University School of Law

Legal-writing conferences offer an incredible array of ideas presented by great speakers. After conferences, this incredible array is reduced to a swag bag, a binder or folder, handouts from the sessions, and maybe handwritten notes.

In my case, the eleven years of wonderful conferences I’ve attended have left me with great memories of ideas and inspiration. But if I wanted to go back and actually find the notes and materials from any of those conferences, I’d have to take some allergy medication, dust off several shelves of binders, and start flipping through them. These binders have no index or digest system and certainly no search function. And it would be even harder to find the names of the many speakers at presentations I didn’t get to attend but mentally noted at the time that I’d like to follow up on.

Evernote is a note-taking application that helps to solve this problem. I used it at the 2012 Legal Writing Institute biennial conference and am excited about its possibilities for organizing notes and material for the 2013 AALS conference and other future conferences.
Evernote is a web-based app that can be used directly through an Internet browser or through a program downloaded to your PC or Mac. It offers free accounts as well as fee-based accounts providing more storage capacity, PDF searching, and other features. Either way, the simplest and most valuable thing it allows you to do is just to start taking notes. You can open a new note, give it a title, and then begin typing. And then your notes are available to you on any device that can access the internet. You can set up a notebook system, which is just another way of saying folders. Or you could just put all notes into one big notebook because you can always search the full text of all notes.

This search function should be particularly valuable for saving conference notes. If you wanted to search for presentations on analogies, just search for “analogies” and all notes with that term will be instantly retrieved. For more powerful and systemic conference note-taking, you can use a system of hashtags. They are not necessary for searching, but they would allow a more systemic classification of topics you want to organize your notes around. Just a few hashtags that have occurred to me are 

#classroom, 
#legalreasoning, and 
#technology. As you attend conference presentations on topics fitting into your hashtag system, put the hashtag somewhere in the title or body of the message, and later searches for that hashtag will exclude notes that contain the term but not the hashtag.

Evernote allows collection of many other forms of content, particularly photos, files including voice files, and web clippings. Notes are private and password-protected but can be shared with selected others or anyone via an optional URL you can choose to generate. Evernote works with another app called Skitch, which allows annotation of screen shots. You can download an extension to your web browser that allows web clipping into Evernote with a single click on the browser. Evernote also recently partnered with Moleskine notebooks to offer a companion notebook that you can write in, photograph, upload to Evernote, and then full-text search as if you had typed in the notes in the first place.

Evernote’s revenue system appears to be paid through (unobtrusive) advertisements on the free version of the app; premium users can turn off advertisements. Evernote is not the only web-based note system available; alternatives include SimpleNote, Zotero, and others.

Another brand-new app with some of the same note-taking features—but designed for lawyers—is CitePin, available at https://citepin.com. This app advertises the somewhat daunting tag line “Every lawyer should be able to instantly access everything he or she has ever written or researched since the first day of law school.” A detailed review of CitePin is beyond the scope of this brief article, but Robert Ambrogi reviewed it on November 9, 2012, on his LawSites Blog, www.lawsitesblog.com.

For me, the note-taking features of Evernote have been valuable so far. It’s easy to write notes, it’s easy to search notes, and the flexible options for creating and sharing material suggest some broader possibilities for collaboration with peers at other law schools and even students. I am very enthusiastic about the idea of a searchable database of conference notes and look forward to taking and later accessing more notes at AALS 2013.

“...every lawyer should be able to instantly access everything he or she has ever written or researched since the first day of law school...”

Charles Calleros, Mary Lawrence, and a friend catch lunch after the Western Regional Legal Writing Conference.
**Committee Updates**

**Awards Committee**
The AALS Section Award Committee solicited nominations using both the Legal Writing Institute and ALWD listservs. Five extremely worthy individuals were nominated. The Committee reviewed the nominations and supporting materials; applied the criteria for the Award and ultimately made its selection, which was then sent to the AALS Executive Committee as a recommendation. The Executive Committee accepted our recommendation and forwarded the decision and description of our process and the names of the winners to AALS. We are pleased to announce that the Section Award will be presented to Jill Ramsfield (Hawaii) and Terrill Pollman (UNLV) at the Section Luncheon on Sat. Jan. 5, 2013.

Chairs: Ralph Brill (Chicago-Kent), Anne Enquist (Seattle)
Members: Elizabeth Fajans (Brooklyn), Sarah Ricks (Rutgers-Camden), Lou Sirico (Villanova)

**Diversity Committee**
The Diversity Committee will host its annual Coffee Chat at the AALS Annual Meeting. At this chat, we will brainstorm to gather ideas about activities that could be supported by the Diversity Committee such as organizing an informal meeting or activity at the AALS New Teachers’ Conference; working with the People of Color Legal Scholarship Conferences to organize informal activities and possibly panels at the regional and national conferences; and working with the SALT Pipeline Programs to mentor lawyers who want to teach legal writing. In addition, we will discuss the feasibility of working with other groups toward organizing a legal writing conference or program that will focus on issues of diversity.

Chair: Jane Cross (Nova Southeastern); Vice Chair: Cassandra Hill (Thurgood Marshall)
Members: Dionne Athon (Wide), David Austin (California Western), Stacey Lemming Blasko (Capital), Kim Chanbonpin (John-Marshall-Chicago), Maria Perez Crist (Dayton), Cara Cunningham (Detroit Mercy), Lisa Mazzie (Marquette), Teri McMurtry-Chubb (Mercer), Kathleen Dillon Narko (Northwestern), Amanda Smith (Wide), J. Melissa Woods (Charlotte)

**Media Committee**
The Media Committee has been meeting by teleconference and via email. We also met in person at the LWI conference in Palm Desert. The committee has been exploring the AALS Communication Platform for the Legal Writing, Reasoning and Research Section. We have updated the Section website to include: List of Section Award Recipients; Section bylaws; 2012 Spring Newsletter; List of Past Presenters at AALS 2008-20012; and List of Chairs of Section on Legal Writing, Research and Reasoning.

A list of Upcoming Conferences and Calls for Papers has been compiled and posted. Additionally, the committee is working on compiling a list of recent LRW articles. As a result, if you have information that you would like to be added to either of these lists, please send an email to any member of our Committee.

Chairs: Dana Hill (Northwestern), Karin Mika (Cleveland)
Members: Timothy Blevins (Florida A & M), Deborah Borman (Northwestern), Lisa Healy (Suffolk), Susie Salmon (Arizona), Neil Sobol (Texas Wesleyan), Julie St. John (Detroit Mercy), Ed Telfeyan (McGeorge)

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Scene from the 2012 Annual Meeting in D.C.

Scene from the 2012 Annual Meeting in Washington D.C.
The Nominations committee solicited nominations for the positions of Secretary, Chair-elect, and the executive committee. The committee received a strong slate of nominees and presented a slate of recommended candidates for each position to the Executive Committee. The Executive Committee approved the nominations and the following nominees will be presented to Section membership for a vote at the Section Business meeting held during the Section Luncheon at the Annual Meeting:

Chair: Judy Rosenbaum (Northwestern)
Chair-elect: Kim Holst (ASU)
Secretary: Jennifer Murphy Romig (Emory)

Executive Committee: Bob Brain (Loyola L.A.)
*Nominated members were recused from voting and discussion for the nominated position.

Members: Kim Holst (ASU), Judy Rosenbaum (Northwestern), Kathleen Elliott Vinson (Suffolk), Suzanne Rowe (Oregon)

The Outreach Committee (formerly the Welcoming Committee) has been busy preparing a survey of the Section's membership. Over the summer, the Section Chair asked the Committee to undertake this task in order to solicit ideas about expanding the Section's activities. This fall, the Committee drafted the survey questions, which were approved by the Executive Committee. The survey was then tested online by the Committee's membership. It was distributed to the Section's membership in November. Thank you to those who responded and contributed to the Section's work!

Chairs: Jane Scott (St. Johns), Grace Tonner (Irvine)
Members: Julie Baker (Suffolk), Dustin Benham (Texas Tech), Michelle Butts (Southern), Janet Dickson (Seattle), Gretchen Franz (McGeorge), Myra Orlen (Western New England), John Brendan Thornton (Northwestern)

This committee is charged with increasing awareness of LGBT issues in the legal writing community and supporting out and questioning members of that community. The committee has held several strategy sessions, and has agreed to pursue the following action items:
1). Create a clearinghouse of all moot court competitions, writing competitions, and fellowship programs focusing on LGBT issues. Publicize the list widely. Work with moot court competitions to encourage their use of LGBT issues. 2). Encourage professors to submit LGBT-themed problems to the LWI problem bank. Work with the problem bank supervisors at Suffolk to identify and promote LGBT problems. 3). Establish a presence on the AALS Section website to communicate innovations and initiatives. 4). Promote existing professional opportunities (like Lavender Law) and encourage the development of new ones. 5). Place a call on the listserv for LGBT-supportive mentors with the goal of creating a nationwide pool of mentors for out (and not) LGBT professors who need support.

Chairs: Bill Dorothy (Washington St. Louis), Greg Johnson (Vermont)
Members: Sara Rachel Benson (Illinois), Paige Canfield (St. Louis), Leigh Mello (Suffolk), Ann Santos (Suffolk), Judy Stinson (ASU)

Thanks to the approximately 83 section members who responded to our survey. Many of you took the time to write thoughtful and detailed responses to our questions. We received a number of suggestions about future section programs with legal research, status issues, and the changing legal job market/legal practice among the most common responses. Most respondents favored field trips only when the conference locale warranted it. Most respondents were satisfied with the newsletter. There was little support for the addition of new committees, but suggestions for the current committees were offered. Many of the respondents were not aware of the existence of and/or how to access the Section's website. Finally, over 80% of the respondents rated the Section moderately to very effective.
Poster Committee

The AALS received several submissions for posters for the Section on Legal Writing, Reasoning, and Research. After reviewing all the submissions, the following poster proposals were selected by the committee and approved by AALS for presentation at the Annual Meeting: Heidi Thompson, (LSU Paul M. Hebert Law Center)—“Over the Rainbow: Using Color and Pop culture to Gently Introduce 1Ls to the Structure for Legal Analysis” and Ann Nowak (Touro)—“Help Your Students Anticipate How Their Writing Could Be Misconstrued.” Be sure to check out these posters at the Annual Meeting.

Chairs: Sabrina DeFabritiis (Suffolk), Jane Moul (Washington St. Louis)

Members: Elizabeth Beske (American), Lurene Contenato (John Marshall-Chicago), Brad Michael Desnoyer (Missouri), Cathren Koehlert-Page (Barry), Gerald Rock (Albany), Emily Zimmerman (Drexel)

Program Committee

The Program Committee has been busy since the close of the AALS Conference in Washington D.C. In February, the Committee sent out the Call for Proposals. The Committee was pleased to receive close to twenty submissions. It was a difficult decision, and the Committee, ultimately selected two proposals.

Noah Messing’s program, The Past, Present, and Future of Appellate Briefs, consists of a panel of speakers that will explore the origins of, trends in, and future of appellate briefs.

The Committee is also excited about Mary Garvey Algero’s proposal, The Bench, the Bar, and the Academy Unite to Discuss Legal Education. This Program invites a panel of lawyers and judges to the table with legal educators to speak about what it means to provide a legal education in today’s world.

The Program Committee hopes that these programs will not only interest our core audience of Legal Reasoning, Research, and Writing faculty; but also attract a wide audience from a range of disciplines across the academy.

Finally, another exciting development is that the Section created a Future Programming Sub-committee created to explore the idea of a New Voices in Legal Writing program for future AALS meetings. Kathy Stanchi, (Temple University Beasley School of Law), Judy Rosenbaum (Northwestern), Anna Hemingway (Wisconsin), Thomas Burch (Georgia Law), and Mary Bowman (Seattle) are members of the new sub-committee.

Chairs: Kirsten Davis (Stetson), Samantha Moppett (Suffolk)

Members: Mary Algero (Loyola New Orleans), Anna Hemingway (Wisconsin), Ellie Margolis (Temple), Joseph Mastrosimone (Washburn), Kathryn Mercer (Case Western), Kristen Tiscione (Georgetown)

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.
Member News

Awards

Barbara P. Blumenfeld (University of New Mexico) received the W. Garrett Flickinger Award for Faculty Excellence for 2012-13.

Pam Keller (Kansas) was selected as KU's Schroeder Teaching Fellow for the next three years. The fellowship is awarded to a faculty member for excellence in teaching. She is the first clinical professor to receive the award.

Faisal Kutty (Valparaiso) received the 2012 Annual iCair Civil Rights Award from the Council on American Islamic Relations (Largest Muslim Civil Rights Group in the US).

Laurel Currie Oates (Seattle University) received Thomas J. Holydych Award for Meritorious Service, on October 24, 2012.

J. Christopher Rideout (Seattle University) was presented with the Outstanding Faculty Member of the Year Award by the May 2012 Graduating Class.

Suzanne Rowe (Oregon) received the 2012 Oregon State Bar President's Public Leadership Award for her work on the monthly column “The Legal Writer” in the Oregon State Bar Bulletin. She originated the column six years ago and has published over 40 articles there. Other contributors to the column over the years have included Tenielle Fordyce-Ruff, Liz Frost, Rebekah Hanley, Sam Jacobson, Megan McAlpin, Joan Rocklin.

David Thomson (Denver) received the University of Denver's Distinguished Teaching Award at the annual Convocation ceremony in October. This award is given to one faculty member across the University each year. David is only the third law school faculty member to receive the award in over 40 years.

Publications

Joel Atlas, Lara Freed, Andrea Mooney, and Michelle Whelan (Cornell); John Mollenkamp; and Ursula Weigold (Wisconsin) A Guide to Teaching Lawyering Skills (Carolina Academic Press 2012)

Julie Baker (Suffolk) authored two chapters in the Massachusetts Criminal Practice Manual, edited by Eric Blumenson et al., available at www.law.suffolk.edu/MCP/

Lori Bannai (Seattle) “Gordon Hirabayashi: What the College Student, Client, and Professor Taught Us about Seeking Justice,” Washington State Bar Association’s Bar News (March 2012)

Barbara P. Blumenfeld (University of New Mexico) Rhetoric, Referential Communication, and the Novice Writer, 9 Legal Comm. & Rhetoric: JALWD 207 (Fall 2012)

Sonya G. Bonneau (Georgetown) Honor and Destruction: The Conflicted Object in Moral Rights Law, 87 St. John’s L. Rev. __ (forthcoming, Spring 2013)


Mary Bowman (Seattle) Engaging First-Year Law Students through Pro Bono Collaborations in Legal Writing, __ J. of Legal Ed. __ (forthcoming)

Beth Caldwell (Thomas Jefferson) Banished for Life: Mandatory Deportation as Cruel and Unusual Punishment __ Cardozo L. Rev. ___ (forthcoming)


Diana R. Donahoe (Georgetown) Teachinglaw.com: Legal Research & Writing (Bloomberg/BNA 2012)

Judith D. Fischer (Louisville) A Rogues’ Gallery of Usage Problems, 76 Bench & B. 32 (July 2012); Gender-Neutral Language in U.S. Courts in Brandeis Meets Gutenberg: German-Conversations on Law 143 (Dieter Dorr et al. eds., Lang Pubs. 2012)

Vicki W. Girard (Georgetown) Reducing Unlawful Prescription Drug Promotion: Is the Public Health Being Served by an Enforcement Approach that Focuses on Punishment? FDLI
Member News (cont.)

Food and Drug Policy Forum (2012)  
**Michael Golden** (Georgetown) *The Dormant Second Amendment: Exploring the Rise, Fall, and Potential Resurrection of Independent State Militias*, 21 Wm. & Mary Bill Rts. J. ___ (forthcoming fall 2012)

**Emily Grant** (Washburn) *The Ideological Divide: Conflict and the Supreme Court’s Certiorari Decision*, ___ Cleveland State L. Rev. ___ (forthcoming 2012)

**Stephanie Roberts Hartung** (Suffolk) *Legal Education in the Age of Innocence: Integrating Wrongful Conviction Advocacy into the Legal Writing Curriculum*, Boston U. Pub. Int. L. J. (forthcoming fall 2012)

**Elizabeth Inglehart** (Northwestern) began a blog for law students and young lawyers called “Think Like a Lawyer” at http://thinklikealawyer.wordpress.com


**Rosa Kim** (Suffolk) *The ‘Americanization’ of Legal Education in South Korea: Challenges and Opportunities*, ___ Brooklyn J. of Int’l L. ___ (forthcoming fall 2012)


**Richard K. Neumann, Jr.** (Hofstra) and **Kristen Konrad Tiscione** (Georgetown) *Legal Reasoning and Legal Writing: Structure, Strategy, and Style* (7th ed. forthcoming Spring 2013)

**Chad Noreuil** (Arizona State) *The Zen of Law School Success* (Carolina Academic Press 2012)

**Eunice Park** (Western State) *Introducing Students to Free On-line Legal Research Resources: An Interactive Class forthcoming in the Spring 2013 issue of The Law Teacher*

**J. Christopher Rideout** (Seattle) “*Tom Holdych: A Tribute,*” in *In Memory of Professor Thomas J. Holdych*, 35 Seattle U. L. Rev. XV (2012)


**Rima Sirotash** (Georgetown) Reassessing the Citizens Protection Act: A Good Thing It Passed, and a Good Thing It Failed, 43 Sw. U. L. Rev. ___ (forthcoming 2013)


**Denis Stearns** (Seattle) *Discovering Brevity (in Discovery)* KCBA Bar Bulletin, Vol. 30, No. 6, p. 1 (February, 2012)


Member News (cont.)

Kathleen Elliott Vinson (Suffolk) Social Networking in the Medical Community—chapter on SOCIAL MEDIA AND MEDICINE (New Forums Press, May 2012)


Faculty at Washburn and the University of Kansas established and contribute to “Substance and Style,” a legal writing column, in The Journal of the Kansas Bar Association

Presentations

Ai'da Alaka, Tonya Kowalski, and Joseph Mastrosimone (Washburn) traveled to the Republic of Georgia to present workshops on objective and persuasive legal analysis

Julie Baker (Suffolk) presented at the LWI Biennial Conference in Palm Desert, California, in May of 2012; “The Integration of Traditional and Non-Traditional Teaching Methodology Into a Practice-Ready Curriculum” at the LWI One-Day Workshop at New York Law School

Lori Bannai (Seattle) testified on February 29 before the Senate Judiciary Committee in Washington, D.C. on the Due Process Guarantee Act, legislation introduced in response to the provisions of the National Defense Authorization Act that could be used to authorize the indefinite military detention of individuals suspected of terrorist activities. Her testimony focused on the lessons of the Japanese American incarceration and was quoted on NPR’s All Things Considered; Presented at The Korematsu Center, Law Review, and the Race and Law Task Force Symposium on Racial Bias and the Criminal Justice System at the Washington State Supreme Court, Olympia, WA the last week in February


Mary Bowman and Anne Enquist (Seattle) “Gotta Love ‘Em: Our Multitasking, Facebook-Loving, Just-In-Time, Need-it-Now, Feeling Entitled Millennial Law Students,” Student Services Section luncheon speakers at the AALS National Meeting in Washington, DC.

Charles Calleros (Arizona State) “Email Memos in Context and in a First Semester Final Exam,” Second Annual Western Regional Legal Writing Conference

Sue Chesler and Tamara Herrera (Arizona State) and Anna Hemingway (Widener) “Exploring Scholarship Ideas Beyond the Traditional Law Review” LWI, Palm Desert, California

Sue Chesler (Arizona State) “Commercial Law Forms: One Size Does Not Fit All,” CLE Program at the 2012 Annual Meeting of the ABA Section of Business Law, Chicago, Illinois; “It’s About Time: Assessing Transactional Skills in Thirty Minutes or Less” with Karen Sneddon (Mercer), at Emory Law’s Third Biennial Conference on Transactional Education

Janet Dickson and Deirdre Bowen (Seattle) “Borrowing Skills from Other Fields to Create Big Picture Practitioners,” LWI, Palm Desert, California

Anne Enquist and Paula Lustbader (Seattle) “Beyond the Beginner’s Toolkit: Power Teaching Tools Developed During 25 Years of Collaboration Between Legal Writing and Academic Support,” LWI, Palm Desert, California

Judith D. Fischer (Louisville) talk on legal writing at the Warns Labor Law Institute in Louisville, Kentucky in June of 2012

Karen Henning (Detroit Mercy) The Failed Legacy of Prosecutorial Immunity under Imbler: Providing a Compromise Approach to Claims of Prosecutorial Immunity, 48 Gonzaga L. Rev. ___ (forthcoming); Criminal Pretrial Advocacy (co-authors Peter Henning and Leonid Feller)

Tamara Herrera (Arizona State) “Teaching the Basics of Tribal Law in First-Year Legal Research and Writing: Improving Knowledge and Skills, Promoting Inclusiveness and Diversity,” a Stetson University College of Law webinar in September 2012

Kimberly Holst (Arizona State) “Becoming the Master of the Form,” at Emory Law’s Third Biennial Conference on Transactional Education; “Exposing the Gears that Put Transfer in Motion,” poster presentation, LWI, Palm Desert, California
Member News (cont.)

Rosa Kim (Suffolk) “The ‘Americanization’ of Legal Education in South Korea: Challenges and Opportunities” at the Southeastern Law Scholars’ Conference hosted by Charleston School of Law, on September 22, 2012; “Hot Topics: Teaching Students Legal Research & Transactional Skills So They Get It and Can Do It!” at the LWI One-Day Workshop at New York Law School; “How Cognitive Theory Can Inform Law Teaching,” with Shailini George (Suffolk) at the Northeast People of Color Legal Scholarship Conference at Suffolk University Law School, October 2012

Connie Krontz (Seattle) “Conducting Effective Conferences,” LWI, Palm Desert, California

Faisal Kutty (Valparaiso) one of the legal experts interviewed in a new Canadian documentary, Change Your Name Ousama! Film debuted in August at the Montreal Film Festival and it was broadcast nationally in Canada on September 9th, 2012

Sarah J. Morath and Ann Schiavone (Akron) presented a poster at LWI, Palm Desert, California. Research on their topic, gender differences in persuasive legal writing, is funded in part by an LWI ALWD Summer Scholarship Grant.

Sarah J. Morath (Akron) To Give and Receive: Using Student Feedback to Enhance Scholarship at The Second Annual Western Regional Legal Writing Conference at the University of Oregon School of Law

Michael Murray (Valparaiso) “The Promises (and Pitfalls) of Parentheticals.” LWI, Palm Desert, California; “Empirical Research in Law: Parenthetical Usage in the United States Supreme Court,” Valparaiso University Undergraduate and Graduate Summer Research Program, June 2012

Eunice Park and Lori A. Roberts (Western State) “The Information Age: Introducing Students to Free Online Legal Research Resources and Assessing Legal Research Skills,” LWI, Palm Desert, California

J. Christopher Rideout (Seattle) “Ethos, Character, and Discoursal Self in Persuasive Legal Writing,” LWI, Palm Desert, California

Susie Salmon and Suzanne Rabe (Arizona) “This Ain’t Grammar School: Should the Legal Writing Curriculum Include Instruction on Grammar and Other Writing Fundamentals?” LWI, Palm Desert, California


Carrie Sperling (Arizona State), Stephanie Hartung (Suffolk), Nantiya Ruan (Denver) “Igniting a Passion for the Practice of Law: Integrating Social Justice into the Legal Writing Curriculum,” LWI, Palm Desert, California in May 2012

Carrrie Sperling (Arizona State) “What Role Should Confessions Play in the Diagnosis of Abusive Head Trauma?” (with Keith Findley and Dawn McQuiston) Twelfth International Conference on Shaken Baby Syndrome/Abusive Head Trauma Boston, Massachusetts, September 2012

Judy Stinson (Arizona State) “Olympic Gold: The Teaching, Scholarship, and Service Triathlon.” plenary speaker at the Second Annual Western Regional Writing Conference, University of Oregon School of Law

Christopher Trudeau (Cooley) “Swimming with the Sharks: Strategies for Convincing Lawyers (and Other Guilty Parties) to Adopt Plain Language” at Plain Talk 2012, in Arlington, VA

Kathleen Elliott Vinson (Suffolk) “Contemporary Issues on Gender and the Law,” Southeastern Association of Law Schools Conference, Florida (July 2012); The Use of Checklists as ‘Cognitive Nets’ and ‘Pause Points’ for the Complexity of Legal Analysis,” (co-presenter), LWI, Palm Desert, California

Promotions, Moves, and Other News

Cindy Archer (Loyola Los Angeles) was appointed as director of lawyering skills.

Julie Baker (Suffolk) was awarded her second five-year renewable contract through June of 2017.

Deborah L. Borman returned to Northwestern this fall as a Clinical Assistant Professor of Law in the Communication and Legal Reasoning Department.

Mary N. Bowman (Seattle) was promoted to Associate Director of the Legal Writing Program.

Beth Caldwell (Thomas Jefferson) was selected as a 2012-2013 Soros Justice Media Fellow to produce a series of stories about the consequences of deportation.
Member News (cont.)

Mary Ann Chirba (Boston College) was promoted from Associate Professor of Legal Reasoning, Research & Writing to Professor of Legal Reasoning, Research & Writing.

Cara Cunningham (Detroit Mercy) is the chair of the organizing committee for joint programs between University of Detroit Mercy School of Law, University of Windsor Faculty of Law, and Instituto Tecnológico y de Estudios Superiores de Monterrey.

Amy Day and Jeff Slattery (Thomas Jefferson) accepted long-term contract positions as Assistant Professors of Lawyering.

Anne M. Enquist (Seattle) was promoted to Director of the Legal Writing Program.

Jane Kent Gionfriddo (Boston College) was promoted from Associate Professor of Legal Reasoning, Research & Writing to Professor of Legal Reasoning, Research & Writing.

Karen Henning (Detroit Mercy) moved from long-term contract to tenure track.

The faculty at voted to grant continuing status and promotion to Clinical Professors of Law to Kimberly Holst and Carrie Sperling (Arizona State).

Erin Karsman (Duquesne) has been named the Director of Appellate Advocacy Programs.

Tonya Kowalski (Washburn) received tenure and promotion to Professor of Law.

Diane Kraft and Kristin Hazelwood joined the full-time faculty at the University of Kentucky College of Law.

Faisal Kutty (Valparaiso) received a change of status from Visiting Assistant Professor to Assistant Professor on Tenure Track effective August 2012.

Pamela Lysaght (Detroit Mercy) was reappointed to the ABA Accreditation Committee.

Eunice Park (Western State) was appointed as the new Assistant Director of Legal Writing and Research.

Lori A. Roberts (Western State), the Director of Legal Writing & Research, was awarded tenure and promoted to full Professor of Law.

Monica Todd (Western State) joined the legal writing department in August, 2012 as a full-time Assistant Professor of Lawyering Skills.

Programmatic News

Duquesne University School of Law has increased its credit hours for legal writing to a total of 4 (2 in the fall and 2 in the spring of the first year).

The University of Miami School of Law’s Legal Communication & Research Skills program has moved to a directorless model with a rotating chairperson. This shift continues the growth of Miami’s program, which transitioned from an adjunct program to a full-time faculty model in 2010. Pete Nemerovsky will chair the LComm faculty through the 2013-14 academic year.

Savannah Law School welcomed its inaugural class in August 2012. The program requires students to take predictive writing (first semester legal writing, research, and analysis I), persuasive writing (second semester legal writing, research, and analysis II), and two upper level writing courses among the following choices: advanced appellate advocacy, transactional drafting, pretrial advocacy. The Legal Skills & Professionalism program also governs the moot court and mock trial advocacy programs.

University of Kentucky College of Law has moved to a full-time faculty model for our first-year legal research and writing classes.
ALWD Scholars’ Forum and Workshop
The University of Oregon School of Law hosted an ALWD Scholars’ Forum and Workshop on Friday, August 10, 2012, in Eugene, Oregon. Twelve legal writing professors from across the country participated by presenting either peer-reviewed drafts or scholarly topics: Cindy Archer (Loyola LA), Debbie Borman (Northwestern), Brooke Bowman (Stetson), Cassandra Hill (TSU Thurgood Marshall), Kim Holst (ASU), Megan McAlpin (Oregon), Anne Mullins (Oregon), Valerie Munson (SIU), Robert Somers (Whittier), Rebecca Scharf (UNLV), Carrie Sperling (ASU), and Hadley Van Vactor (USC). The facilitators were Anne Enquist (Seattle), Steve Johansen (Lewis & Clark), Joan Rocklin (Oregon) and Suzanne Rowe (Oregon).

A lunch included in the event honored special guests Mary Lawrence (Oregon), Charles Calleros (ASU), Terri LeClerq (Texas) and Laurel Oates (Seattle).

The ALWD-sponsored event preceded the Western Regional Legal Writing Conference.

Western Regional Legal Writing Conference
On August 10 and 11, 2012, Megan McAlpin and Liz Frost hosted the Second Annual Western Regional Legal Writing Conference at the University of Oregon School of Law in Eugene, Oregon. The conference brought in over 80 participants from across the country and abroad. Members of the legal writing discipline spent two days in Eugene sharing their ideas and energy around the conference theme, The Legal Research and Writing Triathlon: Teaching, Scholarship, and Service. Associate Dean Judy Stinson of the Sandra Day O'Connor College of Law at Arizona State University spoke at the plenary session.

Emory Transactional Skills and Practice Conference
Emory’s Center for Transactional Law and Practice hosted the third biennial conference on the teaching of transactional law and skills. The conference, entitled “Preparing the Transactional Lawyer: From Doctrine to Practice,” was held at Emory Law, on Friday, Nov. 2 and Saturday, Nov. 3.

LWI One-Day Workshops
One-Day Workshops were held at 16 different law schools across the country in November and December. This year LWI selected four themes for the workshops: 1.) The Evolving Legal Writing Classroom, 2.) Preparing Practice-Ready Students, 3.) Student Populations: Diversity Matters, and 4.) The Scholarly Way. More information about the schools, presenters, and topics from these conferences can be found on the LWI website at http://wiki.lwionline.org/index.php/2012_LWI_Workshops.

Upcoming Conferences
Capital Area Legal Writing Conference
American University College of Law will host the Third Annual Capital Area Legal Writing Conference on Friday and Saturday, March 1-2, 2013. Out-of-town participants are welcomed! If you have any questions, please contact Lise Beske at Beske@wcl.american.edu.

Symposium on the Impact of Cognitive Biases on Persuasion
On March 1, 2013, the Legal Writing Department at Brooklyn Law School is co-sponsoring a symposium on the impact of cognitive biases on persuasion -- in particular, what cognitive psychology tells you about how to become a better strategist and writer. The following scholars will be participating: Linda Berger (University of Nevada, Las Vegas Law School), Michael Higdon (University of Tennessee College of Law –Knoxville), Daniel Medwed (Northeastern University School of Law), Bret Rappaport (Partner, Hardt Stern & Kayne), Michael Smith (University of Wyoming College of Law), Kathryn Stanchi (Temple University School of Law).
Third Colonial Frontier LRW Conference
Duquesne University School of Law will host the Third Colonial Frontier Legal Writing Conference on Saturday, March 16, 2013.
This conference is intended to provide legal writing professors and other interested law school faculty members with the opportunity to improve the ways in which they use computer technology for teaching legal research and writing. Cost of registering for the one-day conference is projected to be approximately $100 (which does not include hotel costs). Attendees will receive free on-site parking, two meals, an open-bar closing reception, and other refreshments. We anticipate scheduling approximately three-and-a-half hours of presentations. We plan to begin at 8:00 a.m. with a welcoming continental breakfast and reception at the Murray Pavilion of the Duquesne University School of Law. We will provide attendees with lunch, and we anticipate ending at approximately 3:00 p.m. with a closing reception in the “Bridget and Alfred Peláez Legal Writing Center,” the home of Duquesne’s Legal Research & Writing program. CLE credits for attendees are anticipated, but not confirmed at this time.

Southeast Regional Legal Writing Conference
Savannah Law School will host the Southeast Regional Legal Writing Conference on April 26 – 27, 2013 at our campus in Savannah, Georgia. Friday’s events will begin with a scholar’s forum and workshop in the morning. Participating scholars will receive mentoring and guidance from accomplished legal scholars. The forum and workshop will be geared toward facilitating the writing and publication process for newer scholars. A Symposium will follow the forum and workshop on Friday afternoon.
Our keynote speaker is Linda Edwards, E.L. Cord Foundation Professor of Law (UNLV), who will address the topic of legal writing as doctrine. Additional panelists include Michael R. Smith, Director, Legal Writing Program and Center for the Study of Written Advocacy (University of Wyoming, College of Law), Lucille Jewel, Director, Legal Skills & Professionalism (Atlanta’s John Marshall Law School), J. Christopher Rideout, Professor of Lawyering Skills and Associate Director of the Legal Writing Program (Seattle University School of Law), and Teri McMurtry-Chubb, Associate Professor of Law (Mercer University, Walter F. George School of Law). On Saturday, various professors and scholars from around the world will present on a wide-range of topics including teaching techniques, rhetoric, storytelling and the law, and scholarship. The schedule of presentations will be made available by December 2012, and registration for the conference will open in January. Please keep an eye on the listserv for updates or visit www.savannahlawschool.org for more information.

Applied Legal Storytelling Conference
The fourth biennial Applied Legal Storytelling Conference will take place July 22-24, 2013 at Gray’s Inn, and Inn of Court at City Law School, which is part of City University, London, UK. This Inn of Court is located in Central London, in the Holborn district: http://www.city.ac.uk/law.
This popular conference series fosters innovative collaboration and invigorating dialogue about the use of story across the spectrum of lawyering skills. This conference will bring together academics, judges, and practitioners to explore the role of narrative in legal practice and to discuss curricular strategies that will prepare students to use story and narrative as they enter the practice of law. This is a very collegial and supportive conference, and we welcome proposals from people who are new to applied storytelling as well as from those who have already been part of the conversation. For information about registration and lodging, please visit the LWI website, www.lwionline.org. Inquiries may be made to Ruth Anne Robbins, ruthanne@camden.rutgers.edu or to Steve Johansen, tvj@lclark.edu.

Thanks to all the members who provided information and photos used in the Section Newsletter!
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**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 newly elected secretary will be seeking submissions after the 2013 AALS Annual Meeting!