



LegalWriting
institute

CWRU LLEAP FACULTY PRESENTS:

PREPARING STUDENTS FOR THE MODERN PRACTICE OF LAW

Virtual Legal Writing Institute One-Day
Conference

Dec. 9, 2022

9 a.m. - 3:15 p.m. EST

[Register here](#)



CASE WESTERN RESERVE
UNIVERSITY EST. 1826

PROGRAM SCHEDULE

- 9:00 a.m. **Introduction**
Laura McNally, Associate Dean for Experiential Education; Director, Milton and Charlotte Kramer Law Clinic; Professor of Law
Jennifer Cupar, Director, LLEAP Program; Professor of Lawyering Skills
Case Western Reserve University School of Law
- 9:15 a.m. **Modernizing a Judicial Clerkships Research and Writing Class**
Nicole Chong, Associate Dean and Professor of Legal Writing
Penn State Law (University Park)
- 9:40 a.m. **The Promise and Peril of Images in Briefs**
Joel Schumm, Clinical Professor of Law
Indiana University Robert H. McKinney School of Law
- 10:10 a.m. **Securing Your Skills: Creating Tech Competence From Tech Comfort**
Dyane O'Leary, Associate Professor of Legal Writing; Director Legal Innovation & Technology Concentration
Suffolk University Law School
- 10:45 a.m. **Preparing Students for Modern Brief Writing by Introducing them to the “Positive-Negative Approach” to Argument Structure**
Colleen Garrity Settineri, Assistant Clinical Professor of Law
Hannah Carrigg Wilson, Adjunct Lecturer
Mortiz College of Law (The Ohio State University)

PROGRAM SCHEDULE

- 11:15 a.m. **The Best Upper-Level Legal Writing Assignment. Period.**
Christine Tamer Associate Professor and Director of Legal Writing
UNT Dallas College of Law
- 11:40 a.m. **Lunch Break**
- 12:45 p.m. **Incorporating Modern Transactional Practice Skills into the Required Law School Curriculum**
Matthew Salerno, Assistant Professor of Lawyering Skills
Daniel Jaffe, Professor of Lawyering Skills
Case Western Reserve University School of Law
- 1:15 p.m. **Creating Shared Understanding: Preparing Students for a Modern Client Base**
Jaclyn Celebrezze, Visiting Lecturer
Mireille Butler, Associate Teaching Professor
University of Washington School of Law
- 1:40 p.m. **Molding Practice Ready Lawyers—What Your Students Really Need to Know!**
Maikieta Brantley, Lecturer
University of Houston Law Center
- 2:05 p.m. **The eMemo: A Modern Approach to Legal Analysis**
Patrick J. Long, Lecturer in Law, Legal Analysis, Writing and Research
University of Buffalo School of Law
- 3:05 p.m. **Concluding Remarks**
Jennifer Cupar

PRESENTATIONS

Modernizing a Judicial Clerkships Research and Writing Class

This presentation is about two ideas for modernizing upper-level classes. The first idea is about using Westlaw and Lexis tools that might be too sophisticated for 1L students but that would help train students in modern research techniques tailored to an upper-level topic. The second method relates to collaborative writing. With 1L “no collaboration” policies, the upper level is a perfect place to teach collaborative work, which is a necessary skill in most legal jobs, including judicial clerkships. Using a tool to allow students to collaborate in drafting and editing a paragraph in class, students learn to work together.



Dean Nicole Chong is an active member of the Legal Writing Institute and the Association of Legal Writing Directors. Before joining the faculty of Penn State Law, she was an associate with Klett Rooney Lieber & Schorling in Philadelphia. Most of her work was focused in the area of commercial litigation. Dean Chong was involved in a variety of matters, including representing a major international telecommunications carrier in collection matters, a local manufacturer and retailer of fashion accessories in patent infringement litigation, as well as local and national companies in contract and tort litigation.

PRESENTATIONS

The Promise and Peril of Images in Briefs

Advocates and courts are increasingly including pictures and other images in briefs and opinions. How should we prepare students for this reality of practice? I will include several recent examples from the real world and discuss assignments I have given that require students to make decisions about whether and how to use images in persuasive briefs.



A magna cum laude graduate of IU McKinney School of Law, where he served as an articles editor for the Indiana Law Review, **Joel Schumm** joined the faculty in the fall of 2001. A member of Phi Beta Kappa, Professor Schumm spent the three years after graduation in judicial clerkships, first with the Honorable Theodore R. Boehm of the Indiana Supreme Court and then the Honorable Paul D. Mathias of the Indiana Court of Appeals.

Professor Schumm is actively involved with the bench, the bar, and the legal writing academic community. He directs the law school's Judicial Externship Program, which places approximately eighty students each year with state and federal judges in trial and appellate courts in central Indiana and beyond. He is frequently quoted as an expert by newspaper, television, and radio media as well as offering commentary on the widely read Indiana Law Blog on topics related to criminal law, juvenile justice, and the Indiana judiciary.

He serves as co-chair of the Indiana State Bar Association's Written Publications Committee and writes a bi-monthly column for the state bar journal, *Res Gestae*. Professor Schumm has served on the faculty of more than fifty continuing legal education seminars sponsored by bar associations, the Indiana Public Defender Council, and other organizations. He is also a frequent presenter at regional and national legal writing conferences throughout the United States. In 2012 Professor Schumm was selected by the Judicial Nominating Commission as one of five semi-finalists described by Chief Justice Dickson as "outstanding and extremely well-qualified" for a vacancy on the Indiana Court of Appeals.

PRESENTATIONS

Securing Your Skills: Creating Tech Competence From Tech Comfort

Today's Gen Z students are comfortable with technology—does that make them tech competent as Comment 8 to Model Rule 1.1 requires? No. But we can build on that confidence to help start students on their journey to become technologically competent modern lawyers. One way we do that in legal skills education is by incorporating security best practices into the curriculum.

Cybersecurity is a concern for every lawyer, no matter practice area, position, or size of practice. This presentation will detail how to efficiently and effectively blend introductory best practices in security into any traditional writing course.



Professor Dyane O'Leary is an active member of the national legal writing and legal technology community and director of the LIT Concentration as part of Suffolk University Law School's #1 nationally ranked LIT Institute. She is the author of the first student-centered coursebook on innovation and technology practical skills for lawyers. Her scholarship focuses on integrating technology competence into the legal practice and broader law school curriculum. She has published and presented on topics such as artificially intelligent legal research and writing tools and document automation and designed an advanced writing class to build skills in areas such as e-discovery, research analytics, cybersecurity basics, word processing for lawyers, typography, remote lawyering and law practice management tools, and digital design of legal documents.

Her national service includes Managing Editor on the Editorial Board for the Legal Writing Institute (LWI) Journal of Legal Writing, 2019 host representative for the Association of Legal Writing Directors (ALWD) Conference, 2021 Site Committee Chair for the ALWD Conference, 2020-21 LWI Committee Symposium on AI & the Legal Profession committee member, 2022 ALWD Board Member Elect, 2021 Awards Committee Chair, AALS Section on Tech., Law, & Legal Education, and 2022 Chair-Elect for the AALS Section on Tech., Law, & Legal Education.

PRESENTATIONS

Preparing Students for Modern Brief Writing by Introducing them to the “Positive-Negative Approach” to Argument Structure

Modern legal readers are busier than ever, more and more likely to be distracted, and possibly also reading on technological devices. By presenting arguments to those busy readers in “positive-negative” form, writers lessen the reader’s burden to understand the content and organization of the information in the brief. The positive-negative approach is one that comes out of practice, and specifically, out of Hannah’s experience as Deputy Solicitor in the Ohio Attorney General’s Office and as a Judicial Law Clerk at the Sixth Circuit. Hannah will share her unique, practice-focused experience as well as her experience teaching this approach to her moot court students. Colleen will talk about adapting curriculum in response to feedback from local practitioners (like Hannah) and from local judges.



Colleen Garrity Settineri is an Assistant Clinical Professor at The Ohio State University Moritz College of Law. She previously taught Appellate Advocacy as an adjunct professor for nine years and Legal Analysis and Writing as a Visiting Assistant Professor for one year.

Professor Settineri clerked for the Honorable Chief Justice Thomas J. Moyer of the Ohio Supreme Court and for the Honorable James L. Graham of the United States District Court for the Southern District of Ohio. She has also served both corporate and individual clients in private practice. As an associate at Vorys, Sater, Seymour and Pease, LLP, Professor Settineri focused on business litigation and appeals. As an associate at a small Ohio firm,

Professor Settineri appeared on behalf of and counseled the firm’s individual clients on family law matters.

Professor Settineri graduated with honors from Moritz. At Moritz, she served as a member of the Managing Board of the Ohio State Law Journal. She is a recipient of the College’s Certificate in Dispute Resolution. She graduated magna cum laude from John Carroll University with a BSBA in marketing.



Hannah Carrigg Wilson is a law clerk to Chief Judge Jeff Sutton of the Sixth Circuit Court of Appeals and an adjunct lecturer at The Ohio State Moritz College of Law. Hannah graduated Order of the Coif from William & Mary Law School in 2011. Before joining Moritz College of Law, she served as Deputy Solicitor in the Ohio Attorney General’s Office, as an attorney with Vinson and Elkins in Washington, D.C., and as a law clerk in the United States District Court for the Eastern District of Virginia.

PRESENTATIONS

The Best Upper-Level Legal Writing Assignment. Period.

One of the best ways to prepare students to practice in a modern and diverse world is to expose them to as many different types and styles of writing as possible. But how do you do this in an upper-level writing class when limited both by time and by topic. Enter: The Best Assignment Ever. I will share an upper-level writing assignment that you can give in any class—no matter the topic—that will expose students to many styles and types of writing in a short period of time. It will also allow them to build their networking and presentation skills. Oh, and did I mention that there is almost zero prep for the professor? It's almost too good to be true. Almost.



Christine M. Tamer joined the UNT Dallas College of Law in 2015 and is an Associate Professor and the Director of Legal Writing. She teaches Legal Writing I, Legal Writing II, Legal Writing III, and Texas Civil Procedure.

Tamer graduated from the University of Texas School of Law in 2011, receiving her degree with highest honors. She served as an Associate Editor on the Texas Law Review, and graduated as a member of Order of the Coif and Chancellors. She also served for several years as a "Teaching Quizmaster" in the law school's first year legal writing and research program. She received Dean's academic achievement awards in Brief Writing and Oral Advocacy, and in Legal Research and Writing. She is licensed in Texas and California. She was honored by the Texas Supreme Court for receiving one of the top three scores on the Texas Bar exam.

Before joining the faculty, Tamer worked as an attorney at the firm of Baron & Budd with a focus on appellate law and motion practice. Tamer has successfully authored numerous appellate briefs in courts across the country as well as two successful Motions for Rehearing in front of the Texas Supreme Court. She helped represent a family in a jury trial resulting in a \$48 million verdict that was included in the Top 100 Verdicts for 2012.

Tamer has authored several works, including: "Arab Americans, Affirmative Action and a Quest for Racial Identity," 16 Tex.J. on C.L. & C.R. 101 (2010); "Toddlers, Tiaras and Pedophilia: The Borderline Child Pornography Embraced by the American Public," 13 Tex. Rev. Ent. & Sports L. 85 (2012); "Bullied LGBTQ Students are afraid but Their Schools Aren't (and That's the Problem): Why It's Time to Move on from Broken Title IX to State Tort Law As A Solution," 25 Tex. J.C.L. & C.R. 153 (2020). In 2020, Tamer authored a legal writing textbook published by Carolina Academic Press entitled, "Writing By Numbers: Legal Writing Made Easy," which is used in the first-year legal writing program. Tamer has also written chapters to be included in two forthcoming books: "Feminist Judgments: Rewritten Tort Opinions" and "Integrating Doctrine and Diversity: Inclusion and Equity in the Law School Classroom."

PRESENTATIONS

Incorporating Modern Transactional Practice Skills into the Required Law School Curriculum

The presenters will discuss the functions of today's transactional attorneys and the evolution from "scrivener" to "advisor and counselor" and beyond. The presenters will share how, drawing from their practice and teaching experience, their legal writing courses help students learn to conceptualize, structure, negotiate, and draft complex contracts like those that they will see in practice.



Matt Salerno is an Assistant Professor at Case Western Reserve University School of Law. He teaches in the law school's LLEAP (Legal Writing, Leadership, Experiential Learning, Advocacy and Professionalism) program focusing on writing contracts. He also teaches Bankruptcy and an introduction to legal writing course. Professor Salerno serves on multiple Law School and University committees and has coached the Law School's bankruptcy moot court team. He is a member of the executive committee and the diversity committee for the American Association of Law Schools' Section on New Law Professors. Professor Salerno focuses on contract writing, corporate matters, and bankruptcy and insolvency.

He is also passionate about mindfulness and encouraging students and faculty to understand mindfulness and its potential benefits. Professor Salerno is part of a multi-disciplinary committee of University faculty devoted to mindfulness awareness. He has helped organize Mindfulness Matters week for the University community and has spoken at seminars and events on the topic of mindfulness in higher education.

Professor Salerno joined the faculty full time in 2018. He spent almost 20 years in private practice focusing primarily on business restructuring and corporate counseling. Professor Salerno has experience in a wide variety of industries, including manufacturing, health care, cosmetics, real estate, finance, sports and entertainment and more.



Daniel A. Jaffe is a Professor of Law at Case Western Reserve University School of Law. He teaches in the law school's Legal Writing, Leadership, Experiential Learning, Advocacy and Professionalism (LLEAP) program. He also teaches a course on education law. Jaffe joined the Case Western Reserve law faculty in 2006 after 16 years of practice in the fields of education law and labor law with the Cleveland office of Squire, Sanders & Dempsey, LLP. He additionally practiced education law with Squire Patton Boggs LLP from 2013-2015. Jaffe has previously taught as an adjunct professor at the Cleveland Marshall College of Law. He also has served a two-year term as the executive director of the Clean Air Conservancy. Jaffe is an author of *Baldwin's Ohio School Law*, a practice-oriented guide to the laws applicable to elementary and secondary schools in Ohio.

PRESENTATIONS

Creating Shared Understanding: Preparing Students for a Modern Client Base

As ABA Formal Opinion 500 highlights, legal clients in the United States are increasingly multilingual and multicultural. Consequently, the lawyer's duty of shared understanding is taking on new meaning. To prepare for the modern practice of law, tomorrow's lawyers need to develop cross-cultural skills while in law school. Informed by prior experience teaching international students, the presentation will provide effective teaching techniques and short exercises designed to prepare students to communicate with a diverse client base. Specifically, the presentation will focus on opportunities—big and small—for incorporating rephrasing and active listening exercises into legal writing courses.



Jaclyn Celebrezze is an Affiliate Instructor at the University of Washington School of Law. Jaclyn joined UW Law from Case Western Reserve University where she developed and implemented the legal writing curriculum for the international LL.M. program. She taught and advised international students in substantive and skills-based courses. She administered academic support workshops during orientation and summer institute. Jaclyn served on the Case Western Reserve University Postdoctoral Association Committee on Visas and Immigration and was awarded the school's LL.M. Teacher of the Year in 2020–2021 and 2021–2022.

She is an active member of the American Immigration Lawyers Association and is licensed in Ohio and Washington. She was named among the 2018 Ohio Rising Stars by Thomson Reuters.

As a solo practitioner, Jaclyn counseled corporations on immigration law, policy and best practice procedures. She served as a subject-matter expert on employment immigration, I-9 auditing and compliance, and Mergers and Acquisitions immigration considerations.



Mireille Butler has taught Legal Research and Writing for many years at several institutions in the United States and abroad. She currently teaches in the first year Legal Analysis, Research, and Writing program at the University of Washington Law School in Seattle. She also teaches Legal Writing to international students at Berkeley Law and at Sciences Po in Paris, France.

Prior to joining the University of Washington Law School, Mireille was the Director of Legal Research and Writing at Pepperdine University School of Law, a position that she held since 2011, and where she formerly served as an Assistant Dean and Director of Career Development.

She received her first degree in law from the University of Bordeaux, France, where she was first in her class. She also received a J.D. degree from Washington University School of Law in St. Louis, where she graduated Order of the Coif. Mireille has experience as a senior recruiting manager at three multi-national law firms in California, and earlier in her career practiced business law at firms in Seattle and St. Louis. She speaks French and Spanish fluently.

PRESENTATIONS

Molding Practice Ready Lawyers—What Your Students Really Need to Know!

I am in a unique position having transitioned from a big law practice to a teaching fellowship back to big law practice and now teaching again! My practice experience heavily influences how I accomplish teaching objectives in the classroom to mold practice ready lawyers. This presentation will focus on what students really need to know for the "real world" of practice.



Professor Maikieta Brantley is a Lecturer of Lawyering Skills and Strategies at the University of Houston Law Center. Professor Brantley's practice focused on labor and employment issues. She has practiced litigation at the state and federal level—managing several cases for both small and large businesses. These cases required her to interact directly with clients, participate in case management conferences, and defend depositions. She also dedicated time to pro-bono landlord/tenant representation, expanding upon her development in the Landlord/Tenant Clinic at the University of Missouri School of Law.

In terms of the legal academy, she completed a fellowship in the Lawyering Process Program at the University of Denver Sturm College of Law and works as a VAP at Mitchell Hamline School of Law. Professor Brantley's research is focused on the intersection of social media and law.

PRESENTATIONS

The eMemo: A Modern Approach to Legal Analysis

Lawyers, clients, and sometimes even courts want legal analysis delivered by email. This presentation will give LWR faculty a paradigm for e-memoranda that is easy to teach, easy to grade, and suitable for a first- or second-semester legal writing course. The eMemo paradigm, developed in collaboration with a Top 100 law firm, provides a consistent way to respond to client questions. It uses the skills students develop writing traditional memoranda, but takes advantage of the power of electronic communication. The presentation will also touch on the fundamental rules of e-communication, and provide suggestions for best practices.



A native of Buffalo, **Patrick J. Long** served as a U.S. Navy officer following his graduation from Harvard College. He then joined the faculty of the Nichols School, where he taught English, coached wrestling, and served as a member of the school's administration. He graduated from the University at Buffalo School of Law in 2000, where he was an editor of the Buffalo Law Review. Long then joined Hodgson Russ in Buffalo, focusing on litigation, especially products liability, construction, and maritime law.

In 2009, he returned to the School of Law as a member of the faculty, teaching legal writing, analysis, and research.