

Final Schedule: Lone Star Legal Research and Writing Conference

Location: Lanier Center, Texas Tech University School of Law

Dates: May 29-30, 2009

Friday, 2 to 4 p.m.	Registration	
Friday, 4:10 to 5 p.m.	Rob Sherwin TTU <i>Is Moot Court a Moot Point?: The Differences (and Similarities) between Law School Moot Court and the Practice of Law</i>	Moot court is among the oldest of institutions in American legal education. But how effective is it as a teaching tool? Is it a relevant precursor to appellate (or even litigation) practice? This discussion will focus on the differences—which may not be pronounced as some think—between moot court (both brief writing and oral argument) and the practice of law and how those differences may be minimized to enhance the educational experience.
Friday, 5 to 6 p.m.	Opening reception	
Friday, 6 to 7:30 p.m.	Dinner and welcome from Dean Walter Huffman	
Friday, 7:40 to 8:30 p.m.	Karin Mika Cleveland-Marshall College of Law <i>Games in the Legal Writing Classroom: A Fun Way to Learn</i>	This presentation will demonstrate the game "Legal Apples," an offshoot of the popular game "Apples to Apples." In the game, participants are asked to link legal terms and explain the relationship between the terms that they are linking. The game is not only fun, but forces students to try to draw analogies between seemingly unrelated concepts and also contemplate the thought processes of others who may see analogies quite different from their own. The game is not only fun and educational, but demonstrates to the students the flexibility of a "right" answer.

Saturday, 8:30 to 9 a.m.	Coffee, waking-up time, and registration	
Saturday, 9 to 9:50 a.m.	<p>Kim Coats, Angela Doss, Ann Killenbeck, Karen Koch, and Kathy Sampson Robert Leflar Law Center, University of Arkansas School of Law</p> <p><i>Using a “Test Issue” in Writing Assignments to Empower Students to Become Confident Independent Writers</i></p>	<p>How much guidance should a first year student have, before s/he takes on full independence as a researcher and legal analyst? The LRW faculty at the University of Arkansas School of Law have incorporated a “test issue” into two graded assignments, one at the end of each semester of our first year LRW program. After several semesters of experience with incorporating the test issue, we have confidence the test issue strikes a good balance between “sink or swim” on the one hand and “step by step handholding” on the other. This session will discuss the student benefits realized in utilizing this teaching approach and how to make the test issue concept work effectively.</p>
Saturday, 10 to 10:25 a.m.	<p>Kimberly Holst Hamline University</p> <p><i>Creating a Common Language: Using ESL Theory and Techniques in the Legal Classroom</i></p>	<p>This presentation will introduce basic ESL theories and techniques and relate them to the legal writing classroom. While most law students are native English speakers, they are not necessarily familiar to the language and culture of the law. By understanding the barriers that exist to learning a non-native language, we can be more effective teachers of the law. A brief exercise will also be used to demonstrate how ESL techniques can be used in the law classroom.</p>

<p>Saturday, 10:25 to 10:50 a.m.</p>	<p>John Mollenkamp, Cornell Law School Melody Daily - by video, University of Missouri Michelle Whelan - by video, Cornell Law School</p> <p><i>Wish You Were Here: The Use of Videoconferencing to Improve Teaching of Legal Writing</i></p>	<p>Often our students would benefit from hearing other voices tell them about legal writing. But, budget and travel constraints can make scheduling high-quality guest lecturers difficult. This program describes and demonstrates the use of videoconferencing technology to permit classroom interaction with speakers more than 1,000 miles away. Participants will learn what steps they should take to ensure a successful video and audio connection across great distances, including what to say to the tech people to make it happen and even how to do a simple, over-the-Internet videoconference for free without technical support.</p>
<p>Saturday, 10:50 to 11:10 a.m.</p>	<p>Break</p>	
<p>Saturday, 11:10 a.m. to 11:35 concurrent 25" sessions</p>	<p>Grace Mills Hamline University</p> <p><i>A Different Approach for Teaching Advanced Legal Research</i></p>	<p>Instead of weekly assignments, which are often separate nuggets of information, this ALR course presents an integrated view of a research process from beginning to end. Each week the course participants investigate specific research tools useful in addressing the course problem. The sources include case digests, secondary sources, legislative history, federal executive orders, and various web sites. Session participants will glimpse at this interactive approach.</p>
	<p>Michaela Cashen Southern Methodist University</p> <p><i>Creating a Table of Authorities ("TOA") for a Brief</i></p>	<p>Using Microsoft Word's automated TOA feature, Michaela Cashen will demonstrate how to quickly create a TOA for the Moot Court Brief. She gives this lecture to SMU's 1L's every spring before the Moot Court Brief is due, and a video of her lecture is also streamed online for students who may want to watch it at home and/or more than once.</p>

<p>Saturday, 11:35 to noon concurrent 25" sessions</p>	<p>Grace Mills and Mary Trevor Hamline University</p> <p><i>An Integrated Legal Research and Writing Program</i></p>	<p>The Legal Research and Writing Program at Hamline University School of Law has coordinated the teaching of 1st year law students between the legal writing professors and the librarians. We feel that our integrated approach not only effectively takes advantage of the respective skills of the writing professors, the librarians, and upperclass students, but also conveys important messages to the students. We will examine the strengths of the present LRW program and discuss how this Hamline approach could easily be adapted within other academic law schools.</p>
	<p>Marta Miller Texas Wesleyan University School of Law</p> <p><i>Utilizing a Peer Tutor: Beyond a Traditional Academic Support Group</i></p>	<p>This presentation will introduce and provide instruction on how to implement a one-to-one peer tutoring program. The tutoring program provides students with individual attention and accountability based on a particular student's circumstances, learning style, and goals. As such, it works in conjunction with, but goes beyond, a traditional Law School Academic Support group.</p>
<p>Saturday, noon to 1:20 p.m.</p>	<p>Lunch and talk by The Honorable Ann McClure, El Paso Court of Appeals</p>	
<p>Saturday, 1:20 to 2:10 p.m.</p>	<p>Sonia Bychkov Green and Mary Nagel The John Marshall Law School</p> <p><i>"Drop and give me 15 . . . minutes of argument.": Channeling Tom Landry for (Moot Court) Coaching Success</i></p>	<p>This presentation will address what it takes to be a responsible moot court coach as opposed to just a person in the picture standing with the team. We will focus our discussion on preparing a team prior to receiving the competition materials and will show how to set up a plan for efficient oral argument practices. We will also do a live demonstration of effective coaching during oral argument practice and talk about how to make the whole experience positive for coach and team.</p>

<p>Saturday, 2:20 to 2:45 p.m.</p>	<p>Sharon Blackburn and Rosemary Dillon TTU School of Law</p> <p><i>Beyond Westlaw & Lexis: Introducing Other Online Legal Research Resources</i></p>	
<p>Saturday, 2:45 to 3:10 p.m.</p>	<p>Karen Koch Robert Leflar Law Center, University of Arkansas School of Law</p> <p><i>What Did I Just Do? Using Student-Designed Flow Charts or Concept Maps to Add A Reflective Visual Component to Legal Research Assignments</i></p>	<p>Visual reflection techniques are particularly effective in facilitating “whole brain thinking” about complex iterative processes - such as legal research. This fall I asked my 1L students to reflect on the research process they had just completed for their research memorandum and produce a flow chart, concept map, or some other visual diagram of the research steps. The project provided me with a depth of insight into the students’ thinking that I had not anticipated. The project also provided several students who had been very introverted in class and conference with an alternate method of expression that worked very well for them.</p> <p>This session will discuss the concept, some of the student samples from this fall, and identify and demo some of the software that can be used to create flow charts and concept maps.</p>
<p>Saturday, 3:10 to 3:30 p.m.</p>	<p>Break</p>	

Saturday, 3:30 to 4:20 p.m. Concurrent sessions	Robert Holland South Texas College of Law <i>Building an Appellate Brief Problem Around Rules of Evidence</i>	A discussion of how to create an appellate brief problem based on disputed evidentiary rulings of a trial judge during a criminal trial. The presenter will discuss how state or federal rules of evidence offer professors fertile material for multi-issue research and persuasive writing problems when paired with an easily-produced, abbreviated record of trial as the problem scenario. The discussion will suggest a process to identify and create the problem, and will provide attendees a complete sample appellate brief problem packet that is easily adapted to any jurisdiction.
	John Browning Gordon & Rees, Dallas <i>From Lawbooks to Facebook: What Lawyers Can Learn From Social Networking Sites</i>	
Saturday, 4:20 to 4:45 p.m.	Closing/farewell	
Saturday thereafter	a fun event stay tuned	