To: Law School Staff  
From: Mary Bowman, Director of the Legal Writing & Associate Professor of Law  
Date: September 20, 2017  
RE: Overview of Changes to Orientation and Legal Writing I

Orientation Changes

Summer 2016 Changes to Orientation

• Goals: to create a positive sense of community, to incorporate racial justice issues, and to keep focused on what students need as they enter law school.

• We moved some of academic component of orientation online so that students could revisit it during the school year as needed.

• We added a discussion of Lori Bannai's book *Enduring Conviction: Fred Korematsu and His Quest for Justice* and a consultant-led racial justice workshop.

Summer 2017 Highlights

• We kept the same goals and basic approaches as last year.

• We added a partial third day to decompress the schedule, and we added a panel on professionalism across various practice-areas.

• We hired racial justice consultants from the City of Seattle's Office of Civil Rights to better connect the racial justice material to the law and entry into the legal profession.

Legal Writing I: Legal Writing, Skills, and Values

• We added two new credits to Legal Writing I (2.5 credits in the fall, 3.5 credits in the spring).

• We have kept the core Legal Writing I content, building on a strong foundation.
• We added to the curriculum foundational skills and values that we think every lawyer needs to have and that should be taught throughout the curriculum rather than in a single course:
  o Four lawyering skills (client interviewing, client counseling, fact development, and negotiation) and
  o Three values (cultural competence, reflection, and professionalism/professional identity formation).
• The new material is generally being taught in context of legal writing assignments (e.g. a client interview to get facts for a memo); the course will also include a variety of experiential activities, guest speakers, reflection assignments.
• We developed the new material in collaboration with clinical faculty, reference librarians, Center for Professional Development, and others:
  o Emphasis on laying a foundation for upper division coursework, and
  o Emphasis on transference of student knowledge from LWSV to summer jobs, externships, clinics, and practice.
• Professor Brodoff and I are presenting at regional and national conferences about this collaborative work and are consulting with faculty at other schools about how to incorporate similar approaches elsewhere.