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A Proposal to the ABA: Integrating Legal Writing and Experiential Learning Into a Required, Six-Semester Curriculum that Trains Students in Core Competencies, 'Soft Skills,' and Real-World Judgment

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A PROPOSAL TO THE ABA
INTEGRATING LEGAL WRITING AND EXPERIENTIAL LEARNING INTO A REQUIRED SIX-SEMESTER CURRICULUM THAT TRAINS STUDENTS IN CORE COMPETENCIES, ‘SOFT’ SKILLS, AND REAL-WORLD JUDGMENT

ADAM LAMPARELLO AND CHARLES E. MACLEAN1

The biggest failure at most law schools is the dearth of seriously good skills courses, especially training in legal writing.2

ABSTRACT

Experiential learning is not the answer to the problems facing legal education. Simulations, externships, and clinics are vital aspects of a real-world legal education, but they cannot alone produce competent graduates. The better approach is to create a required, six-semester experiential legal writing curriculum where students draft and re-draft the most common litigation documents and engage in simulations, including client interviews, mediation, depositions, settlement negotiations, and oral arguments in the order that they would in actual practice. In so doing, law schools can provide the time and context within which students can truly learn to think like lawyers, do what lawyers do, and exercise real-world judgment. Simply put, merging experiential learning into the legal writing curriculum is the path to producing competent graduates and a legal education that maintains relevance in a changing world.

In this article, we set forth a proposal to the American Bar Association advocating for a three-year experiential legal writing curriculum that requires students to take one legal writing course during each semester of law school and directs law schools to devote between eight and fifteen credits to experiential legal writing instruction. We also include a comprehensive, six-semester curriculum that incorporates doctrinal, skills, and clinical courses.

The Clinical Legal Association recently lobbied the ABA for a mandatory fifteen-credit experiential learning requirement. The ABA approved only six. It is time for the Legal Writing Institute to make its own proposal and to give law students the education that members of the bench and bar demand.

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I. INTRODUCTION

The problem with experiential learning—and current reforms to legal education—can be summarized in the following passage:

If students successfully learn the analytical skills that are traditionally the heart of the first-year curriculum—case analysis, generating broad and narrow case holdings, rudimentary policy analysis, and statutory interpretation—as well as basic legal doctrine, they are typically ready to begin client representation. That is wrong—dead wrong.

If law students cannot write effectively—particularly in a persuasive context—they will fail as advocates, counselors, and negotiators. Indeed, persuasive writing ability, logical reasoning skills, and sound judgment are the most valuable lawyering skills. Merging experiential learning into the legal writing curriculum can create a cohesive program where these skills are taught in a real-world context.

Members of the bench and bar are not clamoring for more experiential learning in law school. They are criticizing the poor quality of graduates’ writing skills. A recent article in the American Bar Association’s online journal states as follows:


4 See Larry O. Natt Gantt, II, The Pedagogy of Problem Solving: Applying Cognitive Science to Teaching Legal Problem Solving, 45 CREIGHTON L. REV. 699, 709 (2012). Professor Gantt explains as follows:

[T]he heart of legal problem solving skills, the analytical and critical thinking skills that make up the cognitive components of thinking like a lawyer. Such cognitive components include linear thinking searching for coherence, crafting arguments, attending to detail, assessing relevance, perceiving ambiguity, dissecting thought, seeing others' perspectives, and logical thinking.
Ask judges and senior lawyers to identify the most disturbing aspect about younger lawyers, and they will reply in one voice, “They can’t write.”

New York Circuit Judge and Columbia Law Professor Gerold Lebovits states as follows:

To teach students their vocation, law schools must now, more than ever, augment their writing curriculum. Doing so will be expensive. Not doing so will be even more expensive … “the legal writing profession depends on flawless writing, logical reasoning, and persuasive argumentation.”

As Professor Bryan Garner explains, “the biggest failure at most law schools is the dearth of seriously good skills courses, especially training in legal writing.” Law students “are not mastering the essential skills,” which has forced law firms to implement formal training programs and led to clients refusing to pay for the time billed by first and second year associates.

Professor Bryan Garner advocates for the following solution:

For starters, the second and third years of law school ought to include much more research, writing, and editing, with three to six short papers required in each course. Each paper should be subjected to rigorous editing, then rewritten and resubmitted…Short of such reform, the future for new law school graduates looks dismal…[l]aw schools should get their priorities straight and better meet the needs of their students’ future employers.

If there has been one problem in legal education it has been the failure to provide students with comprehensive instruction in predictive and persuasive writing, which is “frequently

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7 Garner, supra note 2 (emphasis added).
8 Id.
11 Garner, supra note 2.
described as a core skill for new lawyers.”

Law students must draft—and redraft—the most common litigation and transactional documents, including pleadings, briefs, letters, contracts, and wills. After all, to be good lawyers, students must learn to think like readers, re-write like editors, analyze like judges, and communicate like counselors.

How many times do lawyers and judges have to criticize the writing skills of recent graduates before law schools commit to a comprehensive and real-world writing program? Currently, most law schools devote only 5.65 credits—or approximately seven percent of the curriculum—to legal writing. After that point—for twelve or eighteen months prior to graduation—law students largely stop writing, re-writing, and revising. Many law students graduate without ever having drafted a complaint, motion for summary judgment, merger agreement, a lease, or settlement agreement. They graduate with an average debt of $100,000 and often make a salary that makes their future more, not less, uncertain. There is no excuse for such an anemic approach to writing. It sets students up for failure in the profession.

In this article, we propose a six-semester, required experiential legal writing curriculum that strives to create outstanding legal writers, problem solvers, and self-directed learners who can practice competently from day one. Law schools would be required to devote between eight and fifteen credits to the legal writing curriculum, and every law student would take one legal writing course during each semester of law school. Of course, we recognize that law schools are not trade schools, and that they are fundamentally different from medical, dental, engineering

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14 See Susan Hanley Duncan, The New Accreditation Standards Are Coming to A Law School Near You—What You Need to Know About Learning Outcomes and Assessment, 16 LEGAL WRITING: J. LEGAL WRITING INST. 605, 618 (2010) (“[r]quiring two rigorous legal writing experiences should just be a start as these two experiences will not be enough to reach competent levels of mastery of the learning outcomes”).
and architectural schools. The development of analytical ability and logical reasoning is vital, and persuasive legal writing is the *sin qua non* of effective legal advocacy.

We also incorporate experiential learning techniques into the curriculum because lawyers do not just write. They also counsel clients and interact with partners. They negotiate settlements and argue before trial, appellate, administrative, and bankruptcy courts, either in motion practice or in the few cases that go to trial. Thus, our proposal requires students not only to draft real-world litigation *and* transactional documents in the same order as they would in practice, but to also engage in simulations, such as client interviews, presentations to partners, oral arguments, mediations, and negotiations that correspond to each stage of litigation. In addition, students will receive feedback, guidance, and formal assessment from legal writing instructors and have the opportunity to improve their skills through repetition and re-writing.

An experiential legal writing curriculum merges the analytical and practical components of legal education into a real-world pedagogy that emphasize both core competencies and the ‘soft’ skills demanded by employers.15 After all, to be an outstanding lawyer, graduates must be leaders, problem-solvers, collaborators, and creative thinkers. They must be self-sustaining learners, able counselors, smart businessman, and innovative entrepreneurs.

The American Bar Association must act—now. And scholars must stop treating the Carnegie and MacCrate Reports like they contain a magical prescription for the perfect law school.16 Both reports do little more than advocate for more practical skills training in law school.

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school. The do not, however, emphasize the importance of effective legal writing. To be sure, “the [MacCrate] Report has been criticized for its failure to focus more on research and writing.”\textsuperscript{17} In fact, “the MacCrate Report appears to have been relatively uninfluential in the design of first year skills programs.”\textsuperscript{18}

Scholars and professors have interpreted this to mean that law schools should be more experiential. They are wrong. Law schools should teach writing—persuasive writing—in each semester of law school. And it is time to stop treating legal writing professors like the stepchildren of the academy.

The persistent criticism from members of the bench and bar underscores the urgency for comprehensive curricular reform to legal writing programs:

Much has been said about the declining written communication abilities of today's law students, as students spend less and less time learning basic writing in their pre-law school education. If students arrive at law school with less developed writing skills than they had in the past, teaching them legal writing will necessarily require more time and effort. By definition, this will reduce the amount of time available to train those students in other skills … [and] unlike other skills, research and writing skills are the ones that legal employers expect students to bring to their jobs when they graduate from law school.\textsuperscript{19}


\textsuperscript{18} \textit{Id.} at 261-62. Professor Silecchia explains as follows:

Of the 111 schools responding, only three reported that the MacCrate Report had a *significant impact” on their program design. In fifty-two schools, the Report was deemed to have had “some influence” on program design, while fifty-four directors reported that the Report had “no influence” at all in the design of their first year skills programs. \textit{Id.} at 270-71, 279.

Yet, here we are, extolling the virtues of experiential learning and repeatedly emphasizing the benefits of simulations, externships, and mentorships. Of course, these are indispensable components of a comprehensive and real-world legal education, but they are not the solution. Not even close.

Listen to the critics: graduates can’t write. A law school that “pay[s] more than lip service to produce better legal writing,” is the law school that can train the twenty-first century lawyer.” Professor Vinson explains as follows:

After all, “[p]erhaps no aspect of legal life is more important, yet more widely misunderstood, than legal writing. Until the legal profession shows it values legal writing and offers opportunities to improve it, the quality of legal writing will continue to suffer. Indeed, law firms should recognize “the market value of clear writing” Overall, improving legal will ultimately promote professional development and provide both lawyers and the legal profession with the tools necessary to realize their full potential.

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20 See Kris Franklin, Sim City: Teaching ‘Thinking Like a Lawyer’ in Simulation-Based Clinical Courses, 53 N.Y.L. SCH. L. REV. 861, 864-65 (2008) (discussion the benefits of clinical and simulation-based teaching)


[E]ven if lawyers acclimate to legal practice without losing their writing skills, many lawyers have not received adequate writing instruction beyond a freshman English composition course or a legal writing and research course in the first year of law school. As their legal knowledge progresses, they need to improve their writing skills to reflect more sophisticated analysis.

23 Bryant G. Garth and Joanne Martin, Law Schools and the Construction of Competence, 43 J. LEGAL EDUC. 469, 473-476 (1993) (including surveys showing that legal writing and analysis are among the most important skills valued by employers).
24 Vinson, supra note 22, at 514, 534-35.
As one scholar notes, the “development of communicative skills is inseparable from the
development of analytical skills,”\textsuperscript{25} as “legal composition and legal subject matter interact in
ongoing rhetorical activity [that] … are best understood and best studied together.”\textsuperscript{26} Our
approach can be summarized as follows:

This article sets forth a proposal to the ABA and sample curriculums that describe the
courses and skills that students will acquire.

We hope that these examples can be starting points for discussions about curricular
reforms that link law schools more closely with law practice. After all, “[c]rucial to the social
vision of legal education is a belief in the necessity of law and the importance of what lawyers

\textsuperscript{25} Carol Parker Roach, \textit{Writing Throughout the Curriculum: Why Law Schools Need It and How to Achieve It}, 76

\textsuperscript{26} Susan Thrower, \textit{Teaching Legal Writing through Subject-Matter Specialties: A Reconception of Writing Across
do.”27 Experiential legal writing is what lawyers do—and it should be done at law schools everywhere.

II.

LEGAL WRITING IS REAL-WORLD EXPERIENTIAL LEARNING

Experiential learning—a teaching tool that has been around for nearly a century—is the new “it” factor in legal education, with catchy buzzwords like “practice-ready,” and “client-centric,”28 promising to change the way law students are educated.29 Experiential learning does bring about positive change. But it does not result in the change law schools desperately need.

A. EXPERIENTIAL LEARNING BY ITSELF CANNOT PRODUCE COMPETENT GRADUATES

Law graduates can never be truly “practice ready.”30 With vast and complex practice areas, different procedures governing each jurisdiction, and numerous specialized courts, e.g., administrative, bankruptcy, and tax, law school cannot fully prepare graduates for the practice of law. Instead of making a laundry list of competencies that the profession demands, law schools should maintain a practical focus on the core competencies that graduates must possess: effective writing, reasoning, and persuasive ability, along with sound judgment and problem-solving skills.

27 Feldman and Feinman, supra note 19, at 930.


30 Margaret Martin Barry, Practice-Ready: Are We There Yet? 32 B.C. J.L. & Soc. Just. 247, 247 (2012) (“[t]he assertion that law schools aim to graduate practice-ready lawyers lies at the heart of the debate about the role of legal education in preparing students for the profession”).
Although instructors define experiential learning in different ways,\(^{31}\) most would agree that it typically involves simulations, clinics, and externships.\(^{32}\) These are effective tools because they provide real-world experience and, in some cases, allow students to represent actual clients. If law schools are serious about the commitment to produce competent graduates, however, experiential learning is not sufficient. Unlike the medical, dental, engineering, and architectural professions,\(^{33}\) the legal profession relies heavily on persuasive writing and argumentation skills as the primary form of communication and advocacy. One scholar explains as follows:

> Lawyers need to practice, refine, and further develop their legal writing skills as if their professional life depended on it because it often does. ‘Law is a profession of words.’ Thus, written communication skills, rather than substantive legal knowledge, are deemed to be one of the most important skills necessary for beginning lawyers. Also, throughout a lawyer’s career, legal writing pervades every type of practice at every level.\(^{34}\)

Indeed, “to enter the profession, obtain and maintain a legal job, and have a successful legal career, superior legal writing skills are required.”\(^{35}\) Rarely, however, does “practice ready”

\(^{31}\) See, e.g., Susan L. Brooks, Meeting the Professional Identity Challenge in Legal Education through a Relationship-Centered Experiential Curriculum, 41 U. BALT. L. REV. 395, 403 (2012) (identifying three core aspects of experiential learning and stating as follows:

> [A]ll law students should have the opportunity to experience in law school: (1) simulated practice; (2) the “mentee” role; and (3) the “first-chair” role. These roles reflect increasing levels of responsibility along a continuum toward the assumption of the full role of attorney and, accordingly, can also be grouped in two broad categories: (a) simulated practice (e.g., interviewing and counseling courses; trial advocacy courses) and (b) supervised practice (e.g., externships/field placement programs and in-house clinics).

\(^{32}\) See id.

\(^{33}\) See Ira Steven Nathenson, Navigating the Unchartered Waters of Teaching Law with Online Simulations, 38 OHIO N.U. L. REV. 535, 571-72 (2010). Professor Nathenson states as follows:

> The Carnegie Report compares legal and medical education, noting with great favor the heavy clinical bent of medical training. Although experiential learning in law schools should be expanded, the medical model is no panacea because of the great dissimilarities between law and medical schools.

\(^{34}\) Vinson, supra note 22, at 516-17 (quoting Debra R. Cohen, Competent Legal Writing-A Lawyer's Professional Responsibility, 67 U. CIN. L. REV. 491, 495 (1999)) (in turn quoting DAVID MALLINKOFF, LANGUAGE OF THE LAW vii (1963)).

\(^{35}\) Vinson, supra note 22, at 516-17.
get mentioned in the same sentence with legal writing.\textsuperscript{36} And that, in a nutshell, is the problem. Judges and lawyers are not complaining about the lack of experiential learning in law schools. They are saying that law students cannot write.\textsuperscript{37}

In essence, experiential learning gives students the opportunity to apply and practice their skills, not to acquire basic competencies in writing and reasoning. Put differently, experiential learning is akin to putting a novice on the pitcher’s mound in Game 7 of the World Series. The player experiences the thrill of standing before a sold-out crowd and the pressure of performing before the live television cameras. Importantly, however, unless that pitcher can outthink the hitters, throw 90 miles per hour, and locate pitches effectively, he will not survive the first inning. It has style but does not teach the substance. The substance is far less glamorous, but equally, if not more, necessary.

\textbf{B. LEGAL WRITING IS WHAT LAWYERS DO}

Most cases never go to trial, and most lawyers do not spend their time in court arguing before a federal appellate court. They research, write, negotiate, and advocate.\textsuperscript{38} Two scholars explain as follows:

\begin{quote}
We … recommended that a focus on written advocacy … reflect the comments made consistently by … focus group participants that oral advocacy is less central now to a lawyer’s work than written advocacy and negotiation … regardless of the evolution of the practice of law, lawyers still need to know the law or be able to find out the relevant law. They need to be able to research a topic thoroughly and effectively regardless of the type of services they are providing their clients and of the likelihood of trial. If it is true that written advocacy is at least partially
\end{quote}

\textsuperscript{36}See Soma R. Kedia, Redirecting the Scope of First-Year Writing Courses: Toward a New Paradigm of Teaching Legal Writing, 87 U. DET. MERCY L. REV. 147, 160 (2010) (stating that “legal reasoning has gone through three stages in the last century--formalism, analogy, and realism--and that all three stages are necessary for complete legal analysis. These stages have also been called, respectively: deduction, analogy, and practical reasoning”).


\textsuperscript{38} See MacFarlane and Manwaring, supra note 12, at 262.
replacing oral advocacy … then writing skills are becoming more and more important. Our data suggests that this shift is real and significant.\textsuperscript{39}

Thus, if law schools only require students to draft an office memorandum and appellate brief in their first-year lawyering skills class, they are not preparing students for law practice. Graduates may not realize, for example, that a summary judgment motion requires a statement of undisputed material facts or that a motion in limine is typically limited to evidentiary issues. Most importantly, graduates will not have sufficient time to re-write and revise, and to refine their writing skills. That is a recipe for malpractice, or a significant amount of time that law firms have to write off.

To begin with, competent graduates should have drafted and re-drafted the following documents, among others:

- Complaints;
- Client letters
- Motions to dismiss;
- Answers;
- First set of interrogatories;
- Motions for summary judgment;
- Jury questionnaires and jury instructions
- Mediation statements;
- Settlement agreements;
- Merger agreements;
- Stock purchase agreements;
- Leases;
- Wills and powers of attorney; and
- Covenants not-to-compete.

Simply stated, great writers know their genre. The above assignments provide real-world drafting experience and will help students to understand the strategic context within which each

\textsuperscript{39} Id.
document is drafted, particularly if they are drafted in a sequential fashion that mirrors real-world litigation.40

C. EXPERIENTIAL LEARNING ENHANCES THE LEGAL WRITING CURRICULUM

Although not sufficient by itself, experiential learning techniques, including oral arguments, presentations to partners, and client interviews, can enhance the legal writing curriculum. To be sure, teaching students the role of context and strategic decision-making, 41 such as whether to file a motion to dismiss in lieu of an answer, settle or go to trial, file a motion to dismiss or for summary judgment, or mediate a claim, is a core lawyering skill. Law students must not only know what documents lawyers draft and how to effectively (and efficiently) draft them, but also why these documents are drafted, when they are drafted, and how to effectively (and efficiently) draft them.

In the first-year legal writing course, for example, instead of giving students a hypothetical fact pattern, students should gather facts in a simulated client interview. After drafting their first legal memorandum, students should meet with a ‘partner’ to discuss their research, and meet with a client to recommend a course of action. The motion to dismiss and motion for summary judgment should be followed by simulated oral arguments, a settlement conference, and a mediation. Furthermore, by providing feedback and formal assessment, legal

41 See Paul Brest and Linda Krieger, On Teaching Professional Judgment, 69 WASH. L. REV. 527, 537 (1994) (stating that “[p]roblem solving and decisionmaking will pervade our students’ professional work in whatever careers they choose. Although these tasks are performed “in the shadow of the law,” they encompass and are often dominated by nonlegal considerations”).
writing professors can create an outcome-based, experiential writing pedagogy that emphasize core competencies for law practice.\textsuperscript{42}

Such a program can also develop the ‘soft’ skills, including interpersonal communication, creativity, time-management, multi-tasking, marketing, and plain old confidence, that are critical to graduates’ success as a lawyer.\textsuperscript{43} After all, lawyers do not just sit in a dark room and write. They communicate with partners, judges, clients, and administrators, attend cocktail parties and network, send emails and participate in phone conferences, bill clients, maintain files, and manage trust accounts. Lawyers must also adhere to ethical rules and are expected to demonstrate professionalism in all areas of their practice. Thus, soft skills are equally important to, and just as relevant as, the technical skills that students acquire.

Ultimately, the practice of law involves the “interplay of experience, analysis, understanding, and application,”\textsuperscript{44} and the ability to work with “messy, human facts, in ways that real lawyers might.”\textsuperscript{45} Law students must, therefore, be able to integrate and synthesize information, apply unsettled law to incomplete facts, and counsel clients through the uncertainty and emotional turbulence that often arises in the dispute resolution process. One scholar explains as follows:

In addition to thinking like a lawyer, the other performance competencies, and the processes of coping with uncertainty, there is at least one additional, essential requirement of the model professional: judgment. The lawyer must apply legal

\textsuperscript{42} See Patricia Grande Montana, \textit{Better Revision: Encouraging Student Writers to See Through the Eyes of the Reader} 14 \textit{LEGAL WRITING: J. LEGAL WRITING INST.} 291, 291 (2008) (explaining that “students severely truncate the rewriting stage by focusing on mostly surface changes while ignoring whether the text makes sense to the reader”).

\textsuperscript{43} See AARP Foundation, \textit{See What Skills Are Employers Looking For?} Available at: http://www.aarpworksearch.org/Inside/Pages/HowEmployableAmI.aspx; see also Deborah Maranville, \textit{et al.}, \textit{Lessons for Legal Education from the Engineering Profession’s Experience with Outcomes-Based Accreditation}, 38 \textit{WM. MITCHELL L. REV.} 1017, 1036 (2012) (“a second lesson from the engineering profession’s experience with outcomes-based accreditation processes is that ethics, metacognition, and other professional skills too often denigrated as “soft” can be included in an outcomes-based assessment of student learning”).


\textsuperscript{45} \textit{Id.}
ideas to factual problems, must deliberate by positing alternatives, considering options, and rehearsing consequences, must implement the choice, and must then accept responsibility for the choice made. In sum, the lawyer's basic duty is to perform in the absence of certainty.\textsuperscript{46}

A six-semester experiential legal writing curriculum can present students with messy facts, complex legal questions, hypothetical (or real) clients, and involve students in a hypothetical lawsuit from beginning to end. Additionally, legal writing professors can guide students as they draft a complaint, counsel a client, argue a motion to dismiss, draft discovery, prepare a motion for summary judgment, take depositions, question potential jurors, negotiate a settlement, draft a contract for the sale of real estate, and participate in a mock closing.

Below is an example of how experiential learning and legal writing can coalesce to provide real-world skills training.

\textsuperscript{46} Feldman and Feinman, \textit{supra} note 19, at 929.
**PRACTICAL SKILLS AND EXPERIENTIAL LEARNING INTERPLAY (NON-EXHAUSTIVE)**

<table>
<thead>
<tr>
<th>LEGAL WRITING</th>
<th>EXPERIENTIAL LEARNING</th>
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<tr>
<td><strong>LEGAL REASONING AND RESEARCH</strong></td>
<td><strong>CLIENT INTERVIEW (FACT GATHERING), RESEARCH FOR STATE OR FEDERAL SUPREME COURT AMICUS BRIEFS</strong></td>
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<td><strong>LEGAL MEMORANDUM</strong></td>
<td><strong>CLIENT LETTER, PRESENTATION TO PARTNER, AND CLIENT MEETING ADVISING ABOUT THE LIKELIHOOD OF SUCCESS AND RECOMMENDED COURSE OF ACTION</strong></td>
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<tr>
<td><strong>COMPLAINT</strong></td>
<td><strong>STRATEGY SESSION WITH PARTNERS AND OTHER ASSOCIATES TO DISCUSS ISSUES INCLUDING THE THEORY OF THE CASE AND LIKELY RESPONSES BY OPPOSING COUNSEL</strong></td>
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<tr>
<td><strong>MOTION TO DISMISS</strong></td>
<td><strong>ORAL ARGUMENT AND PRELIMINARY SETTLEMENT TALKS WITH OPPOSING COUNSEL</strong></td>
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<td><strong>ANSWER</strong></td>
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<td><strong>DISCOVERY</strong></td>
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<td><strong>MOTION FOR SUMMARY JUDGMENT</strong></td>
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<td><strong>MOTION IN LIMINE</strong></td>
<td><strong>MOCK ORAL ARGUMENT</strong></td>
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<td><strong>TRIAL BRIEF</strong></td>
<td><strong>VOIR DIRE, OPENING STATEMENTS, WITNESS EXAMINATION (DIRECT AND CROSS), CLOSING ARGUMENTS</strong></td>
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<tr>
<td><strong>APPELLATE BRIEF</strong></td>
<td><strong>ARGUMENT BEFORE APPELLATE BENCH</strong></td>
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Furthermore, with opportunities to re-write and revise each assignment, or repeat a simulation, students can reflect upon and refine their real-world skills.
D. EXPERIENTIAL LEARNING IN DOCTRINAL COURSES—AND WRITING ACROSS THE CURRICULUM IN THE FIRST YEAR—IS NOT AS EFFECTIVE

At many law schools, the focus has largely been on connecting experiential learning techniques, and legal writing instruction, to first-year doctrinal courses. Importantly, applied or “blended” learning improves critical thinking skills, facilitates acquisition of substantive legal knowledge, helps students to understand the importance of context, and emphasizes problem-solving skills. Although this approach is theoretically sound, its application to first-year doctrinal courses, rather than to the legal writing curriculum, has significant drawbacks.

47 See Maranville, supra note 3, at 59 (noting that “the value of active learning generally, especially learning focused around problem-solving, has been demonstrated in an extensive literature”). Professor Maranville describes the active learning process as follows:

[It is] a four-part model of a cycle that moves from concrete experience through reflective observation to abstract conceptualization ending in active experimentation, a sequence that others have labeled “experiencing, examining, explaining, applying.” Underpinning this model is the view that complete learning requires integrating both the concrete and the abstract, as well as action and reflection. Id.

48 See Eric Mills Holmes, Education for Competent Lawyering—Case Method in A Functional Context, 76 COLUM. L. REV. 535, 564 (1976) Professor Holmes states as follows:

Applied Skills Training has the merit of forging problem-solving judgment and the intellectual skills taught by the case method. Case-method analytical skill is inculcated through the reading-reasoning operations of law students. They acquire the ability to analyze, distinguish, reconcile and synthesize case and statutory rules, principles, concepts and standards, as well as the ability to make independent, critical commentary. Case-method training provides students with tools to be applied in performing lawyering operations. In turn, applied training enhances those case skills by using them in a functional context.

Id.; see also see also Maranville, supra note 3, at 52 (“we fail to provide the context for doctrinal learning that will both engage students and help them learn more effectively”); Gerald F. Hess, Blended Courts in Law School: The Best of Online and Face-to-Face Learning? 45 McGEORGE L. REV. 51, 60 (2013). Professor Hess explains as follows:

Effective blended learning courses require students to interact with each other, the content, and their own thoughts. Students need a way to not only take in information but also to process it: checking their understanding, organizing their knowledge, and making connections with what they already know. Blended learning that incorporates active learning strategies provides students with vehicles to help them do just that.

49 Compare Thrower, supra note 26, at 31-32 (2007). Professor Thrower described the “writing in the discipline” approach as follows:

Teaching legal writing through specialized sections is a nonclassic, but equally effective, version of writing across the curriculum. It is a subset of the learning to write in the discipline approach to
In first-year doctrinal courses, where students must acquire an abundance of foundational legal knowledge, there may not be sufficient opportunities for meaningful feedback and opportunities for reflection, self-assessment, re-writing and revision.\textsuperscript{50} Furthermore, because these courses are typically taught by non-legal writing faculty, the extent to which the students’ writing and practical skills will improve is uncertain. As one scholar explains, “the very structure of casebooks, the typical examination style, and the distance from practice can make creating meaningful assignments more challenging.”\textsuperscript{51}

In addition, the depth and breadth of material covered may be compromised if students are devoting inordinate amounts of time to re-drafting a complaint in civil procedure or a lease agreement in property. Compromising the analytical portion of legal education would be a mistake because “to be the kind of writer you want to be, you must first be the kind of thinker you want to be.”\textsuperscript{52}

Moreover, cognitive overload can result if, in addition to learning substantive law, briefing cases, and researching, students are required to draft litigation documents.\textsuperscript{53} Thus, writing across the curriculum. Not only do … specialized students learn to write in the legal discourse community, but they also learn the particular language, customs, and “forms of life” of intellectual property law, of family law, of health law, or of public interest law. Each of these discipline-specific areas has its own dialects, forms, and shoals that students, and lawyers, must learn and navigate.

\textsuperscript{50} See Pamela Lysaght, Writing Across the Law School Curriculum in Practice: Considerations for Casebook Faculty, 12 LEGAL WRITING: J. LEGAL WRITING INST. 191, 195-96 (2006) (stating that “the time it takes to evaluate a writing assignment, which is considerably more than the typical essay exam, can act as a restraint for many casebook faculty with healthy scholarship agendas”). Professor Lysaght explains as follows:

Even if individual casebook faculty create highly nuanced examinations that require students to develop sophisticated analyses that ultimately advise the client on how to proceed in the given situation, it is unlikely the professor provides substantive feedback and suggestions for improvement—in analysis, writing, and organization—on each student's examination. Yet, meaningful feedback is important to the learning process.

\textsuperscript{51} Id.
\textsuperscript{52} AYN RAND, THE ART OF FICTION (Plume 2000).
\textsuperscript{53} See generally Tonya Kowalski, Toward a Pedagogy for Teaching Legal Writing in Law School Clinics, 17 CLINICAL L. REV. 285, 301-02 (2010) (“[w]hile some professors in first-year programs do include such nuanced
although writing across the curriculum makes students write more, it does not necessarily make them better writers.

Rather than writing across the curriculum, doctrinal courses should flip the classroom.\textsuperscript{54} Flipping the classroom is an ideal method by which to facilitate applied skills learning, and enhance critical thinking skills.\textsuperscript{55}

Some argue that online education can't teach creative problem-solving and critical-thinking skills. But to practice problem-solving, a student must first master certain concepts. By providing a cost-effective solution for this first step, we can focus precious classroom time on more interactive problem-solving activities that achieve deeper understanding—and foster creativity. In this format, which we call the flipped classroom, teachers have to interact with students, motivate them and challenge them.\textsuperscript{56}

Classroom instruction is more valuable if, rather than discussing the facts and holdings of particular cases, students apply legal rules to hypothetical or actual fact patterns in pending cases.

1. **LAW STUDENTS SHOULD LEARN AND WRITE ACROSS THE DISCIPLINES NOT IN OR ACROSS THE CURRICULUM**

Merging thinking, writing, and doing into a first-year course is not inherently problematic, but the legal writing curriculum should be the centerpiece of that effort. .

a. **INTERDISCIPLINARY COURSEWORK AND EMPIRICAL THINKING ARE ESSENTIAL TO PRODUCING PREPARE COMPETENT GRADUATES**

The legal profession is changing. Many graduates no longer begin their careers at large law firms, and those that do often intend to leave after less than five years.\textsuperscript{57} Instead, law

\begin{flushleft}
\textsuperscript{54}See Nancy B. Rapoport, *Rethinking U.S. Legal Education: No More 'Same Old, Same Old,'* 45 CONN. L. REV. 1409, 1421 (2013).

\textsuperscript{55}See id.


\textsuperscript{57}See Ronit Dinovitzer and Bryant G. Garth, *Lawyer Satisfaction in the Process of Structuring Legal Careers*, 41 LAW & SOC’Y REV. 1, 29 (2007). The authors state as follows:
\end{flushleft}
graduates are joining smaller firms and, in some areas of the country, starting their own practice upon graduation. \(^{58}\) Technology has also changed the face of law practice, with prospective clients increasingly using online legal services. \(^{59}\) Given these facts, law graduates must assume more responsibility upon graduation and demonstrate the ability to attract clients, manage a business, and get favorable results. The graduate must also be a self-reliant learner who can manage time effectively, think outside of the box, and make strategic choices based on legal, economic, and financial considerations. \(^{60}\)

Coursework that focuses on non-legal but essential real-world skills can help students to develop these skills. Thus, students should take courses in economics, accounting, tax, formal logic, behavioral psychology or game theory, and negotiation, either by offering these courses as part of the curriculum or by partnering with other graduate schools. Ultimately, competent

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58 See Adele Bernhard, *Raising the Bar: Standards-Based Training, Supervision, and Evaluation*, 75 Mo. L. Rev. 831, 834 (2010). Professor Bernhard explains as follows:

Today's new lawyers likely need more assistance learning the business and the art of practicing law, but they are instead expected to do more on their own. The greater number of professionals working in solo or small firm practice without mentors or in large, impersonal bureaucracies with little guidance, coupled with the increasing complexity of legal work, has generated problems.


60 Feldman and Feinman, *supra* note 19, at 929. The authors explain as follows:

Lawyers must be competent at learning autonomously and learning with others. It is in this way that practitioners can constantly reeducate themselves. Autonomous learning, in turn, is furthered by and requires critical self-reflectiveness. It is critical self-reflectiveness that permits a lawyer to know of his or her need for further learning, it is critical self-reflectiveness that provides the means of judging one's own performance as a legal practitioner (rather than simply adopting prevailing standards), and it is through critical self-reflectiveness that one evaluates the operation of law in society more generally.
graduates must understand how other people think, be able anticipate an adversary’s or court’s responses, and use logical ability and practical knowledge to negotiate effectively.

b. **LEGAL WRITING COURSES SHOULD INCORPORATE SUBSTANTIVE LAW AND PROCEDURE INTO THE CLASSROOM**

Legal writing instructors can integrate doctrinal subjects and experiential learning into the classroom in two ways.

First, instructors can base drafting assignments on a chronological or sequential model that mirrors actual practice. This approach helps students to understand law and writing in its broader context, and not merely as an isolated set of tasks. Indeed, “the lawyer must have the ability to deal with facts, the capacity to discover and analyze both the facts of particular matters presented and the contextual facts that shape the legal decisions to be made.” When drafting a motion to dismiss, for example, students should understand the strategic considerations that support the decision to file this motion in lieu of an answer. Legal writing professors should also emphasize the importance of, among other things, the standard of review, local court rules, and highlight the issues that arise with clients of limited resources or different cultural backgrounds.

Below is one example of a sequential approach that combines experiential learning with legal writing.

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61 *See*, Lamparello and Boyd, *supra* note 40.
Year One

**Persuasion I** (Using an Amicus opportunity, or coordinating with Habens or other clinic, or Hypothetical Facts Pattern) (Three credits)

- Client interview (fact gathering)
- Memorandum (two-full, closed research)
- Client Meeting
- Memorandum (three-full, open research)
- Client Letter
- Complaint
- Motion to Dismiss

**Persuasion II** (Two credits)
Year Two

Persuasion III (Two credits)

Year Three

Persuasion IV (Three credits)

Persuasion V (Three credits)

Appellate Brief

Writing and Re-writing

Persuasion VI (Two credits)
This model also addresses the primary criticism that a linear, or chronological approach
“introduce[s] students to new genres of legal writing rather than build[s] on prior instruction.”

The instructor’s choice regarding the legal issues will have a substantial impact on the
efficacy of the curriculum. A sequential model not only provides continuity and context, but
facilitates the selection of legal issues that involve multiple procedural and substantive law
questions. Also, one well-developed hypothetical can serve as the foundation for successive
writing courses. Of course, for instructors who prefer to incorporate different hypotheticals and
legal issues into their courses, one option is to choose actual cases that are currently pending
before the Supreme Court or that have divided the circuit courts of appeal. These cases often
present complex facts and unsettled law, and can thus provide students with a rigorous writing
experience.

2. THE FEASIBILITY OF A SIX-SEMESTER CURRICULUM

a. THE EFFECTS ON OTHER COURSES

One challenge is designing and implementing this model is ensuring that it does not
unnecessarily absorb the students’ time or burden students to such an extent that it affects their
performances in other courses. A six-semester curriculum strikes the proper balance by focusing
on discreet but not overly lengthy assignments each semester, by giving students sufficient time
to develop their writing and advocacy skills, and by emphasizing gradual, not unrealistic,
progress.

Furthermore, drastic changes to the law school curriculum will not be required. Many law
schools already have a litany of advanced writing and substantive law courses that can be

incorporated into the curriculum. Professors who teach upper-level elective courses such as criminal procedure or evidence, for example, can include a practical writing requirement, either independently or in collaboration with legal writing professors. Advanced drafting courses that were once electives can become required courses. Thus, relatively minor changes can substantially enhance the real-world value of the law school curriculum because “the student thinks in order to write and writes in order to think, and this thinking-writing connection provides rich teaching opportunities that can be exploited by all law faculty.”

Finally, to the extent that new courses must be created, it is a worthy investment. Producing graduates that employers’ value increases the visibility, marketability, and relevance of law schools, and serves members of the bench and bar.

b. DOES IT COST TOO MUCH?

No—for two reasons. In an upcoming article Washington University Associate Dean and Professor of Law Robert Kuehn conducted a comprehensive study of the costs associated with increased clinical offerings and other experiential learning opportunities throughout the curriculum. The results were startling. Costs would not rise. In some cases, they would decrease.

Of course, this does not necessarily mean a three-year legal writing curriculum would not increase costs. Legal writing professors spend inordinate amounts of time grading and meeting

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67 See Kuehn, supra note 66.
with students, so a three-year program would require additional instructors, textbooks, and other teaching material. Professor Kuehn’s article suggests, however, that the fears of a cost explosion may be exaggerated. Cost, however, should not be determinative—or prohibitive. A three-year experiential legal writing program reflects an institutional commitment to law students, the bench and bar, and the community.

Law schools should also recognize that adjunct professors—most of whom are lawyers in the community—can immeasurably enhance the legal writing curriculum, particularly if teaching specialized subjects such as discovery, summary judgment, and transactional drafting. Adjuncts bring law practice into the classroom and thus are an invaluable resource to students, and can alleviate the overwhelming workload that tenure-track legal writing professors might otherwise face. In addition, law students should have mentors both within and outside of the legal academy. Attorney-mentors can guide students in their career choices, impart real-world advice, and emphasize the intangible skills that lawyers’ value.

There may, of course, be some concern that adjuncts can detract from a law school’s emphasis on tenure-track faculty, and negatively affect the U.S. News and World Report rankings. With respect to the rankings, one might say this: if a law school’s ranking falls after incorporating a six-semester legal writing program because of adjunct faculty hires, then the rankings—like two or three semester legal writing programs—are disconnected from the real world.

c. ADDRESSING THE TENURE STANDARDS FOR LEGAL WRITING FACULTY

A required legal writing course each semester will place additional burdens on legal writing faculty, particularly if they teach upper-level doctrinal courses. The sheer amount of
grading involved, coupled with feedback, reviewing re-writes, and conducting individual conferences, will tax even the most experienced legal writing instructor.

Thus, should law schools still require legal writing professors to publish one or more traditional 20,000 word law review articles per year, replete with 350 footnotes? No. Legal writing professors may choose to do so, but it should not be required for tenure. They spend more time inside and outside of the classroom than the professor who teaches criminal law and gives one exam at the semester’s conclusion. Neither professor, of course, is more valuable than the other. That, however, is precisely the point—faculty members across disciplines are equal partners in legal education but have different responsibilities. The ABA’s tenure requirements for legal writing professors should therefore be altered, and emphasize teaching excellence—which is a service to the profession itself—as the primary factor.

III.

A PROPOSAL THAT INTEGRATES EXPERIENTIAL LEARNING AND LEGAL WRITING

The average law school devotes less than six credits, usually in two or three semesters, to legal writing.\(^{68}\) That is not enough.

A. SIX SEMESTERS OF EXPERIENTIAL LEGAL WRITING

Below is our proposed standard to the ABA that would integrate experiential learning and legal writing into a six semester required curriculum:

\[\text{Law schools shall devote a minimum of eight to fifteen credits to practical legal writing instruction that shall require students to take a minimum of one legal writing course in each semester of law school. The courses shall be taught by legal writing faculty, and provide substantial instruction in drafting litigation and transaction documents that are commonly used in law practice. Law schools shall also use experiential learning techniques, including, but not limited to, simulations that give students experience in client counseling and oral advocacy. Legal writing instructors shall also provide formal assessments to students and}\]

\(^{68}\) See Association of Legal Writing Directors, supra note 13.
strive to develop sound judgment, strategic decision-making, communication, problem-solving, and creative thinking skills.

The ABA’s Standards currently require two semesters of legal writing.69 One must occur during the first year, and the other in either the second or third year.70 After that, students are not required to draft a single document. Furthermore, many law schools allow students to satisfy the upper-level writing requirement by drafting a scholarly paper.71 This does not prepare students for the practice of law. It sets them—and their clients—up for failure.

Our proposal is not a one-size-fits-all solution, and avoids the mistake made by the Clinical Legal Association in its recent proposal to require every law school to impose a rigid fifteen-credit experiential learning requirement.72 We recognize that schools like Harvard and Yale, which attract students of extraordinary ability, will not require the same amount of writing credits as those at lower-ranked schools. Importantly, however, although law schools will take different approaches, every school, including Harvard and Yale, should require students to write more. A range of eight to fifteen required legal writing credits provides flexibility but ensures comprehensiveness. Maybe Harvard will require eight, with two credits in each of the first two semesters, and one credit per semester thereafter emphasizing policy-driven or scholarly papers. Maybe lower-ranked law schools will require fifteen credits, a greater focus on legal reasoning, and additional instruction in real world litigation and transactional document drafting. In fact, the

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69 See ABA Standards and Rules of Procedure for Approval of Law Schools, R. 302(a)(3) (2013-2014) available at: http://www.americanbar.org/content/dam/aba/migrated/legaled/standards/20072008StandardsWebContent/Chapter_3.authcheckdam.pdf (requiring “at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year”).

70 See id.

71 See Sarah O. Schrup and Susan E. Provenzano, The Conscious Curriculum: From Novice Towards Mastery in Written Legal Analysis and Advocacy, 108 NW. U. L. REV. COLLOQUIY 80, 98 (2013) (“After 1L year, the typical legal writing requirement combines a scholarly paper, a journal piece, or a moot court experience, but little or no mandatory practical writing instruction”) (emphasis in original).

trend among all ABA accredited law schools is in precisely that direction. All we are saying is that schools should keep moving in that direction. More opportunities to write—with legal writing professors—and to participate in real-world simulations yields better lawyers and thinkers.

The substantial backlash by professors at various law schools rightfully resulted from the belief that such an inflexible requirement infringed upon academic freedom and disregarded law schools’ diverse pedagogical missions. After all, law schools should not be bullied into twenty-first century legal education. Some schools may develop different legal writing tracks and perhaps, specialties, for litigation/ADR and transactional. But the point is that each law student, in each of the six law school semesters, would be required to take an approved legal writing course and receive the type of instruction that produces effective legal writers and lawyers. The lack of flexibility may have been one of the reasons why the ABA approved only six experiential learning credits.

Ultimately, these proposes changes eschew “pedagogical mediocrity,” build a bridge to a more meaningful experience in clinics, and produce a confident graduate who can practice law effectively in the real world.

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74 See Letter, dated January 29, 2014, available at: http://www.law.yale.edu/documents/pdf/News_&_Events/Standard_303%28a%29%283%29_Revisions_RCP_Response_1-22-2014.pdf (authored by several professors at Yale Law School, the letter argues that needs and resources of our schools and our students are too diverse for . . . [a] one-size-fits-all proposal”).
75 See *A Place To Discuss Best Practices for Legal Education, ABA Standards Review Committee Votes for 6 Credits of Experiential Learning*, (July 17, 213) available at: http://bestpracticeslegaled.albanylawblogs.org/2013/07/17/aba-standards-review-cmte-votes-for-6-credits-of-experiential-learning/
76 Garner, supra note 2.
77 See Kowalski, supra note 53, at 285 (“clinicians commonly experience the frustration that students seem to come to the clinic deficient in many legal writing skills”).
78 See Beazley, supra note 65, at 41.
B. WHY DO LAW SCHOOLS NEED SIX SEMESTERS OF REQUIRED EXPERIENTIAL LEGAL WRITING COURSES?

Time, reflection, and continuity are essential elements of developing competent legal writers. United States Supreme Court Justice Antonin Scalia states as follows:

[I]t became clear to me, as I think it must become clear to anyone who is burdened with the job of teaching legal writing, that what these students lacked was not the skill of legal writing, but the skill of writing at all … [T]he prerequisites for self-improvement in writing . . . are two things. Number one, the realization—and it occurred to my students as an astounding revelation – that there is an immense difference between writing and good writing. And two, that it takes time and sweat to convert the former into the latter.”

Furthermore, undergraduate institutions do not provide students with sufficient instruction in writing and analysis. In fact, college students are more likely to be found texting or tweeting than sitting at a computer drafting a research paper. Thus, they begin law school with minimal experience in basic composition, and no familiarity with how to use language as an analytical or persuasive tool. To them, writing is like another language.

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80 See Sara Rimer, Study: Many Students Not Learning to Think Critically, (January 18, 2011), available at: http://www.mcclatchydc.com/2011/01/18/106949/study-many-college-students-not.html (many students graduate “without knowing how to sift fact from opinion, make a clear written argument or objectively review conflicting reports of a situation or event”).
83 See Teach Thought, supra note 81.
1. **It Takes Time to Be an Excellent Legal Writer**

Proficiency in legal writing is a complex and difficult process that involves two distinct steps. First, students must acquire basic and advanced writing techniques, including proper grammar, sentence structure, and word choice, avoiding repetition, and ensuring clarity, conciseness, and flow.

Students must then acquire legal writing skills. These steps include, among other things, predictive and persuasive writing techniques, logical or syllogistic reasoning, argument style and structure, e.g., IRAC/CRAC, narrative storytelling, reconciling unfavorable facts and law, using persuasive legal authority, and citation. Students must also draft litigation and transactional documents, understand that writing techniques are document-specific, and learn the art of re-writing. To master these skills—and integrate experiential learning exercises such as client interviews, oral arguments, and settlement conferences—students need time, continuity, and repetition.

Furthermore, learning how to draft persuasive legal arguments is the skill most closely connected to law practice. One scholar explains as follows:

> [T]he principal problem with legal writing... is that we have not been taught how to create and construct arguments. It is not our writing that is undeveloped or unclear; it is our thinking. In order to develop “clearer” thinking, lawyers need to know something about the rhetorical tradition from which legal argument is derived. Law students, in particular, should be acquainted explicitly with the basics of classical rhetoric: the different modes of persuasion, how to invent and construct arguments, how to identify fallacies in argument ... [L]aw professors “should be teaching the sequences of logical reasoning.”

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Thus, “nothing could be more important for the development of crucial linguistic and ‘critical analysis’ skills than prolonged instruction in rhetorical reasoning and discourse.”

Professors Koss and Ritchie state as follows:

The 57.3 percent of respondents [judges, practitioners, and legal writing professors] who did not think new graduates write well is not necessarily a reflection on students’ legal writing instruction in law school. It may just be that recent graduates have not yet had time to develop their writing skills as professionals. Another possibility is that legal writing instruction in law schools is adequate, but students have insufficient opportunity in the second and third years to hone their writing skills.

Indeed, if students stop writing, their skills atrophy. Some may forget basic skills, or not even receive instruction in advanced writing techniques. Those who performed well in their writing courses—and are already strong writers—do not have the opportunity to become outstanding writers. And not one student graduates having drafted the most common litigation and transactional documents.

Stated simply, legal writing instruction is equivalent to marathon training. Clinics—and the practice of law—is the marathon. If a runner stops training after the eighth week of a sixteen-week training schedule, the runner’s muscles will atrophy and her stamina will diminish. The runner will not finish the race. For the same reason, if law students stop writing after the second or third semester, they will spend the next eighteen months of law school neither refining their skills nor drafting the documents they will encounter in practice. As a result, their writing skills will atrophy and they will graduate unprepared to enter the legal profession.

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85 Id.
88 See Kowalski, supra note 53, at 311 (“[o]ur students’ atrophy in legal skills between first-year legal writing and upper-division courses like clinic usually has less to do with the quality of instruction or their ability to learn, and more to do with the failure of the curriculum to foster the transfer of learning from one program to the other”).
Worse yet, if additional assignments are incorporated into an existing two or three-semester curriculum, legal writing may devolve into a survey course where students do not have sufficient opportunity to re-write and refine their skills.

Additionally, teaching legal writing primarily or, in some cases, exclusively, in the first year when students are learning foundational legal knowledge, such as the structure of the state and federal court system, how to read and research case law, identify a holding, perform a legal analysis, reason by analogy, use IRAC, and accurately cite to authority, hinders their development as writers. Thus, asking law students—or anyone—to master basic and advanced writing techniques, in predictive and persuasive contexts, is akin to giving someone four weeks to train for a marathon. It is not realistic.

The process of becoming a great writer is an evolutionary—not finite—one. Students and lawyers can always improve, no matter what level of proficiency. Why, then, would we stunt their growth as writers? And for those who do require upper-level writing courses, why are they satisfied by drafting a scholarly paper on the meaning of “consideration” in 18th Century parlance? This is not legal writing—or real-world—writing, and often not taught by legal writing professors. It is, to be candid, a wasted opportunity.

Adding upper-level writing courses is not an effective response unless one course is required for all students in each semester, and the electives largely focus on real-world drafting. Requiring students to write scholarly papers, for example, does not teach them how to be legal writers. And allowing students to satisfy their upper-level writing requirement by writing a paper analyzing the origins of dicta in 17th Century Slovenia adds insult to injury.\(^89\) Indeed, a

\(^89\) See MacFarlane and Manwaring, *supra* note 12, at 262.
persistent criticism of legal education is that “writing and research as taught in law school tends to focus on research papers and less on written advocacy.”

Furthermore, students, particularly those needing additional writing instruction the most, will not enroll if the courses are electives. Perhaps those who did not excel in the first two or three required semesters of legal writing bristle at the thought of a poor grade, or shudder at the thought of another re-write. And the best writers, who received ‘A’s’ in their core legal writing courses, might get lulled into a false sense of security, believing that they have already reached the finish line.

2. RE-WRITING AND REPETITION, NOT JUST REVISION

If students draft a complaint or motion to dismiss, but do not have the opportunity to reflect on their drafts, incorporate feedback, re-write documents, and repeat those tasks in different contexts, they will not refine their writing skills. Indeed, great writers know the importance of re-writing, and understand that “[i]f it sounds like writing . . . [you should] rewrite it.” After all, to be an effective legal writer, you must also be a good editor at the macro and micro level, and realize that the first draft is only the first step. As a famous judge once said, “[t]here are a few rare individuals who can get it right the first time . . . I have to rely on my three indispensable rules of writing: (1) rewrite; (2) rewrite; and (3) rewrite.”

Some law students, however, believe that their first draft is the final draft, or that re-writing is nothing more than a spell check. They perform a spell-check and hand in a

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90 Id.
91 See Montana, supra note 42, at 291 (explaining that “students traditionally treat an assignment as completed as soon as they turn in their first draft for a grade. Rather than making substantive revisions during the rewrite phase, they concentrate on superficial edits to word choice, grammar, spelling, sentence structure, and citation”).
94 See Montana, supra note 42, at 291.
memorandum or brief expecting to receive a high grade, only to look befuddled when the paper is returned littered with red ink. The confused student tries to decipher the professor’s handwritten notes and loses confidence as each page is overrun with comments. That student did not realize that re-writing and revising are essential components of the writing process—and involve different skills. Those skills require the student to think like a reader and review the text like an editor. Without the time opportunities to perform this three-step process law students are not developing their own writing process, and learning to be great writers, not just legal writers.

3. **Persuasive Writing is One of the Most Difficult Skills in Law School—and Should Be Taught From Day One.**

In the real world, lawyers must learn how to make—and win—an argument. As we have discussed in earlier articles, legal writing courses should begin with persuasive writing from the first day of law school. The sequential model we proposed enables a persuasion-based pedagogy and allows for experiential learning to be incorporated into the first semester of law school. For example, instructors can teach legal research and reasoning by involving students in an amicus brief, or by collaborating with a clinical professor. Alternatively, instructors can begin the course with a simulated client interview, where students gather facts and litigate a hypothetical lawsuit as it would unfold in the real world.

Furthermore, advanced persuasive legal writing courses teach important skills that are often neglected in first-year writing courses. Thus, more required courses give “teachers and students the opportunity to work with various types of legal writing that were not covered in the

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95 See Susan McClellan, Constance Krontz, *Improving Legal Writing Courses: Perspectives from the Bar and Bench*, 8 LEGAL WRITING: J. LEGAL WRITING INST. 201, 213 (2002) (“[w]hile the lack of experience with writing is a problem, perhaps the lack of experience with rewriting or redrafting is an even greater problem”).


97 See Lamparello and Boyd, *supra* note 40.

98 See Smith, *supra* note, 63, at 129.
first year and that may be important to the students’ future practice as lawyers.”99 An integrative approach also “allows teachers to introduce students to a number of different genres of legal writing,”100 and facilitates a pedagogy that “integrate[s] the teaching of advanced writing skills with instruction on other lawyering skills such as client interviewing, client counseling, pretrial practice, trial practice, negotiation, and alternative dispute resolution.”101

There is no reason to wait until the second semester to teach these skills. At most law schools, students spend their first semester drafting objective memorandums that analyze hypothetical legal issues. They do not start writing persuasively until the second semester, and often have only one or two semesters to learn this complex skill. In fact, sometimes a persuasive writing course is worth only two credits, and “some students, at least, are doubtless persuaded by these status issues to take their legal-writing studies less seriously than they otherwise might.”102 After all, would you value the importance of writing in that context, particularly when faced with four-credit constitutional law and property courses in the same semester? Possibly—but only if you knew that the writing would continue for all six semesters.

Legal writing professors can spark their students’ passion—on the first day—by involving them in an amicus or habeas project. The traditional skills—research, citation, and predictive writing—will still be taught, but students will know that their work will have an impact upon real people.103 A legal writing curriculum that is only two or three semesters sends

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99 Id. at 131.
100 Id. at 134.
101 Id. at 131.
a message to students that writing is not as important—or as difficult—as other lawyering skills. The opposite is true in the real world.

4. **Law Schools Are Not Focusing Enough on Transactional Drafting**

Many law students do not want to be litigators, and those who become litigators often find themselves performing transactional work at some point in their career. Graduates that join smaller firms or open their own practice often practice in a number of different areas, including real estate, landlord-tenant law, and tax. These lawyers will draft contracts for the purchase of real estate, wills, and leases. Graduates at larger firms may be required to draft stock purchase and merger agreements. One scholar explains as follows:

> The point here is that, despite the survey results showing a significant interest in transactional drafting instruction—a collective interest actually greater than or equal to the collective interest in litigation—schools' curricular choices show an unawareness of this preference. This unawareness is most starkly demonstrated in the first-year writing course, which is virtually devoid of any transactional writing instruction.\(^{104}\)

As our proposal suggests, law schools should require students to take at least two transactional courses, one of which focuses predominantly on drafting real-world documents.

5. **More Required Courses Produces Better Lawyers**

More required courses provides *all* law students with practical skills training throughout the curriculum.\(^ {105}\) Of course, in our sample curriculum students will still have the opportunity to choose electives that relate to their areas of interest. But students should not be able to choose

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\(^{105}\) See Jill J. Ramsfield, *Legal Writing in the Twenty-First Century, A Sharper Image*, 2 LEGAL WRITING: J. LEGAL WRITING INST. 1, 12 (1996) (stating that “advanced writing courses and required semesters will benefit students by giving them more practice under the direction of experts. It will benefit law schools when legal writing professors can help design three-year curricula that intentionally build writing expertise”).
their entire second and third-year curriculums. That may result in a practical-skills gap for students who avoid additional writing and simulation-based courses, or choose courses based on the likelihood of receiving a high grade. Furthermore, if law schools are committed to training graduates with core competencies, then courses such as corporations, wills and estates, negotiation, accounting for lawyers, administrative law, transactional drafting, and clinic are essential.

IV.

AN INTEGRATED THREE-YEAR REQUIRED THAT MERGES THE ANALYTICAL, SKILLS, AND EXPERIENTIAL LEARNING COMPONENTS

In an effort to attract students and maintain relevance, law schools have devoted substantial resources to increasing experiential learning opportunities, such as expanding the number and types of clinics, externships, and mentoring opportunities, and incorporating simulations throughout the curriculum.106 Legal writing courses, however, have not enjoyed a similar expansion.

Although many law schools have expanded the number of writing courses in the upper-level curriculum, they have not required additional courses. At most law schools, students will graduate having drafted a legal memorandum, an appellate brief, and a scholarly paper. Perhaps they will have drafted a second appellate brief as a member of a moot court team, drafted a complaint in civil procedure, and a contract in torts. Students may also have drafted a brief and met with clients in one of the law school’s various clinics, or represented a client in landlord tenant court. Are these experiences valuable? Of course. Are they preparing students for the practice of law? Without more legal writing instruction, the answer is no.

The continuing criticism of graduates writing abilities and the lack of familiarity with many of the documents that lawyers draft in practice,107 is a testament to the need for more required legal writing courses. As one recent graduate laments, “[t]he big problem for many people is that law school and the practice of law are so different.”108

A. EXPERIENTIAL LEGAL WRITING IN LAW SCHOOL—A SAMPLE CURRICULUM

Based on the realities of law practice, the expectations of graduates, and the need for law schools to connect more closely with the bench, bar, and community, we designed the following three-year curriculum to serve as a starting point for discussion about the transformative changes that can take place at law schools across the country.

108 Id.
# First-Year

## First-Semester

<table>
<thead>
<tr>
<th>Substantive Law</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts (3)</td>
<td>Problem sets; draft a contract (for those writing across the curriculum)</td>
</tr>
<tr>
<td>Civil Procedure (4)</td>
<td>Problem sets; draft a complaint</td>
</tr>
<tr>
<td>Torts (3)</td>
<td></td>
</tr>
<tr>
<td>Criminal Law (3)</td>
<td>Problem sets; draft a criminal statute, grand jury indictment, negotiate a plea bargain on behalf of hypothetical clients</td>
</tr>
<tr>
<td>Legal Research, Analysis, and Writing (3)</td>
<td>Research for an amicus or habeas brief (or collaborate with a clinic); client interview (fact gathering); objective legal memorandums; client letter, presentation to partner</td>
</tr>
</tbody>
</table>

Credits: 16

## First Year

## Second Semester

<table>
<thead>
<tr>
<th>Substantive Law</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property (4)</td>
<td>Problem sets; draft a lease or covenant (for those writing across the curriculum)</td>
</tr>
<tr>
<td>Constitutional Law (4)</td>
<td>Problem sets; draft a statute that survives a constitutional challenge</td>
</tr>
<tr>
<td>Statutory Interpretation (3)</td>
<td>Problem sets; draft a statute that survives a constitutional challenge</td>
</tr>
<tr>
<td>Legal Writing (3)</td>
<td>Draft a complaint, motion to dismiss, simulated oral argument</td>
</tr>
<tr>
<td>Elective (2)</td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16
### Second Year

#### First Semester

<table>
<thead>
<tr>
<th>Substantive Law</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence (4) (required)</td>
<td>Problem sets; draft a motion in limine (for those writing across the curriculum)</td>
</tr>
<tr>
<td>Corporations (4) (required)</td>
<td>Problem sets; draft partnership agreement</td>
</tr>
<tr>
<td>Criminal Procedure (3)</td>
<td>Problem sets</td>
</tr>
<tr>
<td>Legal Writing (2)</td>
<td>Draft answer, discovery, and participate in mediation or settlement negotiations</td>
</tr>
<tr>
<td>Professionalism (2)</td>
<td></td>
</tr>
<tr>
<td>Elective (2) (including Moot Court or Law Review)</td>
<td></td>
</tr>
</tbody>
</table>

Credits: 17

### Second Year

#### Second Semester

<table>
<thead>
<tr>
<th>Substantive Law</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wills, Trusts, and Estates (required) (3)</td>
<td>Problem sets; draft a will</td>
</tr>
<tr>
<td>Accounting for Lawyers (required) (2)</td>
<td>Problem sets</td>
</tr>
<tr>
<td>Legal Writing (2)</td>
<td>Drafting and argue motion for summary judgment</td>
</tr>
<tr>
<td>Conflict of Laws (3)</td>
<td>Problem</td>
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<tr>
<td>Electives (5) (including Moot Court and Law Review)</td>
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</table>

Credits: 15
### Third Year
#### First Semester

<table>
<thead>
<tr>
<th><strong>Substantive Law</strong></th>
<th><strong>Experiential Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiation and Mediation (2) (required)</td>
<td>Problem sets; simulated mediation, settlement discussion, or arbitration</td>
</tr>
<tr>
<td>Legal writing (2)</td>
<td>Draft trial brief and motion in limine</td>
</tr>
<tr>
<td>Clinic Requirement I (2)</td>
<td></td>
</tr>
<tr>
<td>Clinic Requirement II (2)</td>
<td></td>
</tr>
<tr>
<td>Trial Advocacy or Transactional Drafting (3)</td>
<td>Voir dire, opening statement, witness examination, closing argument, draft jury instructions; or draft merger agreement, stock purchase, lease, contract for the sale of real estate</td>
</tr>
<tr>
<td>Elective (4) (including Moot Court and Law Review)</td>
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</tr>
</tbody>
</table>

**Credits: 15**
### THIRD YEAR

#### SECOND SEMESTER

<table>
<thead>
<tr>
<th>SUBSTANTIVE LAW</th>
<th>EXPERIENTIAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATIVE LAW (4) (REQUIRED)</strong></td>
<td><strong>PROBLEM SETS</strong></td>
</tr>
<tr>
<td><strong>CLINIC REQUIREMENT III (2)</strong></td>
<td></td>
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<tr>
<td><strong>CLINIC REQUIREMENT IV (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LEGAL WRITING (2)</strong></td>
<td><strong>APPELLATE BRIEF AND ARGUMENT</strong></td>
</tr>
<tr>
<td><strong>ELECTIVES (2)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Credits: 12**

**Total Credits: 91**

**(ABA Minimum—83)**

B. **THE ACQUIRED SKILLS IN EACH COURSE**

#### SEMESTER ONE

---

109 See American Bar Association Standards for the Approval of Law Schools, Interpretation Rule 304-4 (2007-2008) available at:
http://www.americanbar.org/content/dam/aba/migrated/legaled/standards/20072008StandardsWebContent/Chapter_3.authcheckdam.pdf
<table>
<thead>
<tr>
<th>COURSE</th>
<th>WRITING AND REASONING SKILLS</th>
<th>EXPERIENTIAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Persuasion I: Legal research, Reasoning and Writing in the Amicus or Simulated Litigation Context</em></td>
<td>Structure of state and federal court system</td>
<td>Client interview</td>
</tr>
<tr>
<td>The Local Court rules</td>
<td></td>
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</tr>
<tr>
<td>Reading Cases; Identifying Issues, Holding, Rule of Law, Reasoning</td>
<td></td>
<td>Client letter</td>
</tr>
<tr>
<td>Legal reasoning and forms of argumentation</td>
<td></td>
<td>Presentation to partner</td>
</tr>
<tr>
<td>Stare Decisis</td>
<td></td>
<td>Billing the client</td>
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<tr>
<td>Case Synthesis</td>
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<tr>
<td>Primary and Secondary Authorities</td>
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<tr>
<td>IRAC/CRAC</td>
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<tr>
<td>Drafting the Question Presented</td>
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<tr>
<td>Citation</td>
<td></td>
<td></td>
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<tr>
<td>Writing clearly and concisely</td>
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<tr>
<td>Avoiding Latin, Legalese</td>
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<tr>
<td>Sentence, Paragraph Length, and Word Choice</td>
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<tr>
<td>AVOIDING REPETITION</td>
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<tr>
<td>EFFECTIVELY USING</td>
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<td></td>
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<tr>
<td>HEADINGS AND SUBHEADINGS</td>
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<td></td>
</tr>
<tr>
<td>WRITING, RE-WRITING, AND REVISING</td>
<td></td>
<td></td>
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<tr>
<td>EDITING FOR SPELLING AND GRAMMAR</td>
<td></td>
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<tr>
<td>DEFINING TERMS</td>
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<tr>
<td>PRONOUN USE</td>
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<tr>
<td>EXCESSIVE USE OF ADJECTIVES AND ADVERBS</td>
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<tr>
<td>PASSIVE VERSUS ACTIVE VOICE</td>
<td></td>
<td></td>
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<tr>
<td>APPROPRIATE USE OF FOOTNOTES</td>
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<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>WRITING AND REASONING SKILLS</td>
<td>EXPERIENTIAL LEARNING</td>
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<tr>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><em>Persuasion II: The Complaint and Motion to Dismiss</em></td>
<td>Persuasive writing techniques</td>
<td>Litigation strategy sessions</td>
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<tr>
<td></td>
<td>Choosing a Theme</td>
<td>Oral argument</td>
</tr>
<tr>
<td></td>
<td>Alternative arguments</td>
<td>Settlement conference</td>
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<tr>
<td></td>
<td>Respecting your adversary—and the court</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drafting a concise and plan statement that survives a motion to dismiss; alleging jurisdiction and venue; ensuring that you have properly researched the issue; asserting causes of action; heightened pleading standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing for the audience—and the standard of review</td>
<td></td>
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<tr>
<td></td>
<td>Drafting a persuasive statement of the issues</td>
<td></td>
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<tr>
<td></td>
<td>Persuading from the beginning: Drafting a powerful introduction</td>
<td></td>
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<tr>
<td>Using every opportunity to persuade—the table of contents, authorities, and procedural history</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting the statement of facts: Narrative storytelling; using headings and subheadings to guide the reader; presenting the facts accurately; making strategic concessions</td>
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<tr>
<td>Presenting the legal argument—Using the most favorable authority.</td>
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<tr>
<td>Reconciling unfavorable facts and legal authority</td>
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<tr>
<td>Writing the analysis section</td>
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<tr>
<td>Addressing counterarguments</td>
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<tr>
<td>When—and how—to draft a reply</td>
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</tbody>
</table>
### Semester Three

<table>
<thead>
<tr>
<th>Courses</th>
<th>Writing and Reasoning Skills</th>
<th>Experiential Learning</th>
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<tbody>
<tr>
<td><em>Persuasion III: The Answer, Discovery, and the Motion for Summary Judgment</em></td>
<td>Persuasive writing techniques (continued)</td>
<td>Mediation</td>
</tr>
<tr>
<td></td>
<td>Persuasive writing techniques continued</td>
<td>Oral argument</td>
</tr>
<tr>
<td></td>
<td>Responding to the allegations; pleading counterclaims and affirmative defenses</td>
<td>Client consultation</td>
</tr>
<tr>
<td></td>
<td>Drafting interrogatories and document requests that avoid objections and probe relevant information; Knowing the law governing confidentiality and privilege; Knowing the federal, state, and local court rules</td>
<td></td>
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<tr>
<td></td>
<td>Responding to the adversary’s discovery—avoiding objections without revealing too much</td>
<td></td>
</tr>
</tbody>
</table>
When to File a Motion to Compel

Summary Judgment—when to file; Drafting arguments based on the Standard of review—is there really no undisputed issue of fact?

Avoiding overly broad arguments

Supporting each factual statement with citations to the record

Semester Four

<table>
<thead>
<tr>
<th>Courses</th>
<th>Writing and Reasoning Skills</th>
<th>Experiential Learning</th>
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</thead>
<tbody>
<tr>
<td>Persuasion IV: The Motion in Limine and Trial Brief</td>
<td>Persuasive Writing Techniques (continued)</td>
<td>Oral Argument</td>
</tr>
<tr>
<td>The purpose of and reasons to file a motion in limine</td>
<td></td>
<td>Jury Selection and Voir Dire</td>
</tr>
<tr>
<td>Including only those facts and law that are relevant to the narrow issue upon which you are moving</td>
<td>Weighing probative value versus prejudicial effect</td>
<td>Making a Persuasive Opening Statement</td>
</tr>
</tbody>
</table>

Writing and Reasoning Skills

Experiential Learning

Persuasion IV: The Motion in Limine and Trial Brief

Persuasive Writing Techniques (continued)

Oral Argument

Jury Selection and Voir Dire

Making a Persuasive Opening Statement
### Semester Five

<table>
<thead>
<tr>
<th>COURSES</th>
<th>WRITING AND REASONING SKILLS</th>
<th>EXPERIENTIAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Persuasion V: The Appellate Brief</strong></td>
<td>Drafting a strong question presented;</td>
<td>Client consultation</td>
</tr>
<tr>
<td></td>
<td>The facts are everything: telling a compelling narrative in the Statement of Facts</td>
<td>Oral argument</td>
</tr>
<tr>
<td></td>
<td>Having a powerful introduction that is consistent with the legal argument headings</td>
<td></td>
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<tr>
<td></td>
<td>Appealing on narrow—and winnable—grounds</td>
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</tr>
<tr>
<td></td>
<td>Knowing and applying the standard of review effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appealing to broader policy issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being honest with the appellate court, particularly if the issue</td>
<td></td>
</tr>
</tbody>
</table>
WAS NOT PRESERVED ON APPEAL

**SEMESTER SIX**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>WRITING AND REASONING SKILLS</th>
<th>EXPERIENTIAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Persuasion VI: Re-writing</em></td>
<td><strong>Identifying structural and stylistic problems in your document</strong></td>
<td><strong>Meeting with partner; receiving an implementing feedback</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Performing a Macro/Line Edit</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Micro, or Copy Edit</strong></td>
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</tr>
</tbody>
</table>
V.

A FEW ADDITIONAL CONSIDERATIONS FOR THE LEGAL ACADEMY

As law schools educate more lawyers, and the job market shrinks, law school must confront realities that transcend the curriculum, and choose quality over quantity in legal education.

A. GRADE INFLATION IS A BAD—AND AN UNETHICAL PRACTICE

Grade inflation occurs at law schools, just as it does at other institutions of higher learning. Inflating grades, however, is unfair to law students and inherently unethical.\textsuperscript{110} Moreover, grading curves do not necessarily guard against undeservedly high—or low—grades.\textsuperscript{111} Basing grades on student competition, however, is far less problematic than giving students grades that are not reflective of their performance or ability.

Grade inflation also gives students false hope. In the real-world, they will not be graded on a curve or given undeserved accolades. Assessments are based, among other things, on the quality of a lawyer’s work, the efficiency within which a lawyer can complete assignments, and the lawyer’s ability to work under pressure.\textsuperscript{112} Law school assessments should hold students to the same standard because they deserve a candid and real-world assessment of their abilities. Similarly, those who do not demonstrate a minimal level of competence in their courses should not be allowed to pass with marginal grades and steadily incur more student loan debt. The

\footnotesize{
\textsuperscript{110} See generally Joshua M. Silverstein, In Defense of Mandatory Curves, 34 U. Ark. Little Rock L. Rev. 253, 318-19 (2012) (discussing the importance of awarding grades based on “reasons relating to merit, such as aptitude or work ethic”).


\textsuperscript{112} See Bernhard, supra note 58, at 831-32 (discussing the incorporation of standards-based training in clinical courses).
}
honest and ethical practice for students, the profession, and the legal academy, is to ensure that every graduate is sufficiently competent to practice law, and to have an opportunity to secure stable employment.

B. LAW SCHOOL MUST BE MORE RIGOROUS, PARTICULAR AT LOWER-RANKED LAW SCHOOLS

The Langdell model, or case method, is a vital component of legal education. Likewise, the LSAT—or some standardized test that measures analytical reasoning ability—is a useful, if not imperfect, method of assessing analytical and logical reasoning skills. Of course, no one likes to read boring cases, and innovative textbooks that reduce case length and include more problems will more effectively engage the reader. Law students must, however, develop their analytical skills, under the structure of legal opinions, and think critically about complex issues.

The American’s Bar Association recent decision to allow up to 10% of applicants to be admitted without taking the LSAT sets a bad precedent.\footnote{See Faculty Lounge, Law Schools Can Admit 10% of Students Without LSAT, Must Do Annual Audit of Placement Data, Can’t Give Academic Credit for Paid Externships, (June 10, 2014), available at: http://taxprof.typepad.com/taxprof_blog/2014/06/aba-allows-law-schools-.html} At a minimum, the LSAT is valuable at the extremes—for those who score a 175 as opposed to a 135—and predicts first-year performance fairly accurately. If the ABA chose to dispense with the LSAT, it should replace it with another standardized test that measures critical thinking skills. With grade inflation occurring at many undergraduate institutions, law schools need a credible standard by which to assess the quality of applicants. The ABA’s decision makes that more difficult.

The problem with this approach is that marginally qualified applicants, e.g., LSAT under 140 and G.P.A. under 2.25, will incur substantial debt by attending law school, may have difficulty excelling in coursework, and may not have reasonable employment prospects upon
graduation. Thus, it is problematic and, in some cases, unethical, to accept applicants that, absent information explaining a history of low grades, evidence of difficulty taking standardized tests, or other facts relating an applicant’s background, are unlikely to succeed in law school or pass the bar exam.\footnote{See Gary S. Rosin, \textit{Unpacking the Bar: Of Cut Scores, Competence and Crucibles} (2006), available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=914224 (discussing the relationship between LSAT scores and bar pass rate).} Although applicants are more than an index, numbers do reveal something, particularly at the extremes.

Stated simply, law schools must maintain rigor throughout the curriculum, particularly for marginally qualified applicants, and provide students with the skills to compete for jobs. One scholar states as follows:

Unlike the traditional law school, in which student performance is widely distributed and mediocrity is accepted as inevitable, the new law school is premised on the conviction that nearly all students can perform at a high level if provided with the proper instructional environment. Given the law schools’ informal but important position as gatekeeper for the legal profession, no lower standard is tolerable.\footnote{Feldman and Feinman, \textit{supra} note 19, at 929.}

A six-semester experiential legal writing program is one way to ensure rigor—and relevance.\footnote{Compare Benjamin H. Barton, \textit{Economists on De-Regulation of the American Legal Profession}, 2012 Mich. St. L. Rev. 493 (2012) (discussing the possibility that law schools will be de-regulated, and detailing the opposing arguments).}

C. MOST LAW STUDENTS WAS SECURITY BEFORE THEY SERVE THE PUBLIC INTEREST

The American Bar Association—and many law schools—have placed renewed emphasis on public interest law and on meeting unmet legal needs throughout the country, particularly for
individuals who do not have the resources or access to legal representation.\textsuperscript{117} Public interest work is a noble calling and an invaluable way to impart upon students the value of serving the community and giving a voice to underrepresented populations.

Law schools must, however, be realistic. The average law school debt is $100,000 and is non-dischargeable in bankruptcy.\textsuperscript{118} Law students, particularly those who have spouses and children, view their degree as a path to providing long-term financial security. Public interest law’s notoriously low salaries will do the opposite, and may deter even the most passionate students from pursuing this career path.\textsuperscript{119}

\textbf{CONCLUSION}

For the first time in the legal academy’s history, legal writing professors have an opportunity to fundamentally change the face of legal education. They have to chance to earn the respect that is long overdue and develop a curriculum that benefits law students, the profession, and the clients who depend on excellent—and ethical—legal representation.

The Clinical Legal Association proposed a fifteen-credit mandatory experiential learning requirement to the ABA. Only six were approved. The time has arrived for the Legal Writing Institute to propose its own changes to legal education: a six-semester, three-year experiential

\textsuperscript{117} See Emily Spieler, \textit{The Paradox of Access to Civil Justice: The “Glut” of New Lawyers and the Persistence of Unmet Need}, 44 U. Tol. L. REV. 365, 368 (2013) (challenging legal educators “to think more broadly about our possible roles in simultaneously expanding opportunities for our graduates and improving access to justice for people who are currently underserved”).


\textsuperscript{119} Jill Lynch Cruz, Melinda S. Molina, and Jenny Rivera, \textit{Hispanic National Bar Association Commission on the Status of Latinas in the Legal Profession, Study on Latina Attorneys in the Public Interest Sector La Voz De La Abogada Latina: Challenges and Rewards in Serving the Public Interest}, 14 CUNY L. REV. 147, 159 (2010) (“much still remains to be learned about public interest attorneys, there appears to be one well-documented and widely-shared characteristic within the public interest bar. Public interest attorneys are paid markedly low salaries and over the past few years their salaries have not kept comparable pace with salary increases in the private sector”).
legal writing curriculum that trains students in the craft of writing and the art of advocacy. We hope this paper is a first step in that direction.