INNOVATIONS IN LEGAL WRITING
Legal Writing Institute One-Day Workshop
December 5, 2014

9:00 – 9:30: Breakfast
9:30 – 9:40: Welcome
   Wendell Pritchett, Interim Dean and Presidential Professor, Penn Law
9:40 – 10:55: Fresh Perspectives on Legal Writing Pedagogy
   • A New Course Model—Use Your Time Doing What You Do Best
     Suzanna Moran, University of Denver Sturm College of Law
   • Say Goodbye to the Books: Revamping the 1L Research Curriculum
     Kristen Murray, Temple University James E. Beasley School of Law
   • The Fellow Model: Training Third-Year Students to Provide Feedback
     Penn Law LPS Faculty & Littleton Fellows
10:55 – 11:10: Lexis Advance and Beyond: Litigation, Negotiation, and Transactional Practice Tools to Enhance Your Curriculum
   Melissa Gorsline, Lexis Nexis
11:10 – 11:25: Break
11:25 – 12:15: Programmatic and Curricular Advances
   • Curricular Innovations in the First-Year Writing Program
     Trilby Robinson-Dorn, University of California, Irvine School of Law
   • Innovations in the Upper-Level Curriculum
     Rachel Croskery-Roberts, University of California, Irvine School of Law
12:15 – 1:15: Lunch
1:15 – 2:30: In-Class Innovations
   • It’s Not Always an Argument: Helping Law Students Learn to Make Oral Presentations to Clients
     Mary Ann Robinson, Villanova University School of Law
   • A Model for Teaching Fact Application
     Joel Atlas and Lara Freed, Cornell Law School
   • It’s All in the Motions: Guiding Students to Awareness and Practice Readiness
     Diane Penneys Edelman, Villanova University School of Law
2:30 – 2:45: Bloomberg Law in the Classroom: Successfully Integrating Practice & Drafting Tools
   Noelle Petruzelli-Marino, Bloomberg BNA

2:45 – 3:25: Networking / Collaboration Time

3:25 – 4:15: **Legal Writing in the Twenty-First Century**

- Is the Medium the Message? Unleashing the Power of E-Communication in the Twenty-First Century
  *Ellie Margolis, Temple University James E. Beasley School of Law*
- Confidence, Challenge, and Legal Writing Pedagogy
  *Emily Zimmerman & Deborah Gordon, Drexel University Thomas R. Kline School of Law*