

- In this issue, we focus on the AALS Annual Meeting, which will be held in Washington, D.C. from January 2-5, 2003. Our Section has three programs it is sponsoring or co-sponsoring.
- This issue also discusses how to carry out legal scholarship.

AALS Meeting in D.C. Features Interesting LR & W Programs

By Tom McDonnell
AALS Section Secretary

The AALS Section on Legal Reasoning, Writing and Research presents a program entitled "Better Writing, Better Thinking" at this January's Annual Meeting in Washington D.C. The Section meeting and program begins on Thursday, January 2, 2003, at 2 p.m. A business meeting follows the program.

The Section is also co-sponsoring a two part program on teaching foreign LLM students, entitled, respectively: (1) "Developing Legal Writing Programs for Foreign LL.

M. Students" and (2) "Developing Legal Research Programs for Foreign LL.M. Students." The other Sections co-sponsoring this program are Graduate Programs for Foreign Lawyers, International Legal Exchange, Academic Support, and Law Libraries. The first part starts on Sunday, January 5, 2003, at 10:30 a.m.; the second part begins later the same day at 1:30 p.m.

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Judith W. Wegner, Professor and former Dean of UNC-Chapel Hill will speak at the Section Program in January.

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Dean Kent Syverud will be addressing the Legal Writing Section at AALS.

AALS Meeting Highlights

Thursday, January 2, at 2 p.m.:

Legal Reasoning, Writing, and Research Program
"Better Writing, Better Thinking"

Business Meeting (follows program)

Friday, January 3

12:15 p.m.: Legal Reasoning, Writing and Research Section Luncheon

5:30 p.m.-7:30 p.m.: Reception Sponsored by ALWD, LWI, and Scribes

Sunday, January 5:

10:30 a.m.: Joint Program on Developing Legal Writing Programs for Foreign LL.M. Students

1:30 p.m.: Joint Program on Developing Legal Research Programs for Foreign LL.M. Students.

3:30 p.m.: Joint Program on Op-Eds and Talking Heads: Legal Commentary for a Lay Audience

Message from the AALS Section Chair: Joan Blum

By E. Joan Blum,
Section Chair, Associate
Professor of Legal Reason-
ing, Legal Research and
Writing, Boston
College

As I sit here in my office and lift my eyes ever so slightly from the computer screen, I see a classic view of New England in autumn. It's already November, so the view from my window beyond the library and Trinity Chapel shows more browns and golds than reds and oranges. Right now it's still warm enough for students to hang out in the library courtyard. But soon I'll see only the incorrigible smokers taking a study break to grab a quick smoke and then darting back into the warmth of the library. (O. K.—enough with the mood; on to the action!)

As the weather gets colder, we seem to get busier. (Maybe we sedentary types think that the increased brain activity will keep us warm?) One nice thing about winter is that in addition to doing our teaching, writing, and other day-to-day activities, we have an occasion to gather to enjoy the fruits of what our colleagues worked on during the summer and fall. I hope that you will be able to attend the AALS Annual Meeting in January to sample some of them.

This year, our Section is presenting two exciting programs, chaired by Jo Anne Durako and Amy Gajda, respectively. Both these programs are in the best tradition of AALS Section programs: they address matters of intense interest to Section members, but as well provide outreach to other legal academics

to update their sense of what is going on inside our discipline. I can identify only one drawback: the schedule. Our Section programs bracket the Annual Meeting, with our first program from 2:00-3:45 p.m. on the first day, January 2, and our second program from 3:30-5:15 p.m. on Sunday, January 5, in the very last slot. Be sure to make your plane reservations with this schedule in mind.

Jo Anne has put together Thursday's program, entitled "Better Writing, Better Thinking," which will address how the best practices in writing programs can inspire and improve legal edu-



Joan Blum, the Chair of the AALS Section on Legal Writing, Reasoning and Research

cation in general. She's lined up truly impressive speakers: Kent Sevyrud of Vanderbilt and the *Journal of Legal Education*, Judith Wegner of North Carolina, and Mary Beth Beazley of

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Editor's Note: In this issue we mark our Section's sponsoring three programs at the AALS meeting, representing our reaching out to other sections, a step we should consider as a regular part of what we do at AALS. Furthermore, our main program continues the tradition of bringing distinguished speakers for our section meetings.

Last issue we discussed, among other things, the importance of scholarship to achieving appropriate status in the academy. This issue we provide some guidance on how to go about carrying out scholarly work.

— Tom McDonnell, Section Secretary & Editor of AALS Section Newsletter, Assoc. Prof., Pace

Nominations for AALS Section Secretary Sought; Proposals for 2004 AALS LR&W Program Asked

The AALS Section on Legal Research and Writing seeks nominations for Secretary for 2003. The Secretary prepares the AALS section newsletter, which is published twice annually.

The AALS Section on Legal Writing is also soliciting proposals for the 2004 AALS Legal Writing Section Program, which will be presented at the AALS Annual Meeting in January 2004. Generally, the individual chosen as Program Chair is elected in the following year as Secretary of the Section.

Nominations for Secretary and proposals for 2004 AALS LR&W program should be sent by Wednesday December 4, 2002 to Thomas McDonnell, Secretary, AALS Section on Legal Research and Writing, Pace University School of Law, 78 N. Broadway, White Plains, N. Y. 10603 or by e-mail:

tmcdonnell@law.pace.edu

Suggestions for New Scholars

By Linda Edwards
Professor of Law
Mercer

Start small. Your first article need not be a heavily-footnoted traditional law review article. There is a learning curve for any kind of writing, including scholarly writing. We start our students with small projects; we can do the same for ourselves. A book review for an academic or practitioner publication can serve as a good beginning. Articles in newsletters work well too. Responses to another author's article can be short, and law reviews like to publish them because they encourage readership.

Consider writing an article on a pending, high profile U.S. Supreme Court case argued late enough in the year to make a late Spring opinion likely. Law reviews love to cover important Supreme Court cases hot off the presses. Before the opinion is issued, get copies of the briefs and opinions below, and write the procedural history, the description of the legal issue, and the issue's importance. When the Court's opinion is issued, you can immediately write an analysis of it, discuss its implications, and get the article in the mail. Yours can be the first article law reviews receive, just weeks after the opinion was issued and just as law review students are returning to school and filling the last remaining spots in their volume.

Deadlines Help.

Look for projects with deadlines. We are so busy with teaching and administrative responsibilities that scholarship can be perpetually postponed. Deadlines deliver us from the temptation to put all our energy into day-to-day obligations and never write.

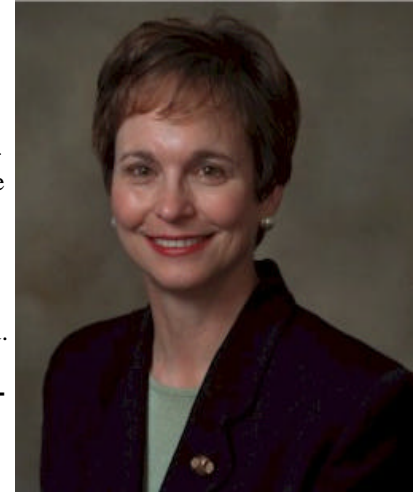
What Kind?

Unless your school has a policy that constrains you, don't spend time worrying about this question. Write about what interests you. As you gain experience and confidence, you can expand your topic areas. In the early stages of your career, it is

more important to get something written than to agonize over what area you should choose. Look for a small, well-defined topic, preferably something in a subject area you already understand.

Write a thesis sentence.

Early in the process, write a sentence that takes a specific position or makes a specific point about the topic. The thesis might (1) propose a solution to a problem; (2) identify new explanations for a situation; (3) point out previously unrealized relationships between ideas; (4) predict or critique new legal developments; or (5) apply prin-



Linda Edwards

ciples from another discipline to a legal or pedagogical question. The purpose of the sentence is to be sure that you have something new to say about your subject – a point to

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Bibliography of Articles on Writing Scholarship

Compiled by Pace Law Librarians Cynthia Pittson and Gail Whittemore

Mary Beth Beazley & Linda H. Edwards, *The Process and the Product: A Bibliography of Scholarship About Legal Scholarship*, 49 MERCER LAW REVIEW 741 (1998). (This is a bibliography that includes any pre-1998 resources on this list.)

C. Steven Bradford, *As I Lay Writing: How to Write Law Review Articles for Fun and Profit*, 44 JOURNAL OF LEGAL EDUCATION 13 (1994). (A humorous article, satirizing the whole process of publishing a law review article.)

Christian C. Day, *In Search of the Read Footnote: Techniques for Writing Legal Scholarship and Having it Published*, 6 LEGAL WRITING 229 (2000).

Heather Meeker, *Stalking the Golden Topic: A Guide to Locating and Selecting Topics for Legal Research Papers*, 1996 UTAH LAW REVIEW 917 (1996).

(This article is geared towards students, but has useful information on preemption checking that is suitable for faculty too.)

Philip F. Postlewaite, *Publish or Perish: The Paradox*, 50 JOURNAL OF LEGAL EDUCATION 157 (2000).

Deborah L. Rhode, *Legal Scholarship*, 115 HARVARD LAW REVIEW 1327 (2002).

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Suggestions for New Scholars

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be made rather than merely a description of what others have said.

Getting ready for summer. For most of us, finding time to generate text during the school year is difficult, but reading, research and thinking can get done in smaller chunks of time during the academic year. Schedule a couple of hours per week for these pre-writing activities. The goal is to be ready to start generating text as soon as you turn in your Spring grades. That means having a topic selected, a thesis sentence written, and most of the research done.

Guard the summer. Usually there are about twelve weeks between turning in Spring grades and Fall start-up work. Subtracting two weeks for vacation and family activities leaves us with only ten weeks. If most of the pre-writing is already done, ten weeks is enough. Guard those ten weeks carefully, and approach each weekday as a work day. Start writing first thing in the morning and keep at it until time for dinner. It is amazing how fast the first draft of an article will go if you can keep up a "work" schedule in the summer.

Footnotes and Reprints. Footnotes have a bad name, but there are good reasons to research fully and cite generously. Footnotes help readers find out more about the ideas you describe, and they can help a reader understand your article better.

To write an article is to join an ongoing scholarly conversation in some ways similar to joining a listserve discussion of a particular issue. Your footnotes serve as the archives of that conversation, so your reader can put your contribution in its conversational context.

Also, footnotes are your best way to become a full participant in the ongoing conversation on your issue. Sending reprints to everyone you cite is the customary way of joining the discussion. You are giving others a chance to hear what you have said and respond to you. This process is more than a career advancement move; it is how scholarship advances human understanding.

The reading bog.

Bibliography, on Scholarship

(Continued from page 3)

William G. Ross, *Scholarly Legal Monographs: Advantages of the Road Less Taken*, 30 AKRON LAW REVIEW 259 (1996).

(This article is about writing scholarly books instead of law review articles.)

William R. Slomanson, *Legal Scholarship Blueprint*, 50 JOURNAL OF LEGAL EDUCATION 431 (2000).

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One last caution: Beware of getting so caught up in reading everything ever written on your subject that you are never ready to start to write about it yourself. As a matter of fact, if you wait too long in your research process to begin to formulate your own ideas, as pre-writing helps you do, you may lose the creative opportunity to say something new. History is full of examples of people who made great breakthroughs in studying a subject precisely because they did not know enough about it to make the erroneous assumptions others had made. This is not to say you should forego thorough research. The point is to move your own creative thinking and pre-writing to early in the research process.

"To write an article is to join an ongoing scholarly conversation in some ways similar to joining a listserve discussion of a particular issue. Your footnotes serve as the archives of that conversation, so your reader can put your contribution in its conversational context."

"Write about what interests you. As you gain experience and confidence, you can expand your topic areas. In the early stages of your career, it is more important to get something written than to agonize over what area you should choose. Look for a small, well-defined topic, preferably something in a subject area you already understand."

SO YOU WANT TO WRITE A BOOK: Ten Tips for Publishing

By Jill Ramsfield
Professor of Law
Georgetown University Law Center

“If you find that none of these wonderful books covers the idea you have developed, none of them quite appeals to your students, or no one of them covers everything you need to teach, you may have something to publish.”

When many of us began teaching in the early 1980’s, there were two major textbooks on legal writing: Marjorie Rombauer’s Legal Problem Solving: Analysis, Research, and Writing (3d ed. 1978 (now in its fifth edition)) and John Dembach’s A Practical Guide to Legal Writing and Legal Method (1981). A few others were also available at the time: George Gopen’s, Writing from a Legal Perspective (1981), and Gertrude Block’s Effective Reasoning and Writing (1981). And there were two on research: J. Myron Jacobstein & Roy Mersky’s Fundamentals of Legal Research (2d ed. 1981), and Morris Cohen & Robert Berring’s How to Find the Law (8th ed. 1983). Maybe there were more, but who knew? We had those books on our shelves and it was time to get started. This made teaching easy: choose the writing one and the research one that best suits your students and go with it. No teaching manuals. Just some good books and a clean calendar ahead.

We didn’t know much then about composition theory, linguistics, rhetoric, or the formal study of teaching writing.

We were there to create a new discipline, to repair damage, to prepare students for a practical career. We certainly weren’t thinking we could write books and we certainly didn’t have the time, the experience, or the proverbial inclination.

But eventually we found all of those. Despite long working hours, overloaded teaching assignments, demanding students, and academic politics, legal writing professors knew there was more to say. They have since written many books and continue to do so, making our current choices rich and varied. We have writing books, research books, style manuals, specialty books, and coffee table books. We have much to choose from, yet much still to say.

If you find that none of these wonderful books covers the idea you have developed, none of them quite appeals to your students, or no one of them covers everything you need to teach, you may have something to publish. Our constituencies are so varied, our means of researching and writing so dynamic, and our methods so complex that there is room for more. Then, write! Share the wealth! Here are some steps to publishing your book.

1. *Do your preemption check.* You want to make sure you really do have an original idea or a way of presenting your materials that is so innovative as not to be covered elsewhere. Take your time; part of your proposal’s strength is your thoroughness in research. Do the work for the publisher.
2. *Develop a proposal.* Every publisher looks for something a bit different, but your proposal should be thorough, well-prepared (a reflection of your book), and cover at least the following:
 - *Description of the*

“If you can, write out a chapter or a section that demonstrates the book’s uniqueness and your writing ability. You may not want to write the entire book first. Many publishers will ask you to tweak your idea for their markets, to fit within their publishing requirements (e.g., do it in Word Perfect if that is what they are still using!), or to emphasize points differently.”

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AALS Meeting, LR & W Programs, January 2, 3, and 5, cont'd

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Lastly the Section is co-sponsoring program entitled, "Op-Eds and Talking Heads: Legal Commentary for a Law Audience," scheduled for Sunday, January 5, 2003, at 3:30 p.m.

Better Writing, Better Thinking

The Better Writing, Better Thinking Panel features Mary Beth Beazley, a professor at Ohio State University School of Law, Kent D. Syverud, dean of Vanderbilt Law School, and

Judith W. Wegner, professor and former dean of University of North Carolina School of Law and past president of the AALS. Mary Beth Beazley is well known in legal writing circles for her work with the Legal Writing Institute and her participation on the legal writing discussion list. She is the author, among other things, of "Teaching Students How to 'Think Like Lawyers': Integrating Socratic Method with the Writing Process," 64 Temple L. Rev. 885

(1991), and "'Riddikulus!': Tenure-Track Legal-Writing Faculty and the Boggart in the Wardrobe," *Scribes Journal of Legal Writing* 2000.

Kent Syverud clerked for Justice Sandra Day O'Connor and taught at University of Michigan before joining the faculty at Vanderbilt. He has won outstanding teaching awards at both schools. Among his many public actions are the following: "The Caste System and Best Practices in Legal Education," 2001 Ass'n of Legal Writing Directors Conf. Proc. J. 1 (2002) and "Taking Students Seriously: A Guide for New Law Teachers," 43 J. Legal Educ. 247 (1993).

So you want to write a book, cont'd

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book. Include a Table of Contents. What are the book's outstanding features?

- *Objectives of the book.* What can readers take from the book?
- *Organizational structure.* What organizational features will you employ to reach your main objectives?
- *Other books on the market.* Describe these, perhaps in some detail, to demonstrate where your book fits in the current market.
- *Differences in your book.* How is it different? What does it add?

3. *Write a Sample section.* If you can, write out a chapter or a section that demonstrates the book's uniqueness and your writing ability. You may not want to write the entire book first. Many publishers will ask you to tweak your idea for their markets, to fit within their publishing requirements (e.g., do it in Word Perfect if that is what they are still using!), or to emphasize points differently.

4. *Research the available publishers.* Many publishers stop by to see you throughout the year. You can write to those reps and set up a phone conference to discuss their publishing needs. They are hungry for good books, so you can be ready to sell yours in a phone conversation or in person. Research not just the usual legal publishers but also other publisher who occasionally publish legal books, such as Oxford. Include in your search publishers who cover composition theory, that is, writing books for undergraduates.

5. *Research the publishers' methods and success in marketing.* Talk to authors who have published with the publishers you favor. Find out how well they were treated, who worked with them, what the turnaround time was, and how happy they were with the result. Publishers are very much interested in the bottom line these days, and the old methods of painstakingly working with authors and sending manuscripts back and forth several times—are over. You need to decide what will make you comfortable and proud.

6. *Research the publishers' contract terms.* You may be able to negotiate, or

not. Find out the royalty rate,

Judith Wegner served as attorney-adviser in the Office of Legal Counsel and an appellate attorney in the Lands and Natural Resources Division of the United States Department of Justice. She was the dean of UNC-Chapel Hill from 1989 to 1999, and was president of the AALS in 1995. Her writings include the following: "Women at UNC and in the Practice of Law," 73 N.C.L. Rev. 705 (1995), and "The Curriculum: Patterns and Possibilities," 51 J. Legal Educ. 431 (2001).

Professor Jo Anne Durako of Rutgers, Program Chair, will moderate the panel.

Foreign LL.M. Program

More and more law schools are adding programs for foreign LL.M. students. Such programs are perceived as moneymakers, but these students come with special needs, particularly in the areas of legal

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Choosing Good Topics for Scholarship: Don't Ignore the Call for Papers

By Professor Melissa Weresh, Drake

When it comes to publishing as a legal writing professional, there is often competing advice on what topic or area of interest to consider. On one hand, writing about how to teach writing seems to be a perfectly logical and beneficial endeavor. We certainly enjoy a warm, supportive community that celebrates scholarship in the field. Moreover, my students and I have benefited greatly from the sharing of ideas in publications such as *The Second Draft*, *Perspectives*, *The Journal of Legal Writing* and *The Journal of Legal Education*. On the other hand, many of our colleagues are advised to consider scholarship outside the field, as it can be seen by academia as less scholarly and therefore less

valuable. I personally strongly disagree with this criticism but am well aware of the realities we face in trying to succeed amongst our peers in the more well-established doctrinal fields. So, when venturing out of the exclusive domain of legal writing, how should one come up with an alternate field or, more specifically, a discrete topic within a field? Clearly one would begin by identifying alternate areas of interest. But within that area of interest how does one come up with a distinct issue to write about when the bulk of your professional time is likely spent grading papers and reading scholarship associated with legal writing?

Consider calls for papers distributed on various topical listservs and websites for journals. Responding to a call for papers has several advantages. First, the deadline typically requires immediate action, thereby eliminating the inertia associated with getting started. Also, the likelihood of being published increases because you have responded to the call for papers on a discrete subject. In the event your piece is selected for publication, you will have avoided the administrative burden of placing the piece. Moreover, even if your piece is not selected, you have prepared an article which you can attempt to place elsewhere. Finally, your topic has been defined for you. So long as you have an interest in the area of law, your issue has been narrowed and you can focus on the direction, rather than the universe, of your article.

For legal writing articles, these opportunities abound. *The Second Draft* often identifies the topic of discussion for upcoming issues. Advocacy journals such as *The Journal of Appellate Practice and Process* may also solicit papers on issues associated with symposia or conferences. The legal writing listserv forwards calls for papers sporadically. The listserv is also a valuable resource for topic identification, as threads of discussion often give rise to interesting issues worthy of scholarship. Finally, consider visiting various websites associated with legal writing, such as the site for the Legal Writing

Soyouwanttowriteabook, Cont'd

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the terms for future editions, the deadlines, and any options you may have. These contracts are written to favor publishers, of course, so you may need to be creative about getting the terms that you want. You can also comparison shop so that you receive the terms most suitable to your situation.

7. *Write.* This may be the hardest part, of course. Be very realistic about how much time you have to devote to writing the book. Your optimism may be fatal if you think you can beat the market this year. My first book took a surprisingly short amount of time; the second a surprisingly long amount. Unless you have a research leave—and even if you do have one!—you may need about ten times more time than you think. From design to detail, this is a geometrically greater task than writing an article, so be generous to yourself.
8. *Give the text to others to read.* This may go without saying, but test your audience. Students are often the best critics: practical, willing, and delighted to be mentioned in the acknowledgments. Get their written comments. You may want to send around a sign-up sheet of students who are willing to “test” the book throughout the semester. Colleagues and future users should read it, too. Give them all plenty of time to give you feedback.
9. *Stick to your timeline.* This often means treating sections of the book as though they were due next week. Set up a deadline schedule and stick to it, or find someone who will help you do just that.
10. *Keep the larger perspective in mind.* It's harder to keep track of the pieces in a large document, so make sure you refresh yourself as you write on the book's objectives, its audiences (who are probably quite different from your students), current developments in our field, and longevity. You may want to check these perspective points every time you sit down to write. Allow them to drive your thinking, your voice, your revisions, and your design.

Most of all, enjoy the undertaking. There are times when you will not be sure which meaning of that last word is operable, but ultimately you will see the project taking form, you will know you are making concrete progress, and you will be offering us, your colleagues, some help and inspiration. Thank you ahead of time!

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Don't Ignore the Call for Papers

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Institute (www.lwionline.org), and the site for the Association of Legal Writing Directors (www.alwd.org). These sites may include calls for papers and conference information. Reviewing topics to be considered at legal writing conferences may give rise to or help define a topic for scholarship.

Outside the field of legal writing, consider joining a topical listserv. The listserv for environmental law professors forwards calls for paper and symposia occasionally and, again, the topic threads often stimulate ideas regarding topic selection. The listserv is also a valuable resource insofar as it may identify individuals with special expertise who can help writers further define a topic for scholarly consideration.

More general resources to locate information about upcoming symposia or calls for papers include the Jurist website (www.jurist.law.pitt.edu). Follow the scholarship link to locate valuable information about scholarship for law professors including various symposia, conferences and calls for papers. Also, consider identifying different legal periodicals in your area of interest. Calls for papers, conference information and symposia are often noted on the website for a particular journal. Visit the ABA website (www.abanet.org) and the site for the American Association of Law Schools (www.aals.org) for additional information on conferences and topical listservs. For a comprehensive search, consider using Google to locate solicitations for scholarly work. The following search yielded 4030 results: "call for papers" OR "symposia" OR "symposium" and "environmental law." Searching on Google is boolean, but be sure to check the search tips for the search engine to enhance your inquiry.

Above all, write about what interests you. Don't be reluctant to include scholarship about legal writing in

your repertoire. If legal writing does interest you, consider augmenting your list of publications by focusing on another area of interest. Finally, don't ignore calls for shorter essay pieces. Often contributing to a newsletter, bar journal or newspaper will lead to new sources for topics and additional publication opportunities.

"Responding to a call for papers has several advantages. First, the deadline typically requires immediate action, thereby eliminating the inertia associated with getting started. Also, the likelihood of being published increases because you have responded to the call for papers on a discrete subject."

New Scholarship and Job Moves

Jim Levy had the following article published, "The Cobbler Wears No Shoes: A Lesson For Research Instruction," 51 J. Legal Educ. 39 (2001).

In August, Suzanne Rowe and Barbara Busharis published the second edition of *Florida Legal Research: Sources, Process, and Analysis* (Carolina Academic Press).

Ben Bratman moved from the University at Buffalo (SUNY Buffalo) to the University of Pittsburgh, where he is an Assistant Professor of Legal Writing and coordinator of bar exam preparation.

AALS Meeting, LR & W Programs Experience

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writing and research. Foreign LL.M.s often have many of the difficulties regular J.D. students have with legal writing, plus the following: English is often their second (or third) language, foreign LL.M.s have, by definition, a different culture, and they have little experience with the American legal system.

The morning program on legal writing “explores the ‘best practices’ in creating legal writing courses for these students and in providing additional mechanisms to support their academic success.” The speakers are as follows:

- Jill J. Ramsfield, Georgetown University Law Center
- Julie M. Spanbauer, The John Marshall Law School
- Teresa Kissane Brostoff, University of Pittsburgh School of Law
- Ann Sinsheimer, University of Pittsburgh School of Law

- Debra S. Lee, Legal English Consultant, Nashville, Tennessee
- Nina Hovarava, Chair, English Department, European Humanities University, Minsk, Belarus

Mark E. Wojcik, The John Marshall Law School, will moderate the program.

The afternoon program focuses on teaching foreign LL.M. students legal research. “This panel will discuss how schools can meet the special academic and practice needs of international students, including those who have only had training in civil law systems, those who will work in the United States or other common law countries, and those who will return to work in their home countries.” The speakers are as follows:

- Marci B. Hoffman, Georgetown University Law Center
- Toni M. Fine, Yeshiva University, Benjamin N. Cardozo School of Law
- Dorothy In-Lan Wang Li, The John Marshall Law School

- Diane Penneys Edelman, Villanova University School of Law
- Peter Ben Friedman, Case Western Reserve University Law School (invited)
- Virginia Wise, Harvard University Law School (invited)

Penelope Pether, Washington College of Law, American University, will moderate the program.

For information on the Op Ed, Talking Heads program, see Joan Blum’s piece starting on page 2. In addition to these programs, the Section Luncheon will be held on Friday, January 3, at 12:15 p.m.

ALWD, LWI, and Scribes Reception at AALS:

Mark your calendars!

You are cordially invited to the annual AALS reception sponsored by the Association of Legal Writing Directors, the Legal Writing Institute, and Scribes. At the reception, we will present the first annual Professor Thomas F. Blackwell Memorial Award.

The reception will take place on **Friday, January 3, from 5:30 to 7:30 p.m.** at the Sea Catch Restaurant in the heart of Georgetown (1054 31st Street, NW), just a short taxi ride from the conference hotel. There is no charge to attend the reception, but we do need everyone who plans to come to RSVP by December 15, 2002 to AALSReception@yahoo.com.



Mary Beth Beazley

Nominations Sought for Section's Legal Writing Award

The AALS Section on Legal Writing, Reasoning & Research asks for nominations for the Legal Writing Section Award. The award goes to an individual who has made a significant contribution to the field of legal research and writing. Helene Shapo, Professor of Law, Northwestern, was this year's recipient.

Past recipients include Ralph Brill, Mary Lawrence, and Marjorie Rombauer.

Nominations should be sent by Wednesday, December 4, 2002 to Thomas McDonnell, Secretary, AALS Section on Legal Research and Writing, Pace University School of Law, 78 N. Broadway, White Plains, N.Y. 10603 or by e-mail: tmcdonnell@law.pace.edu

"This year, our Section is presenting two exciting programs, chaired by Jo Anne Durako and Amy Gajda, respectively. Both these programs are in the best tradition of AALS Section programs: they address matters of intense interest to Section members, but as well provide outreach to other legal academics."



Jo Anne Durako, AALS Section Program Chair.

Message from the Chair, Joan Blum, Cont'd

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Ohio State.

Amy brought to bear equal quantities of creativity and tenacity to plan Sunday's program, "Op-Eds and Talking Heads: Legal Commentary for a Lay Audience." The program will address the phenomenon of the law professor as public expert, with both a how-to primer and a critical examination of this role of the law professor. The all-star panel will include law professors as well as media professionals: Ian Ayres of Yale, Erwin Chermersky of Duke, Pamela Karlan of Virginia, Arthur Miller of Harvard, Linda Greenhouse of The New York Times, Peggy Robinson of The Newshour with Jim Lehrer, Pete Williams of NBC News, and Benjamin Wittes of The Washington Post.

As if these two programs were not enough, through the good offices of Mark Wojcik our Section is co-sponsoring two other programs on Sunday, January 5: "Developing Writing Programs for Foreign L.L.M Students," at 10:30 a.m., and "Developing Research Programs for Foreign L.L.M Students," at 1:30 p.m. So plan for a very full and informative day.

Looking ahead to the spring... Last year the AALS accepted our Section's proposal for a one-day professional development workshop for new teachers of legal writing. The workshop will take place in Washington D.C. on June 28-29 as an optional add-on to the general New Law Teachers Workshop, which begins on June 26. We expect that this program will attract new law teachers whose primary responsibility is teaching legal writing as well as new law teachers for whom teaching legal writing is just one part of their course load. Congratulations to Susan Kosse of Louisville, Dan Barnett of Boston College, and Steve Johansen of Lewis and Clark, who prepared the original proposal for the workshop. If you have participated in this type of proposal development, you know that their efforts required hours and hours of work as well as skilled diplomacy. Watch for the program brochure, which should come out in the early spring.

As my term as Section Chair draws to a close, I want to thank everyone who has contributed time and effort to the Section over the past year. I look forward to seeing you in D.C.



Amy Gajda, University of Illinois, chairs the program on "Op Eds and Talking Heads."

