

<p>Summer Conference of the Institute for Law Teaching and Learning: <i>Engaging and Assessing Our Students</i> New York Law School Session 6 Workshop Friday, June 3, 2011-12:10-12:45</p>	<p style="text-align: center;">Pouring Skills Content into Doctrinal Bottles</p> <p style="text-align: center;">William Slomanson Thomas Jefferson School of Law <bills@tjssl.edu></p>
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<p><u>Act I:</u> Meghan the 1L</p>	<p><u>Act II:</u> Meghan & James— Entry-Level Professionals</p>
<p><i>Italian Crucifix Case</i> <http://www.tjssl.edu/slomansonb/cross_case.docx></p>	
<p style="text-align: center;">Act III: Bottle Pouring Continued</p> <p>Intro: When most of us attended law school, we thought of its doctrinal thinking-like-a-lawyer approach as a rite of passage. It was the accepted condition precedent to our later learning the necessary skills via on-the-job training. There’s nothing wrong with doctrinal education. Law school depends on it. Law firms could never do the job done by the teaching academy to facilitate problem-solving analysis. But we can do more.</p> <p>In today’s economy, savvy students are beginning to demand justification for the high cost of their education in terms of practice preparation. The presumptive “fix” is the draft American Bar Association Standard 302 <http://apps.americanbar.org/legaled/committees/comstandards.html> and its Interpretations regarding Learning Outcomes. Law schools will thus be augmenting the traditional doctrinal curriculum with more skills training—to better to prepare our graduates for entry-level jobs.</p> <p>This presentation will provide some practical insight into “skillsifying” doctrinal courses. It may be especially relevant for those of us who teach today’s four out of five law students who will begin their practice in solo or small and newly-formed law firms. One can introduce varying amounts of skills content into a doctrinal class, without having to create a discrete skills course. The presentation touches upon devices one might consider for large 1L classes. It <i>focuses</i>, however, on a student-driven alternative for smaller upper-division courses—wherein Socrates is now a traffic cop.</p> <p>Collaboration: • Website <http://lawteaching.org> • Semi-annual newsletter <http://lawteaching.org/lawteacher></p> <p>Key Skills Doc’s:</p> <ul style="list-style-type: none"> • McCrate (ABA: 1992) <http://www.abanet.org/legaled/publications/onlinepubs/maccrate.html> • Carnegie (Carnegie Foundation: 2007) Summary: <http://www.carnegiefoundation.org/sites/default/files/publications/elibrary_pdf_632.pdf> • Best Practices (CLEA: 2007) <http://law.sc.edu/faculty/stuckey/best_practices/best_practices-cover.pdf> • Learning Outcomes (ILT: 2000) <http://lawteaching.org/publications/books/outcomesassessment> 	

IL: SKILLS FOCUS

- Lady Luck Law Firms • Collaborative Learning (*every* major case)
 - Problems Progression: <<http://www.tjsl.edu/slomansonb/fcivpro.html>>
 - Online Supplements & Surfing (above click: [Rule/Stat Supplement](#))
 - Performance Test *Midterm* (above click: [Take-home Midterm Exam Info](#))
Final: [File](#) & [Library](#) (can do any course: Intl Law & CA Civ—protected)
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CAL CIV PRO: SKILLS FOCUS

- First Stage (1997): <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=209077>
- Proceedings:
 - Skills Grading Components (3 graded events = more validity)
 - Orals (Munro Assessment: his above Appendix C)
 - Midterm motion & forms -> demurrer/motion strike (writing sample)
 - Performance Test Final -> Skills course description advance/drop stats
 - Assign Cases/Problems -> Client never unrepresented (values skill)
 - Daily Blueprint -> Respective presentation
 - > progressive development (comparative peer pressure)
 - > Socratic comparison (*not* collaborative) (learn listen) (Inns Court)
 - > initial softballs
 - Online Supplement & Forms Supplement (provide *good* reason surf)
- Feedback (*Prof to student*)

End each round	Directed v. to class (wait & weekly e-options)	Intangibles
Private/Sensitive	Weekly review (Lady Luck)	Periodic Q & A
- Feedback (*Student to prof*)
 - One minute essays (Goldilocks tradition)
 - 75%-25% Skills v. Socratic (review bridges gap)

INT'L LAW: SKILLS FOCUS

- Int'l Law Spring 2011 Experiment (other end spectrum)

Grading -> orals + PT final	Practical Midterm -> Int'l law office visit
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SSRN article version: <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1754629>