Winning the "War Against Grammar"¹

Anyone who has worked with law students or paralegal students on writing projects for any length of time has stumbled upon students who are challenged by the basic rules of grammar. If you have been in that position, the following statement from an undergraduate writing teacher may bring a smile of recognition to your face:

I teach college English part-time—mostly Lit, not Comp. But I am also so pathologically anal about usage that every semester the same thing happens: The minute I have read my students’ first set of papers, we immediately abandon the regular Lit syllabus and have a three-week Emergency Remedial Usage Unit, during which my demeanor is basically that of somebody teaching HIV prevention to intravenous-drug users. When it emerges (as it does, every time) that 95 percent of these intelligent upscale college students have never been taught, e.g., what a clause is [emphasis added] or why a misplaced only can make a sentence confusing, I all but pound my head on the blackboard; I exhort them to sue their hometown school boards.²

Professor Ed Elfeyan eloquently expresses the same dismay at the law school level:

The semester begins and you receive the first writing assignment from your students. It’s a simple two-paragraph draft that required

¹ David Mulroy, The War Against Grammar (2003); see also Aida M. Alaka, The Grammar Wars Come to Law School, 59 J. Legal Educ. 343 (2010). Professor McKinney is grateful to Professor Lisa Eichhorn of The University of South Carolina School of Law for first introducing her to Dr. Mulroy’s amazing narrative of the demise of grammar instruction in the public schools.

the use of analogical reasoning. . . . Much to your surprise, the deficiencies in understanding what constitutes an effective analogy were dwarfed by the glaring and horrendous number of basic writing errors that appeared in all too many of these papers. These students, you suddenly realize, don’t know how to write!³

Virtually any conference of the Legal Writing Institute⁴ or the Association of Legal Writing Directors⁵ is chock full of hallway and classroom discussions about the alarming number of otherwise well-educated, well-motivated students who lack a basic understanding of key principles of grammar and punctuation. It is the rare, privileged student who can write a paper that is free of grammar, punctuation, and syntax errors.⁶ And yet students entering our field have to do so much more than write clearly and correctly. They come to us when they are learning to communicate in an entirely new discourse community and to think about entirely new, and very complex, ideas. Thus, just as our students are struggling to think in new ways, they are also joining a profession where grammar errors carry big consequences⁷ and are not tolerated.⁸

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⁴ http://www.lwionline.org/

⁵ http://www.alwd.org/

⁶ One of the authors’ motivations for writing Core Grammar for Lawyers was our intuitive belief, confirmed by Professor David Mulroy in The War Against Grammar, supra note 1, that there is an issue of privilege involved in developing grammar fluency at an early age. Dr. Mulroy documents that the majority of public schools have taken a step away from teaching grammar as a free-standing set of rules and yet do not have the teacher:student ratio necessary to teach grammar contextually, as a natural part of the writing process. Many private schools and a sprinkling high-level public schools (and, in our opinion, that means elite classes within high-level public schools) have continued to teach these important skills expressly and some students learn the rules at home from well-educated parents. Thus, students who attended elite schools or come from families that are fluent in written English gramma and are involved in their children’s writing education take one fork in the entirely new discourse community while the rest of their peers plunge ahead, doing the best they can to guess where to put a comma. It strikes us that, by the time students reach adulthood, the differences in their exposure to key grammar rules can appear to the outside world as a difference in thinking skills, a difference in core intelligence, a difference in culture—a difference in a whole host of things that will influence their ability to compete for professional success on a level playing field.

⁷ Katie Rose Guest Pryal, A Short Guide to Writing About Law 68 (2010) (reporting on the well-known “Million Dollar Comma” case); see also Alaka, supra note 1, at 350-51.

Rhetoric theorists are quick to point out that a writer's inability to manage grammar does more than confuse readers. Lack of fluency in basic rules of grammar also inhibits the writer's ability to think clearly and deeply about information. Here is one simple example: a student who does not understand or cannot manage the imperfect verb tense ("The defendant was talking on the cell phone when she lost control of the car") may have trouble conceptualizing a sequence of events when trying to write a fact statement in a brief. Similarly, a student who does not understand the obligation to put quotation marks around even one quoted word if the word is significant may also struggle with the fact that one word, standing alone, can carry considerable weight. One final example: a student who does not understand that a collective noun (the jury, the board of directors) takes a singular verb may also fail to see the jury or the board of directors as a unit that can act as one entity.

It is not easy to learn grammar as an adult. But it is possible. And, for those law students who were not privileged to learn to write grammatically correctly before now, it simply has to be done. We wrote Core Grammar for Lawyers to provide faculty with a tool that can be used by students directly, with or without individual or classroom help, to master the principles of grammar that are the cornerstones of great legal writing.

Educational Theories Behind CGL's Program Design

Core Grammar for Lawyers (CGL) is a completely online, self-instructional learning tool that gives students an opportunity to identify their specific strengths and weaknesses by taking an initial Pre-Test. The Pre-Test is followed by a series of Lessons and interactive Exercises. Students can place out of specific Lessons based on their performance on the Pre-Test. The student version of the program also includes Post-Tests, a practice game, and supplementary learning material (a Glossary of Grammar Terms, a Rules Index, and a list of Resources for additional study). For faculty, the program includes a complete Learning Management System that allows teachers to track the progress of individual students and to document the performance of groups over time.

CGL is based on the following well-established educational theories that rest at the heart of successful adult-education programs:

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9 Keynote address by Dr. Tim Peeples of Elon University at a conference of North Carolina and South Carolina legal research and writing faculty at the 2009 North Carolina/South Carolina Legal Writing Consortium.

10 See Mulroy, supra note 1 (writing convincingly about three key empirical studies conducted from 1963 through 1991 that document the difficulty of learning grammar as an adult. Dr. Mulroy builds a convincing case for the fact that these studies, testing adults, were then later misapplied by the National Conference of Teachers of English (NCTE) which questioned the value of teaching formal grammar to children. According to Dr. Mulroy, that misapplication was the beginning of the end of formal grammar instruction in most public schools).

11 See, e.g., supra notes 7 and 8; see also Judith D. Fischer, Bareheaded and Barefaced Counsel: Courts React to Unprofessionalism in Lawyers' Papers, 31 Suffolk U. L. Rev. 1 (1997)
Active Learning Theory

Active Learning Theory teaches us that students learn more and retain what they've learned longer if they engage with the material. Students cannot earn a "book" for a Lesson in CGL until they have not only read a Lesson online, but have also engaged with the material by, at minimum, completing five Exercises in a row correctly. The program also allows students to revisit Exercises even after having earned a book and encourages students to play the Weigh-In game, interacting with Exercises in random order, after completing all Lessons.

Rhetoric Theory

Extensive research on adult learners conducted in the 1960s confirms that adults do not learn grammar well by being taught formal, free-standing grammar rules. Rather, adults absorb grammar rules intuitively within the context of their writing if they are corrected and given the opportunity to try again. For these reasons, CGL uses only law-related discourse (rather than random, generic language) in examples and provides students with immediate feedback ("You're RIGHT because . . ." or "You're WRONG because . . .") for each individual exercise. Students earn a "book" signifying mastery of a Lesson only when they have successfully completed five exercises (keyed to the objectives of the Lesson) in a row.

Behavior Modification Principles

Behavior modification theory teaches us that behavior that is reinforced increases, and behavior that is "punished" (or not reinforced) decreases. The more immediate the reinforcement (or non-reinforcement) is, the better. CGL includes immediate positive or negative reinforcement for students in the form of a pop-up "Here's Why" screen that tells students immediately (with a thumbs up) if they've completed an Exercise correctly. The pop-up screen tells them immediately (with a thumbs down) if they've completed an Exercise incorrectly. Both screens give an explanation for the right answer and students get a chance to try again. If students miss more than one Exercise, they are taken back to the Let's Review section of a Lesson. If they miss again, they are taken back to the beginning of the Lesson itself. The goal is to complete five Exercises activities in a row correctly. When that goal is met, students are rewarded immediately with the addition of a newly earned book on their home page Bookshelf.

Self-Efficacy Theory

Self-efficacy theory supports the truth that success begets success. Throughout CGL, students are given information in small bites that allow them to maintain and master it so that they can experience success not only in the Exercises that follow the Lesson, but on the Weigh-In game and Post-Test(s) that come next. By experiencing a series of small successes, students gain confidence in their ability to write in a professional, grammatically correct way. This confidence, in turn, assures that students are more likely to continue to take the steps necessary to retain what they have learned and to continue to strive to be clear writers throughout their careers.

Basic Writing ("BW") Principles

Basic Writing (BW) is a branch of Composition Studies that focuses on what many lay people would call "remedial" writing. One of the basic premises of BW is that the poor writing does not

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12 See Mulroy, supra note 10.

13 See Mina P. Shaughnessy, Errors And Expectations: A Guide For The Teacher Of Basic Writing (1979) (a classic, foundational book in the Basic Writing movement); see also George Otte and Rebecca Williams Mlynarczyk, Basic Writing (2010).
necessarily correlate to poor analytical skills or lack of intelligence. BW research has shown that the error-ridden writing of BW students often follows predictable patterns. By discovering these patterns, writing professors can better help students find ways to translate their writing into the writing patterns expected by their audience. CGL taps into the lessons learned from Basic Writing experts, embracing the truth that lack of basic grammar skills is simply a (correctable) lack of information – not an embarrassing state of affairs that the student needs to hide or deny. Additionally, the learning objectives of the CGL Lessons target common writing errors observed by experienced legal writing faculty around the country, giving students an opportunity to learn fresh writing patterns that are expected in the field of law.

Tapping into Energy: Engaged Learning

Energy is a documented aid to learning. When students have low energy, they cannot learn effectively. Core Grammar for Lawyers divides learning into small enough bites that students can focus on a short-term goal and then stop. The accompanying Learning Management System allows faculty to track the date of each student’s last visit to CGL, thus giving faculty a chance to intervene if a student is procrastinating or, alternatively, trying to finish CGL too quickly or in sessions that are too long to allow optimal learning.

Memory & Retrieval

Our grandparents said, “Practice makes perfect.” They were right. CGL gives students many opportunities to practice what they are learning. The more they practice, the more likely it is that what they are learning will move into deep memory. Students are free to return to completed Lessons as often as they would like as long as their subscriptions are in effect. Students can also print Lessons to review at their leisure later.

Using Testing to Teach

Testing helps students learn. In a study reported in the New York Time (and widely circulated on the LWI and ASP listservs), researchers found “that students who read a passage, then took a test asking them to recall what they had read, retained about 50 percent more of the information a week later than students who used two other methods.” Each Exercise activity following the CGL program functions as a mini-quiz, giving students the opportunity to “test” if they understood what they read. The Weigh-In game and Post-Tests similarly give students an opportunity to test their knowledge. With any luck, students will begin to proofread their own papers, viewing the proofreading activity itself as a test of their newly acquired grammar skills.

Focusing Students’ Attention

A hallmark of exceptional teaching is the ability to separate “nice” information from “critical” information so someone new to a field can digest information in manageable chunks. In CGL, we have made every effort to narrow the domain for the program to critical legal-writing grammar skills. We have further streamlined the Lessons by using pop-ups to add “nice”

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14 See Michael Hunter Schwartz, Expert Learning for Law Students (2d ed. 2010) (an excellent introduction to learning strategies for beginning law students or law students who are not reaching their learning goals).

15 http://www.nytimes.com/2011/01/21/science/21memory.html (including a link to the full study at http://www.sciencemag.org/content/early/2011/01/19/science.1199327.abstract and noting that the lead author, Jeff D. Karpicke, can be reached at karpicke@purdue.edu).
Meeting Students Where They Are: Using Computers to Our Advantage

Finally (or, with this generation, perhaps first), using computers helps students learn. This generation has grown up with computers in their homes, in their classrooms, and in their lives. Students have invested a lot of money in their computers and studies show they enjoy using them. The fact that students enjoy using their computers means they will be more motivated to study grammar—an admittedly hard sell in any format to adults—using an online program than they might be if using traditional pen-and-paper methods. The “halo effect” that behaviorists discuss teaches us that any activity (even one that might otherwise be aversive or that might evoke memories of past failures) can become positive and confidence-building if it is associated with a tool or experience (such as the familiar use of a computer) that is sufficiently positive.

How We Selected What to Teach (the Program’s “Domain”)

The purpose of Core Grammar for Lawyers is to teach law students, pre-law students, paralegals, and practicing attorneys the grammar skills that are prerequisites for professional-quality legal writing. Some of these skills (for example, how to properly connect to independent clauses) are universally applicable to all formal English writing. Other skills (for example, the ability to read and draft a coherent list) are more specific to legal writing.

To teach these basic and advanced skills, we looked first at our own experience teaching legal writing between us for over twenty-five years. Based on our experience, we pulled out the areas of grammar that most consistently trouble our students. We then shared that list of skills with legal writing professors around the country. Those colleagues confirmed many of our ideas and generously shared ideas of their own. See the Authors & Acknowledgements section of the CGL site or this Teacher’s Manual for a list of the faculty who helped us establish the program’s domain.

In the end, based on the domain selected, Core Grammar for Lawyers is comprised of the following twenty-four grammar Lessons, divided into six Sections of grammar (four Basic Grammar Sections and two Advanced Grammar Sections).

Basic Grammar

Section A: Sentence Structure

Lesson 1: Interruptions & Commas
Lesson 2: Parentheses, Dashes, & Hyphens
Lesson 3: Punctuation That Connects

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Lesson 4: Introductory Material & Commas

Section B: Quotations
Lesson 1: Direct Quotations
Lesson 2: Nested Quotations
Lesson 3: Terms of Art
Lesson 4: Block Quotations

Section C: Lists
Lesson 1: List Creation
Lesson 2: Tabulated Lists
Lesson 3: Punctuation & Spacing of Lists
Lesson 4: Parallel Structure in Lists

Section D: Verbs and Agreement
Lesson 1: Subject-Verb Agreement
Lesson 2: Advanced Verb Forms
Lesson 3: Pronoun Agreement
Lesson 4: Agreement with Plural & Possessives

Advanced Legal Grammar

Section E: Citation Manual Eccentricities
Lesson 1: Miscellaneous Mandates
Lesson 2: Numbers
Lesson 3: Alterations in Quotations
Lesson 4: Citation Sentences & Clauses

Section F: Clarity
Lesson 1: Vague Referents & Tricky Pronouns
Lesson 2: Misplaced Modifiers
Lesson 3: Concrete Imagery
Lesson 4: Transitional Words

Each Lesson covers between two and four objectives. The Pre-Test questions, Post-Test questions, and Exercises (which follow Lessons) relate to the specific objectives for each Lesson.

If you would like a detailed copy of the CGL Blueprint that includes all objectives for each Lesson, please contact the authors.

Assessing Student Competencies (Creating the Pre-Test & Post-Tests)

Creating the Pre-Test for CGL was a project unto itself. The authors are indebted to Dr. Greg Cizek, a nationally recognized educational testing specialist from The School of Education at the University of North Carolina at Chapel Hill, who guided us through the complex world of test development. Additional support came from those recognized in the Authors &
Acknowledgments section of this Teacher's Manual and on the CGL site. Among those recognized is Dr. Susan Case of the National Conference of Law Examiners, and we are grateful for her advice.

Once the domain was selected (see “How We Selected What to Teach” immediately above), the next task was to develop trial test questions that would assess students' management of the material covered in Core Grammar for Lawyers. To have confidence in the validity of the questions, and to assess their difficulty, Dr. Cizek recommended that we run each proposed question by a minimum of 200 test-takers from a variety of relevant educational backgrounds. The test-question-development process culminated in the release of a trial test in the summer of 2010. With over seventy-five law schools and paralegal programs involved, over 600 trial test questions were ultimately taken by more than 4,500 students and faculty members, bringing us well over the minimally acceptable threshold of 200 test-takers per question.

Dr. Cizek, with the assistance of graduate student Daniel Bowen, calibrated the test questions over the course of several weeks. The questions that passed this review process, demonstrating a high correlation to the program's learning goals and strong validity, are now included in the pool of questions from which the Pre-Test and Post-Tests are drawn.

All students' Pre-Tests include the same ninety-six questions. However, to discourage students from helping one another on the test, the questions are distributed in random order as each student takes the test. Thus, it is unlikely that two students will see the same test questions in the same order.

Once a student has successfully earned a book for each of CGL’s twenty-four Lessons, the student may take a Post-Test to demonstrate mastery of the material taught. The Post-Test questions are taken from the same pool of approximately 600 carefully calibrated questions developed for the Pre-Test. There are eight forms of the Post-Test, each of which includes some repeat questions and each of which includes new questions that the student has not seen before. Students may take the Post-Test up to eight times before seeing the same test form again.

The Program Features for Students

The Bookshelf

The home page for students using CGL is their “Bookshelf.”

After purchasing and activating their subscriptions, students go immediately to the Bookshelf. There, they see a navigational menu at the top that includes links for “Help,” “My Account,” and “Log Out.”

The Bookshelf includes a row of books across the top. There is one book representing each of the following components of CGL (in order from left to right):

- the Pre-Test;
- twenty-four Lessons divided into six Sections;
- a Weigh-In feature;
- the Post-Test section (which, eventually, converts to two books: one showing the student's highest score and one giving access to more Post-Tests).
All books, except the book representing the Pre-Test, initially appear in a gray tone only. As students work their way through CGL, the books will turn to color. Students must begin CGL by clicking on the far left book (in turquoise), which represents the Pre-Test. They may opt-out of taking the Pre-Test from that link if they have been directed by their teacher to do so.

In addition to the shelf of books, the Bookshelf includes a list or table of these same features for students who prefer to see information in a more tabular form. Students can launch or revisit any Lessons from that table (or by clicking on the appropriate book on the shelf above the table). Once all Lessons have been earned, students can then open the Weigh-In game (see "Weigh-In Game" below) for practice and also can take one or more Post-Tests (see "Post-Tests" below). Their status in Lessons and other features shows up on this table and can also be viewed by students when they allow their mouse to hover over a book on the shelf above.

Help

The "Help" page can be accessed from any CGL screen at any time. It includes detailed explanations for all CGL features. Students are encouraged to read the entire Help page before beginning the program.

Pre-Test

The Pre-Test consists of ninety-six multiple-choice questions and takes between forty-five minutes and ninety minutes to complete, depending on a student's reading speed and familiarity with the material being tested. It is designed to be a closed-book test and students should complete the test on their own, based on their present level of knowledge.

The Pre-Test includes questions covering all objectives for every CGL Lesson, including advanced, law-specific grammar rules. Thus, beginning students who are not familiar with legal discourse should be prepared to be stumped by some questions—and perhaps not to even know what is being asked. Those questions are included, even from the beginning, to assess what students know at the beginning and then at the end of studying CGL (when they take a Post-Test). But, for students who pride themselves on being strong in general formal grammar skills, seeing those advanced questions without warning can be frustrating or, to some students, discouraging.

Similarly, there is much about legal grammar that requires careful reading and meticulous attention to detail. Spacing in citations, for example, matters a great deal to high-level lawyers who have served on law journals or have clerked for a judge. Including punctuation inside or outside of quotation marks matters to virtually any experienced legal writer. Choosing what conjunction to include at the end of a list is critical both to legal writing and to legal reading. However, to students who are not yet familiar with legal writing, developing an eye for seeing these differences is a challenge. Scoring lower than expected on the Pre-Test can be discouraging. Anticipating these concerns up front can help students dive into the test with realistic expectations.

All students' Pre-Tests include the same ninety-six questions. However, to discourage students from helping one another on the test, the questions are distributed in random order as each student takes the test. Thus, it is unlikely that any two students will see the same test questions in the same order.
Lessons & Exercises

There are twenty-four CGL Lessons, divided into six Sections. You can review the Lessons and the objectives for each Lesson in "How We Selected What to Teach (the Program's 'Domain')" (supra p. 6).

Students may print Lessons if they would prefer to read a hard copy rather than reading Lessons online.

Most Lessons have between fifteen and twenty-five screens. Our alpha-testing and beta-testing students reported taking between ten and twenty minutes to read each Lesson.

Lessons include pop-up screens that are hyperlinked to challenging grammar terms or that provide additional, interesting information to students who would like to put what they are reading in context. Also, each Lesson screen includes a link from the navigational menu at the top of the Lesson to the Glossary Index (see below), The Rules Index (see below), and the Resource List (see below).

Each Lesson is followed by interactive Exercises designed to give students an opportunity to apply what they've learned in that Lesson. The Exercises are coded to test individual objectives for each Lesson. The Exercises, in turn, present practice opportunities for each objective in a rotating sequence (one Exercise for Lesson A.1, objective 1, then an Exercise for Lesson A.2, objective 2, etc.) Students do not see the objectives for the Lessons (but faculty may request a copy of the objectives by contacting the authors). Exercises include the chance for students to engage in the following hands-on activities (all Flash Exercises):

- highlight words;
- fill-in-the blank;
- choose punctuation or words from a palette to complete a sentence;
- answer multiple-choice questions;
- re-create sentences so they are drafted correctly;
- mark through words that do not belong;
- move margins using a cursor.

On the bottom of every Exercise page, there is an animated drawing of an open book with pages that turn. Each time a student gets an Exercise correct, one page turns. To "earn a book" (and complete the Lesson), the goal is for five pages to turn in a row. If a student gets an Exercise wrong, all pages revert back to the start and the count begins again. Once the student completes five Exercises correctly in a row, the book closes and spirals off the page. A new screen opens, telling the student he or she has completed that Lesson. When the student returns to the Bookshelf, the book corresponding to that Lesson will now be in color. After earning a book, a student can continue to practice more Exercises in that same Lesson, or can continue to a new Lesson, or can take a break for now.

Additional Exercise features include a "Hint" (in a Hint bubble) in the top right-hand corner of any Exercise screen. A student who is unsure of a rule can click on that Hint bubble for a quick reminder.

Finally, once a student submits an answer, the student receives immediate feedback in the form of a screen that appears telling the student that his or her answer was Correct or Incorrect. That screen includes an explanation of the correct answer.
If a student completes one Exercise incorrectly, he or she can continue to the next Exercise. If a student misses two Exercise answers in the same Lesson incorrectly, he or she will go back to the Let’s Review (summary) section of the Lesson. If a student continues to miss Exercise answers, he or she will be taken back to the beginning of the Lesson itself before being given access to more Exercises in that Lesson.

Students needing accommodations who use JAWS or an equivalent voice-activated program may not be able to use the Flash features in CGL. Instead, their teachers may request an ADA-compliant version of the Lessons and Exercises in the program (supra pp. 2-13).

**Weigh-In Game**

The Weigh-In Game is available to students once they have successfully earned a book for each CGL Lesson on their bookshelf. This feature allows students to access up to fifty Exercises at a time (drawn randomly from all Lesson Exercises). It includes a moveable scale that keeps track of how many Exercises a student gets right and how many a student gets wrong. Once the student has completed fifty Exercises, the Weigh-In scale resets and the student can begin the game again.

**Post-Tests**

Once a student has successfully earned a book for each of CGL’s twenty-four Lessons, the student may take a Post-Test to demonstrate mastery of the material taught. The Post-Test questions are taken from the same pool of more than 600 carefully calibrated questions developed for the Pre-Test (see “Assessing Student Competencies,” supra pp. 7-8). There are eight forms of the Post-Test, each of which includes some repeat questions and each of which includes new questions. Students may take the Post-Test up to eight times before seeing the same test again.

**Supplementary Features: Glossary, Rules Index, Resource List**

**Glossary**

*Core Grammar for Lawyers* takes a practical approach to learning to write in a grammatically correct way and does not approach correct grammar as a set of isolated rules. Nonetheless, using grammar terms is an inevitable part of the learning process. Where a grammar term is used that might not be familiar to a student, the term is hyperlinked to a “Glossary pop-up.” These Glossary pop-ups are consolidated in alphabetical order in the Glossary. The Glossary can be accessed at any time from any Lesson or Exercise screen and students can return to their place in the Lesson or Exercise when they have finished working with the Glossary.

**Rules Index**

Although *Core Grammar for Lawyers* does not teach grammar rules isolated from the context of Lessons and examples, we thought it would be useful to have a more traditional listing of formal English grammar rules that students could access. We have deliberately prioritized the grammar rules that are included in the CGL Lessons and have emphasized those rules in the Rules Index. The Rules Index also includes additional rules that students might find helpful. The Rules Index can be accessed at any time from any Lesson or Exercise screen and students can return to their place in the Lesson or Exercise when they have finished working with the Glossary. The Rules Index is not intended to be an exhaustive study of all rules of formal
English grammar. A list of additional sources is included in the Resource List (see immediately below) for students who want a more exhaustive reference for grammar rules.

**Resource List**

The Resource List, which students can access from any Lesson or Exercise screen without losing their place, includes a list of legal style manuals and basic grammar resources that students who would like to extend their studies can explore. There are many excellent legal writing textbooks available for students to use as well, but we limited this Resource List only to style manuals and grammar books.

**The Learning Management System for Faculty**

Core Grammar for Lawyers (CGL) includes a Learning Management System (LMS) that gives faculty who adopt the program the option of tracking their students' progress. The LMS also gives faculty the opportunity to compare Pre-Test and Post-Test results for individual students or for groups of students they have created.

It is not necessary for faculty to use the LMS in order to adopt the program for student use. CGL is designed so that students can print and turn in results of all tests and can print a copy of their completed Bookshelf as proof of mastery of the program's content.

**Students Who Use Accommodations: The ADA-Compliant Version**

To assure that all users have full access to Core Grammar for Lawyers, a navigable pdf version of all Lessons and as well as the Glossary, Rules Index, Resource List, and Help page is available upon request. Exercises accompanying each exercise have been developed that allow students using JAWS or a similar technology to engage in Exercise activities such as completing sentences correctly or answering multiple choice questions. This accessible version has been developed in consultation with the Disability Services Office at The University of North Carolina at Chapel Hill as well as the Educational Technology Specialist at the University of North Carolina School of Law.

The Pre-Test and Post-Test(s) do not use Flash technology and are fully accessible to students using voice-activated software.

**Online Preview/Program Demonstration**

To view an online introduction to the program, you may visit [www.coregrammar.com/preview](http://www.coregrammar.com/preview).

Use the following information to access that online Preview (all information is case sensitive):

Username: coregrammar

Password: preview!
Obtaining a Courtesy Faculty Review Subscription

Law school faculty may receive a courtesy review subscription to Core Grammar for Lawyers at www.coregrammarforlawyers.com. From that page, click on the “faculty and instructors” link on the left side of the screen and follow the instructions from there. The authors and publishers are interested in hearing from you. Please let us know if you have ideas or suggestions for future editions after reviewing the program.

Authors & Acknowledgements

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About the Authors

Ruth Ann McKinney, M.Ed., J.D., is an Emeritus Clinical Professor of Law at the University of North Carolina School of Law in Chapel Hill where she directed the Writing & Learning Resources Center, which houses the law school's first-year legal research and writing program and its academic support program, from 1991 to 2012. Professor McKinney served as the Assistant Dean for Legal Writing & Academic Success from 2007-2011. She is the author of LEGAL RESEARCH: A PRACTICAL GUIDE AND SELF-INSTRUCTIONAL WORKBOOK (now in its 5th edition, which was co-authored with Professor Scott Childs) and READING LIKE A LAWYER (2d ed. forthcoming 2012) and served as the original Executive Editor of lawschoolasp.org, the national website for law school academic support professionals.

Katie Rose Guest Pryal, J.D., Ph.D., is a Clinical Assistant Professor of Law at the University of North Carolina School of Law. Prior to joining the law school faculty in 2011, Professor Pryal served as a full-time member of the faculty in the Department of English and Comparative Literature at the University of North Carolina at Chapel Hill, teaching legal rhetoric and professional writing. In addition, she has taught first-year legal research and writing at Elon University School of Law, has led CLE seminars in writing, and is a frequent presenter at professional conferences. She is the author of A SHORT GUIDE TO WRITING ABOUT LAW (Pearson 2010), and she has a significant new book forthcoming from Oxford University Press.

About the Team (with our thanks)

- Carol Thomson, owner of Firestream Media, LLC, developed the web application for the program and led a team of creative professionals on the original Core Grammar for Lawyers team. That team includes Claudia Fulshaw (proprietor of Claudia Fulshaw Designs), who created all the graphic design elements for the program, and Emily Gillcoat, who was the key PHP developer for the program. We also thank Amanda Price, Ashley Bennett, Nathan Cox, and Jessie Landerman, all of whom worked tirelessly and collaboratively on the project. Finally, the team wishes to thank Topsail Technologies for its technical expertise.
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