PROGRAMME

The 2013 Applied Legal Storytelling Conference

Chapter 4: Once Upon A Story

22nd – 24th July 2013

The City Law School
City University London
Monday 22\textsuperscript{nd} July

11.00am – 1.00pm Registration

| Atkin Building, Grays Inn (entry from Theobalds Road, or Jockey’s Fields, or High Holborn adjacent to Vision Express or the Citie of Yorke pub) |
| Room 1 |

1.00pm – 1.30pm Welcome

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| Room 1 |

1.30pm – 2.20pm Plenary

| Richard III – a bloody tyrant? | Dr Phil Stone, Chair of the Richard III Society and member of the search team on the Greyfriars project |
| Room 1 |

2.20pm – 2.35pm Break

2.35pm – 3.15pm

| "So a Guy Walks Into a Bar...": Adopting Adaptive Technology in the Legal Writing Classroom | Maureen Collins, Assistant Professor of Law, The John Marshall Law School |
| Room 1 |

Speech recognition software has been used extensively as a form of adaptive technology in learning disabled and foreign language classrooms. This presentation explores the use of speech recognition software as a means of allowing law students...
who struggle with clarity and concision to speak naturally, while effectively “dictating” their story. The students can then use their story at several points in the writing process; either to begin writing, or for comparative purposes in the editing process to ensure that they have included all of the important components of the story and have told that story in a natural voice.

<table>
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<tr>
<th>Court as Teacher: The Limitations of the Didactic Trial</th>
<th>Todd Stafford, Director, Legal Writing Program, University of Colorado Law School</th>
<th>Room 2</th>
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Many embrace the notion of a trial as a competition between two narratives. Although this may coherently describe the ordinary case, what about the didactic trial, one in which the aim is not so much to render justice to a particular party, but rather to teach a larger lesson of history or social policy? This presentation will explore the didactic trial through the famous Scopes trial in the American 1920s; which featured a pitched battle in the national spotlight between evolutionists and creationists. I will suggest that using trials for telling grand narratives of history and social policy undermines both the integrity of trials as an instrument of justice, and the faithful inquiry into the social or historical issues that the trial is meant to address.

<table>
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<tr>
<th>Reptiles and Velcro: What brain science can teach us about persuasion</th>
<th>Kenneth Chestek, Assistant Director of Legal Writing, Assistant Director to Center of the Study of Written Advocacy, Assistant Professor of Law, University of Wyoming College of Law</th>
<th>Room 3</th>
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Cognitive science has proven that the human brain is five times more likely to retain negative information than positive information. It is almost as if the reptilian brain is velcro, capturing all sorts of negative things, while the higher brain functions are teflon, letting positive information slide right through. This session will explore what this insight means for the legal writer. Should we choose negative themes for the stories we tell? Attack our opponents relentlessly? Or can we count on the higher brain functions of our audience to override the more primitive reptilian brain?
“Perfuming the violet [...] is wasteful and ridiculous excess”: Story composition, witness preparation, and imperilled truth

Marcus Soanes, Barrister, Principal Lecturer, Course Director of the Bar Professional Training Programme (Part-Time), The City Law School

Room 4

In this presentation, Marcus Soanes will look at the themes of story-ownership and witness coaching/familiarization and consider how they might be combined. Exploring the Common Law adversarial trial tradition, he will consider the Court of Appeal's guidance to English & Welsh lawyers on acceptable and unacceptable forms of trial preparation for witnesses. The ethical challenges faced by advocates who wish to employ story-telling techniques and witness preparation as part of their trial strategy will be analysed. There will be opportunities for attendees to investigate how the theory of story-telling can be put into witness preparation ethically as well as effectively to maintain the witness as a pristine evidence source.

**3.15pm – 4.00pm**

| Creative Justice Narratives | Binny Miller, Professor of Law & Co-Director of the Criminal Justice Clinic, American University, Washington College of Law & Nancy Cook, Vaughan G. Papke Professor of Clinical Law, University of Minnesota School of Law | Room 1 |

This workshop focuses on development of narrative skills and effective utilization of those skills primarily in extrajudicial contexts. Participants will exchange and discuss short creative pieces that explore “truths” about the justice system and those impacted by it. The presenters will then introduce participants to basic skill elements used in various literary forms (e.g., stories, poetry, and creative nonfiction). With the aid of writing prompts and short exercises, participants have the opportunity to develop
these skills in their own creative justice narratives. Later in the conference, participant’s xviii have the option of sharing their work and discussing the writing process.

| Hale’s performativity: Arkhe, storytelling, and narrative English rape law | Chris Lloyd, Lecturer in Law, Oxford Brooks University | Room 2 |

Law’s origins purport to serve as a point of validity for its status and enforcement. However when such origins are critiqued or shown to be subject to ‘deconstruction,’ radical re-thinking of law (its valid status and enforcement) must be engaged in. This paper, through the work of Jacques Derrida, aims to highlight the fictional *arkhe* inherent in various aspects of English rape law. By examining deconstruction’s *happening* to Sir Matthews Hale’s work *Historical Plactorum Corona* this paper argues that not only does deconstruction happen to law but that it is also relevant to the socio-historical of law.

| Schemas and Stories: What Cognitive Science Might Tell Us about Stories as Worked Examples | Terrill Pollman, Professor of Law, William S. Boyd School of Law, University of Las Nevada at Las Vegas | Room 3 |

Schemas are organized patterns of thought, suggesting a structured knowledge base. Expanding schemas to accommodate new information efficiently—otherwise known as “learning,” --- has been the focus of cognitive load theory. Cognitive theorists’ “worked example effect” focuses on using examples to teach. Stories are a “fundamental structure of human meaning—making.” (Bruner) As transformative instruments, stories lead us from the familiar to the unfamiliar. We might also think of this as stories leading us to expand existing schemas. This session examines how worked examples developed to facilitate learning, might help us tell stories that expand schemas teach, and transform.
Tax is less about numbers and more about how to construct a finely-tuned narrative to persuade the Internal Revenue Service to significantly reduce a taxpayer’s tax debt. In this session, a seasoned tax professor and a veteran reading specialist offer their insights into how to construct a cohesive narrative — using alternate methods and taking into account the language of tax and ethical considerations — in support of a taxpayer’s Offer in Compromise before the Internal Revenue Service. Participants will view a client intake video and, from there, construct one or more narratives designed to maximize the client’s opportunity for success.
Tuesday 23rd July

8.30am – 9.00am Coffee in the Atkin Building

9.00am – 9.30am

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<tr>
<th>Storytelling in the Child Protection Case</th>
<th>Jeanne Kaiser, Professor of Legal Research and Writing, Western New England University School of Law</th>
<th>Room 1</th>
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This presentation describes a writing assignment from a simulation class presenting multiple storytelling challenges. The simulation tracks a proceeding to terminate parental rights. At the end of the semester, students submit proposed findings of fact on behalf of their client. The storytelling challenges are threefold: (1) developing a coherent narrative by sifting through trial testimony and exhibits; (2) crafting a positive story on behalf of clients who are unsympathetic (the parents) or voiceless (the children); and (3) communicating a compelling story while using the highly restrictive format of a numbered list of facts.

9.30am – 10.00am

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<tr>
<th>Spin + Anchor: Characterizing the Facts in Briefs Without Losing Objectivity and Credibility</th>
<th>Jason Cohen, Clinical Professor of Law, Rutgers School of Law at Camden</th>
<th>Room 2</th>
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This presentation focuses on a storytelling technique used in briefs, and will show how attorneys have achieved the elusive balance between characterizing or “spinning” the fact record in a sentence, while at the same time, maintaining objective credibility with the court. In short, the technique is called Spin + Anchor, which allows the writer to use writer-generated characterizations which do not appear in the record (the “Spin”) so long as the writer quickly and directly ties the characterization to an identifiable portion of the record (the “Anchor”). To demonstrate the technique, the presentation will use United States Supreme Court briefs.
Duty to Rescue? Exploring legal writing and analysis through the lens of photojournalists' storytelling dilemmas

Iselin Gambert, Associate Professor of Legal Research and Writing, The George Washington University School of Law

Room 3

In depicting scenes of tragedy, what happens when photojournalists become the story? Do photojournalists have a duty to rescue those they photograph? Should they? This multimedia-driven presentation will use four iconic images — and the stories of the photojournalists behind the camera — to illustrate how exploring these questions can be a provocative vehicle through which to engage new law students in legal writing and analysis.

9.35am – 10.05am

Expelled on the Eve of Graduation: Why Lawyers Should Write Like Journalists

Ann Nowak, Director of the Writing Center, Touro Law Center

Room 1

Journalists grab us by the throat with their first sentence, tell us why we should care, then let go and fill in the supporting details while we’re still leaning forward. Most lawyers, on the other hand, wade into their written narratives as if they’re entering a cold bath. This presentation will examine the plaintiff’s narrative, the defendant’s counter-narrative, and two journalists’ versions of the story of the New York dental school student who was wrongfully expelled on the eve of graduation and denied both her graduate and undergraduate degrees—after seven years of education and $250,000 of tuition.

What Tolstoy Can Teach US About Writing Demand Letters

Lurene Contento, Assistant Professor & Director of Writing Resource Center, The John Marshall Law School

Room 2

Midway through Tolstoy’s Anna Karenina, Anna writes a letter “demanding” to see her son. The language of the letter is so powerful that it can make a reader weep. Yet, Anna’s demand letter fails. Why? A dose analysis of the language in this and other
literary demand letters can be used to teach students the “art” behind writing demands. Audience, purpose, and tone take on rich new meanings when viewed through the lens of letters found in literary masterpieces. We learn even more as we watch how authors manipulate the readers of, and the readers in, their works.

| Your Time is up and Your Parole’s Begun: What Modern Probation and Parole Practices Never Learned from Les Miserables | Sarah Gerwig-Moore, Associate Professor, Mercer University School of Law | Room 3 |

Last year, thousands of middle class moviegoers sat in dark theatres and wept at the tragic life of a convicted felon, Jean Valjean. In fact, since his sad tale was first told in Victor Hugo’s novel Les Miserables, it has drawn sympathy and outrage, inspiring film and stage adaptations- some with musical stylings. Watching, we are moved by displays of grace and appalled by the dogged legalism of Inspector Javert. This piece examines the parole policies in the modern United States in comparison with the draconian criminal laws that drive the plot of the novel. The similarities are striking: even today, parolees must disclose their status as felons, limit travel and divulge whereabouts, report to parole officers—or face a return to prison. Their prospects are most dim when they are most honest about their past, since the system ever tethers them to their former sins. The numbers of those who struggle in this system are staggeringly high-- and growing-- in part because of legislative policies overlook the human stories (tragedies) they force. What, then, makes us weep for Jean Valjean but legislate like Javert? Why are the fictional stories heartbreaking while the plight of our neighbors leaves us unmoved? The statistics may offer important background information for policy-making (or breaking), but this paper suggests that it is ignorance of the impact of current parole policies on individuals that allows the system’s rules to perpetuate.

| Comic book villains: using the myths of modern story to strive for factual believability over the vilification of your opposition | Brad Desnoyer, Associate Professor of Legal Research and Writing, University of Missouri School of Law, Freelance DC Comics Writer | Room 4 |

As a writer for DC Comics, I have told stories about Batman’s enemies such as The Joker and Two-Face. To make the narratives believable, I could not simply write mustache twirling villains. The rogues needed complexity; their actions needed explanation. The same holds true when describing our legal opposition — we can rarely
sell that the other side is simply malevolent. As seen by the 2012 U.S. Presidential race, such vilification/simplification is unpersuasive to shrewd audiences. This presentation will demonstrate how attorneys can disengage from arguing the cartoonish vilification of the opposition and instead tell a believable — and persuasive — narrative.

10.10am – 10.40am

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<tr>
<th>Storytelling by Professional Actors in a Simulation-Based Lawyering Skills Course</th>
<th>Beth G. Schwartz, Clinical Professor of Law &amp; Director of Professional Skills, Fordham University School of Law</th>
<th>Room 1</th>
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This presentation will describe how professional actors are relied upon to tell the client’s story in a simulation-based skills course. Exercises and recorded simulations, with students in the role of the lawyer and actors assuming the client role, are designed to help students improve their interviewing and counseling skills. Actors are provided with a “standardized story” in advance and are expected to remain true to the story, as written. Nevertheless, a client’s story will often shift due to differences in questions asking techniques. Portions of recorded simulations will be shown and analyzed.

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<tr>
<th>Not the Same Old Story: Using Narrative Theory to Overcome the Twombly/Iqbal Plausibility Pleasing Standard</th>
<th>Anne Ralph, Assistant Clinical Professor, The Ohio State University Moritz College of Law</th>
<th>Room 2</th>
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How can a litigant at the pleading stage of a case convince a judge her claim is “plausible”? The Supreme Court’s recent *Twombly* and *Iqbal* decisions require that civil pleadings raise a right to relief that is not merely “conceivable” but rather “plausible on its face.” This “plausibility” pleading standard, which has been criticized by commentators, presents a puzzle that storytelling techniques can solve. The presentation will explore the use of storytelling to meet the *Twombly/Iqbal* standard by proposing narrative techniques that enhance plausibility by reviewing past pleadings that successfully use storytelling to overcome the plausibility barrier.

| Law and Immigration: Using Science Fiction, Virtual World, and the Predictive Hunch in Teaching Scientific Evidence | Jennifer Brobst, North Carolina Central University School of Law | Room 3 |
Scientific Evidence if a potentially dry advanced seminar with offers training and education in the use of expert witnesses in litigation, including overviews of the expert witnesses’ substantive fields. By incorporating a measure of whimsy, instructors can effectively use science fiction, virtual worlds, and the more remote edged of scientific research (or the predictive hunch) as tools to engage law students in the exploration of the unknown. This facet of storytelling leads to a better grasp of the imaginative process so integral to research, conclusion and the concepts of causality and certainty—concepts common to both scientific evidence and the rule of evidence generally.

| How to commit the perfect crime - Designing teaching materials which develop storytelling abilities in trainee advocates | Jeremy Robson, Barrister, Course Leader LLM in Advocacy Skills, Nottingham Law School & Helen Edwards, Barrister, Senior Lecturer LLM in Advocacy Skills, Nottingham Law School | Room 4 |

The ability to tell a story is essential to succeeding as an advocate. However the demands of the curriculum and the finite amount of time and resources available to Law Schools mean that it is not afforded the prominence it deserves within the teaching syllabus. However through careful design of teaching materials it is possible to ensure that students are given the opportunity to refine, practice and receive feedback on this skill. Using examples from case studies used in the teaching of advocacy on the LLM in Advocacy Skills we will demonstrate some of the features that can be incorporated into an exercise to achieve this.

10.40am – 10.55am Break

10.55am – 11.40am

| Constitutional Drafting: Drafting to Charter Future History | Louis Sirico, Villanova University School of Law | Room 1 |

How successful are historical actors in charting the course of future history, that is, in trying to control stories that have yet to happen? Here, we examine decisions that the deputies to the Constitutional Convention made in drafting provisions of the
Constitution. To what extent can constitutional drafting successfully guide future history? To address this question, we consider four goals that various constitutional drafting decisions sought to attain: to safeguard against lawlessness, to leave open the door for desirable change, to plan for the growth of an empire, and to conceptualize the nature of the new nation.

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<tr>
<th>Like a Glass Slipper on a Step-Sister: How the One Ring Rules Them all at Trial</th>
<th>Cathren Koehlert-Page, Assistant Professor, Barry University School of Law</th>
<th>Room 2</th>
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Glass is sparkling and fragile, but it's also hard. A glass shoe probably hurts. Cinderella's glass slippers tell readers much about her. They represent the theme and create a connective through-line in the story. However, they are also evidence. Glass slippers, holy grails, and swords in stones—in literature these items are known as endowed objects. Some famous trial narratives have also contained key pieces of evidence that have served as endowed objects. This presentation illustrates how objects from both fiction and from actual trials can reveal character, create structural cohesion, represent the theory of the case, and provide proof.

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<tr>
<th>A Narrative Perspective of the Salem Witch Trials of 1692-93</th>
<th>Elizabeth Keith, Professor Legal Rhetoric, American University Washington College of Law</th>
<th>Room 3</th>
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This presentation will analyze the Salem Witch Trials (1692-93) from a narrative perspective. Specifically, we will explore the strength of the “witch” narrative brought to the Colonies and contrast that with the limited attempts at effective counter-narrative raised by a few of the accused. The swift conviction and execution rate, contrasted with the relative short duration of the Trials, provides interesting insight into synergy between narrative theory and the evidentiary and procedural process of a legal trial. This presentation will also explore the respective roles of the narrative presenter and audience in the context of the Salem Witch Trials.

| Tell Me A Story | Steven H. Hobbs, Tom Bevill Chairholder of Law, University of Alabama | Room 4 |
Using an oral storytelling model, we demonstrate how the traditional art form empowers presentations to and for clients. Through storytelling activities and discussions we access the inner source of story imagination. Further, to properly tell a client’s story, in or out of court, the ability to listen deeply to the client telling his or her needs, hopes and dreams is required. By understanding that story, we can appropriately reflect the client’s values. At sessions end, participants will understand how the power of oral storytelling enlivens presentations.

11.45am – 12.30pm

| Avant-Garde Sculptural Art or Dangerous Junk Metal? - Legal Storytelling under the Visual Artists Rights Act | Lynn Su, Associate Professor of Law, New York Law School | Room 1 |

Learn how to craft a simulation that introduces the art of legal storytelling in litigation—the simulation explores the competing rights of an artist, the public, and a purchaser of artwork under the Visual Artists Rights Act. Students argue both sides of the case learning how to persuasively tell each side of the story. Students who initially conclude that the sculpture at the heart of the lawsuit is “dangerous junk metal” undergo a transformation—at oral argument they are convinced that a plan to alter the “innovative sculptural art” is an assault on the integrity of the artist.

| Crafting Legal Narratives to Take Advantage of the Audience's Suspension of Disbelief | Ted Becker, Associate Director, Legal Practice Program and Clinical Assistant Professor, University of Michigan Law School | Room 2 |
Fiction doesn’t work without audiences who are ready to enter a world they know to be fake. This openness to illusion —— Samuel Coleridge called it the “willing suspension of disbelief” — can quickly collapse if something in the fictional world rings false. Lawyers, unlike creators of fictional works, base their clients’ narratives exclusively on actual facts affecting actual people. This presentation addresses how the suspension of disbelief concept, typically limited to fictional settings, can be transferred to legal, fact—based narratives, and suggests how lawyers might explicitly use an audience’s willingness to suspend disbelief to their clients’ advantage.

| From the Barricades to the Courtroom: Stories from Occupy Wall Street | Stefan Krieger, Hofstra University, School of Law | Room 3 |

In fall 2011, two students in my Evidence class who were taking part in Occupy Wall Street in Zuccotti Park approached me to discuss the nature of their participation in the movement. Out of these discussions, we developed a special clinical project in which these students and several others have interviewed clients arrested in Occupy Wall Street, investigated the facts in their cases, and brought civil rights cases in federal court in Manhattan against the NYPD. In this presentation, I will use recorded interviews with the students to describe the students’ stories which brought them to Occupy Wall Street; a client’s story about her arrest and abuse by the NYPD; and the story the students are telling in court about their client’s mistreatment. This presentation will discuss the process – and challenges – of transforming the personal stories of our students into client representation and the personal stories of our clients into legal narratives.

| The transformative power of narrative: Narrative listening practices for life & law | Anne Villella, Professor of Legal Analysis & Writing, Lewis & Clark Law School | Room 4 |

We know that story is powerful - transformative. When we hear the words “personal storytelling” we conjure up a beautiful vision of the receiver of the story listening deeply to learn the truths the teller has to offer. But in our everyday interactions with others—as lawyers, partners, colleagues, parents, and community members—the storyteller often finds herself derailed by the receiver and the beautiful interaction spirals into an inquisition, an act of judging the other, or an effort to exercise influence. Unfortunately, this form of “listening” dominates our culture and stifles storytelling. During this session, we will explore the art of receptive listening and engage in listening exercises that will illuminate how we can learn, implement, and teach these narrative practices that allow powerful stories to emerge.
12.30pm – 1.30pm Lunch

1.30pm – 2.10pm

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<tr>
<th>Mastering the Contract Narrative</th>
<th>Cynthia Adams, Indiana Robert H. McKinney School of Law</th>
<th>Room 1</th>
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Contracts are simply stories about social interactions between persons or groups. Using storytelling principles you can effectively teach your students the art of drafting contracts.

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<tr>
<th>Rewriting the Story: Feminist Judgment Writing in the Classroom</th>
<th>Erika Rackley, Professor of Law and Academic Editor, Feminist Legal Studies, Durham Law School</th>
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The Feminist Judgments Project was a collaboration in which a group of feminist legal scholars wrote alternative feminist judgments in significant legal cases in England and Wales. Rather than simply producing academic critiques of existing judgments, the participants, engaged in a practical, ‘real world’ exercise of judgment-writing. By putting feminist theory into judgment form, the Feminist Judgments Project sought to harness the power and distinctiveness of judgment-writing in order to demonstrate in a sustained and disciplined way how the cases could have been decided, and the judgments written, differently. Following in the footsteps of the Women's Court of Canada, the Project sought to inaugurate a new form of critical socio-legal scholarship. However, one unexpected side-effect was benefit the feminist judgments as teaching tools. Drawing on examples from the Feminist Judgments Project, this paper explores the nature and possibilities of feminist, and broadly academic, judgment-writing for legal education.
### The Moral of the Story: Using Alliterative Antithesis to Highlight the Theme of a Rebuttal Argument

Michael R. Smith, 
Professor of Law & 
Director of The 
Center for the Study 
of Written 
Advocacy, 
University of Wyoming College of Law

Themes are crucial to effective brief writing, yet many themes in legal briefs go unnoticed or unremembered by the brief reader. This presentation will explore a powerful, yet previously unexamined, stylistic tool for highlighting the theme—or moral—of a rebuttal argument in a legal brief. The device in question—alliterative antithesis—involves the artful combination of alliteration and antithesis. This presentation will explore: (1) the general features of alliterative antithesis; (2) the reasons why this device is perfect for punctuating rebuttal themes; (3) the steps for crafting original alliterative antithesis; and (4) the rhetorical functions of this device.

### The Magic Roundabout: What Florence, Dougall, and Zebedee Can Teach young Lawyers About the Dangers of Cross-Cultural Communication

Ian Gallacher, 
Professor of Law, 
Syracuse University College of Law

This presentation takes as its inspiration a much-loved children’s television show broadcast in Britain in the 1960s and the diplomatic row it nearly caused. The conflict generated by the show is illustrative of the potential for cross-cultural conflicts when young trial lawyers ignore the cultural perspectives of older fact-finders during trial. The presentation will focus on the intertextual relationship between the conflicting narratives presented by opposing counsel at trial and the fact-finder’s unspoken, yet crucial, “third narrative,” and will explore why the side that aligns its narrative most closely with that of the fact-finder is more likely to prevail.

### 2.15pm – 3.00pm
Teaching Persuasive Narrative through the Lens of Both Objective and Persuasive Analysis: Introducing Storytelling to Students throughout the first year of Law School

Rachel Croskery-Roberts, Professor of Lawyering Skills, University of California Irvine

Room 1

In the traditional first—year curriculum, fact investigation and storytelling techniques often take a backseat to the teaching of doctrine. This presentation will discuss several ways to infuse even the traditional first semester lawyering skills curriculum (with its focus on predictive writing) with exercises and assignments that introduce skills of investigating facts, crafting a persuasive narrative, and writing to various audiences on behalf of a diverse client population. Although I give examples currently used in our first year Lawyering Skills program, many of these lessons could easily be adapted across the curriculum.

This Case Begins with the Constitution, and Ends with our Children: Storytelling in School Finance Litigation

Kyle Velte, Lecturer, University of Denver, Strum College of Law & Geoffrey Klingsporn, Associate, Davis Graham & Stubbs LLP (Denver, Colorado) & Kathy Gebhardt, Executive Director, Children’s Voices

Room 2

Lawsuits challenging the adequacy of public school finance systems have made their way through the nation’s state courts for forty years. An extensive body of legal scholarship has examined this growing group of cases from many angles. Similarly, there is a deep and robust scholarship concerning the use of narrative techniques—storytelling—in the law. This presentation argues that both practitioners and academics must understand the stories litigants (and courts) tell and re-tell to each other and the public regarding the role of courts, legislatures, and schools.

Kairos, doxa, and fairy tales: a time for the telling

Linda Berger, Family Foundation Professor of Law, Boyd School of Law-University of Nevada, Las Vegas

Room 3
This presentation will connect the rhetorical concepts of *kairos* (the right time for the tale) and *doxa* (what goes without saying) to applied storytelling. Because of *kairos* and *doxa*, persuasive legal arguments sometimes seem to appear out of nowhere at exactly the right time. The claim that there is a time for the telling, and that it is revealed by shifts in culturally held beliefs, will be illustrated and supported by exploring legal arguments that eventually proved persuasive in undermining fathers’ property rights to children, reinforcing federal habeas corpus review of state proceedings, and providing reparations for racial injustices.

Law, Culture and Euro-crime: Using French TV drama to teach French Law  
Dr. Chloe Wallace,  
School of Law, University of Leeds  
Room 4

In this paper, the potential using the French series *Engrenages* (shown on BBC 4 as *Spiral*), to teach French law will be explored. The recent popularity of European detective fiction suggests that, whilst the legal contexts are different, the strength of narrative and characterization within these stories have a level of universal appeal. They thus provide some common ground from which to discuss differences in legal process, and, perhaps above all, the impact on legal roles and power relations illustrated through fictional characters and the way in which their relationships drive the narrative.

3.00pm – 3.15pm Break

3.15pm – 4.00pm

Tell it Like It Is: Corporate Governance and Ethics Storytelling in the Classroom and Practice  
Christyne Vachon,  
University of North Dakota, School of Law  
Room 1
In practice and classroom learning, storytelling is a valuable tool to educate about corporate governance and ethics. This presentation will offer examples for and results of use of this tool in the classroom to teach complex topics in business law to students and provide an opportunity for students to learn how to communicate with clients, particularly noting that clients are most often not lawyers. In addition, it allows students to understand that the issues they are learning are happening around them every day.

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<tr>
<th><strong>Rashomon: An Exercise in teaching Skills and Values in Fact Investigation</strong></th>
<th><strong>C. Benjie Louis, Assistant Clinical Professor, Albany Law School</strong></th>
<th><strong>Room 2</strong></th>
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Fact investigation is an integral part of building a case and is also a challenging topic to teach and to learn. Fact analysis is fluid because “facts” can change during the course of a case’s development since information can come from different sources, like witnesses or documents. An exercise using the film *Rashomon*, a groundbreaking Japanese film that tells the story of two crimes from the perspective of four people, helps students think about developing a factual theory through the analysis of information, of details of a story, and of the cultural context of issues that arise during fact investigation.

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<tr>
<th><strong>Graphic Rhetoric and Narrativity: Can a Picture Replace a Thousand Words? WITHDRAWN</strong></th>
<th><strong>Michael D. Murray, Associate Professor of Law, Valparaiso University School of Law</strong></th>
<th><strong>Room 3</strong></th>
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Graphic Rhetoric and Narrativity will discuss legal rhetoric and visual art in order to evaluate the potential of visual-graphical narrative for use in legal discourse. It will discuss: (1) the communicative power of visual art and graphical works as symbolic speech and communication; (2) visual rhetoric as a topic of invention and arrangement of discourse and a trope of style within contemporary legal rhetoric and modern argument theory; (3) whether it is advisable and acceptable to replace textual discourse in whole or in substantial part with a visual graphical work to communicate the meaning and message of the discourse.

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<th><strong>Categories! - A cognitive Rhetorician's Approach to Logos and Pathos</strong></th>
<th><strong>Lucy Jewel, Associate Professor &amp; Interim Director of Legal Skills and Professionalism, Atlanta’s John Marshall Law School</strong></th>
<th><strong>Room 4</strong></th>
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In this presentation, we expand upon the classical rhetorical concepts of logos and pathos by applying cognitive theory, looking specifically at the rhetorical/cognitive skill of category construction and how category choices impact the structure and direction of the stories we are able to tell (or choose not to tell) about our clients.

**4.05pm – 4.50pm**

| The Anti-Hero's Journey: Crafting Effective Mitigation Stories in Juvenile Lifer Resentencing | Christopher Hawthorne, Clinical Professor & Co-director, Juvenile Innocence & Resentencing Clinic, Loyola Law School | Room1 |

The Co-Director of Loyola Law School Los Angeles's Juvenile Innocence and Fair sentencing Clinic (and Professor of Legal Writing) will discuss narrative techniques for presenting mitigation evidence for clients seeking relief from juvenile LWP sentences, in the context of recent developments in juvenile sentencing law. The presentation will include discussion of (1) the anti-heroic structure of an “incomplete redemptive narrative”; (2) literary models for thinking about and crafting mitigation stories; and (3) working with the client to develop the factual material for the story.
Using Psychology to Tell More Persuasive Stories

| Honorable Judge Andrew Wistrich, United States District Court for the Central District of California |
| Room 2 |

Lawyers tell stories about their cases in an effort to persuade judges and jurors. How they tell those stories matters. Research concerning the psychology of decision making and choice reveals that some ways of telling stories are more effective than others. Based on his empirical research enlisting actual judges as experimental subjects, Judge Wistrich will explain how an awareness of the psychological factors that influence judges and jurors – including framing, contrast, format, sequence, and emotion – can help lawyers tell more persuasive stories.

At the Junction of Storytelling and the Formation of Professional Identity

| Cliff Zimmerman, Clinical Associate Professor & Associate Dean and Dean of Students, Northwestern University School of Law & David Thomson, L.P. Professor and Director, Lawyering Process Program, University of Denver |
| Room 3 |

The Carnegie Report brings much needed attention on the need to help students form their professional identity, a concept brought into focus by that report, and distinct from traditional notions of professionalism. This presentation will explore the area at the junction where applied legal storytelling and the formation of professional identity meet. The presenters will offer several models and methods for creating in-class and turning out-of-class situations into opportunities to explore and develop professional identity, and highlight the important role that applied storytelling has in the process.

From Dangerous Delinquent to Typical Teen: Challenging a Grand Narrative by Utilizing the Neuroscientific Research relied on in recent Supreme Court decisions

| Sandra Simkins, Clinical Professor, Director of Clinical Programs, Director of Children’s Justice Clinic, Rutgers |
| Room 4 |
This workshop will explore how to use recent Supreme Court cases which relied on adolescent development and brain science to challenge the narrative of “dangerous delinquent” and advance the position that the behavior is that of a “typical teen.” The recent cases include *Roper v. Simmons*, *Graham v. Florida*, *B. v. North Carolina* and the 2012 cases of *Miller v. Alabama* and *Jackson v. Hobbs*. While this panel will specifically focus on the area of juvenile justice, this re-framing is applicable to other difficult client populations (i.e. reframing prostitution as sex trafficking). Participants will learn how to change the dialogue by using powerful language of recent Supreme Court cases in oral and written advocacy through recent examples of clinic cases (including litigated appellate cases).

**Wednesday 24th July**

8.30am – 9.00am Coffee

9.00am – 9.45am

*Schemas, Motivated Reasoning, and Confirmation Bias: How the stories we tell ourselves affect our ability to learn*

Jaime Bouvier, Assistant Professor of Academic & Writing Support, Case Western Reserve University School of Law

Room 1

Have you ever taught a concept, gave explicit directions on an assignment to test that concept, and then received student work that made you question whether the student attended your class? If you have ever wondered why some students do not hear what you say, this presentation is for you. We will explore how the stories students bring with them to law school affect their ability to learn. And we will discuss what you can do to help students add new chapters to their stories so that they can be more open to what you are teaching.
Eminent Domain and its Discontents: The Legal and Popular Narratives of *Kelo v. City of New London*

Andrea McArdle, Professor of Law, City University of New York Cuny School of Law

Room 2

The Supreme Court’s 5-4 ruling in *Kelo v. City of New London* upholding a locality’s power to seize privately owned waterfront homes for economic redevelopment prompted vigorous dissenting opinions and led many states to enact legislation restricting the scope of eminent domain authority. This presentation will examine how the *Kelo* critiques have become a rich source of narrative advocacy on the issues of property rights and eminent domain “abuse,” both in law and in the popular imagination. It traces *Kelo*’s narrative trajectory in judicial opinions, legislative campaigns, and popular culture and will include “narrative building,” workshop-style, around a current takings challenge.

Retelling the Story as Legal Remedy

Teresa Godwin Phelps, Professor of Law & Director of the Legal Rhetoric Program, American University Washington College of Law

Room 3

As legal writing teachers, we have come to appreciate the power of story. How a story is told makes all the difference in winning or losing a case. But the power of story transcends its persuasive function. The story told matters to clients, who may see themselves as victims of an injustice. Being able to tell one’s story and have it officially acknowledged is critical in one’s perception of whether justice is being done. This presentation illustrates the transcendent power of story with two recent cases, in which getting the true story told and acknowledged was part of the remedy.

Feminine Voices in Law

Julie Oseid, University of St. Thomas School of Law

Room 4

This presentation will review the feminine voice in law. I will share my research on several women who have influenced the law including Sojourner Truth, Susan B. Anthony, Elizabeth Cady Stanton, Myra Bradwell, Sandra Day O’Connor, Margaret Thatcher, Mary Robinson, Ruth Bader Ginsburg, Sonia Sotomayor, Elena Kagan, Shirin Ebadi, and Golda Meir. Participants will examine original writings and speeches from some of those women. Participants will also have an open discussion about whether
there is a separate and distinct feminine voice in the law. We will also explore the importance of telling the stories of these influential women.

**9.50am – 10.35am**

<table>
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<tr>
<th>How Lawyers Tell Their Stories: Linguistic Strategies in Narrative Appellate brief Writing</th>
<th>Tabitha Martin, M.A. Candidate, English Composition (2013), The University of Akron</th>
<th>Room 1</th>
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</table>

The role of narrative and story-telling devices in Appellate Brief writing has begun to be well-documented. Appellate Brief writers can gain empathy for a client by being attuned to writing strategies that imitate fiction writers’ effective use of degrees of POV. The next step is demonstrating how effective writers can use these techniques, which I intend to do by displaying the linguistic qualities that give them their empathetic turn. Using a sample Appellate Brief to demonstrate the linguistic principles at work on the sentence level, I will explore their use as a teaching tool.

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<tr>
<th>Story Deconstruction: Using Wigmorean Analysis to Evaluate Stories in Litigation</th>
<th>Ellen Ross Belfer, Lecturer in Law, University of Miami School of Law</th>
<th>Room 2</th>
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This presentation will introduce Wigmorean analysis and discuss how lawyers can use Wigmorean analysis to test stories. For instance, in a criminal littering case, a lawyer may use evidence that the defendant drives a Prius to tell a story of the defendant’s respect for the environment. But the strength of this evidence, and ultimately the strength of the story, depends on the fact-tinder’s acceptance of the generalization that people who drive Prius respect the environment. Wigmorean analysis is a charting system that forces lawyers to evaluate evidence and stories by identifying generalizations that support inferences that we make from evidence.

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<tr>
<th>Stealing Thunder and Trial Outcomes: A Field Study</th>
<th>Kathryn Stanchi, Professor of Law, Temple University Beasley School of Law</th>
<th>Room 3</th>
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</table>

When telling a client’s story, how should lawyers handle bad facts? Should they volunteer the information and defuse it, or wait and deal with it only after it is raised by an opponent? This presentation offers the results of a field study designed to answer those questions. In this study, dismissed jurors in Pennsylvania and Washington
watched a trial video and then answered a survey. The data will explain not only whether “fronting” bad facts is better than waiting, but also whether geography, race of client, and race, gender, age and educational level of juror affected the results.

| Truth Stories: Credibility Determinations in the Illinois Torture Inquiry and Relief Commission | Kim D. Chanbonpin, Associate Professor of Law, The John Marshall Law School | Room 4 |

Inspired by international truth commissions, in 2009, Illinois established the Torture Inquiry and Relief Commission to investigate claims of police torture by individuals who are currently incarcerated. Most claimants have exhausted their statutory opportunities for post-conviction relief, so the extraordinary process provided by the Commission is especially significant. This presentation reviews standards used by the Commission to determine which claims merit recommendation for further judicial review. Because one condition for recognition of a meritorious claim is that the claimant has “consistently claimed to have been tortured,” the presentation considers the issues of client counseling and the shaping of trial narratives.

10.35am – 10.50am Break

10.50am – 11.35am

| Narratives East and West: Baseball Stories at a China Law School | Howard Bromburg, Clinical Associate Professor, University of Michigan Law School & Anne Burr, Professor & Director of Legal Research and Writing, Wayne State University Law School | Room 1 |

While storytelling is essential to every culture, it takes on its own local flavor. In developing the legal skills program in the first American-style law school in China, Peking University School of Transnational Law, we faced the challenge of translating legal stories into a context that works for first-year Chinese students. We made use of a variety of storytelling techniques including a staged reading of Antigone, analogizing stories of slavery in the United States to the history of oppression in East Asian
relations, and reenacting a baseball game. Our presentation offers a perspective for translating legal practice and skills stories to a foreign legal culture.

| Storytelling at Sentencing: Exploiting Opportunities for Persuasion in a Post-Booker Era | Monica Piga Wallace, Assistant Professor of Legal Analysis, Writing, and Research, SUNY Buffalo Law School; Elizabeth Greenough, Assistant Professor of Lawyering Process, Charlotte School of Law; & Bernadette Gargano, Assistant Professor of Legal Analysis, Writing, and Research, SUNY Buffalo Law School | Room 2 |

In the post-Booker era of advisory federal sentencing guidelines, how does the defendant’s story affect the sentence he or she receives? *Booker* provides an extraordinary opportunity for attorneys to capitalize on the elements of storytelling to impact sentencing. Many factors that were deemed inappropriate for consideration under the mandatory sentencing guidelines scheme now provide a legitimate basis for deviating from the prescribed guidelines range. In this presentation, we will explore how factors such as personal background, post-offense conduct, family circumstances, the defendant’s age, and even policy challenges to the guidelines have been constructed successfully into a compelling narrative at sentencing.

| Law as Narrative and the Roles of Counter-Narrative in Louise Erdich's *The Round House* | Gabrielle Stafford, Legal Writing Professor, University of Colorado Law School | Room 3 |

Louise Erdrich’s recent book, *The Round House*, is a meditation on how storytelling, in all of its forms, is a powerful force in shaping identity and driving events. Traditional ceremonies, dreams, religious teachings, references to popular culture, and law, are all treated as different kinds of storytelling that play an important part in shaping the narrative and the characters’ identities. I will explore how the narratives in the actual
cases mentioned in the book alienate, ignore, or attempt to destroy Native American identity and culture, while the counter-narratives offered in the book do the opposite. I will then show how actual tribal opinions often stray from “conventional” legal narrative and incorporate many of the narrative techniques Erdrich employs in her fiction to create a text that is more in accord with Native American values and culture.

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<tr>
<th>The Scarlet Letter: Tales from the Supreme Court Abortion Decisions.</th>
<th>Paula Abrams, Jeffrey Bain Faculty Scholar and Professor of Law, Lewis &amp; Clark Law School</th>
<th>Room 4</th>
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</thead>
</table>

This presentation examines the role of narrative in the abortion decisions of the Supreme Court. It explores how the Court’s framing of the abortion procedure, of the woman and physician, and of prenatal life has contributed to the ascendency of stigma associated with abortion.

**11.40am – 12.25pm**

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<tr>
<th>Tom Buchanan v. Jay Gatsby: Using The Great Gatsby as the basis of a teaching module about narrative theory</th>
<th>Amy R. Stein, Professor of Legal Writing and Program Coordinator &amp; Associate Dean for Adjunct Instruction, Hofstra Law</th>
<th>Room 1</th>
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</table>

Prohibition and the Charleston, flappers and “Lucky Lindy” -- few eras in our history are as evocative as the Jazz Age, which makes that time period uniquely suited to teaching legal storytelling. This presentation will draw on F. Scott Fitzgerald’s rich narrative in The Great Gatsby as the basis of a module on narrative theory. Students represent Tom Buchanan in his lawsuit for alienation of affection against Jay Gatsby. The suit arises out of Gatsby’s tragic affair with Tom’s wife, Daisy. This presentation will demonstrate teaching strategies that can help students better understand the connections between good fiction writing and good legal writing. We will use passages from the novel and translate them into litigation documents that tell the client’s story while still maintaining the critical elements of character, narrative and plot.

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<tr>
<th>Telling the Difficult Story: Challenges That Arise in Client Advocacy</th>
<th>Carrie Sperling, Arizona State University, Sandra Day O’Connor</th>
<th>Room 2</th>
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Lawyers are often advised to tell their client’s story in a narrative form that creates a compelling picture of the client’s case. But using traditional, linear narrative sometimes fails to represent the client’s interest. What if the client’s story has competing purposes? How do we tell a narrative that maintains innocence, but creates a compelling story for mitigation if necessary? What if the client is simply difficult and unlikable? These challenges require creative narrative techniques. This presentation examines how alternative narrative styles like dynamic narrative and non-linear narrative may be used to effectively advocate when challenges to traditional narrative arise.

Michel Foucault and the Death of the Adversarial Trial

To be fair, I am not suggesting that Foucault is responsible for the death, or that the victim is actually deceased quite yet. Rather, that at least in England and Wales, the home of the common law and adversarial trial, we seem to be at the beginning of a paradigm shift in the trial process; that the sort of process described by Foucault is now being played out in the criminal justice system. There may be a new regime of truth being established and this may end with the effective demise of adversarial trial here. This is being driven in part by the pressure of public opinion in this jurisdiction, which is beginning to shift away from a presumption of innocence almost to a presumption of guilt for certain types of crime, or crimes involving certain types of witness. This shift was foretold by changes to witness competence in the 1990s and has picked up pace in recent years with changes to the trial-based questioning of child witnesses and concerns about trial proceedings in cases involving historic sexual assault and pedophile ‘grooming’ rings. In particular, there are expressions of public concern about the efficacy and justice of the cross-examination of complainants, and the assessment of witness credibility. Foucault’s work on discourse will be applied to explore if indeed such a shift is taking place.

Trust & Social Power

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H.L.A. Hart’s assertion that law is morally risky is a poignant thought: So long as human beings can gain sufficient cooperation from some to enable them to dominate others, they will use the forms of law as one of their instruments’. It is entirely possible for those in power to be partial, securing protections and benefits only for some. Bradley contends that toleration, as a form of restraint, may prevent a jurist from actually accepting narratives as truthful. He points to the unresolved ambiguities often present in narrative and considers empathy as a response.

12.25pm – 1.30pm Lunch

1.30pm – 2.15pm

| Stories of Scotsboro: Using the Narratives of the Scottsboro Case to Help Students Place Some of Our Most Important Trial Rights in Historical, Social, Political, and Economic Context | Jessica Hynes, Assistant Professor of Legal Studies, Quinnipiac University | Room 1 |

Students studying the law rarely have the opportunity to consider the historical, social, political, and economic backdrop against which American law has developed, and the role that personal memory, accounting, and narrative plays in the stories that influence law and social policy. Using James Goodman’s novel “Stories of Scotsboro,” a book which accounts a watershed moment in American racial justice through a variety of different actors’ stories, along with trial transcripts, newspaper accounts, oral histories, and published court opinions, this presentation will show how I engage students in an examination of the development of our basic trial rights through a period lens of narrative accounts.

| Mythos and the Law: How Popular Understandings of Social/Narrative Constructs as the 'Arctic Frontier,' the "Yeoman Farmer,' and the "union Boss' are woven into Legislation and Judicial Opinions - and why Effective Lawyers Should Pay Close Attention | Betsy Lenhart, Associate Professor of Practice, University of Cincinnati | Room 2 |

Advocates of so-called ‘right to work’ legislation, most recently passed in Michigan, have relied heavily on the mythos of ‘big labor’ and ‘union bosses’ to advance their legislative agenda. Supporters of farm subsidies invoke the mythos of the ‘yeoman
farmer’ with narrative constructs dating back 200 years. Parties on both sides of the Alaskan oil-drilling debate have used the mythos of the ‘Arctic frontier’ to further their positions. Despite its prominence in public legal debates, the role of mythos has not received the same attention paid to logos, pathos, and ethos, which Aristotle deemed the three, true ‘rhetorical values.’ In fact, Aristotle relegated mythos to the realm of ‘poetics’ arguing that mythos was better left to the theater. As lawyers and law professors, we can all recognize the theater in law! In this presentation, I will use the three examples of yeoman farmer,’ big labor/union bosses,’ and ‘Arctic frontier’ to illustrate the importance of mythos in the American legal system. By understanding the role of this ‘old poetic value,’ lawyers and law students can not only become better advocates they can become fuller participants in a system that is constantly informed by mythos and its related stories and narratives.

| The Alchemy of Story: Using Story to Assess Community Needs and Transform Strategic Planning | Jo A. Tyler, School of Behavioral Sciences and Education at Penn State & Faith Mullen, The Catholic University of America, Columbus School of Law | Room 3 |

As legal service providers struggle to do more with less, strategic planning has assumed great importance in program management. Two of the biggest challenges are accurately identifying the needs of the community and ensuring that plans are workable. Well-spoken leaders, although well-intentioned, will sometimes dominate the strategic planning process, and, in doing so, make it difficult for quieter voices to be heard. Story provides an antidote to this problem. This interactive presentation will show you how you can harness the power of story to create strategic plans that reflect community needs and address what really matters.
This workshop focuses on development of narrative skills and effective utilization of those skills primarily in extrajudicial contexts. Participants will exchange and discuss short creative pieces that explore “truths” about the justice system and those impacted by it. The presenters will then introduce participants to basic skill elements used in various literary forms (e.g., stories, poetry, and creative nonfiction). With the aid of writing prompts and short exercises, participants will have the opportunity to develop these skills in their own creative justice narratives. Later in the conference, participants will have the option of sharing their work and discussing the writing process.

2.20pm – 3.05pm

An important part of client-centered advocacy is providing a forum for clients embroiled in legal disputes to tell their story to an audience who cares to listen. Mediation, or dispute resolution facilitated by third-party neutrals, provides just such a forum for direct, active client storytelling. This presentation explores mediation as the stage for clients telling their story and provides concrete ideas to bring mediation into both the first year curriculum (through simulation in required legal research and writing courses) and
upper-level courses to emphasize client-centered lawyering and the power of client
storytelling.

The Role of Closure in Trial Practice Narrative

Helena Whalen-Bridge, Associate Professor, National University of Singapore

Room 2

How should legal stories end? To try and answer that question, I compare the concept
of ending, where the story stops, with the concept of closure, whether the ending
provides a satisfying resolution. I then consider how closure should be applied to trial
advocacy. I argue that that the goal of adversarial narrative is an authentic story that
best fits the particular facts of the client and the applicable law, and that this
configuration should suggest the most appropriate form of closure.

Was Lord Voldemort Misunderstood, Insane, or Magically Profiled:
Techniques For Selecting A Narrative to Aid Your Client on Appeal

Christopher Evers, Lecturer, Legal Writing & Advocacy Skills Programme, Qatar University College of Law &
Jennifer Bontrager, Assistant Appellate Defender, Illinois Office of the State Appellate Defender

Room 3

A major hurdle facing appellate criminal defense attorneys is the narrative inertia
associated with convictions. That is, because the defendant was convicted, he must be
guilty. Yet the opening paragraphs of the fact section of an appellant’s brief allow
counsel the first and best opportunity to “reset” the reader’s expectations and take
control of the narrative underlying the case. This presentation will discuss techniques for
choosing an approach to the appeal that presents the client and offense in a most
beneficial manner and will then demonstrate ways to engage and hold the reader’s
attention as you introduce your client’s narrative.

Picture This: Exploring the Ethos of Images

Ruth Anne Robbins, Clinical Professor and Director of Lawyering Programs, Rutgers University School of

Room 4
Written and spoken words are the two most common avenues of communicating legal advocacy. But they are not the only two. Rather, the use of imaging is already part of our ethos. How far can we take that in our documents? How far should we take it? Does it matter whether we use imaging in an opening section, a section about facts, or a legal argument? Does it matter whether the imaging occurs in the discussion of a particular legal source or in the application of the legal sources to the client's facts? Professors Johansen and Robbins will address these questions and more in this exploration of the ethical limits of using images in legal documents.

3.05pm – 3.20pm Break

3.20pm – 4.05pm

What We Don't Talk About When We Talk About Sentencing

The United States Supreme Court’s noncapital sentencing jurisprudence effectively gives total deference to states to impose harsh penalties on adults, including severe mandatory minimum sentences for nonviolent crimes. The Court’s discussion in these cases is impoverished. There is little mention of many factors that should be discussed and indeed could be deemed part of contemporary mores and what the Court has called, in the Eighth Amendment context, the evolving standards of decency. This presentation will point out what the United States Supreme Court doesn't talk about when it talks about sentencing, such as liberty, human rights, destroying a person's potential to live a meaningful life, the venerable tradition of forgiveness, the emerging practice of restorative justice, rehabilitation, the need to preserve and protect resources for future generations, race, class, “rotten social background.” Moreover, sentencing courts do not meaningfully consider the defendant’s own story. For example, mandatory minimum sentences, and to some extent, the now-advisory U.S. Sentencing Guidelines, prevent a defendant from telling his story. But bringing a defendant's own story into sentencing could inform the sentencing decision. The mass incarceration crisis may be tapering off somewhat due to staggering financial costs (California provides a stark example), but for any sustained solution to the crisis, issues other than money must play a prominent role. This presentation asks, Why are these sorts of stories (redemption, "It takes a village," forgiveness, etc.), which pervade our culture,
"locked out" of the sentencing jurisprudence and our broader discussion of criminal justice? Is it simply that criminals are "the other," somehow inhuman? Or is something else going on? How can our flat sentencing jurisprudence become rounded?

At the crossroads of legal storytelling and Legal ethics sits one of the criminal defense attorney’s most frequently used trial tactics, the use of the false narrative and the false inference. With a focus on cross-examination and closing argument this presentation explores the various ethical issues related to asking the fact-finder to believe an alternative version of events that the criminal defense attorney knows to be false.

Stories are powerful. Sometimes too powerful—over persuading or persuading in wrong ways or for wrong reasons. Applied Legal Storytelling scholars have begun to explore the ethics of telling stories to audiences such as clients, opposing counsel, judges, and juries. Under examined, however, is the ethical danger that narrative thinking poses to ourselves. Might tapping into story’s power unintentionally pull us across ethical lines? If so, can we guard against it, and teach students, practitioners, and judges, to do so, too? Come hear examples and discuss ways forward.

In March 2012, the Pennsylvania State Legislature radically amended the PA Election Code with the passage of Act 18, requiring heightened voter identification standards that significantly changed the requirements for residents of the Commonwealth of Pennsylvania to legally exercise their right to vote.
This presentation will focus on the storytelling techniques used by the ACLU of Pennsylvania and cooperating attorneys in the case of Applewhite et al. v. The Commonwealth of Pennsylvania filed in the Commonwealth Court of Pennsylvania on May 1, 2012. The individuals believed to be most affected by the law are the elderly, racial minorities and the low income.

4.10pm – 4.55pm

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<tr>
<th>Finding Credibility in the Narrative: Preparing Clients to Testify about Childhood Disabilities at Social Security Hearings</th>
<th>Meredith Schalick, Clinical Associate Professor of Law, Rutgers University School of Law at Camden</th>
<th>Room 1</th>
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</table>

Helping clients prepare to testify is a critical part of lawyering. Attorneys often struggle with how to guide clients about sharing their story with clarity, brevity, and, most importantly, credibility. This presentation will explore a few of the strategies. The presentation will rely on examples drawn from clinic cases: students preparing clients to provide a credible story about childhood disability in Social Security cases before Administrative Law Judges. The same strategies are applicable in many other kinds of cases.

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<tr>
<th>&quot;The Whole Truth&quot;: Narrative Completeness in Legal Storytelling</th>
<th>J. Christopher Rideout, Seattle University School of Law</th>
<th>Room 2</th>
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</table>

This is a presentation on the idea of “narrative completeness.” When the story underlying a case is presented at trial, it is inevitably fragmented and incomplete—as a consequence, among other things, of courtroom procedure and the rules of evidence. The story contains gaps. How does the reader or audience fill these in? What guides this inference-making? And does the audience for legal stories always make these inferences in the intended way? To illustrate one example of this, the presentation will then turn to a New Yorker article titled “Doubt,” by William Finnegan. Finnegan, a staff writer who served as a juror in a criminal trial, describes his struggle to fill in the gaps and make the story “complete”—and perhaps offers some lessons for us.
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<th>Conference Room</th>
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<th>Presenter(s)</th>
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<tr>
<td>Room 3</td>
<td>Representing Youth- A Narrative Teaching Text in the Making</td>
<td>Lisa Kelly, Professor, University of Washington School of Law &amp; Kim Ambrose, Senior Lecturer, University of Washington School of Law</td>
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This presentation will explore the advantages and challenges of writing a text book that uses storytelling as the primary pedagogical method of inquiry. The text, currently under contract with North Carolina Academic Press, will use stories as the foundation for learning about cross-systems and cross disciplinary advocacy for youth involved in multiple systems. After laying out the value and challenges of the narrative approach to developing texts, we will discuss a few specific strategies which we have employed along the way in an effort to navigate this new territory.

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<td>Room 3</td>
<td>Advocacy and Rhetoric in Law, Literature and Film</td>
<td>Hugo de Rijke, Barrister, Associate Professor in Law, Plymouth Law School, Plymouth University, England</td>
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</table>

After teaching advocacy for 10 years as part of Lawyers’ Skills on the LLB course at Plymouth University, I decided to combine some essential aspects of advocacy - theory and strategy in practice - with the rhetoric component of my (final year) Law, Literature and Film module. This module is delivered to law students, many of whom are about to enter the legal profession, and also to criminology and criminal justice students, who are about to enter areas such as probation, policing, youth justice, community safety and victim services. The outcome has produced some fascinating insights and outstanding results from the students, which I would like to share with delegates and explore the potential for embedding popular culture within legal education.

**6.30pm Closing Dinner**
Presenter Biographies

Paula Abrams

Professor Paul Abrams worked in Washington, D.C., for the Executive Office of the President, Council on Wage and Price Stability, and later as an attorney for the Office of Legal and Enforcement Counsel at the Environmental Protection Agency. In addition to private practice she has served as executive director of both the Oregon Judicial Fitness Commission and the Oregon Commission on the Judicial Branch and has published in the area of constitutional law, particularly reproductive rights. Abrams also is interested in population policy. She has published articles on the human rights implications of population policies and on the relationship between population, sustainability, and human rights. Recent articles by Professor Paula Abrams include “We the People and Other Constitutional Tales: Teaching Constitutional Meaning Through Narrative,” published in The Law Teacher, “The Majority Will: A Case Study of Misinformation, Manipulation, and the Oregon Initiative Process,” published in the Oregon Law Review and, “The Reasonable Believer: Faith, Formalism, and Endorsement of Religion,” forthcoming in the Lewis & Clark Law Review. Professor Abrams has written a book on the landmark Supreme Court Case, “Pierce v. Society of Sisters.” The book, Cross Purposes, was released by the University of Michigan Press in November 2009. In 2009, Professor Abrams was named Jeffrey Bain Faculty Scholar in recognition of her exemplary teaching and scholarship.

Cynthia Adams

Before joining the Indiana University School of Law faculty in 1987, Professor Cynthia Adams practiced law with the Indianapolis firm of Stark Doninger Mernitz and Smith, focusing on general business, acquisitions and mergers, commercial loans, and trusts and estates. She has served as an adjunct professor of English at Indiana University Robert H. McKinney School of Law and an adjunct professor of English at Butler University. She has also served as co-director of the Law School’s Latin American Law Program. Professor Adams coauthored a book entitled The International Lawyer’s Guide to Legal Analysis and Communication in the United States, (Aspen Publishers, Inc., 2008). She is also coauthoring a book entitled A Guide to Drafting International Contracts in Legal English. Professor Adams is an active member of the Indiana Bar Association and the Indianapolis Bar Association. She also is a member of the Legal Writing Institute and serves as the Chair for the AALS Section on Graduate Programs for Foreign Lawyers. She was one of the first faculty members to receive Indiana University's Trustee's Teaching Award in recognition of teaching excellence and is...
Kim Ambrose

Kimberly Ambrose is a lecturer and supervising attorney for the Children and Youth Advocacy Clinic (CAYAC). She joined the clinic faculty part time in 2001 and full time in 2005. Before joining the faculty, she helped create and direct the Immigrant Child Advocacy Project through the Seattle University Law School Access to Justice Institute. She spent several years as a public defender representing indigent adults and juveniles in both child welfare and criminal proceedings. After graduating from the UW School of Law in 1989, Professor Ambrose clerked for U.S. District Judge David Ezra in the District of Hawaii and then worked in a private civil practice. She has also worked as a resource attorney for the Washington Defender Association, providing training, technical assistance, and resources to public defense attorneys around Washington state. Professor Ambrose has published several articles and resource materials for public defense attorneys including Beyond the Conviction: What Defense Attorneys in Washington State Need to Know About Collateral and Other Non-Confinement Consequences of Criminal Convictions (Washington Defender Association 2004) and Beyond Juvenile Court: Long-Term Impact of a Juvenile Record (Washington Defender Association 2005). Professor Ambrose also created and directs the Juvenile Records Sealing Clinic, staffed by student volunteers from the UW Street Youth Legal Advocates of Washington. Professor Ambrose currently serves on the Board of Directors of the Society of Counsel Representing Accused Persons, Washington State Bar Association Indigent Defense Juvenile Subcommittee, King County Racial Disproportionality Coalition, and the Washington State Institutional Review Board as the prisoner representative.
Ted Becker

Ted Becker is the assistant director of the Legal Practice Program at the University of Michigan School of Law. Before joining the law school faculty as a clinical assistant professor in 2000, Prof. Becker was a litigator with Dickinson Wright in Lansing, specializing in telecommunications arbitrations and other administrative agency proceedings. He also has substantial appellate experience in general corporate litigation, both with Dickinson Wright and as a sole practitioner. He previously was an adjunct professor at Thomas M. Cooley Law School, teaching an upper-level course in litigation skills, including discovery and motion practice, as well as the practical business aspects of law firm operation. Prof. Becker is a member of the editorial board of the Journal of the Legal Writing Institute. He has authored or coauthored articles in Duquesne Law Review, Legal Writing, the Second Draft, and the Michigan Defense Quarterly, and has presented several times at academic legal writing conferences. He received his BA from the University of Michigan and his JD, summa cum laude, from the University of Illinois College of Law, where he was a member of Order of the Coif and an articles editor of the University of Illinois Law Review.

Ellen Ross Belfer

Ellen Ross Belfer graduated with a B.A. with high honors in Sociology from the University of Texas at Austin in 1999. She then earned her J.D. summa cum laude from the University of Miami School of Law in 2003. After law school, Ellen served as a law clerk to the Honorable Peter T. Fay of the United States Court of Appeals for the Eleventh Circuit. She also taught Legal Research and Writing as a part-time Instructor at the University of Miami School of Law. In 2004, Ellen joined the litigation department of the Miami office of Hunton & Williams LLP, where her practice focused on complex commercial litigation in federal and state courts, including contract disputes, class actions, actions under the Racketeer Influenced and Corrupt Organizations Act (RICO), business torts, product liability litigation, and antitrust litigation. Ellen Belfer joined the faculty of the University of Miami School of Law in November 2010. She teaches the first-year Legal Communication and Research Skills course as well as an upper-level writing course focusing on discovery in civil litigation.
Linda Berger

Professor Linda Berger joined UNLV in July 2011. Her research, writing, and teaching converge on the study and practice of legal rhetoric, drawing on cognitive psychology as well as composition, rhetoric, metaphor, and narrative theory. Professor Berger is president-elect and serves on the national board of directors of the Legal Writing Institute (LWI) and is a member of the editorial board of the LWI Monograph Series. She was a founder and the long-time editor of Legal Communication & Rhetoric (formerly known as J. ALWD); initiated and edits the Law & Rhetoric e-Journal on SSRN's Legal Scholarship Network (with co-editor Jack Sammons); and was one of the first ALWD Visiting Scholars in Legal Communication & Rhetoric. She also is a former member of the national board of directors of ALWD. Professor Berger's early scholarship focused on how New Rhetoric composition theory could improve the teaching of legal writing in articles addressing law students' and law teachers' reading and writing processes. More recently, she has been applying rhetorical analysis and metaphor and narrative theory to interpret persuasive briefs and judicial opinions; these articles also recommend methods for professional legal writers to strengthen their effectiveness and persuasiveness.

Todd Berger

Professor Todd Berger joined the Syracuse University College of Law faculty in 2012. He is currently an Assistant Professor of Law and Director of the Criminal Defense Clinic. Prior to joining the College of Law, he was the founding Managing Attorney of the Federal Prisoner Reentry Project at Rutgers School of Law-Camden. Previously, he worked as an assistant public defender with the Defender Association of Philadelphia, representing indigent defendants throughout all stages of the criminal justice system, from preliminary arraignment through trial and post-verdict motions. He worked as a supervisor in both the Municipal Court and Felony Waiver Units, assisting new attorneys in trial preparation and courtroom practice. He also served in the Major Trials Unit representing clients in jury trials involving the most serious non-homicide felony charges. He was also a Lecturer in Law at the University of Pennsylvania School of Law where he taught the Criminal Defense Clinic. Professor Berger earned a bachelor's degree from the George Washington University and Juris Doctor from Temple University School of Law. He also earned an L.L.M. in Trial Advocacy from Temple University.
Jennifer Bontrager
Assistant Appellate Defender, Illinois Office of the State Appellate Defender.

Jaime Bouvier

Professor Bouvier is the Assistant Director of Academic and Writing Support at Case Western Reserve University School of Law. She received her undergraduate degree with honors from the University of Iowa where she majored in both English and Theatre. She attended law school at Case Western Reserve University on a full scholarship. There she was an editor for the law review, won several awards, and graduated summa cum laude as well as first in her class. After law school, she clerked for Judge Kathleen M. O’Malley in the Northern District of Ohio. She also served as staff counsel to Congressman Dennis Kucinich in Ohio’s 10th Congressional District. After teaching Constitutional Law and Civil Rights and Liberties for several years in the political science department at Cleveland State, she returned to practicing law. She worked at several law firms litigating cases before federal and state courts at both the trial and appellate levels.

Jeremy C. Bradley

By examining the links between fairness, philosophy and feminism, Jeremy C Bradley highlights how and why we must reshape the course of legal judgments. From his roots in Middle America to studying in the UK for his Doctorate in Law, Jeremy has always striven for a person’s right to be heard and fairly evaluated. With an MBA from University of Phoenix, Jeremy has also presented at the White House Initiative on Historically Black Colleges and Universities, the National Association of Student Affairs Professionals, and the International Conference on Virginia Woolf. It was while focusing on Woolf’s work that Jeremy’s passion for feminist text was ignited. Within Woolf’s lines he uncovered his research mission: to reframe the legal decision-making process. This work examines Woolf’s text as a blueprint for lessons on how our laws could be better interpreted and implemented. Written from the stance of legal philosopher, Jeremy illustrates that Woolf may be the very influence that the legal world now must accommodate.
Jennifer Brobst

Jennifer Brobst has served as the Director of the Legal Program at the Center for Child and Family Health (CCFH) in Durham since 2006. The Legal Program works with law student interns supporting the Center’s many medical and mental health client services and professional training programs, including expert witness preparation, legislative monitoring and pro bono legal resource referral. The Center is a collaborative nonprofit with research faculty from Duke University, North Carolina Central University School of Law (NCCU), and the University of North Carolina Chapel Hill, and nursing, child development and abuse prevention staff from Child and Parent Support Services in Durham. Prof. Brobst teaches courses at NCCU in Domestic Violence Law, Scientific Evidence, Evidence, Professional Responsibility and Children and the Law. Her law review and book publications have focused on the legal needs of crime victims as well as the admissibility of evidence. She has presented nationally and internationally to legal and multidisciplinary audiences on the legal rights of children and adolescents.

Howard Bromberg

Professor Howard Bromberg teaches in the Legal Practice Program at the University of Michigan School of Law, where he also taught from 1996 to 2000. Prior to returning to Michigan Law, he was associate professor of law and assistant dean of clinical and professional skills programs at the Ave Maria School of Law in Ann Arbor. He has published numerous articles and entries on subjects in law, legal history, and biography, and edited the recently published three-volume Great Lives From History: The Incredibly Wealthy. From 2001 to 2003, he was a visiting professor at Harvard Law School, where he helped establish the new First-Year Lawyering Program and served as its associate director. From 2008 to 2010, he designed and directed the legal writing program at the newly created Peking University School of Transnational Law, where he was also a visiting professor. Prof. Bromberg has also taught at Chicago and Stanford law schools. Before entering the academy, he practiced law as an assistant district attorney in the Appeals Bureau of the New York County District Attorney’s Office and as legislative counsel to Congressman Thomas Petri of Wisconsin. Prof. Bromberg received his BA and JD from Harvard Law School and his JSM from Stanford Law School.
Anne Burr

Professor Anne Burr serves as the academic director of Legal Research and Writing at Wayne Law and was recently a visiting assistant professor at Peking University’s School of Transnational Law (STL). As an academic director of Legal Research and Writing at Wayne Law, Professor Burr is responsible for designing and implementing a legal practice program that integrates analysis, research, writing, oral advocacy, transactional drafting and other aspects of the practice of law. She oversees Orientation, the State Bar of Michigan Professionalism in Action Program and the First Year Moot Court Program. She is also a frequent guest lecturer on scholarly writing for J.D. and LL.M. students. As a visiting assistant professor at STL, Professor Burr assisted in designing and implementing the legal practice program for the first western style law school in China. Launched in 2008 in Shenzhen, STL seeks to provide its students with the practice skills necessary to achieve success in global law firms. Professor Burr began her legal career as a federal law clerk for U.S. District Judge George E. Woods, before joining the regional law firm of Dykema Gossett. Becoming an equity partner in 1989, she specialized in corporate workouts. She was also one of three finalists in 1989 for an appointment as a U.S. Bankruptcy Court Judge for the Eastern District of Michigan. Following her tenure at Dykema, Professor Burr served as senior counsel of the multinational corporation Allied Domecq, PLC. Responsible for mergers, acquisitions and divestitures for the wines and spirits division, she worked on transactions in Mexico, South America and Asia.

Kim D. Chanbonpin

Kim D. Chanbonpin joined the John Marshall faculty in 2008. Professor Chanbonpin received her bachelor’s degree in English literature from the University of California at Berkeley. She earned her JD from the University of Hawai‘i at Mānoa, William S. Richardson School of Law, graduating cum laude with a certificate in Asian-Pacific Legal Studies. After law school, she was a law clerk to the late Judge John S.W. Lim, Intermediate Court of Appeals in Honolulu. Professor Chanbonpin also earned an LLM, with distinction, and a Certificate in National Security Law at the Georgetown University Law Center. While in Washington, D.C., she was a Short-Term Consultant at the World Bank. Professor Chanbonpin is a member of the State Bar of California, and has been involved in several pro bono publico cases litigating a variety of legal issues, including post-conviction relief, Violence Against Women Act (VAWA) self-petitions, and police brutality claims. In September 2012, she was appointed to a two-year fellowship under the Illinois State Bar Association’s Diversity Leadership Council. Professor Chanbonpin is also
currently serving a four-year term as a Board Member of the Legal Writing Institute. Prior to coming to John Marshall, Professor Chanbonpin was a Westerfield Fellow at Loyola University New Orleans College of Law. During her fellowship, she taught National Security Law & Civil Liberties, Legal Research & Writing, and Moot Court (Appellate Advocacy).

Kenneth Chestek

Kenneth D. Chestek joined the University of Wyoming College of Law faculty in the summer of 2012. He graduated cum laude from University of Pittsburgh School of Law where he was Editor in Chief of the Law Review. He practiced law for 21 years in Pennsylvania in a variety of settings, from solo practice to managing attorney for a branch office of a large law firm. While in practice, he also served for 18 years as Chief Civil Counsel to Erie County, Pennsylvania. From 2010 to 2012 he served as President of the Legal Writing Institute. Previously, he served as a member of the Board of Directors and Treasurer of LWI. From 2005-2008 he co-chaired the ALWD/LWI Annual Survey Committee, and from 2004-2008 he served as a member of the Editorial Board of Legal Writing: The Journal of the Legal Writing Institute, a peer-reviewed academic journal. He has published and given lectures on a wide variety of subjects, including persuasion, teaching methods, tax exemption policy, hospitals and the uses of computers in law offices. His current scholarly interest is in the emerging discipline of Applied Legal Storytelling, which examines the role of narrative reasoning and storytelling in how judges decide cases. Professor Chestek is one of three co-authors of a new textbook for first-year courses in legal persuasion. All three authors are former Presidents of LWI. The book, Your Client's Story: Persuasive Legal Writing, will be published by Aspen in early 2013.

Jason Cohen

Jason Cohen joined the Rutgers Law faculty in 2005. He is a former litigator with the law firm of Stradley Ronon in Philadelphia, where from 1998 to 2005, his practice focused on a range of complex commercial and employment matters, including cases involving discrimination, enforcement of restrictive covenants, retaliation and wrongful discharge claims at the administrative, state and federal levels. While in practice, he also handled client counseling, discovery, briefing and oral argument resulting in summary judgments in favor of his clients. In 2005, his arguments and briefing on behalf of a major brokerage firm were instrumental in the denial of a nation-wide class action of Title VII sexual harassment plaintiffs in the United States District Court for the Eastern District of New York.
Laura Cohen

Professor Laura Cohen earned a B.A. summa cum laude from Rutgers College and a J.D. from Columbia, where she was managing editor of the Columbia Human Rights Law Review. She is the former director of training for the New York City Legal Aid Society’s Juvenile Rights Division, where she oversaw both the attorney training program and public policy initiatives relating to juvenile justice and child welfare. She also has served as a senior policy analyst for the Violence Institute of New Jersey; deputy court monitor in Morales Feliciano v. Hernandez Colon, a prisoners’ rights class action in the U.S. District Court in San Juan, Puerto Rico; adjunct professor at New York Law School; and staff attorney for the Legal Aid Society. Professor Cohen co-directs the Northeast Regional Juvenile Defender Center, an affiliate of the National Juvenile Defender Center, which is dedicated to improving the quality of representation accorded children in juvenile court.

Maureen Collins

Maureen Collins has been on the Lawyering Skills faculty at Johns Marshall Law School since 2005. She also created and has been teaching a first-year writing course for students interested in intellectual property. Professor Collins previously was the director of the Legal Writing Program at DePaul University College of Law, where she designed and implemented the first-year and upper-level writing curriculum, created assignments and coordinated the staff of full-time and adjunct professors. Before her career in academia, Professor Collins was an attorney at Sidley Austin LLP, practicing trademark, copyright, and advertising law. She returned to the firm each summer for 15 years as a 'Professor in Residence,' working with summer associates on research and writing issues. Professor Collins authored a legal writing manual, and wrote the "Legal Communications" column for the Illinois Bar Journal from 1995 through 2004. She has developed a specialty of protecting as intellectual property designs that are used in fabric art and has written and lectured on this topic.
Lurene Contento

Lurene Contento is Director of the John Marshall Law School's Writing Resource Center. In her role as Director, she counsels John Marshall students from 1Ls to international LLM students, presents workshops on legal writing topics ranging from basic grammar to persuasive techniques, and supervises a staff of professional writing advisors. She teaches Lawyering Skills I, a first-semester legal skills course, and Writing for the Practice of Law, an upper-level writing class designed to help students prepare for practice and the bar. She has also taught in the SCALES program for conditionally admitted students. Since joining John Marshall's writing center in 2002, Lurene has counseled over 1,500 students in individual appointments. She has published practical tips for legal writing professionals and has presented at local, national, and international conferences. After being admitted to the Illinois bar, Lurene worked at a small general practice law firm, researching and writing on a range of topics. Lurene earned her JD magna cum laude from The John Marshall Law School and graduated summa cum laude from Loyola University with a BA in English Literature. Lurene was recently awarded the 2012 Deborah Hecht Memorial Award for her article Freeing Students to Write More Effectively – Taking the Fear Out of Plagiarism.

Nancy Cook

Professor Nancy Cook is director of the University of Minnesota School of Laws Lawyering Program and co-holder of the Vaughan G. Papke Professorship in Clinical Law. Prior to joining the faculty, Professor Cook was a tenured professor at Roger Williams University School of Law and director of that school's Community Justice and Legal Assistance Clinic. A nationally recognized leader in clinical legal education, Professor Cook has served on the executive committee of the Association of American Law School's Clinical Section and on the Clinical Legal Education Association's board of directors. She has been a member of the Board of Governors for the Society of American Law Teachers since 2001.
Rachel Croskery-Roberts

Professor Croskery-Roberts comes to University of California at Irvine Law School after nine years at the University of Michigan Law School. At Michigan, Professor Croskery-Roberts most recently served as the associate director of the Legal Practice Program. She has also worked as an associate in the Labor and Employment Department at Baker Botts in Dallas, and she clerked for the Honorable Janis Graham Jack of the U.S. District Court, Southern District of Texas. She has presented on various topics at academic conferences in the United States and abroad. Her article on the theory and practice of using teaching assistants, co-authored with Professor Ted Becker, appeared in the Journal of the Legal Writing Institute, and she is currently working on a book on employment discrimination for Aspen Publishers. She is a past-Chair of both the AALS Section on Legal Writing, Reasoning, and Research, and the Section on Teaching Methods. She is a member of the editorial board for the peer-edited Journal of the Legal Writing Institute and a member of the State Bar of Texas and the American Bar Association. She earned her B.A. at the University of Oklahoma, summa cum laude and Phi Beta Kappa, and received her J.D. from the University of Michigan, magna cum laude and Order of the Coif, graduating in the top 5% of her class. While in law school, she served on the Michigan Journal of International Law and the Michigan Journal of Gender and Law.

Brad Desnoyer

Professor Brad Desnoyer joined the University of Missouri School of Law faculty as an adjunct professor in 2010, became a visiting professor in 2011, and was elected to full-time faculty in 2012. Previously, he served as staff counsel at the Supreme Court of Missouri and as a clerk to Judge Laura Denvir Stith of the Supreme Court of Missouri. While in law school, he served as an editorial member of the Missouri Law Review. Professor Desnoyer is an experienced legal writer and has extensive training and experience as an author. He has written nationally-published works of fiction, provided research to The History Channel and helped to research and draft New York Times Bestsellers Heroes for My Son and Heroes for My Daughter. At the School of Law, Professor Desnoyer teaches Legal Research and Writing, Advocacy and Research, Advanced Legal Writing, Writers' Workshop and Legal Reasoning.
Helen Edwards

Professor Helen Edwards is a member of Nottingham Trent University Law School executive management team, responsible for determining the strategic direction of the law school, programme offerings and curriculum design, as well as its budgeting and resourcing requirements. Helen is also an academic team leader in the Graduate Division, responsible for team development, recruitment, development and performance procedures, allocation of duties and workload, discipline and grievance procedures, and is involved in curriculum development work on the Legal Practice Course and Bar Professional Training Course. She has overall responsibility for the Legal Practice Course, both full time and part time, and the Bar Professional Training Course. Her teaching interests are in Criminal Litigation, Evidence and Advocacy.

Christopher Evers

Prior to joining the faculty of Qatar University College of Law, Professor Christopher Evers was an Instructor of Legal Analysis, Research & Communication from 2008 to 2012 at the DePaul University College of Law in Chicago, in which he taught introductory and advanced legal writing courses. From 2004 to 2008, he taught advanced appellate advocacy courses at DePaul as an adjunct faculty instructor. He also worked extensively with DePaul’s moot court society to help prepare teams for national and international competitions. Professor Evers received his J.D. degree from the University of Michigan Law School and his A.B. degree from Harvard University. Following law school, he completed a two-year clerkship with the Hon. James Gwin of the U.S. District Court for the Northern District of Ohio and worked as an associate at the Chicago office of the law firm of DLA Piper LLP, focusing on litigation in relation to non-compete contracts. From 2004 to 2008, he worked for the Illinois Office of the State Appellate Defender to represent indigent persons appealing their criminal convictions.
Brian Foley

Professor Brian Foley has practiced civil and criminal litigation and clerked for a federal trial court judge. He has taught several courses across the law school curriculum and focuses on criminal and civil procedure, criminal law, and evidence. He has published scholarship in criminal law and procedure, evidence, sentencing, anti-terrorism law, and the law of war (jus ad bellum). He is the co-creator and co-organizer of conferences on Applied Legal Storytelling (2011, 2009, and 2007) and has pioneered teaching law students and lawyers how to use storytelling techniques as a method of persuasion in brief writing. He is co-counsel in pro bono litigation seeking to have life-without-possibility-of-parole sentences declared unconstitutional when applied to juveniles. Professor Foley has rejoined the Florida Coastal School of Law faculty after teaching as a visiting associate professor at Boston University School of Law (2008-10) and Earle Mack School of Law at Drexel University (2007-08), where the following year he was chosen by the students in the first graduating class to win the teaching award.

Ian Gallacher

Professor Ian Gallacher received a bachelor’s degree in music, with honors, from the University of Leeds, a master of fine arts degree in orchestral conducting from Carnegie-Mellon University, and a juris doctor from the Washington College of Law. He clerked for two years for United States District Judge Frederic N. Smalkin, and then practiced complex civil litigation in Baltimore as an associate and later as a partner at Goodell, DeVries, Leech, and Dann, LLP. In 2002, he returned to the Washington College of Law, first as an instructor and then as Associate Director of Legal Rhetoric. He joined the College of Law faculty in 2004. Professor Gallacher has written about issues flowing from class action litigation and is also the author of the books, A Form and Style Manual for Lawyers and A Form and Style Manual for Paralegals.

Iselin Gambert
Professor Iselin Gambert joined the George Washington University Law School faculty in 2009 as a visiting associate professor of legal research and writing. She serves as the Writing Center Director and teaches a section of Legal Research and Writing. Prior to joining the faculty, Professor Gambert clerked for Judge Ronna Lee Beck at the D.C. Superior Court, Civil Division, and worked as an attorney and legal writer for a local public interest advocacy organization. She is a graduate of GW Law School, where she was a two-year writing fellow in the Legal Research and Writing Program, the executive notes editor of the American Intellectual Property Law Association Quarterly Journal, and an editor and publication committee member of the GW Law Student Bar Association Student Legal Writing Review. She was a clinical fellow in the International Human Rights Clinic and received the National Association of Women Lawyers Outstanding Law Graduate Award upon graduation. Before law school, Professor Gambert was the Program Director of WomensLaw.org, a national nonprofit organization providing state-specific legal information to domestic violence survivors. She is currently a member of the organization’s Board of Directors and is the faculty adviser for the GW Law chapter of the WomensLaw.org Email Hotline.

Bernadette Gargano

Professor Bernadette Gargano currently teaches Legal Analysis, Writing and Research at the State University of New York Buffalo Law School. She was one of two legal writing professors nationwide to be awarded the prestigious 2012 Association of Legal Writing Directors Grant for her innovative work in course design and curriculum. As part of this grant work, Professor Gargano created “Legal Advocacy in Context: Pretrial and Appellate Litigation,” a course focused on student legal advocacy in the context of a single case, taking the case through various stages of litigation, from intake, through pleadings, through discovery and pretrial motions, and culminating in an appellate brief as the “capstone” writing project.
Kathy Gebhardt

After practicing law in private firms for nearly 20 years, she, along with Alex Halpern, founded Children’s Voices, Inc. and is the Executive Director. Her practice is focused exclusively on advocacy to ensure equal access to public education. Kathy has handled complex and class action litigation. She was lead co-counsel in Giardino v. State of Colorado, which challenged the funding structure for capital construction in Colorado. The settlement of the case led to the Building Excellent Schools Today (B.E.S.T.) legislation. Kathy works closely with education advocacy and policy groups to help educate the public as to the challenges that must be overcome to achieve access to a quality public education. Kathy is a member of the Board of Directors for Great Education Colorado, Rural and Community Trust, and Colorado Lawyers Committee. She is a past board member of the Alliance for Quality Teaching. She has worked as a consultant with the Education in the Public Interest Center in Boulder, Colorado. She received her law degree from the University of Denver College of Law and her bachelor of arts degree from Lewis and Clark College.

Sarah Gerwig-Moore

Professor Sarah Gerwig-Moore’s teaching and scholarship interests center around constitutional criminal law, appellate and post-conviction practice and procedure, prisoners’ rights, and other practical matters relating to serving the public interest. Since coming to Mercer University School of Law, she has created and now teaches The Habeas Project, the only pro bono effort in Georgia to focus on non-capital post-conviction cases. The clinic has briefed and argued dozens of cases—including cases of first impression in the state’s highest court—and has won relief for nearly half of its imprisoned clients. In Alford v. State, Sarah and clinic students urged the retroactivity of Alabama v. Shelton and won relief for their client along with a “Case of the Year” Award from the Georgia Association of Criminal Defense Attorneys. The clinic has also helped establish sleep-walking defense in Georgia (Smith v. State) and helped make favorable law in a number of cases related to knowing and intelligent guilty pleas.
Elizabeth Greenough

Professor Elizabeth Greenough joined the Charlotte School of Law faculty as an Assistant Professor in 2012. Prior to entering academia, she worked for fourteen years as a staff attorney for the U.S. Court of Appeals for the Fifth Circuit in New Orleans, Louisiana. Professor Greenough also has served as a law clerk for the Honorable Richard J. Arcara and the Honorable William M. Skretny in the United States District Court for the Western District of New York. She formerly was in private practice with Phillips Lytle LLP in Buffalo, New York. Professor Greenough earned her B.A. in Government, with distinction in all subjects, from Cornell University, and her J.D., cum laude, from the University of Michigan Law School.
Michele LaForest Halloran

Before coming to Michigan State University College of Law, Professor Halloran was a partner at the law firm of Howard & Howard for nine years. She has served as an administrative law judge for the Michigan Tax Tribunal; a law clerk to the Honorable Mary S. Coleman, former chief justice of the Michigan Supreme Court; a prehearing attorney for the Michigan Court of Appeals; and a law clerk for the State Board of Tax Appeals. Currently, she serves as president of the newly-formed Michigan Women’s Tax Association. Professor Halloran administers all aspects of the Law College’s clinical programs as their director. As director of the MSU Law Tax Clinic, she is responsible for the general operations and management of the clinic, which serves low-income clients and taxpayers for whom English is a second language, and provides MSU Law students with experience practicing tax law.

Christopher Hawthorne

Professor Christopher Hawthorne is clinical professor and Co-Director of Loyola Law School’s Juvenile Innocence & Fair Sentencing Clinic. Before joining the Loyola faculty, Hawthorne was a solo practitioner specializing in appellate criminal defense. Immediately after law school, he was an associate with O’Melveny & Myers, practicing in their Litigation Department’s White Collar Criminal Defense Practice Group. Prior to and during his legal and teaching career, he wrote and produced motion pictures, for which he won the Writer’s Guild of America Award, the Prix de Critiques at the Festival Avoriaz and the Silver Cairo at the Cairo Film Festival. One of his films was also nominated for an Emmy Award for Best Family Script. Hawthorne graduated magna cum laude from Loyola Law School, where he was a Sayre MacNeil Scholar and a Note & Comment Editor on the Loyola of Los Angeles Law Review.
Steven H. Hobbs

Professor Steven H. Hobbs graduated magna cum laude from Harvard University in 1975 with a bachelor of arts degree and received the juris doctor from the University of Pennsylvania Law School in 1979. Professor Hobbs was a member of the Washington and Lee law faculty for 16 years before accepting the position of Tom Bevill Chairholder of Law at Alabama in 1997. He also has visited on the law faculties at Willamette University and Florida State University. Upon graduation from law school, Professor Hobbs practiced in the Department of the Public Advocate in Trenton, New Jersey. In 1981 he began his career in academics. Both his professional and scholarly interests demonstrate his commitment to the fair distribution of social and legal benefits to individuals. The classes he has taught, the topics of scholarship on which he has written, and the issues he has addressed at professional conferences deal with elder law, family law, fair housing law, and social and economic justice. He has written numerous law review articles on these subjects and was instrumental in drafting the Virginia Human Rights Act. Professor Hobbs teaches Professional Responsibility, Family Law, and a series of classes that focus on the development of small businesses.

Kimberly Holst

Professor Kimberly Holst teaches Legal Method and Writing as well as upper-level writing and skills courses at Arizona State University College of Law. Professor Holst’s scholarship focuses on the interdisciplinary use of methods from various areas of educational pedagogy and their application to teaching the law. Her work is also applied to the development of law school pedagogy in the global context. Specifically, Professor Holst has presented to various international audiences about techniques for more effective law school pedagogy. Additionally, she has written in the areas of intellectual property law and criminal procedure. Prior to joining the faculty in 2010, she taught Legal Research and Writing at Hamline University School of Law and at the University of Minnesota Law School. While at Hamline, Professor Holst created a pipeline for diversity pilot program aimed at helping middle school-aged children think about and aspire to a career in the law. She also developed a self-assessment tool to aid first-year law students in reflecting about their skills and knowledge as they relate to achieving the school’s learning outcomes. Outside the classroom, Professor Holst has served as a mediator and an attorney for a Minnesota legal aid organization. She also practiced in a variety of areas as a private attorney prior to becoming a professor.
Jessica Hynes
Assistant Professor of Legal Studies at Quinnipiac University

Lucy Jewel
Professor Lucille Jewel is an associate professor at Atlanta’s John Marshall Law School where she teaches Legal Writing, Advanced Appellate Advocacy, Client Interviewing and Counseling, and Professional Responsibility. Professor Jewel’s scholarship focuses on the culture of the legal profession and the intersections between technology, rhetoric, and the law. Before she came into law teaching, she litigated commercial cases in New York City, focusing on real estate, construction, intellectual property, and corporate disputes, in trial and appellate settings. Professor Jewel's scholarship has appeared in journals such as the Buffalo Law Review, the University of Southern California Journal of Interdisciplinary Studies, and the Minnesota Journal of Law, Science, and Technology. She received her J.D. from Tulane Law School and her B.A. from Columbia University.

Steve Johansen
Professor Steve Johansen teaches Legal Writing at Lewis and Clark Law School. He became a much better teacher as a result of his opportunity to work with Ruth Anne Robbins and Ken Chestek in writing Your Client’s Story: Persuasive Legal Writing. In 2009, he received the Thomas Blackwell Memorial Award. He is a frequent guest of Murphy’s Pub in Dingle, County Kerry, Ireland and prefers his beer black and his Sox red. He is also a direct descendent of Pepin the Short.
Jeanne Kaiser

Professor Jeanne Kaiser joined the law faculty at Western New England School of Law in 1998. While in law school Professor Kaiser, a 1993 magna cum laude graduate, served as both a Staff Member and Editor on the Western New England Law Review and was the recipient of numerous awards for academic excellence. After graduation from law school, she served as Law Clerk to the Honorable Elizabeth Porada of the Massachusetts Appeals Court. Professor Kaiser was a Litigation Associate in a Northampton general practice law firm. She also serves as Appellate Counsel for the Children and Family Law program of the Committee for Public Counsel Services.

Elizabeth Keith

Professor Elizabeth Keith joined the American university Washington College of Law faculty in 2008. She had been Assistant Director and Acting Director of Legal Research, Writing & Analysis at George Mason University School of Law since 2006. She has also taught upper-level courses in Appellate Writing and Legal Drafting since 2004. Prior to becoming a law professor, she was a Litigation Associate at Odin, Feldman & Pittleman, P.C. in Fairfax, Virginia, specializing in civil litigation. She has a B.A. with distinction from the University of North Carolina at Chapel Hill and a J.D. cum laude from George Mason School of Law, where she was Editor-in-Chief of the George Mason Law Review.
Lisa Kelly

Professor Lisa Kelly came to the University of Washington in 2002 as a Distinguished Visitor and then joined the UW law school faculty in 2002. She directs the Children and Youth Advocacy Clinic and teaches Family Law and Child Advocacy. She is the co-author of Adoption Law: Theory, Policy and Practice (2006). She works closely with the Court Improvement Training Academy. Professor Kelly chairs the Statewide Children’s Representation Workgroup established by the Washington Supreme Court Commission on Children in Foster Care. She is the Bobbe and Jon Bridge Endowed Professor of Child Advocacy and served as Associate Dean at the UW Law School from 2007-2009. Professor Kelly began her career practicing civil rights and family law in Arkansas, where she was local counsel for the NAACP Legal Defense and Education Fund for ten years. She began teaching at the University of Arkansas at Little Rock and moved from there to West Virginia University College of Law, where she attained the status of tenured full professor. In 1996, she won the Association of American Law School's National Scholarly Paper Prize for her work entitled Race and Place: Geographic and Transcendent Community in the Post-Shaw Era, published in the Vanderbilt Law Review. In West Virginia, Professor Kelly developed a multi-disciplinary training for law students to serve as guardians ad litem in dependency cases, which resulted in adding nearly 100 student attorneys to serve children in foster care. She was the reporter for the West Virginia Law Institute's Adoption Reform Project, which was the catalyst for legislative action on the state’s adoption statute. She was also instrumental in influencing legislative change in West Virginia custody law.

Derek Kiernan-Johnson

Professor Derek Kiernan-Johnson joined the University of Colorado School of Law faculty in 2007. He studies how lawyers and judges write, why they write that way, and what can be done about it. His current scholarship focuses on the roles that narrative, rhetoric, and visual semiotics play in legal communication. In his teaching he strives to help students gain fluency and confidence in the language of the law, chart meaningful and sustainable career paths, understand the contemporary American judicial opinion in historical and comparative context, and reflect critically on law's role in society. Derek received his undergraduate degree from Princeton University, where he studied religion, dramatic performance, and music. He brought these perspectives to bear in his work at the Raphael J. Moses Mesoamerican Archive, culminating in Experiencing Toxcatl: an Ixiptla’s Perspective (1996), a multi-disciplinary study of an Aztec sacrifice from the sacrificee's point of view. He developed this approach further by traveling to Bayreuth, Germany, to study composer Richard Wagner and write Durch Sühn und Buß der Gnade Heil: Spiritual Suffering and Religious Salvation in the Operas of Richard Wagner (1997).
Geoffrey Klingsporn

Geoff Klingsporn is an associate in the Commercial Litigation and Appellate Groups of Davis Graham & Stubbins. His appellate experience covers a broad range of cases for insurance, real estate, medical, pharmaceutical and manufacturing clients. Geoff also practices commercial litigation in the firm’s Trial Group, focusing particularly on products liability. His experience includes defending bicycle component manufacturers and appearing nationwide on behalf of a major pharmaceutical client. He has represented manufacturers, real estate developers, and contractors in a variety of commercial, tort, and contractual disputes. In addition, Geoff has represented clients pro bono in election-law cases and before the Tenth Circuit as appointed counsel under the Criminal Justice Act. He currently serves as Secretary of the Election Law Task Force of the Colorado Lawyers Committee, and is a member of the Appellate Subcommittee of the Colorado Bar Association. Geoff took part in the *Lobato v. State* school-finance litigation as counsel for two school districts in the San Luis Valley. For his volunteer work, in 2011 Geoff was nominated as “Individual of the Year” by the Colorado Lawyers Committee. In 2012, he won that award as a member of the *Lobato* “Team of the Year.” Before joining DGS, Geoff was a professor of history. After receiving his B.A. from Columbia, he completed his graduate work in U.S. history at the University of Chicago, where his work on early American war films was awarded the John L Harper Young Investigator's Prize (Harper Prize) for outstanding dissertation proposal. Geoff relocated to Denver shortly after receiving his doctorate, and joined the Social Sciences faculty at the University of Denver. While teaching at DU, Geoff entered the evening program at the University of Denver Sturm College of Law, eventually graduating in 2007 with the Faculty Award for the highest grade point average in his class.

Cathren Koehlert-Page

Professor Cathren Page joined the faculty at the Barry University School of Law in 2011. She previously taught Appellate Advocacy, Legal Research and Writing, and Special Problems in Evidence for three years at Golden Gate University School of Law. She is an active participant in the Legal Writing Institute. Prior to entering academia, Professor Page practiced law as a staff attorney in the Department of Protective and Regulatory Services in Texas where she established an 89% win record in the Texas Courts of Appeals and successfully represented her agency before the Supreme Court of Texas. During that time, she also held a 100 percent win record at trial. Professor Page was active in the legal community in Texas and was awarded both an American Bar Association Award and a Texas Young Lawyers Award for the pro bono Family Law pamphlet she created. She hosted quarterly on Austin Young Lawyer’s Association’s “Ask an Attorney” television show, spoke at conferences, and
published papers on Child Protection Law, one of which has been cited by the El Paso Court of Appeals. In addition to her J.D. degree from the University of Texas, Professor Page earned a M.F.A. degree in Writing for Children and Young Adults from Vermont College. Her current legal scholarship focuses on Applied Legal Storytelling, and her upcoming article titled “Come a Little Closer So That I Can See You My Pretty: The Use and Limits of Fiction Point of View Techniques in Appellate Briefs” is being published in *UMKC Law Review*.

**Stefan Krieger**

Professor Stefan Krieger teaches clinical courses and Evidence at Hofstra University School of Law and is Director Emeritus of Clinical Programs. Following law school, Professor Krieger served as a law clerk to Judge Hubert L. Will, United States District Court for the Northern District of Illinois, in Chicago. He was a staff attorney at the West Side Office of Legal Assistance Foundation of Chicago from 1977 to 1979. Professor Krieger was a clinical teacher for 13 years at the University of Chicago Law School and Southern Methodist University School of Law, and has taught at Hofstra since 1992. Professor Krieger specializes in the areas of housing and community development. Professor Krieger and his students in the Law Reform Advocacy Clinics have represented numerous tenants and community groups in attempts to improve low-income housing in Nassau County. In 2004, Professor Krieger and Clinic students won a landmark victory in the New York Court of Appeals protecting the rights of tenants to proper notice before eviction. In 2008, representing a tenants advocacy group, the Clinic won a significant victory in the New York Supreme Court, Appellate Division, invalidating high rent guidelines for approximately 12,000 tenants in Nassau County. The Clinic now represents Latino tenants in a building in Farmingdale who have filed a housing discrimination case in federal court challenging the plans of the Village and a developer to displace all the occupants and build luxury apartments. The court will soon be setting the case for jury trial.
Betsy Lenhart

Professor Elizabeth Lenhart joined the University of Cincinnati School of Law in August 2009 as a visiting assistant professor of legal research and writing. Prior to this position, she was a senior associate at Frost Brown Todd, focusing on complex business litigation. She has significant experience in all aspects of antitrust, business torts, unfair competition, shareholder derivative suits, class action litigation, among many other things. She joins the legal writing team with experience in oral arguments, motion practice, and other professional skills that she will soon share with law students. Not a stranger to academia, Professor Lenhart spent many years teaching at the collegiate level. For several years she worked as an associate instructor in Indiana University’s history department, teaching courses in colonial United States history and 20th century world history.

Christopher Lloyd

Professor Chris Lloyd joined the School of Law at Oxford Brookes University in September 2012 as a Lecturer in Law, having previously been a Teaching Fellow at Durham University (2011-2012) and a Sessional Lecturer at Birkbeck College, University of London (2008-2011). He holds an LLB (Hons) from the University of Kent and is currently finalizing his Doctoral Thesis within the School of Law at Birkbeck College, University of London.

C. Benjie Louis

Professor C. Benjie Louis has been part of Albany Law School since 2007 and teaches the Introduction to Litigation clinical course. She has also taught courses that focus on lawyering skills and national and state housing issues. She previously worked at Legal Services of the Hudson Valley and Chemung County Neighborhood Legal Services, where she served as a staff attorney at both offices. Professor Louis specializes in legal issues affecting low-income individuals.
Tabitha Martin

Grad Assistant Writing Consultant at The University of Akron

- Assist law students with writing skills in individual and small-group settings
- Plan and present workshops for law students on various grammar and writing topics
- Maintain office hours relevant to (day and evening) students seeking assistance

Andrea McArdle

Professor Andrea McArdle joined the City University of New York School of law in 2001. She holds a J.D. from NYU School of Law, an LL.M. from Columbia Law School, an M.A. in literature from Columbia University Graduate School of Arts & Sciences, and a Ph.D. in American Studies from the Department of Cultural and Social Analysis, NYU Graduate School of Arts & Science. As Director of Legal Writing, she has shaped the development of the Law School's writing-intensive curriculum and is a liaison to the CUNY-wide Writing Across the Curriculum/Writing in the Disciplines Initiative. Before joining the Law School faculty, she taught in the Lawyering Program at the NYU School of Law. As Faculty Coordinator, she guided development of NYU's legal writing curriculum and, as Coordinator of the NYU Lawyering Theory Workshop, developed an interdisciplinary faculty workshop series to provide a framework for thinking about how lawyers work. She has been a Senior Assistant County Attorney for Westchester County and Counsel to the Mount Vernon Urban Renewal Agency. She also worked in a community-based law practice, concentrating on criminal defense work and general litigation. Professor McArdle writes at the intersection of law, narrative, and rhetoric, judicial studies, and pedagogy. She has co-edited, and is a contributor to, the anthologies *Uniform Behavior: Police Localism and National Politics* (Palgrave Macmillan 2006) and *Zero Tolerance: Quality of Life and the New Police Brutality in New York City* (NYU Press, 2001). Her current research and teaching interests include urban land use and community studies.
Tracey McCants Lewis

Tracey McCants Lewis is assistant professor and assistant director of Clinical Legal Education at Duquesne University School of Law. She teaches in the Civil Rights Clinic and focuses her scholarship on critical race theory, feminist legal theory and the application of legal storytelling in clinical legal education. McCants Lewis was appointed to the Pennsylvania Disciplinary Board in 2013. She served as the chair of the Allegheny County, Courts Administration Vision Team Committee in 2012. McCants Lewis was named recipient of the 2012 NAACP Pittsburgh – Homer S. Brown Award for Legal Service and the 2012 Urban League Young Professionals of Greater Pittsburgh – Decade of Dedication Award. A member of the Pennsylvania State Bar, McCants Lewis formerly practiced law as an associate with K&L Gates LLP and served as a law clerk for the Honorable Max Baer of the Supreme Court of Pennsylvania. McCants Lewis earned her B.A. degree from Gannon University in Political Science and her J.D. from Duquesne University School of Law, where she served on the Law Review Board and was the recipient of the National Association of Women Lawyers – Outstanding Woman Law Graduate of 2000. She was also a member of the Louis L. Manderino Honor Society for Distinguished Achievement in Moot Court Competition.

Robert McPeake

Professor Robert McPeake is currently a Principal Lecturer at The City Law School, having joined what was then the Inns of Court School of Law as a lecturer from private practice at the common law Bar in London. Since becoming a barrister, Robert has been interested in the theories and practice of advocacy and evidence and has been involved both as a student and as a tutor in these areas for many years. Robert took his LLM at University College London in the mid-1980s, where he was among the first group of students to take the 'Evidence and Proof' module developed by Professors William Twining and Ian Dennis. Having been involved in the design and development of the Bar Vocational Course in 1989, Robert has continued to research into advocacy theories and training as well as delivering practical courses in several countries and to different groups of professionals. Robert has a particular interest in storytelling, as used by advocates. He is on the organizing committee for the international conference series, Applied Legal Storytelling, and presented papers at the 2nd and 3rd conferences, in 2009 and 2011, as well as at other conferences over many years. Robert edits and contributes to several of the 'Bar Manuals' series published by Oxford University Press, including Advocacy, Evidence and Criminal Litigation & Sentencing. For several years, he has written the chapter on Evidence for the Annual Review in the All England Law Reports series, published by LexisNexis. Currently, Robert teaches on the Bar Professional...
Training Course, LLM in Criminal Litigation and LLB as well as doing occasional work for the law school's Continuing Professional Development unit. In his spare time, Robert is nearing the end of his studies with the Open University for what he hopes will be an MSc in Forensic Psychology.

Elizabeth Megale

Elizabeth Megale is Associate Professor of Law and Director of the Legal Skills and Professionalism Program at Savannah Law School. Teaching responsibilities include Legal Writing, Research, and Advocacy, Appellate Advocacy, Pre-Trial, and Transactional Drafting. Professor Megale is the Director of the advocacy teams, both trial and moot court. Prior to teaching, she was a trial lawyer with the Office of the Public Defender in Florida where she represented clients in both misdemeanor and felony cases. Megale holds a J.D. and Bachelor's degree from Mercer University.

Binny Miller

Professor Binny Miller is director of the Criminal Justice Clinic and joined the faculty at American University Washington College of Law. She is faculty coordinator of the Innocence Project of the National Capital Area, which is housed at the Washington College of Law. She holds expertise in voting rights; elections; clinical legal education; and criminal justice. In her career, Miller has been trial attorney for the Civil Rights Division of the U.S. Department of Justice, and she was granted a special commendation award from them in 1987. She is author of "Give Them Back Their Lives: Recognizing Client Narrative in Case Theory,” Michigan Law Review (1994); “Who Shall Rule and Govern? Local Legislative Delegations, Racial Politics, and the Voting Rights Act,” Yale Law Review (1992).
Faith Mullen

Professor Faith Mullen became a part of the Columbus School of Law community beginning when she was hired as a summer intern more than 20 years ago, an experience that ignited a passionate interest in the problems facing low-income residents of the District of Columbia. Her experiences that summer prompted her to take a job with D.C.’s Legal Aid Society after she graduated from the Columbus School of Law. There, she represented low-income clients in public benefit and family law cases. In 1987, Ms. Mullen joined AARP’s Legal Counsel for the Elderly. During her seven years there as a staff attorney, she represented clients in housing, consumer, public benefit, guardianship, probate and nursing home cases. Ms. Mullen left that position to take a job as a senior policy advisor within AARP, where she researched and wrote extensively on federal poverty programs, including the effect of welfare reform on grandparent-headed households and how Medicaid policy affects nursing home residents. In 2000, Ms. Mullen started working with the Columbus Community Legal Services part time, returning full time in March 2004.

Ann Nowak

Before joining Touro School of Law in 2008, Ann Nowak founded and spent 19 years running an eastern Long Island law firm with a concentration in bankruptcy law. Prior to that, she was employed for many years as a newspaper reporter and feature writer, first at The Southampton Press and then at Newsday. She also enjoyed a stint as a copy editor and staff writer at Moneysworth. Professor Nowak has taught legal writing at CUNY School of Law, persuasive writing at Axia College of the University of Phoenix (online division), and creative writing at the Usdan Center for the Creative and Performing Arts. Additionally, she has served on the Southampton Town Zoning Board of Appeals since 1996. Last, but not least, she is proud to have been a founding director of the Jacobson Center for the Performing Arts, where she danced, acted and sang under the stage name of KK Malone.
Julie Oseid

Julie Oseid is an Associate Professor who teaches Lawyering Skills I, Lawyering Skills II, and (In)Famous Trials. She has been teaching at the University of St. Thomas since 2004. She is currently writing a series of articles about eloquent American Presidents. She identifies the President’s persuasive writing quality, studies his writing habits, and considers how modern lawyers can adopt those same habits to increase their persuasiveness. She has completed articles on Abraham Lincoln (brevity), Thomas Jefferson (metaphor), James Madison (rigor), and Ulysses Grant (clarity). She received the 2007 Warren E. Burger Prize awarded by the American Inns of Court Foundation for her essay entitled “When Big Brother is Watching [Out for] You: Mentoring Lawyers, Choosing a Mentor, and Sharing Ten Virtues from My Mentor.” She received the Dean’s Award for Outstanding Teaching in 2009 and the Mission Award for Excellence in Professional Preparation in 2010. Oseid was named the Faculty Woman of the Year by the Women’s Law Student Association in 2007 and 2010. Oseid received her J.D. from the University of Minnesota Law School, magna cum laude, Order of the Coif, in 1986. Oseid clerked for Judge John T. Noonan, Jr. at the Ninth Circuit Court of Appeals in San Francisco, CA. In law school, she clerked for the Hennepin County Attorney’s Office, Minneapolis, in the Criminal Division. She was an associate in the Business Litigation department of Oppenheimer Wolff & Donnelly for five years.

Teresa Goodwin Phelps

Professor Teresa Goodwin Phelps joined the faculty at Washington College of Law in 2006 as Professor of Law and Director of the Legal Rhetoric Program. Before that, she was on the faculty at the University of Notre Dame Law School where she taught and directed legal writing since 1980. She holds three degrees from Notre Dame, including a Ph.D. in English and one degree from Yale Law School. At Notre Dame she was also a Fellow of the Joan B. Kroc Institute for International Peace Studies. Professor Phelps teaches Legal Rhetoric and has published widely in the field, including a seminal article, “The New Legal Rhetoric” in 1986 that helped to establish a new legal writing pedagogy. She was a founding member of the Legal Writing Institute and served on its Board of Directors, and she is a member of the Association of Legal Writing Directors (ALWD) and serves on the Editorial Board of the Journal of the Association of Legal Writing Directors. Her other teaching and academic interests include law and literature, international truth commissions, women and the law, and human rights, and she has published over thirty
Professor Terrill Pollman was on the founding faculty of the University of Law of Las Vegas School of Law. She teaches in the areas of Lawyering Process, Persuasion, Negotiation and Leadership and Law. She is a past president of the Association of Legal Writing Directors and the Managing Editor of the Journal of the Legal Writing Institute. Her scholarship focuses on legal writing, pedagogy and rhetoric. She is an author of *Examples and Explanations: Legal Writing*. Professor Pollman graduated from the University of Arizona College of Law where she was an Articles Editor of the Arizona Law Review and an Ares Fellow. She also directed legal writing programs at the University of Illinois at Urbana-Champaign and Stetson University College of Law.

Professor Erika Rackley has particular expertise in judicial diversity and appointments. She joined the Durham Law School in April 2006, having previously taught at the Universities of Leicester and Kent. She is co-convenor and co-founder of Gender & Law at Durham (GLAD), a research group based in the Law School which acts as a focus for gender-related research and teaching. Erika has written widely on judicial diversity, particularly in relation to the representation of women and the importance of difference-based arguments in the context of judicial diversity. Her pioneering work on the jurisprudence of Baroness Hale has been extracted and reproduced in key reference and student texts. Her monograph, *Women, Judging and the Judiciary*, argues that the key reason for judicial diversity is that the introduction of a wider variety of backgrounds, perspectives and experiences into the judiciary will inform and lead to better judgments and judging. Erika regularly comments in the media on matters relating to judicial diversity, most recently in relation to the appointments to the UK Supreme Court.
Anne Ralph

Professor Anne Ralph joined the Moritz College of Law faculty in 2011. Professor Ralph teaches Legal Analysis and Writing (LAW) I and II. She previously served as a visiting assistant professor at Capital University Law School. Professor Ralph is a graduate of the University of Notre Dame and the University of Virginia School of Law. At the University of Virginia, she was a Hardy Cross Dillard Scholar, was elected to the Order of the Coif, and was a member of the Virginia Law Review and the Virginia Journal of International Law. Professor Ralph graduated summa cum laude from the University of Notre Dame with a B.A. in English and Philosophy, and she was a member of Phi Beta Kappa. Following her graduation from law school, she served as a law clerk for Judge Kenneth F. Ripple of the United States Court of Appeals for the Seventh Circuit. She then practiced as an associate with law firms in Washington, DC and Columbus, Ohio, focusing on copyright litigation, business litigation and appeals.

J. Christopher Rideout

Professor Chris Rideout teaches Lawyering Skills at the Seattle University School of Law, where he teaches and also serves as Associate Director of the Legal Writing Program. He received his Ph.D. in English from the University of Washington in 1982. Early in his career, he taught writing at the university level. In the 1980's, he moved his appointment to the law school, now at Seattle University, where he helped to develop the current program there. He teaches courses in legal drafting, advanced legal writing, contract drafting, and law and literature. From 1981-1984, he co-directed a regional writing project funded by the National Endowment for the Humanities. As an outgrowth of that project, he co-founded the Legal Writing Institute in 1984 and chaired its board of directors for many years. He also served as editor-in-chief of the journal Legal Writing in the 1990's. He has served on panels and presented papers at numerous academic conferences and written numerous articles on legal writing. Most recently, his scholarship has focused on three areas: narrative theory and legal persuasion; discoursal identities in legal writing; and the discipline of legal writing. He has also mentored the scholarly writing of others through his work with the Writer's Workshop, sponsored by the Legal Writing Institute, for which he has been a mentor and facilitator since 2007.
Hugo de Rijke

Hugo de Rijke is Associate Professor in Law and Associate Head at Plymouth Law School, Plymouth University, England. He holds a BA (Joint Hons) in Law and Literature at Keele University; and an MA in Cultural Studies at Exeter University. After qualifying and practising as a barrister, he has taught Contract Law, Advocacy and Media Law at the University of Plymouth Law School. In 2005 he introduced a new interdisciplinary unit on Law, Literature and Film (the first of its kind in the UK), which includes an annual ‘Legal Cinema’ season of screenings that are open to all university staff and students. He has presented many conference papers on obscenity law and on law, literature and film, including the 2011 Legal Storytelling conference in Denver. He has organised several legal conferences, including the 44th Annual ALT conference in Amsterdam (April 2009) and the Law, Literature and Film symposium at Plymouth University in September 2009. He is an Editorial Board member of The Law Teacher: International Journal of the Association of Law Teachers (London: Routledge) and is Chair of the Management Board of the University of Plymouth Press. Hugo is actively involved in legal education, and is a past Chair of the Association of Law Teachers (www.lawteacher.ac.uk).

Ruth Anne Robbins

Professor Ruth Anne Robbins teaches lawyering courses at Rutgers School of Law – Camden, including 1L legal writing, the intramural appellate advocacy program, and the advanced domestic violence clinic. Her legal writing teaching and scholarship is heavily influenced by her clinic work, and her clinic work and scholarship always borrows from the world of legal writing. She is also the co-editor in chief of Legal Communication & Rhetoric: JALWD, a scholarly journal for the practicing bar. She is a college classmate of designer, Tory Burch. Ruth Anne has never met Tory, but wishes she had, because perhaps she could have commissioned a line of fashionable back brace coverups. Please indulge her vanity by complimenting Ruth Anne on all of her other accessories. You are never fully dressed, friends, unless you sparkle.

Jeremy Robson

Professor Jeremy Robson is a course leader for the LLM in Advocacy Skills, a bespoke programme run for the Attorney General of Malaysia, at Nottingham Trent University. This is the first LLM in Advocacy to be awarded outside of the USA. He teaches advanced advocacy in the context of both civil and criminal litigation. He is the module leader for
Commercial Litigation on the BPTC. He has also taught Criminal Litigation and Evidence, Criminal and Civil Advocacy, Conference Skills, Professional Ethics, Civil Litigation, Drafting and Opinion Writing.

Nantiya Ruan

Professor Nantiya Ruan returns to the University of Denver and the Lawyering Process program after hiatuses on both coasts. After graduating from D.U. with dual J.D. and M.S.W. degrees, Nantiya clerked for the Honorable Ronald L. Ellis in the United States District Court for the Southern District of New York. Following her clerkship, Nantiya was a litigation associate at Outten & Golden LLP, a New York plaintiffs’ employment law firm, representing employees in discrimination and harassment cases, discrimination class actions, and contract and benefit claims. In one particularly satisfying case, Nantiya was a lead associate in a national “glass ceiling” discrimination class action against a major insurance company. After four years, Nantiya left New York City for the more tranquil Bay Area waters. In Oakland, California, Nantiya was an associate for Goldstein, Demchak, Baller, Borgen & Dardarian (formerly Saperstein, Goldstein), a firm representing plaintiffs in complex and class action litigations across the country, including civil rights, employment discrimination, wage and hour, disability access, consumer, and other public interest class actions.

Meredith Schalick

Professor Meredith Schalick founded the law school's Child and Family Advocacy Clinic in 2008 and teaches courses on child abuse and neglect, family law, children and the law, legislative process, domestic violence and legal writing at Rutgers School of Law at Camden. She also coaches the law school's team for the National Adoption and Child Welfare Law Moot Court Competition. Professor Schalick is a consultant for the Child Abuse Research Education and Services (CARES) Institute. At Rutgers, she received the New Professor of the Year Award in 2008 and the Adjunct Professor of the Year Award in 2001. She regularly speaks in New Jersey and nationally on issues related to child abuse, the child welfare system, childhood disabilities, clinical legal education, and legal writing. Prior to joining the Rutgers faculty in 2007, she served as special counsel for Child Welfare Policy at the New Jersey Department of Human Services. Professor Schalick also was the assistant counsel for the Democratic Majority Office of the New Jersey General Assembly, where she focused on legislation and policy involving children, families, civil rights, and law and public safety. She began
her career as an Independence Foundation Public Interest Law Fellow representing abused and neglected children at the Support Center for Child Advocates in Philadelphia. She served as an adjunct professor at the law school beginning in 2000.

Beth G. Schwartz

Professor Beth Schwartz has taught in Fordham Law School's Clinical Program since 1987. Together with Professor James Cohen, she helped to create Fordham's first in-house clinic -- the Litigation Skills Clinic. Professor Schwartz also has taught, among other courses, the Mediation Clinic, the Family Advocacy Clinic, Fundamental lawyering Skills, International Conflict Resolution (Ireland Summer Program), and several other in-house clinics, externship seminars and simulation courses. Professor Schwartz serves as the Faculty Director of Fordham Law School's Externship and Fundamental Lawyering Skills Programs. Professor Schwartz is certified as a Mediator for the New York State Unified Court System. Professor Schwartz currently serves on several mediator panels including the United States District Court, Southern District of New York, and the New York City Family Courts.

Sandra Simkins

Professor Sandra Simkins created and co-directs the Rutgers Children's Justice Clinic, the first clinic at the law school to focus on children. She is a national trainer on the issue of girls in the juvenile justice system and is involved in conditions of confinement reform. Prior to joining the Rutgers faculty in 2006, she spent 15 years working in criminal and juvenile defense. She served as assistant chief of the Juvenile Unit at the Defender Association of Philadelphia, supervising and training a staff of 40, including 23 lawyers, to represent children in the juvenile justice system. Professor Simkins also was involved in wide range of national and statewide policy reform for children.
In 2009, she was selected as "Lawyering Professor of the Year" and in 2007 she received the "New Professor of the Year" award, both at the Rutgers School of Law–Camden. In 2008, she was selected by the MacArthur Foundation to participate in the Models for Change Juvenile Indigent Defense Action Network. Since creating the Children's Justice Clinic, Professor Simkins has been appointed to several New Jersey committees, including the Supreme Court Committee on Women in the Courts, the Camden Safer Cities Initiative, and Camden County's Steering Committee for the Annie E. Casey...
Louis Sirico

Professor Louis Sirico joined the Villanova faculty in 1981, and is the Director of the Legal Writing Program. Professor Sirico has written and taught in several fields of law. His books include: Judging: A Book for Student Clerks (2002); Legal Research (2d ed. 2001) (w/Schultz); Persuasive Legal Writing for Lawyers and the Legal Profession (2d ed. 2001) (w/Schultz); and Legal Writing and other Lawyering Skills (3d ed. 1998) (w/Schultz). Professor Sirico is the author of numerous articles on legal research and writing, property, and constitutional law, which have been published in journals such as the New York University Law Review, Iowa Law Review, Indiana Law Journal, Fordham Law Review, Connecticut Law Review and Constitutional Commentary. Professor Sirico was the founding Editor-in-Chief of the American Journal of Criminal Law and an Associate Editor of the Texas Law Review. Before joining the faculty, he was an attorney with several public interest organizations, including the National Public Interest Research Group in Washington, D.C., Fairfield County (CT) Legal Services and the Connecticut Citizens Action Group in Hartford.

Michael R. Smith

Professor Michael R. Smith focuses on legal writing at the University of Wyoming College of Law. He teaches courses on persuasive writing, appellate advocacy and legal research and writing. He is also the director of the Legal Writing Program and the Center for the Study of Written Advocacy.

Marcus Soanes

Marcus Soanes is a Principal Lecturer at The City Law School, City University London. He qualified as a barrister in 1990 and has taught on the Bar Vocational Course, and subsequently the Bar Professional Training Course, for many years. He is the Course Director for the part-time BPTC and is the module leader for Advocacy 1 and 2 on the LLM in Criminal Litigation. He has presented at many conferences, often on the subject of storytelling in advocacy, including with Robert McPeake at the
Carrie Sperling

Professor Carrie Sperling teaches Legal Method, Legal Advocacy, and Advanced Persuasion and Creative Advocacy at Arizona State University College of Law. Her scholarly writing incorporates research from various disciplines to improve advocates' persuasive techniques. An active member of the legal writing community, Professor Sperling serves on the Association of Legal Writing Directors' scholarship committee and chairs the Legal Writing Institute's Pro Bono Committee. Her legal career centered on public interest law, first as director of the ACLU's north Texas region, then as an advocate in federal court for inmates on Texas's death row, and most recently as the first executive director of the Arizona Justice Project – one of the nation's first innocence projects. Professor Sperling continues to link her research to practice, guiding teams of volunteer attorneys and law students in investigating and presenting prisoners' claims of innocence in the courts. Some of her pro bono cases have been featured in The New York Times, The Wall Street Journal, The Dallas Morning News, The Sacramento Bee, and the Phoenix New Times. Before joining the College of Law, Professor Sperling was an assistant professor at the University of Oklahoma College of Law. She has also served as a law clerk to the Hon. Jerry Buckmeyer, U.S. District Judge, and the Hon. Paul D. Stickney, U.S. Magistrate Judge in the Northern District of Texas.

Gabrielle Stafford

Professor Gabrielle Stafford joined the faculty at the Colorado Law School in 1999. Prior to that Professor Stafford taught legal writing at Chicago-Kent College of Law and practiced law for eight years. During her four years in private practice, she focused primarily on commercial litigation and bankruptcy law. She specialized in public and private housing law during her years as a legal aid staff attorney and as counsel for the City of Albuquerque's housing authority.
Todd Stafford

Professor Todd Stafford joined the Colorado Law School faculty in 2000, after practicing law for eight years as a civil litigator. He practiced primarily in the areas of employment law, commercial litigation, and attorney malpractice, and litigated in both state and federal courts at the trial and appellate levels. He has also provided pro bono legal services, chiefly in the area of civil liberties.

Kathryn Stanchi

Professor Kathryn Stanchi specializes in legal issues related to the intersection of writing, persuasion and gender at Temple University School of Law. She has published numerous articles on writing, advocacy and feminism, and speaks frequently to national audiences on persuasion and rhetoric. Professor Stanchi holds leadership positions in a variety of national organizations and served many years on the Editorial Board of the JOURNAL OF LEGAL WRITING, a peer edited law journal. She also served as the associate editor of Pennsylvania's Rules of Evidence and works on pro bono legal matters, primarily in the area of environmental preservation. Professor Stanchi teaches legal research and writing, law and feminism, civil pre-trial litigation and appellate advocacy. Before joining the Temple faculty in 1996, she taught at Villanova Law School, and was an associate in the litigation department of Debevoise & Plimpton, where she worked on a variety of commercial matters including patent, securities, and breach of contract cases, as well as a number of pro bono cases involving civil and children’s rights. Professor Stanchi also clerked for Justice Stewart G. Pollock of the New Jersey Supreme Court, and in law school she served as editor on the BOSTON UNIVERSITY LAW REVIEW.
Amy R. Stein

Amy Stein received her B.A. degree in American Studies and English from Tufts University and her J.D. from Fordham University School of Law. After law school, Professor Stein worked as a litigation associate at a 350-lawyer Manhattan law firm. She then became associated with a midsize Manhattan law firm, where she specialized in the defense of employment and products liability cases. She later served as counsel to a Syosset, New York, law firm. Professor Stein began her academic career at Touro Law Center, where she was the inaugural Director of the Continuing Legal Education program. She came to Hofstra Law in 2000 and has been teaching Legal Writing and Research and Appellate Advocacy since then. Professor Stein also teaches Civil Procedure and Discovery Skills courses, where she draws on her experience in complex civil litigation.

Mary Devereaux Strevel

Lynn Su

Profess Lynn Su is an associate professor and a former Writing Specialist at New York Law School. Professor Su currently teaches Legal Practice, a first-year course that introduces students to fundamental lawyering skills in the context of real-life problems. Before joining the Legal Practice faculty, Professor Su served as co-director of the New York Law School’s Writing Program, overseeing the first-year writing curriculum and upper-level writing electives. As the Writing Specialist, she tutored students individually on the principles of legal writing and conducted workshops on legal analysis, writing, and appellate advocacy. Professor Su’s background in private practice and as an assistant district attorney informs her teaching. She uses real-life examples to show her students how the lawyering skills taught in class are used practice. Her in-role exercises expose students to the human element of lawyering and help them begin to develop a professional identity.
David Thomson

David Thomson is LP Professor and Director of the Lawyering Process Program at the University of Denver’s Sturm College of Law. He also teaches a Discovery Law Practicum, and has taught Administrative Law as well. In July 2011, David hosted the Applied Legal Storytelling Conference, Chapter 3 at the University of Denver. David serves on the University’s Distance Learning Council as well as the Board of Trustee’s Technology Futures Committee. Last year, he received the University of Denver’s Distinguished Teaching Award. David is the author of Law School 2.0: Legal Education for a Digital Age (LexisNexis/Matthew Bender 2009) (http://www.lawschool2.com), and the hybrid law school textbooks Skills & Values: Discovery Practice (LexisNexis/Matthew Bender 2010) and Skills & Values: Lawyering Process - Legal Writing and Advocacy (LexisNexis/Matthew Bender 2013). David is active on Twitter (@dicthomson) and he maintains a blog at http://www.lawschool2.org.

Jo A. Tyler

Professor Jo A. Tyler joined Penn State Harrisburg’s faculty in 2005. In addition to her teaching and research responsibilities, Professor Tyler provides organizational and management consulting services to both for-profit and non-profit organizations. She has expertise in learning and change strategies, executive coaching, workshop design and delivery, and group process facilitation for innovation, transcending conflict, and problem solving. Professor Tyler has also taught graduate classes in organizational learning as an adjunct for Columbia University Teachers College, and undergraduate writing courses at the Pennsylvania College of Art and Design. Prior to joining Penn State Harrisburg, she held progressive roles as an organization development practitioner for several manufacturing firms in the Fortune 500 including Armstrong World Industries, Pratt & Whitney, Otis Elevator, and Hewlett-Packard. Her most recent role as a "corporate insider" was vice president of Organization and Management Development for Armstrong World Industries in which she was responsible for balancing the need to sustain critical cultural elements with the need for system-wide shifts both the overall culture and strategy. Within this context, her worldwide responsibilities and areas of innovation included strategy training and development,
performance/career management and succession planning, process improvement, including GE-based approaches to process improvement such as Work Out and Six Sigma, organizational redesign, and employee satisfaction measurement.

Christyne Vachon

Professor Christyne Vachon is a visiting professor at University of North Dakota School of Law for the 2012-2013 school year. Previously, Professor Vachon taught as a visiting professor at the University of Nebraska, College of Law for the 2011-2012 school year, as the Clayton Center for Entrepreneurial Law Visiting Professor at the University of Tennessee College of Law and as adjunct faculty at Northeastern University. She also taught as a fellow in the master's program at Swinburne University in Melbourne, Australia. She received a B.A. from Wellesley College and a J.D. from the University of Denver, Sturm College of Law, where she was a Chancellor Scholar and editor for the University of Denver Law Review and the Journal of International law and Policy. She received the Leonard B Sutton Award for International Law. Professor Vachon clerked for Judge Morris B. Hoffman on the Colorado District Court. She also received a certification of study from the Hague Academy of International Law. Professor Vachon started her practice working as an attorney for the U.S. Securities and Exchange Commission, Division of Enforcement. She then received a Fulbright Grant to teach securities law in Mongolia, where she also consulted with the Mongolian Stock Exchange and the Institute of Finance and Economics. Upon returning to the United States, she served as in-house counsel to a venture capital fund before starting her own legal practice focusing primarily on start-up companies and regulated entities as clients.

Kyle Velte

Professor Kyle Velte currently teaches at the University of Devers Strumm College of Law. She holds a postgraduate law degree from Harvard Law School and a law degree from American University. While at American University, she was on the editorial board of the American University Journal of Gender, Social Policy & the Law, and received several significant awards, especially for her work in the area of civil rights and public interest law. Her undergraduate degree is from Hamilton College. Since graduation, Kyle has focused her practice on complex commercial litigation. Before entering private practice, she completed two judicial clerkships with Justice Alex Martinez of the Colorado Supreme Court and for the Honorable Roxanne Bailin of the 20th Judicial District of Colorado. In these clerkships,
she gained valuable research and writing experience as well as exposure to diverse areas of civil and criminal law. She now serves as program faculty for the Legal Externship Program, and also teaches a course “Sexual Orientation and the Law.”

Anne Villella

Professor Anne Villella joined the faculty at Lewis & Clark Law School in 2003. Before attending law school, Professor Villella and her husband owned two retail businesses in Everett, Washington. After selling the businesses in the early 1990s, Villella and her family moved to Portland, where she earned her J.D. as an evening student at Lewis & Clark Law School. While attending law school, Villella served as a clerk to the Honorable Robert E. Jones of the U.S. District Court for the District of Oregon. While there, she participated in the court’s FRE 104 hearings relating to scientific evidence admissible in breast implant litigation under *Daubert v. Merrell Dow Pharmaceuticals*, 509 U.S. 579 (1993). After graduating, Villella clerked for the Honorable Rick T. Haselton of the Oregon Court of Appeals. Following her two year clerkship, she practiced law in Portland, focusing on business transactions, probate and estate planning, and state and federal taxation. Professor Villella has been active in the Legal Writing Institute and the Oregon State Bar, and enjoys her free time with her family and volunteering for local non-profit organizations, such as Habitat for Humanity, a local church, and the Gardner School, a private independent school in Vancouver, Washington. Professor Villella's writing interests include taxation and statutory interpretation.

Chloe Wallace

Professor Chloe Wallace currently teaches the undergraduate core modules of Constitutional Law, European Law and Jurisprudence (Law and Religion and Law and Fiction options) at the University of Leeds, College of Law. She also teaches Comparative European Legal Systems and French Law. At postgraduate level, she teaches part of a module on Comparative Legal Systems and Globalization. Professor Wallace came to Leeds in 1999, having done her postgraduate work at the University of Kent at Canterbury. Her academic activities are defined by her interest in comparative law and legal cultures, law and humanities approaches and, generally, all things French. She co-ordinates of the university’s European exchange programmes and Programme Director of Law and French, she enjoy sharing her enthusiasm for Study Abroad with as many students as she can persuade to participate. Her interests are in comparative and cultural approaches to law. She is interested in relationships between law and the humanities, particularly law and language, and in the way in which those relationships affect how law is taught. As
well, she has an interest in cross-disciplinary teaching, student mobility and the teaching of foreign law.

Monica Piga Wallace

Professor Monica Piga Wallace teaches Advanced Legal Analysis, Writing, and Research at SUNY Buffalo Law School. Before joining SUNY Buffalo Law School, Professor Wallace served as a confidential law clerk to Hon. Richard J. Arcara, United States District Court Judge for the Western District of New York, and as a law clerk to the United States Court of Appeals for the Second Circuit. Her expertise includes legal writing and analysis, legal research, federal litigation, civil procedure, criminal procedure, and federal sentencing issues. Professor Wallace has assisted in the judicial resolution of hundreds of federal motions, trials, and appeals. She also has participated in drafting court rules and procedures. Professor Wallace practiced law in the commercial litigation and commercial lending departments at Phillips Lytle LLP. Professor Wallace received her J.D., *cum laude*, from SUNY Buffalo Law School, and her B.A. in Political Science, with high honors, from SUNY Binghamton.

Helena Whalen-Bridge

Helena Whalen-Bridge is an Associate Professor at the National University of Singapore Faculty of Law. She holds the degrees of B.A. (University of Connecticut, 1981), J.D. (University of Connecticut, 1985), and LL.M. (National University of Singapore, 2002). Helena started her professional career as Law Clerk for Hon. John F. Moulds in United States District Court for the Eastern District of California, followed by five years of jury trials and appeals as Deputy Attorney General with the California Attorney General’s Office. She is admitted to the bars of Connecticut and California. After acting as In-House Counsel in Japan and Singapore, she joined the NUS Faculty of Law. Helena ran the first year Legal Skills Programme from 2003-2009 and now teaches Legal Ethics as well as advanced legal skills. She has developed multiple courses for NUS, including Comparative Advocacy and Legal Argument & Narrative. Helena received the NUS Teaching Excellence Award and cannot leave interesting teaching issues alone. Her research interests include legal education, comparative legal skills, and legal ethics and pro bono. She has published on non-profit pro bono (*Legal Ethics* 2010), the connection between ethics and legal narrative (*Journal of the Association of Legal Writing Directors* 2010), and comparative legal analysis (*Journal of Legal Education* 2008 and *Asian Journal of Comparative Law*)
Helena is a founding member of the Law Society of Singapore’s Project Law Help, and she worked on the UNDP Team that translated the laws of Lao People’s Democratic Republic into English. She has been the Faculty Advisor for the Law Faculty’s student Pro Bono Group since its inception in 2005.

Hon. Andrew Wistrich

Honorable Judge Andrew J. Wistrich is a federal magistrate judge for the United States District Court for the Central District of California. He was appointed to this position on April 4, 1994. Judge Wistrich received his A.B. degree from the University of California at Berkeley in 1972 and his J.D. degree from the University of Chicago Law School in 1976. Judge Wistrich began his career as a law clerk for Judge Clark of the U.S. Court of Appeals for the Fifth Circuit. He then worked as an associate of the law firm McCutchen, Doyle, Brown and Enersen from 1978 to 1983. He then joined the firm Brown and Bain, where he became a partner in 1985. He worked in this capacity until he was appointed magistrate judge in 1994.

Cliff Zimmerman

Professor Cliff Zimmerman joined the faculty at Northwestern University School of Law in 2000. His years of teaching legal analysis, research, and writing has sparked many specific areas of interest, including collaborative and cooperative work, cultural differences in reasoning methods, and the development of basic reasoning abilities. He is particularly interested in exploring and testing innovative methods by which students can learn the often elusive skills necessary to analyze and reason. He is nationally recognized for his work on collaborative and cooperative learning in legal education and his article, “Thinking Beyond My Own Interpretation:” Reflections on Collaborative and Cooperative Theory in the Law School Curriculum. He also speaks widely on other issues related to legal analysis. Professor Zimmerman has written and spoken widely on the issue of government responsibility. In particular, he has addressed the role of informants and their impact on the criminal justice system. His writings on the subject have appeared in the Hastings Constitutional Law Quarterly and in the text, Wrongly Convicted: Perspectives on Failed Justice (Rutgers University Press). Professor Zimmerman is also the editor of the Police Misconduct & Civil Rights Law Report and regularly contributes articles to the publication. He also writes and speaks nationally on these issues. His recent article on municipal liability, The Scholar Warrior: Visualizing the Kaleidoscope that is Entity Liability, Negotiating the Terrain and Finding a New Paradigm, appears in the DePaul Law Review. Prior to teaching, Professor Zimmerman was an associate at the Chicago firm of Singer & Stein, specializing in federal civil rights litigation, particularly under 42 U.S.C. § 1983.