

**FRIDAY, MARCH 22**

<b>11:30 AM–12:45 PM</b>	<b>Registration</b>
MAIN LOBBY (FIRST FLOOR)	

<b>12:45–1:55 PM</b>	<b>Consecutive opening presentations</b>
COURTROOM 101 (FIRST FLOOR)	
• Opening Remarks <i>Dean Phil Weiser</i>	
• Emerging Theories in Normative Transgression and the Etymology of Gasconadish Phenotypes, Situationally Induced Puerility, and Counter-Consonance within Scholarly Discourse Communities <i>Mary Beth Beazley, Pamela Lysaght, J. Lyn Entrikin, Richard K. Neumann</i>	
• Brief survey of Conference attendees on the Preliminary Statement in a Brief <i>Ken Chestek (Ken will report back the results on Saturday at 4:30 PM in Room 204)</i>	

<b>2:00–2:25 PM</b>			
<b>Concurrent 25-minute Presentations</b>			
ROOM 205	ROOM 206	ROOM 207	
The Predictive Legal Memorandum: Striking the Proper Balance Between Usefulness and Caution <i>Mark K. Osbeck (Michigan)</i>	Secrets from the Crayon Box: Using Colors and Blocks to Connect Students to IRAC <i>Barbara E. Wilson (UMKC)</i>	Adapting IRAC to Meet the Challenges of Practice <i>Tracy Turner (Southwestern)</i>	

<b>2:30–2:55 PM</b>			
<b>Concurrent 25-minute presentations</b>			
ROOM 204	ROOM 205	ROOM 206	ROOM 207
Memo Writing in Technicolor <i>Karin Mika (Cleveland Marshall)</i>	Bringing out Effective Storytellers in our Students by Teaching with Pathos <i>Maggie Tsavaris &amp; Deborah McGregor (Indiana)</i>	De-mystifying Legal Research: Using strategic tools designed to create order from seeming chaos, maximizing skill retention and increasing confidence <i>Leslie Culver (Cal. Western)</i>	Beyond Memos and Briefs: Journaling and Reflection in the 1L Legal Writing Class <i>Katrina June Lee (Ohio State)</i>

<b>3:00–3:50 PM</b>			
<b>Concurrent 50-minute presentations</b>			
ROOM 204	ROOM 205	ROOM 206	ROOM 207
Scholarship→Teaching→Scholarship: How Teaching and Scholarship Inform and Improve Each Other <i>Deborah Gordon, Lisa McElroy &amp; Emily Zimmerman (Drexel)</i>	Taking it to the Streets: Bringing Legal Writing Problems to Life <i>Deanne Lawrence, Nancy Costello &amp; Jennifer Rosa (Michigan State)</i>	Experiment Away! Cross-Curricular Professional Skills Training in the First Year <i>Judith Popper &amp; Wanda M. Temm (UMKC)</i>	You Can Do That! Giving Motivational Feedback That Works <i>Corie Rosen Felder (Colorado)</i>

<b>3:50–4:00 PM</b>	<b>Break</b>
---------------------	--------------

Concurrent 50-minute Presentations			
ROOM 204	ROOM 205	ROOM 206	ROOM 207
Legislative Drafting Manuals: "America's Test Kitchen" of Drafting Advice <i>Amy Langenfeld (ASU)</i>	Vanilla, Chocolate, and Cherry Garcia—Legal Research in 26 Flavors: Using LawMeets® Online Technology to Learn and Practice Legal Research and Communication Skills Within the First Year Curriculum <i>Terry Jean Seligmann &amp; Karl Okamoto (Drexel)</i>	A Cold Wind Blows: Speech in the Legal Writing Community <i>Suzanne Rabe (Arizona) &amp; Terrill Pollman (UNLV)</i>	Podcasts, Videos, and Buzzer Beaters: Beating Bluebook Boredom <i>Jacob M. Carpenter (Marquette) &amp; Allison Ortlieb (DePaul)</i>

4:50–5:00 PM	Break
--------------	-------

Concurrent 25-minute Presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	ROOM 202
Developing Cohesive Outcomes for Upper-Level Writing Courses <i>Judy Stinson &amp; Susan Chesler (ASU)</i>	Internalizing the Rubric: Teaching Students to Effectively Self-Assess <i>Christine Kelton (Whittier)</i>	First Year "Malpractice": Unauthorized Practice of Law in the First Year Hybrid Classroom <i>Nantiya Ruan (Denver)</i>	Learning How Civil Law Students Reason to Help Them Reason Differently <i>Hether C. Macfarlane (McGeorge)</i>	Teaching CREAC for Macro-Organization <i>Andrew Crouse (Hamline)</i>

5:45 PM	Welcoming Reception
STUDENT COMMONS (SECOND FLOOR)	Sponsored by Westlaw

## SATURDAY, MARCH 23

8:30–9:00 AM	Breakfast
STUDENT COMMONS (SECOND FLOOR)	Sponsored by Aspen

Concurrent 25-minute Presentations			
ROOM 204	ROOM 205	ROOM 206	ROOM 207
How to use a Flipped Classroom to Teach Legal Writing <i>Robert Anderson (Denver)</i>	Cutting the Apron Strings and Pushing the Baby Bird from the Nest: How Parenting Philosophies Support a Pedagogically Sound Sequence of Developmental Exercises and Structured Assignments <i>Nancy Soonpaa (Texas Tech)</i>	Conducting Informal Educational Inquiry in the Legal Writing Classroom <i>Jeremy Francis (Michigan State)</i>	Educate Students on Law Firm Research Rates & Cost Recovery <i>Carolyn Bach, Manager of Faculty Programs, LexisNexis® Law Schools</i>

9:30–10:25 AM	Plenary Speech
COURTROOM 101 (FIRST FLOOR)	Prof. Mimi Wesson
Writing the Hillmon Case: An Instance of the Legal Storyteller's Predicament	
<i>Marianne Wesson, known as Mimi to her friends, holds the position of Professor of Law and Schaden Chair in Experiential Learning at the University of Colorado, where she has also been designated a President's Teaching Scholar. In former times she has been a federal prosecutor, university administrator, and novelist. Three of her novels have been national bestsellers. Her newest book, a work of creative nonfiction called A DEATH AT CROOKED CREEK: THE CASE OF THE COWBOY, THE CIGARMAKER, AND THE LOVE LETTER, will be published in spring 2013. It reconsiders the origins and significance of the Supreme Court's famous 1892 decision in Mutual Life Insurance Company v. Hillmon. When not at work, Mimi lives in Larimer County, Colorado, with her husband, fifteen llamas, assorted dogs and cats, and visiting wildlife.</i>	

Concurrent 25-minute presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	ROOM 202
Student Generated Rubrics: A Tool for Metacognition and Building Student Confidence <i>David R. Cleveland (Valparasio)</i>	Facing the Fears of a Faculty Talk <i>Tamara Herrera &amp; Kimberly Holst (ASU)</i>	Creating Legal Writing Problems that Work (And What to Do if They Don't) <i>Lisa Mazzie (Marquette)</i>	Let Discipline Set You Free: Teaching Upper Level Writers How to Organize & Outline for Success <i>Karen D. Thornton (George Washington)</i>	Exploring the NEXT Frontier of Legal Research: WestlawNext in the Classroom <i>Jeff Brandimarte (Westlaw)</i>

Concurrent 25-minute presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	
'Hi Ho, Hi Ho'—teaching students to mine cases for relevant law and facts <i>Brenda Tofte (Qatar University)</i>	Anatomy of Two Upper-level Writing Seminars <i>Jo Ann Ragazzo &amp; Rebecca Rich (Duke)</i>	Reduce, Reuse, Recycle, Relax: Breathing New Life into Old Assignments <i>Kevin Shelley (Gonzaga), Joseph M Hnylko (Nova) &amp; M. Lisa Bradley (Gonzaga)</i>	Low Tech Teaching in a High Tech World: No Clicker? No Problem <i>Susan Smith Bakshian &amp; Aimee Dudovitz (Loyola-LA)</i>	

Concurrent 25-minute Presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	
Are You a Good Witch or a Bad Witch? <i>Suzanna K. Moran (Denver)</i>	From Watching Paint Dry to Painting a Masterpiece: Exercises and Ideas for Teaching (Boring) Subject Matter <i>Samantha Moppett &amp; Lisa Healy (Suffolk)</i>	Fun, engaging, and interactive ideas to help students teach themselves necessary LAWR skills <i>Laura Reilly (Buffalo)</i>	Essential Skills Law Students Can Learn from Extreme Cliff Camping <i>Andrea Susnir Funk &amp; Patricia Leary (Whittier)</i>	

12:00 PM–1:15 PM	Lunch
STUDENT COMMONS (SECOND FLOOR)	Sponsored by Lexis

Concurrent 25-minute presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	
Hitting the "Send" Button: Translating the Traditional Objective Memorandum into a Less Formal E-mail Memorandum <i>Jim Dimitri (Indiana)</i>	hey prof, like i didn't know the memo was due last week, lol!!! ② Professionalism and the "LOL" Generation: An Updated Approach to Incorporating Professionalism Skills Into First-Year Legal Research and Writing Courses <i>Aaron M. House (UMKC)</i>	Teaching a Blended (Partially Online) LRW Class <i>Sheila Miller (Dayton)</i>	Exploring the NEXT Frontier of Legal Research: WestlawNext in the Classroom <i>Jeff Brandimarte (Westlaw)</i>	

1:40–2:00 PM	Break
--------------	-------

Concurrent 25-minute presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	
A Step-by-Step Method for Constructing a Question Presented <i>Natalie Mack (Colorado)</i>	Teaching Teachers to Teach: Training Teaching Assistants and Writing Fellows <i>Susie Salmon (Arizona)</i>	Escaping Flatland <i>David Thomson (Denver)</i>	LexisNexis Law School Publishing: Books, eBooks & More <i>Karen Wellman, Law School Publishing Representative</i>	

Concurrent 25-minute Presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	ROOM 202
Stress and Cognition: The Neuroscience Behind Stress, Memory & Thinking <i>Debra Austin (Denver)</i>	Perspectives in Writing: From the Newsroom and Courtroom to the Classroom <i>Ann Nowak, Debra Lanin, &amp; Joan Foley (Touro)</i>	Don't Let the Blues Get You Down: Teaching Legal Citation Without Driving Your Students—or Yourself—Crazy <i>Alyssa Dragnich (Miami)</i>	Demystifying Grammar: Practical Pointers & Easy Fixes that Will Keep Your Students Engaged (Lesson Plans & Worksheets Included) <i>Lisa Freeman (La Verne)</i>	Training Law Students to Write for a Modern, Technological Audience <i>Douglas Godfrey (Chicago-Kent)</i>

3:00–3:30 PM	Break
--------------	-------

Concurrent 25-minute presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	
Lessons Learned in Vietnam & Qatar: Best Practices for Teaching Legal Analysis, Research, & Writing to Students from Different Cultural, Socioeconomic, Educational, and Linguistic Backgrounds <i>Henry Webb (Qatar)</i>	Lessons from the Protests: Using Current Events to Teach Legal Writing & Analysis <i>Deb Moritz (Wisconsin)</i>	From Confusion to Concision: Tips and Techniques to Aid Student Writing <i>Jodi Wood Jewell (La Verne)</i>	Haiku in the Legal Writing Classroom <i>Maureen B. Collins (John Marshall)</i>	

Concurrent 25-minute presentations				
ROOM 204	ROOM 205	ROOM 206	ROOM 207	
Happily ever after: Providing students with epilogues for cautionary tales <i>Abigail Patthoff (Chapman)</i>	Finding Your Advocacy Voice: Teaching Persuasive Fact Statements and Oral Advocacy <i>Heather E. Ridenour &amp; David H. Spratt (American)</i>	It starts with a sentence: a cognitive theory for legal writers <i>Andrew Carter (ASU)</i>	Fulbright Senior Specialist Grant Opportunities for Legal Writing Professionals <i>Katerina P. Lewinbuk (South Texas)</i>	

Concurrent 25-minute Presentations				
ROOM 204	ROOM 206	ROOM 207		
First Impressions: An Empirical Study into the Efficacy of Preliminary Statements <i>Ken Chestek (Wyoming)</i>	Critical Thinking and Legal English at Qatar University <i>John Haberstroh (Qatar)</i>	Integrating Legal Writing in the Substantive Curriculum: The Australian Experience <i>Chantal Morton (Melbourne)</i>		

5:10–5:30 PM	Conference Closing and Wrap-up
COURTROOM 101 (FIRST FLOOR)	

## SUNDAY, MARCH 24 (OPTIONAL EVENTS)

9:30–11:00 AM	9:30 AM–1:00 PM
ROOM 202	ROOM 204
Book discussion about Louise Erdrich's <i>The Round House</i> <i>Gabrielle Stafford (Colorado)</i>	ALWD Scholars' Workshop (Previous application required)