

24th Annual Rocky Mountain Regional Legal Writing Conference

March 13-14, 2026
University of Arizona College of Law



*Resilient Roots, Flourishing Futures:
Cultivating Legal Writers Who Can Thrive in Any Terrain*

Sponsored and hosted by the University of Arizona James E. Rogers College of Law Legal Writing Department

CONFERENCE PROGRAM

FRIDAY, MARCH 13, 2026

12:30 PM – 6:30 PM

11:00 AM Registration Opens	
12:50 PM Brief Welcome Susie Salmon, Director of Legal Writing & Clinical Professor of Law University of Arizona James E. Rogers College of Law	
1:10 pm — 2:00 pm Concurrent Sessions	
Room 135	<p>Robin Juni, <i>Addressing Science in a Post-Chevron World</i> (25 min.)</p> <p>This presentation explains judicial efforts to address scientific regulation that may previously have been delegated to an agency and offers advice on how to communicate math and science concepts to judges.</p> <p>Megan Hall, <i>The Help Trap: Managing Pre-Deadline Expectations in Legal Writing</i> (25 min.)</p> <p>Students increasingly expect extensive pre-deadline guidance. But does giving them what they want actually give them what they need? This session invites ideas for fostering student independence without sacrificing support.</p>
Room 137	<p>Kim Holst, <i>Orienting Students to AI Use in Law School: Tools, Ethics, and Professional Judgment</i> (25 min.)</p> <p>In this presentation, we will share with you the 1L Orientation session we created to introduce incoming law students to ethical and effective use of AI in law school.</p>

Room 137 cont.	<p>Bob Brain, Yan Slavinskiy, <i>What to Cover on the First Day of Class</i> (25 min.)</p> <p>Hear two experienced LRW professors discuss our different approaches on what we cover on the first day of LRW, and why we decided to structure class this way.</p>
Room 146	<p>Richard Neumann, <i>Can Statutes Be Written so that Non-Lawyers Can Understand Them?</i> (50 min.)</p> <p>All good writing is a conversation with the reader. With a statute, could the reader be a nonlawyer who is expected to obey? In some countries, statutes are written so nonlawyers can read and understand them. We could do it, but nobody ever tries. To prove that it can be done, the presentation's audience will become Congress and will rewrite a bewildering part of a federal labor union elections statute. The final product should be something that a factory worker with a high school education can read and understand and a federal judge can easily enforce.</p>
<p>2:10 pm—3:00 pm Concurrent Sessions</p>	
Room 135	<p>Joe Kimble, <i>Ambiguity in Law—and How to Avoid It</i> (50 min.)</p> <p>This session will address the types of ambiguity in law and techniques for avoiding it in drafting legal documents. The real-world before-and-after examples will be ready-made for classroom use.</p>
Room 137	<p>Carolyn Williams, <i>Citing or Acknowledging Generative AI? Lessons from the GenAI & Citation Brain Trust</i> (50 min.)</p> <p>A look at how the GenAI & Citation Brain Trust designed the ALWD Guide's first citation-and-acknowledgment guidance for generative AI, including a new citation format that avoids the pitfalls of existing approaches.</p>
Room 146	<p>Mireille Butler, Rosa Kim, <i>Still Required but Now Under Siege: ABA Standard 303(c) and the Future of Cultural Competence Training in Legal Education</i> (50 min.)</p> <p>ABA Standard 303(c) requires law schools to teach bias and cross-cultural competence; current political challenges threaten any DEI-linked training, but reframing it as ethics and practice skill can preserve essential lawyer readiness.</p>
<p>BREAK 3:00 —3:20 pm</p>	
<p>3:20 —4:10 pm Concurrent Sessions</p>	
Room 135	<p>Elizabeth A. Keith, Jamie R. Abrams, <i>How Big Law's Accelerated Recruiting Practices Outpace Learning Pedagogy</i> (25 min.)</p> <p>Dramatic accelerations to the Big Law hiring timeline have upended the 1L student experience and have compromised the goals, objectives, and relational dynamics of the LRW classroom in particular.</p>

Room 135 cont.	<p>Alba Morales, <i>Not-So-Cruel Summer: Preparing 1Ls for That First Legal Job</i> (25 min.)</p> <p>How much of what we teach students gets used in their 1L summer jobs? I'll share some takeaways from my conversations with former students, who shared their thoughts on what was useful and what wasn't.</p>
Room 137	<p>Ann Ching, Tamara Herrera, David Herzig, Amy Langenfeld, <i>From Professor to Author: Turning Your Idea Into a Book</i> (50 min.)</p> <p>Thinking about writing a book? Experienced authors and an acquisitions editor demystify the academic publishing process for legal writing faculty, from initial concept to contracts, deadlines, and marketing strategies.</p>
Room 146	<p>Joseph Hummel, <i>From Anxiety to Advocacy: Toward a Better Oral Argument Experience</i> (25 min.)</p> <p>Using evidence-based techniques from psychology, mindfulness, and performance studies, this presentation offers an interdisciplinary approach to helping 1Ls manage fear and anxiety surrounding oral argument.</p>
<p>4:20 pm—5:10 pm Concurrent Sessions</p>	
Room 135	<p>Jennifer M. Cooper, <i>Talk as Writing Catalyst</i> (25 min.)</p> <p>We understand the value of talk for teaching but misunderstand the value of talk for learning. Talk is a cognitive learning activity, and metacognitive talk strategies are powerful writing catalysts. This builds on the author's empirical research showing a positive correlation with elaborative talk strategies and law school grades.</p> <p>Nadine Tan, <i>Thinking Out Loud: A Pedagogical Tool to Demystify Legal Analysis</i> (25 min.)</p> <p>Through examples and demonstrations, this presentation explores how the “think-aloud” – a pedagogical tool that allows students to “eavesdrop” on an expert legal reader’s thoughts – can enhance student understanding and engagement.</p>
Room 137	<p>Eleanor Frisch, <i>Using the Iowa Writer’s Workshop Model in Your Legal Writing Class</i> (25 min.)</p> <p>This presentation provides an overview of how to implement small-group roundtable workshops, modeled on the Iowa Writer's Workshop, to teach students to develop a critical eye and learn from their peers.</p> <p>Catherine Campbell, <i>Writing that Performs Under Pressure</i> (25 min.)</p> <p>This presentation explores how traditional legal writing principles can be intentionally adapted to exam writing. Utilizing cognitive science, the first-year writing instruction can lay the foundation for success in law school, the bar exam, and practice more than any other course</p>

Room 146	<p>John Strange, Ashby Fox, <i>End Scene! How Making Lawyers and Judges Characters in Your Legal Writing Problems Can Prompt Valuable Student Discussion about Professional Ethics, Identity, and Wellness</i> (25 min.)</p> <p>This presentation gives two examples of how including lawyers and judges as characters in legal writing prompts led to stimulating class and school-wide discussions about professional ethics, identity, and wellness.</p>
<p>Welcome Reception sponsored by Write Law in Lobby and Courtyard 5:10 —6:30 pm</p>	

SATURDAY, MARCH 14, 2026

8:00 AM – 4:30 PM

8:00—8:50 am Breakfast Sponsored by Lexis in Lobby	
9:00 —9:50 am Concurrent Sessions	
Room 135	<p>Alex Brown and Holly Rush, <i>Westlaw’s Advantage, Agentic AI</i> (25 min.)</p> <p>Join us in welcoming the newest Wonders of Westlaw! In our presentation, we’ll be highlighting the value of Agentic AI in both the classroom and in practice with CoCounsel Legal and Westlaw Advantage..</p> <p>Raef Granger, <i>Integrating Performance Tests Into Legal Writing Courses: Understanding their Purpose and Impact</i> (25 min.)</p> <p>Performance Tests (PTs) teach legal writing and are included in NextGen, UBE, and many state bar exams. Using existing model PTs, faculty can assign exercises building analysis, reasoning, and drafting skills without AI reliance.</p>
Room 137	<p>Dawn Anderson, Lorie Schweer, <i>Emphasizing Process over Product: Navigating AI as a Substitute for Learning</i> (25 min.)</p> <p>This workshop will present two different views about how to shift the focus of the legal writing classroom in an AI world to process over product, and how that shift could help or hurt student learning.</p> <p>Bethany Gullman, <i>That’s Not My Argument: Sharpening Judgment in AI-Assisted Drafting</i> (25 min.)</p> <p>This session examines strategies for helping law students practice selective rejection when drafting with Generative AI, including insights from a structured conferencing exercise focused on collaborative editing and leadership-building.</p>
Room 146	<p>Mary Bowman, Susan McMahon, Danielle Tully, <i>When Norms Fall: Leveraging Disruption to Transform Legal Education</i> (50 min.)</p> <p>In this moment of disruption, we should aim to teach our students not only how to operate within law as it exists, but also to build something better than what came before. This presentation will discuss concrete tools for helping students become agents of reconstruction.</p>
10:00—10:50 am Plenary Session and Presentation of Rocky Mountain Award Room 164	
11:00—11:50 am Concurrent Sessions	
Room 135	<p>Chad Noreuil, <i>The Eight Limbs of Teaching Legal Writing</i> (25 min.)</p> <p>This presentation is rooted in the lessons I learned about effective teaching methodology from yoga teacher training. These include modeling, adaptability, communication, mindfulness, balance, emotional intelligence, community, and compassion.</p>

Room 135 cont.	<p>Rachel Timm, Alexandra Lombardi, Jenny Kim, <i>Connecting Beyond Office Hours: Inclusive Engagement Outside the Classroom</i> (25 min.)</p> <p>Learn practical strategies—writing workshops, group conferences, surveys, and mini-appointments—to engage LRW students beyond traditional meetings and support inclusive, neurodivergent-friendly classrooms. Ideal for new professors seeking effective student-connection tools.</p>
Room 137	<p>Kristen Kellems, <i>Empowering Neurodivergent and ESL Law Students: Inclusive Practices in the Era of Generative AI</i> (25 min.)</p> <p>This presentation will report on the key findings from our original research study, where we held focus groups with neurodivergent and ESL law students to determine best practices.</p> <p>Cristina D. Lockwood, <i>Using Time Wisely: Time-Pressured Writing Practice, Community Building, and AI Boost or Ban</i> (25 min.)</p> <p>Come and hear about a writing exercise that serves as time-pressured writing practice, builds community by having students share research, and can be used to circumvent AI or display AI inadequacies.</p>
Room 146	<p>Rachelle West, <i>An Integrated Approach to Teaching Rule Synthesis and Organization, or CREAC Scramble Meets Sleeping in the Park</i> (25 min.)</p> <p>Attendees will leave this presentation with two practical exercises, based on the same hypothetical facts and law, that introduce rule synthesis and CREAC organization early in the 1L LRW course.</p> <p>Amanda Christy, Jonathan Bremen, <i>Writing Without Chaos: How IRAC Reveals what Students Understand</i> (25 min.)</p> <p>How adapting IRAC for undergraduate humanities courses improves clarity, exposes misunderstandings, eases grading burdens, and highlights why this classic structure remains indispensable in legal writing.</p>
Room 118	<p>Nancy Soonpaa, <i>Personalizing Teaching to Maximize Results</i> (25 min.)</p> <p>Teaching well requires flexibility, creativity, and compassion. This session offers five specific tips and takeaways for attendees to apply in their classrooms. Come learn about the LP-pon!</p> <p>Julie Zink, <i>Don't Drink the Kool-Aid: Requiring Students to Brief Opposing Sides of the Same Case</i> (25 min.)</p> <p>Want to disrupt student bias and sharpen their analysis? Require them to represent parties on opposing sides – writing one brief for defendant, and a second brief for plaintiff.</p>
<p>12:00—12:50 pm Lunch sponsored by Thomson Reuters in Lobby and Courtyard</p>	

1:00—1:50 pm Concurrent Sessions	
Room 135	<p>Oscar Lobos and Janet Goode, <i>Lexis</i> (25 min.)</p> <p>Christopher Heo, <i>Practice for Practice: Using the Research Module to Mirror Real-World Practice</i> (25 min.)</p> <p>How practice experience informed updates to the research module so students could practice real-world communication skills to a partner via emails and in-person meetings.</p>
Room 137	<p>Stephanie Der, <i>Humans in the Legal Research Process</i> (25 min.)</p> <p>In this session, I will share an assignment that teaches students why and how to thoughtfully assess the information received through gen-AI assisted legal research. In addition, I will provide tips for creating additional gen-AI assignments.</p> <p>Tara Mospan, <i>Anchoring Authority: Research and Citation Literacy for the AI Era</i> (25 min.)</p> <p>AI is reshaping legal research and citation practices. This program offers teaching strategies to integrate new technologies while reinforcing core skills in analysis, source evaluation, and ethical, judgment-driven research.</p>
Room 146	<p>Tenielle Fordyce-Ruff, Suzanne Rowe, <i>The Impossible Takes Longer: Teaching Law Without Logic and Writing Without Grammar</i> (25 min.)</p> <p>Teaching legal writing has become only more challenging as the LSAT no longer tests logic and pre-law students rarely study rhetoric or grammar. How do we fill these fundamental gaps?</p> <p>Ashby Fox, Kim Peterson, <i>Organizing a More Difficult Legal Analysis</i> (25 min.)</p> <p>How to use CRAC to teach students to organize a more difficult legal analysis, such as statutory interpretation, a circuit split, or when applying a rule to another rule. This panel will provide examples and ideas for exercises as well.</p>
Room 118	<p>Joy Herr-Cardillo, <i>Using Team-Based Learning to Prepare Students for the Next-Gen Bar Exam</i> (50 min.)</p> <p>There are many reasons to use Team-based Learning in a legal writing classroom, but one that is increasingly relevant is how the pedagogy aligns with the Next Gen Bar exam.</p>
<p>Break – Coffee and Smoothie Truck Sponsored by BloombergLaw 1:50 pm —2:10 pm</p>	

2:10—3:00 pm Concurrent Sessions	
Room 135	<p>Suzanna Geiser, <i>From Memories to Meaning: Moth-Inspired Storybuilding for Legal Writers</i> (25 min.)</p> <p>This presentation examines how lawyers and their clients can use two Moth-inspired techniques—mining for memories and building a narrative foundation—to craft vivid, authentic, and grounded factual narratives.</p> <p>Udoka Nwanna, <i>Secrets to Cultivating Intuition in Law Students and Nurturing the Unseen</i> (25 min.)</p> <p>Thoughtfully curated ways to bring the “woo-woo” into the classroom that will increase student engagement, increase class cohesion and internally foster a desire to elevate the legal profession, one lawyer at a time.</p>
Room 137	<p>Megan Davis, <i>Wicked: For Good – How the Bar Exam Can Be Used for the Better</i> (25 min.)</p> <p>The NextGen Bar Exam is the Elphaba of law schools -- misunderstood. This presentation offers practical activities that prepare students for the NextGen Bar Exam and are not heavy lifts. Let’s foster change – for good.</p>
Room 146	<p>Brian N. Larson, <i>Gonna go to the Y-M-C-A! Wait...for Law School?</i> (25 min.)</p> <p>This presentation reports on the design of an archival study of the rhetoric surrounding the law schools that the YMCA operated at the end of the 19th and beginning of the 20th centuries.</p> <p>Andrew Carter, <i>Managing Readers’ Character Visualizations</i> (25 min.)</p> <p>Judges are good readers, and all good readers “visualize” stories told through text. Thus, while reading a fact pattern, even if the characters are unknown to the judge or left undescribed by the writer, the judge will nevertheless create mental images of the story's characters, drawing on images extracted from the judge's stored memories. One of the characters that the judge will so "visualize" might be your client. What to do?</p>
Break – Coffee and Smoothie Truck Sponsored by BloombergLaw 3:00 —3:20 pm	
3:20—4:10 pm Concurrent Sessions	
Room 135	<p>Jim Dimitri, <i>Neuroscience and the Lawyer as Writer and Editor: How the Science of Reading May Impact Legal Writing and Editing Skills</i> (25 min.)</p> <p>This presentation explores how modern neuroscience studies about reading might inform the way we teach writing and editing skills to our students.</p> <p>Brooke McDonough, Gabriella Mickel, <i>Efficiency on Demand: Effectively Harnessing AI to Draft Cease and Desist Letters</i> (25 min.)</p>

	This practical presentation will showcase an exercise that asks students to use generative-AI to draft a demand letter on a legal issue with which they are already familiar.
Room 137	<p>Karen Mika, <i>The Augmented Professor: Using AI as a Co-Pilot for Upper Level Scholarly Writing</i> (50 min.)</p> <p>This presentation will discuss how AI improves professor capacity to critique student scholarly writing. It will discuss how AI can save time, and help provide beneficial feedback to students, even when dealing with an unfamiliar topic.</p>
Room 146	<p>Joshua Jones, <i>Whatever Happened to Universal Citation</i> (50 min.)</p> <p>Participants will learn the history of legal citation in the United States. The presentation includes an open forum that ponders whether technology, social justice, and threats to democracy implore citation innovation.</p>
Closing gathering in Lobby 4:10 pm	

Thanks to our generous sponsors!



**Thomson
Reuters™**

write.law



LexisNexis®



**ASPEN
PUBLISHING**



**Bloomberg
Law®**

ASU Sandra Day O'Connor
College of Law
Arizona State University

UNLV
WILLIAM S. BOYD
SCHOOL OF
LAW



THE UNIVERSITY OF ARIZONA
James E. Rogers
College of Law