

## EDITORS' NOTE

The legal writing discipline is a community of writers and readers. Volume 23 marks the first volume published since the passing of one of our beloved community members: Louis J. Sirico, Jr. Lou was a member of the Editorial Board from 1996-2006, which oversaw the publication of Volume 2 to Volume 12. Lou served as Editor in Chief of Volume 4, published 1998, which was 167 pages with seven articles. He served as Co Editor in Chief of Volume 8, published in 2002, which was 284 pages with seven articles. But Lou's contributions to the Journal and to the discipline of legal writing cannot be measured by submissions reviewed, pages edited, or volumes produced.

Lou worked to create and promote excellent legal writing scholarship not only through his own writings and his editing, but also through his participation in the LWI Writers' Workshop, now to be known as the Sirico Scholars' Workshop. Lou, with his patience and passion for strong scholarship, was instrumental in creating and fostering an atmosphere of support for new scholars in our discipline. Many of us on the current Editorial Board—including the two of us and Kim Holst—had the opportunity to work with Lou or have had Lou provide feedback on works-in-progress. Kim put it best: “Reflecting on Lou, it seems fitting to reflect on his heart. He shared his love and passion for scholarship with those around him. In this way, he was not only a heart transplant recipient—he always transplanted a bit of his heart with each of us.”

Lou himself viewed Volume 4 of the Journal, the volume for which he served as Editor in Chief, as “a watershed moment” because the published articles “expand[ed] the horizon” of legal writing scholarship.<sup>1</sup> The published articles were no longer exclusively focused on “practical pedagogy and pedagogical theory.”<sup>2</sup> Lou also recently reflected upon the current nature of legal writing scholarship with the following thought: “As I see it, Legal Writing scholarship is

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<sup>1</sup> Louis J. Sirico, Jr., *Volume 4: A Watershed Moment*, 22 LEGAL WRITING 8 (2018).

<sup>2</sup> *Id.*

still at an early stage of development. Without dismissing the many excellent pieces of scholarship since 1998, I think we still have a way to go.”<sup>3</sup>

With Volume 23, the Journal continues its effort to—as Lou described—“expand the horizon of legal writing scholarship.” In Volume 23, the Board sought to “showcase the diverse range of voices, perspectives, and experiences”<sup>4</sup> by inviting essay submissions about the 2018 Biennial Conference of the Legal Writing Institute. The essay series includes 18 essays written by 20 authors. Essay Editor Tami Lefko in her introduction notes the common themes, which include the teaching and scholarship inspiration gained by attending sessions, the supportive nature of the legal writing community, and the development of our discipline.

Volume 23 also includes five articles. The articles are informed by the authors’ experiences as practicing attorneys as well as their varied educational backgrounds and teaching experiences. The authors draw from narrative, composition, rhetoric, cognitive science, and educational theory.

Teresa Bruce’s article “The Architecture of Drama” recommends increasing the power of storytelling by using strategies adapted from screenwriting, specifically the SCOR formula (i.e., Setup, Confrontation, Outcome, and Resolution). Adam Todd’s article “An Exaggerated Demise: The Endurance of Formalism in Legal Rhetoric in the Face of Neuroscience” posits that formalism retains an important place in legal rhetoric, even as empirical evidence from cognitive science supports a re-evaluation of formalism. Jonathan Garcia’s article “How Do Law Students Develop Writing Expertise During Summer Internships?: An Interview-Based Study” evaluates assumptions about the development of novice writers through the collection and review of data. Rachel Stabler’s article “Screen Time Limits: Reconsidering Presentation Software for the Law School Classroom” questions the pedagogical value of the ubiquitous screen time prominent in many law school classrooms: PowerPoint. Genevieve B. Tung’s article titled “Collaboration Between Legal Writing Faculty and Law Librarians: Two Surveys” seeks to explore the interactions, opportunities, and barriers that exist between law librarians and legal writing faculty.

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<sup>3</sup> *Id.* at 10.

<sup>4</sup> Call for Essays.

Volume 23 concludes with a book review by Michael Cedrone. In the review, Michael examines two books sure to appeal to those interested in language. The review reminds us that the life of a scholar is not only one of writer but also of reader.

We hope you enjoy the essays, articles, and book review in Volume 23, and consider contributing your ideas and opinions about legal writing. We are grateful to this supportive community of readers and writers, all trying to follow Lou's urging to "expand the horizon of legal writing scholarship."

Lindsey P. Gustafson

Karen J. Sneddon

Editors in Chief

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