

# Jenna Hosier, JD

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## Professional Profile

Qualified educator with 18 years of experience working with students before, during, and after their time in law school to achieve academic success and licensure.

Dedicated professor, tutor, and advisor with a strong record of student support in orientation, substantive law presentation, legal research and writing, academic advising, and bar passage support.

Motivated collaborator dedicated to working with faculty, staff, and students to create an environment of learning and inclusion for all students as they strengthen and hone their legal skills.

### Areas of Expertise:

- Teaching law-related material while enhancing analytical and writing skills
- Academic Support of students with varying abilities
- Working with students to achieve bar passage
- Ability to utilize interpersonal and communication skills with faculty and students

## Teaching/Academic Support Experience

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### **Legal Writing, Leadership, Experiential Education, Advocacy, and Professionalism I: Case Western Reserve University School of Law (Fall 2025)**

- Teach students how to read, interpret, and critically analyze judicial opinions, including identifying issues, understanding procedural posture, and evaluating courts' reasoning.
- Guide students as they develop independent legal research skills, enabling them to locate, assess, and synthesize relevant primary and secondary authorities using both print and electronic research platforms.
- Instruct students in drafting clear, well-reasoned, and objective memoranda of law that accurately predict legal outcomes and communicate analysis to supervising attorneys.
- Teach students to apply proper legal citation methods, with an emphasis on mastering rules and producing precise, professional citations.
- Lead students through the process of drafting a complete and enforceable contract, including selecting appropriate provisions, applying drafting conventions, and ensuring clarity and risk management.
- Support students as they begin developing a professional identity, focusing on professionalism, ethical decision-making, self-reflection, and early habits that align with the expectations of the legal profession.
- Provide extensive, individualized feedback on students' memorandum and contract drafting assignments, offering detailed guidance on organization, clarity,

analytical depth, legal reasoning, citation accuracy, and professional writing style to support measurable improvement throughout the semester.

**Legal Methods: Cleveland State University College of Law (Fall 2024)**

- Teach skills-based course meant to target at-risk students to enhance legal skills including critical reading, analysis, time management, organization, issue spotting, test taking, and legal writing.
- Incorporate Uniform Bar Exam and NextGen Bar Exam concepts and testing modalities when practicing skills with a goal of increasing lawyering skills for academic and career purposes.
- Create assignments to foster better understanding of key legal skills and to enhance student engagement in building success in law school and a future legal career.
- Provide extensive feedback for students with a focus on improvement of skills from assignment to assignment based on building strong strategies and implementing changes.
- Meet with students, one-on-one, in weekly meetings to work on personal skill building, confidence, experiential strategies, and overcoming personal obstacles, and formulating a plan for strong development of lawyering skills.

**Elements of Legal Analysis: University of Dayton School of Law (Fall 2016, Spring 2017)**

- Use doctrinal course in Contracts to teach academic success skills to at-risk students.
- Assist students to identify and improve upon the foundational critical reading, critical thinking, and legal writing skills required to graduate from law school, pass a bar examination, and enter the profession.
- Provide extensive feedback on student work to further develop and improve on necessary test-taking and analytical skills.
- Present and offer practice for use of IRAC organization as a method to create an organized, detailed, and fully supported essay exam answer.
- Facilitate a method and protocol for approaching and succeeding on multiple choice questions.
- Create hypotheticals and practice problems to test specific areas of legal analysis and effective exam writing skills, while also testing the students' understanding of the substantive law presented.
- Emphasize the importance of review and practice by requiring students to locate, take, and self-grade hypotheticals and past exams for classes in which they are currently enrolled.
- Work with students to develop self-motivation, confidence, and an understanding of how to be successful in law school and the legal community.

**Advanced Legal Analysis: University of Dayton School of Law (Fall 2018)**

- Teach students how to apply rules of law to facts, as well as develop skills necessary to communicate knowledge of rules to professors and examiners.

- Focus on issue-spotting, identifying when facts are relevant or irrelevant, breaking down factual analysis into parts, as well as recognizing arguments on both sides of an issue.
- Work with students to hone written skills in both timed and untimed situations through assignments and providing extensive feedback on their work.
- Develop importance of fact application and legal analysis in their work for various courses and outside work experience.
- Encourage students to reflect upon their past exam writing experiences to improve future test-taking abilities.

**Advanced Legal Research and Writing: Sinclair Community College (Fall 2016)**

- Educate students in the Paralegal Studies Department on the fundamentals of legal research to assist future employers/supervising attorneys locate pertinent caselaw and legal standards, with a focus on using various formats for research such as LexisNexis, Casemaker, and law library printed books and materials.
- Develop strong written communication skills, with a focus on the ability to write efficient, well-supported, and clear memorandums, legal correspondence to clients and other attorneys, and materials that can be utilized in briefs to the court.
- Hone skills necessary to write and communicate objectively, as well as persuasively, to help future employers understand strengths and weaknesses of potential cases and client disputes.
- Focus on importance of developing strong legal standards by using statutes and case law, and then applying client facts in a specific manner to create a legal analysis of the relevant issues.
- Provide extensive feedback, as well as one-on-one counseling, to address areas of strength and weakness related to the student's legal research and writing abilities.
- Create legal hypotheticals and practice problems to test the students' approach and ability to communicate effectively with future employers, as well as potential clients and opposing parties.
- Work with a diverse group of students, of varying life experiences, degrees of ability, and drive, to develop skills necessary to meet the expectations of future legal employers.

**Children and the Law: University of Dayton School of Law (Summer 2016)**

- Introduce key concepts related to children, their legal rights and responsibilities, as well as the relationship they share with adults.
- Familiarize students with child-specific aspects of criminal law, such as status offenses, rehabilitation rather than punishment, as well as constitutional protections compared to adults.
- Develop an understanding of how children are impacted by abuse, neglect, and dependency proceedings, as well as how children's best interests are the driving force behind decisions related to custody and parental rights.
- Help students to differentiate between adult proceedings and those involving children, including delinquency proceedings.

- Provide multiple hypotheticals and practice problems, with corresponding feedback on student work, to develop ability to spot issues, identify important facts, and apply appropriate facts to factors to analyze areas of law such as custody, criminal liability of children, and constitutional rights of children.
- Encourage students to express their opinions and reasoning for issues related to children and the law in order to understand the key role lawyers have in working with children in multiple areas, including guardians ad litem, court-appointed special advocates, government attorneys who represent child service agencies, and counsel for children facing adjudication or criminal matters.

**Academic Support Adjunct Advisor (Every semester from 2007-2014)**

- Tutor students to develop better analytical skills specific to issue spotting, rule progression, and fact application.
- Create hypotheticals and practice problems to address legal concepts the students were working with in their individual classes.
- Help first-year students adjust from college, or the workplace, to law school.
- Work with struggling or at-risk upper-level students to improve analysis, class preparation, and exam writing.
- Provide extensive and detailed feedback regarding hypotheticals and practice exams, along with one-on-one review of the feedback.
- Create or gather multiple choice questions to emphasize importance of practice and using analysis skills when answering multiple choice questions.
- Submit reports addressing work with students including the student's level of comprehension and dedication, individual strengths and areas for improvement, as well as any personal issues that may have impacted the student's full attention to schoolwork.
- Craft study schedules and contingency plans to ensure proper time management for each student.

**Bar Preparation: University of Dayton School of Law (Spring 2011, Spring 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2018, Spring 2019) Cleveland State University College of Law (Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, Spring 2025)**

- Require students to research, plan, and master their bar exam's format and coverage.
- Focus on the students' ability to master their bar exam's substantive coverage, exam question format, and exam test site conditions.
- Present ways to master exam techniques and strategies for answering questions in three bar exam formats: multiple choice, essay, and performance test.
- Re-familiarize students with the seven substantive topics tested on the Uniform Bar Exam.
- Administer exam questions in multiple choice, essay, and performance test format.
- Teach a process of studying for the bar exam with a focus on efficient reading, comprehensive reviewing, effective and concise writing, practical outlining, exhaustive practicing, and endurance.

- Provide specific and detailed feedback on multiple practice essays, as well as graded assignments with a focus on the utilization and mastery of the IRAC organization method.
- Schedule one-on-one meetings with students during and after completion of the class to solidify study plans, address financial and logistical concerns so that students could focus on preparation and studying, realize self-handicapping and ways to avoid such, as well as a focus on the student's mental and physical health in the weeks leading up to the exam.

**Personal Property Intersession Class: University of Dayton School of Law (Spring 2008, 2010)**

- Co-teach legal concepts regarding Personal Property, including classification of property, elements of title and possessory rights, bailments, and gifts; both inter vivos and causa mortis.
- Create and review hypotheticals and practice problems with students to enhance ability to analyze Personal Property issues.
- Assess essay exam at the end of the class, including specific and detailed feedback on how to better communicate knowledge of the subject matter, strengthen fact application, and enhance issue spotting.

**Conflicts of law Intersession Class: Cleveland State University College of Law (Spring 2023, 2024)**

- Teach Conflicts of Law as such is used on the Uniform Bar Exam in conjunction with substantive areas of law usually coupled with Conflicts including Family Law and Civil Procedure.
- Create hypotheticals for practicing law and analysis using Conflicts of Law to create legal standards for analysis.
- Provide feedback on written submissions from students in essay form, multiple choice creation, and analysis-based projects.
- Design trial during the course to provide students a realistic experience using Conflicts of Law in arguments for both parties to a hypothetical dispute.

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**Additional Work Experience**

**Wright State University: Dayton, Ohio**

Graduate Teaching Assistant

**Fall 2003-Spring 2004**

- Attend survey course in History and create comprehensive notes for each class to assist students in developing their own notes
- Teach substantive material when professor was unavailable
- Lead large-group review sessions before exams
- Create materials for weekly review sessions covering substantive material and then present the information to students in small-group settings
- Work with individual students to enhance their understanding of history and improve upon their ability to effectively communicate their knowledge on exams

## Selected Presentations and Speaking Engagements

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### **Legal Writing Institute: What About Me? How we may promote well-being and self-care among ourselves and our students. (December 2025)**

Presented on the role of grace in the law school classroom as a tool for supporting student growth, resilience, and professionalism. Discussed how extending grace—through flexible, humane, and empathetic teaching practices—encourages students to cultivate gratitude, a trait linked to improved well-being, stronger professional judgment, and healthier working relationships. Highlighted how these intertwined virtues not only enhance the learning environment but also form essential components of effective, ethical lawyering.

### **Orientation for Incoming law students: University of Dayton School of Law Students (2008) and Cleveland State University College of Law (2022, 2023, 2024)**

Worked with faculty, staff, and students to prepare incoming first year students to transition from their college or workplace experiences to law school; including understanding key concepts of reading legal cases, case briefing, outlining, and exam writing. Also addressed registration for bar exams across multiple jurisdictions with a focus on character and fitness processes. Also walked LLM students through orientation and possible licensure in Ohio based on the requirements for foreign educated attorneys.

### **Academic Excellence Program Orientation (2011, 2012, 2013)**

Introduced review concepts to prepare students before they engaged in the Academic Excellence Program, such as course outlining and preparing study aids throughout the semester to assist in long-term review and exam preparation.

### **Academic Support Workshop on the Ohio Bar Exam (Spring 2013, Fall 2013)**

Presented concepts to students using Criminal Procedure rules as an example and how related topics would be tested in both essay formats and bar exam multiple choice questions. Also reviewed substantive materials on Criminal Procedure while addressing ways to utilize study aids, such as flowcharts, to enhance exam-writing and analysis skills.

### **Academic Support Workshop on Using IRAC to Enhance Exam-Writing Skills (Fall 2012, 2013, 2014)**

Presented the importance of using IRAC organization method on exams to better communicate knowledge of the substantive information to the professor. Created and provided detailed feedback on practice hypotheticals covering the Fourth and Fifth Amendments, and how to strengthen fact application to a strong legal standard to maximize analysis scores.

### **Multistate Performance Test Immersion Program (2014, 2015, 2022, 2023, 2024)**

Presented comprehensive approach to ensure mastery of the Multistate Performance Test for bar examinations, which included a thorough explanation of what the

performance test demands, how to follow directions explicitly, utilizing the case file to form a strong legal standard and basis for comparison to the performance test facts, and how to best manage time. Also provided extensive feedback for student attempts on multiple performance tests, and worked one-on-one with students to master the ability to score well on performance tests.

**National Panhellenic Conference's Something of Value (Twice Annually 2008-2017)**

Prosecute mock trial highlighting risky behaviors facing Panhellenic women, and others involved in Greek Life, on college campuses across the country. Also presented statistics regarding jury awards, settlements, and criminal liability that resulted from similar risky behaviors on other college campuses in order to motivate the collegiate women to focus on ways to change their risky behavior. Worked with the students to create specific plans to combat risky behavior and focus on the students' physical and mental health.

**Jump Start I, II, and III Cleveland State University College of Law (2022, 2023, 2024, 2025)**

Present orientation of Uniform Bar Exam testing modalities, including performance tests, essays, and multiple-choice strategies, to all students based on their class level. Discussed what each modality of the exam is comprised of, as well as best practices to gain success over each type of testing. Assigned practice work and self-assessment as well as feedback on each modality for individual students, small groups, and larger classes. Utilized both live and asynchronous modules to complete the programming for both in-building and online students.

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**University Service**

**Bar Exam Passage Committee (2025) [Case Western Reserve University]**

The committee is dedicated to promoting bar readiness for CWRU law students by evaluating and recommending curricular enhancements, supplemental learning opportunities, and strategies for integrating bar-related skills throughout the law school experience. Contributes to initiatives that strengthen students' substantive knowledge, test-taking abilities, and long-term preparation habits, while also helping the faculty and student body adapt to the evolving expectations of the NextGen Bar Exam.

**Health and Wellness Committee (2022-2025) [Cleveland State University]**

The Wellness Committee supports the mental health and well-being of all CSU|LAW students by: Connecting students with information about law school, campus-wide and community-based wellness resources; Promoting, coordinating, and/or supporting

wellness speakers and events at the law school; and encouraging a culture of health and wellness.

### **Student Success Committee (2022-2025) [Cleveland State University]**

The Student Success Committee is a collaborative committee combining faculty, staff, and students to achieve success measures for current students from pre-orientation through bar passage and licensure. Its members work with the Curriculum Committee and others to develop proper programming and pedagogical basis for supporting students through all phases of their law school and legal careers, as well as focus on the key lawyering skills necessary to enhance academic success and career achievement.

### **Williams McGinty Bar Exam Emergency Fund (2022-2025) [Cleveland State University]**

The Williams McGinty Fund exists to provide financial support to those students who face obstacles to their bar passage. The Committee encourages applicants to apply for funding before and during their bar preparation to help eliminate barriers to a successful preparation period, including updated accommodations testing, application fees and registration requirements, and living expenses.