

## EDITOR'S NOTE

I am delighted to welcome you to the nineteenth volume of *Legal Writing: The Journal of the Legal Writing Institute*, the nation's premier journal about legal writing and communication and the official journal of the Legal Writing Institute.

I would like to begin with the following quote:

To be a lawyer you have to learn to work off of precedents and to explore statutory ambiguities. But you should also understand that the law is not a disciplined set of rules. The landscape in which the law exists is changing, and so should the law school curriculum.<sup>1</sup>

Change—it is our only constant, and it is something facing legal education and this Journal. The articles in this Volume provide perspectives on change and provide not only a look to the future, but also a discussion of our past.

The Volume begins with an article by Sarah J. Adams-Schoen that continues the discussion of mindsets started in Volume 18 of this Journal,<sup>2</sup> In this article, Sarah suggests a specific method—a series of five steps—that can be used in orientation or first-year legal writing classes to trigger students' adoption of growth mindsets. An exploration of student needs and a workshop at her law school spurred our next author, Melissa H. Weresh, to investigate new teaching methodologies that would not only “encourage (force?) students to work harder,”<sup>3</sup> but to become more efficient in her teaching. Mel discusses one such pedagogy—team-based learning<sup>4</sup>—which she adopted in her courses.

Related to developing teaching methodologies, the next article builds upon another article we published in Volume 18. In

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1. *The Quotable Lawyer* 230 (Elizabeth Frost-Knappman & David S. Shrager eds., rev. ed., Facts on File, Inc. 1998) (quoting Charles R. Halpern, who was, among other things, the dean of City University of New York Law School at Queens College. The quote is from a *New York Times* article in September 1982).

2. Carrie Sperling & Susan Shapcott, *Fixing Students' Fixed Mindsets: Paving the Way for Meaningful Assessment*, 18 *Leg. Writing* 39 (2012).

3. Melissa H. Weresh, *Uncommon Results: The Power of Team-Based Learning in the Legal Writing Classroom*, 19 *Leg. Writing* 49, 49 (2014).

4. Sophie M. Sparrow & Margaret Sova McCabe, *Team-Based Learning in Law*, 18 *Leg. Writing* 153 (2012).

that volume, we published David J. Herring and Collin Lynch's first empirical study of learning gains,<sup>5</sup> specifically whether law school actually improved students' development of legal reasoning skills. In this Volume, David and Collin's second empirical study builds upon the first study, by adding a mid-term writing exercise to the class, in order to determine whether this addition will result in learning gains in students' legal reasoning skills. In the fourth article in this Volume, Toree Randall advocates for a change in perspective in legal research instruction, in the information age. The landscape of legal research has changed; therefore, the legal research paradigm needs to change as well. Toree's article, *Meet Me in the Cloud: A Legal Research Strategy That Transcends Media*, provides such a legal research paradigm.

Not only has the landscape of legal research changed, but the medium that our students use to communicate has changed as well. In the next article by Lindsey P. Gustafson, she describes texting, an "informal" writing, and compares and contrasts texting with the formal writing required in the legal profession. Lindsey addresses the question of whether texting has an effect on students becoming expert writers. And in the sixth article of this Volume, an article by Jeffrey D. Jackson and David R. Cleveland reminds us that the work of legal educators in this millennium needs to be informed by work of legal educators in the past. Jeff and David's article discusses changes in the teaching of legal writing from a historical perspective, providing us with a look back at the history of the teaching of legal writing, starting with the colonial era, up until the end of the civil war.

And initially in this Editor's Note, I spoke of change in legal education, as well as this Journal. We are excited to announce that we will be moving the *Legal Writing Journal* online for the next volume. In other words, this is the last print edition for this Journal. Watch your email and mailboxes for the brochure announcing the publication of the next volume in summer 2015.

Brooke J. Bowman  
Editor in Chief

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5. David J. Herring & Collin Lynch, *Teaching Skills of Legal Analysis: Does the Emperor Have Any Clothes?* 18 Leg. Writing 85 (2012).