



LegalWriting  
institute

**LWI One Day Workshop – hosted by Salmon P. Chase College of Law, Northern Kentucky University**

**Friday, December 8, 2023  
Virtual via Zoom**

***Meeting Their Needs: Global Accessibility in the Classroom***

Most classes include students from a variety of backgrounds--from Gen X to Gen Z, from English majors to engineers to doctors attending law school after a lengthy career. Some students are from rural backgrounds, some urban; some have lots of support from legacy families and some have never met an attorney in person before law school. How do you meet the needs of all these students with differing experiences and abilities in ways that effectively communicate the substance of a given course? Presenters at this workshop will discuss a variety of topics relative to educating diverse students and new and innovative ways of teaching for the modern practice of law. We hope to foster discussion on teaching to all diverse student bodies.

**Agenda**

**10:00-10:15 Welcome and Opening Remarks from Dean Judith Daar and LWI representative on the amendment to ABA Standard 405**

**10:15-10:35, Elizabeth Bloom, Northeastern University School of Law and Stevie Leahy, Suffolk University Law School**

**Facing the Challenges of the Digital Age: Innovative Approaches for Fostering a Dynamic Classroom Community**

Law practice and legal education have been slow to evolve to the demands of the digital age. The challenges of the pandemic required a shift in flexibility and delivery of content to our students. The presenters were both instrumental in creating a part time flexible learning program at Northeastern that infuses the values of its social justice driven mission. The program that we both began our flex teaching in was created to acknowledge and accommodate a more flexible space that invites opportunity for a more diverse group of students. This presentation will build on the legal writing discipline within our new reality as educators and diversify the pool of future attorneys. Attendees will come away with specific examples for building and managing a dynamic online classroom community that promotes student-centered learning and strives for the best possible version of content delivery in the face of the inevitable next challenge.

**10:40 – 11:10, Priscilla Norwood Harris, Denise Cespedes, Cassandra Harris-Starks, Ali Tal-Mason, and Tonya Walker, Florida A&M University School of Law**

#### **First-Gen Teaching First-Gen for NextGen**

Meeting the needs of first-generation HBCU students has many moving parts and possible paths with the goal of creating a safe place for making mistakes. Some include the following: Share a common bond of being first-generation college and/or law school; Use questionnaires to ask students about prior writing experiences; Show students you care by having them create and present “About Me” PowerPoints; Start with group work; Delay graded assignments while still giving feedback; Introduce the importance of professionalism by including in their grades rather than using participation points; Bring in attorneys and judges to discuss the importance of professionalism.

**11:15 – 11:25 Break**

**11:30 – 11:55 Nicole Chong, Penn State Law**

**Lessons Learned by Teaching Diverse International LL.M. Students: Do Those Lessons Transfer to Teaching a Diverse J.D. Legal Writing Class?**

For many years, I have taught an introduction to U.S. law course to international LL.M. students. Students are diverse not only based on country, but also based on educational and cultural backgrounds and language proficiency. To ease anxiety and foster community across this international diversity, I use three techniques. First, I find common ground across differences. Second, I connect their prior experiences to the new law school experience. Finally, I meet students where their needs are, providing materials that students can access based on their individual needs. All three techniques can be adopted to increasingly diverse J.D. classes.

**12:00 – 1:30      Break and lunch**

**1:30 – 1:55 Julie St. John, University of Detroit Mercy School of Law**

**Tips for Tackling Challenges of the Writing Process: Keeping Yourself Accountable and Organized**

Carving out time for writing and actually sticking to a writing schedule is, arguably, the most challenging aspect of the writing process. Enter "The Accountability Group" - colleagues meeting on Zoom to work on writing projects. Much like the concept of running partners, we knew our writing partners would be waiting for us at the appointed time (on Zoom, not the running path) and we did not want to let them down. It turned out to be incredibly productive, resulting in many completed writing projects. I will also discuss PowerNotes, extremely useful software for research and writing projects. (No affiliation with PowerNotes, just find it very useful).

**2:00 – 2:25      Adam Eckart, Suffolk University Law School**

**The Future is Here: AI and the Future of Transactional Lawyering**

The use of AI, including Generative AI, is changing every day. Waiting to introduce AI to students until it becomes more established misses the point: the future is already here! This presentation will demonstrate how professors can integrate transactional-focused AI into first year and upper-level writing courses in order to 1) introduce the topics and technology, 2) demonstrate how the technology can empower first generation lawyers, and 3) establish how such technology is used to address the access

to justice gap. This presentation will discuss the above topics and provide resources for professors wishing to introduce AI.

**2:30 – 2:40      Break**

**2:45 – 3:10      Deborah Sundquist O'Malley, Saint Louis  
University School of Law**

### **Teaching Students to Communicate with Large Language Models**

As legal research and writing faculty, one way we can prepare our students for a future with A.I. is to teach them to communicate with large language models (LLMs), the deep-learning artificial intelligence models that understand and generate text in a human-like fashion. Law-trained AI models have been slow to roll out, but our students have access to general tools like Chat-GPT today. In this session, we'll discuss how LLMs work and learn tips and tricks for constructing more effective prompts. The discussion will be geared toward ways you might introduce the skills to students in the spring.

**3:15 – 3:40      Melissa Esterholm and Nicole Thornton, University  
of Houston School of Law**

### **Teaching from a Practitioner's Perspective**

Professor Thornton and I came from private practice to the University of Houston Law Center this year. With 30 years of experience between us, we bring practitioner's perspective that, at times, challenges some LRW orthodoxies. We focus on skills that professionals want to see from young associates. These go from the obvious--timeliness as professionalism, and a bare minimum--to the less obvious--like when to use a simple issue statement instead of a conclusory one, the importance of the well-crafted email, and the fight against over-explanation in memos drafted for a sophisticated reader.

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# **REGISTRATION for the Workshop**

Register through the [LWI website](#).

**For more information, please contact:**

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