

Compiled by Donald J. Dunn

Donald J. Dunn is Dean and Professor of Law at the University of La Verne College of Law in Ontario, Calif. He is a member of the Perspectives Editorial Board. This bibliography includes references to books, articles, bibliographies, and research guides that could potentially prove useful to both instructors and students and includes sources noted since the previous issue of Perspectives.

Annotated Legal Bibliography on Gender, 11 *Cardozo Women's L.J.* 203 (2004); *Annotated Legal Bibliography on Gender*, 11 *Cardozo Women's L.J.* 463 (2005).

Two annual compilations published close together that provide extensive annotations of articles on gender arranged by topic.

Rachel Arnow-Richman, *Contracts Teaching: A Bibliography*, 26 *U. Hawai'i L. Rev.* 489 (2004).

"[C]onsists of sources that ... members [of the American Association of Law Schools Section on Contracts] found helpful when they began teaching, including resources on contract doctrine, reviews of casebooks, articles on contracts theory, and other materials, which will hopefully assist those new to the course in tackling the subject matter." *Id.*

Raymond O. Arsenault et al., *Special 50th Anniversary Symposium: Brown v. Board of Education and the Principle of Equality in Higher Education*, 34 *Stetson L. Rev.* 543 (2005).

An annotated, alphabetically arranged bibliography of books that focus on *Brown v. Board of Education* and its aftermath.

Miriam Baer, *A Guide to Legal Research in North Carolina*, 2005 [Durham, NC: Carolina Academic Press, forthcoming]

Topics include North Carolina and federal case law, legal digests, legislative history, preparation of memos and briefs, and computer-aided research.

Mary Beth Beazley, *Better Writing, Better Thinking: Using Legal Writing Pedagogy in the "Casebook" Classroom (Without Grading Papers)*, 10 *Legal Writing* 23 (2004).

Discusses "ways that the law school culture that segregates Legal Writing faculty has both promoted their opportunities to develop innovative pedagogies and inhibited their ability to share those pedagogies with other faculty." *Id.* at 27. Also discusses cognitive theories relating to the casebook classroom, describes teaching methods that help legal writing faculty teach students how to think like lawyers, and illustrates how the writing process methodology can be used in the casebook classroom.

Robert C. Berring, *Deconstructing the Law Library: The Wisdom of Meredith Willson*, 89 *Minn. L. Rev.* 1381 (2005).

A wide-ranging look at what a law library is in 2005. Addresses the library as structure and as substance and describes law librarians as the "soul of law libraries." *Id.* at 1402.

Robert C. Berring & Elizabeth Edinger, *Finding the Law*, 12th ed., 2005 [St. Paul, MN: Thomson-West, 400 p.]

A standard text since 1931. Discusses the context of legal research and then covers court reports, cases, statutes, legislative history, constitutional law, administrative and executive publications, court rules and practice, secondary authority, and research strategies.

Bibliography Issue, 20 *Ohio St. J. Dispute Res.* 1051 (2005).

The annual issue of this journal, which is devoted exclusively to identifying and describing the recent literature on the various aspects of dispute resolution.

William Bradford, *International Legal Compliance: Surveying the Field*, 36 *Geo. J. Int'l L.* 495 (2005).

An annotated listing of the major entries pertaining to international legal compliance, a rapidly developing sub-field in international law. Provides one or more numbers in the bibliography that correspond to a list of major international legal compliance themes.

Julie Cheslik, *The Battle Over Citation Form Brings Notice to LRW Faculty: Will Power Follow?*, 73 UMKC L. Rev. 237 (2004).

“[I]nvestigates the allocation and misallocation of power and status between two groups of faculty in the legal academy and a recent, unlikely development that has challenged the status quo—the emergence of *The ALWD Citation Manual* as real competition for *The Bluebook*.” *Id.*

Susan R. Dailey, *Linking Technology to Pedagogy in an Online Writing Center*, 10 Legal Writing 181 (2004).

Describes online writing labs (OWLs) and their use, discusses the experienced writer, the first-generation college student, and the second-year law student, and shows that these OWLs can be used to address a variety of student needs.

Jo Anne Durako, *Dismantling Hierarchies: Occupational Segregation of Legal Writing Faculty in Law Schools: Separate and Unequal*, 73 UMKC L. Rev. 253 (2004).

Discusses the separate and unequal treatment of legal writing faculty at some law schools, including academic titles, exclusion from faculty governance, limited academic freedom, pay scales, and other indicators of second-class status, such as lack of job security, separate hiring tracks, restricted teaching areas, less institutional support, and heavier work loads. Ties the issues into a discussion of the segregation aspects of *Brown v. Board of Education*.

Elizabeth Fajans et al., *Writing for Law Practice: Advanced Legal Writing*, 2004 [New York, NY: Foundation Press, 593 p.]

Organizes documents into three sections that correspond to the three major modes of written communication in the law—litigating, informing and persuading, and rule-making. Covers pleadings and motions, letters, briefs, opinions, contracts, legislation, and wills. Includes a Teacher’s Manual.

Michele G. Falkow, *Visual Literacy and the Design of Legal Web Sites*, 97 Law Libr. J. 435 (2005).

Explains “visual literacy principles and their relationship to Web design ... [and] uses them to evaluate the construction of several popular legal Web sites.” Abstract at 435.

Judith D. Fischer, *The Use and Effects of Student Ratings in Legal Writing Courses: A Plea for Holistic Evaluation of Teaching*, 10 Legal Writing 111 (2004).

Surveys the literature on student ratings (evaluations), reports on a survey of members of the Association of Legal Writing Directors about how ratings are used in their courses, and concludes with specific proposals as to how these evaluation tools can be improved.

Ian Gallacher, *A Form and Style Manual for Lawyers*, 2005 [Durham, NC: Carolina Academic Press, 216 p.]

Designed to guide lawyers, law students, and paralegals through all phases of the writing process, from preparing to write to polishing a finished draft. Offers suggestions on outlining and establishing deadlines as well as advice on grammar, punctuation, usage, document formatting, editing, and proofreading.

Anne Ruggles Gere & Lindsay Ellis, *Composition, Law, and ADR*, 10 Legal Writing 91 (2004).

Explains how conflict figures in composition classes, discusses how a syllabus can be created through mediation, and examines how alternative dispute resolution (ADR) practices can be used for teaching writing.

C. Edward Good, *Plain English Pays*, *Executive Counsel*, May/June 2005, at 45.

Briefly describes the plain-English movement, including its development in England and the United States. Provides examples of how complex legalese can be converted to plain English.

Debbie Grey, *Legal Reference Services: An Annotated Bibliography*, 97 *Law Libr. J.* 537 (2005).

Describes articles covering historical perspectives, the professional roles of the legal reference librarian and the legal research instructor, and teaching methodologies (including curriculum design and models for teaching law students and students in library and information science). Includes an outline for a proposed course in legal reference services in library and information schools.

Todd B. Hilsee et al., *Do You Really Want Me to Know My Rights? The Ethics Behind Due Process in Class Action Notice Is More Than Just Plain Language: A Desire to Actually Inform*, 18 *Geo. J. Legal Ethics* 1359 (2005).

Illustrates the complexities found in class action notices and shows how use of basic concepts can help resolve content issues. Concludes by pointing out that courts understand that the correct path for notice is doing the right thing in a clearly understandable way.

Pamela Lysaght & Danielle Istl, *Integrating Technology: Teaching Students to Communicate in Another Medium*, 10 *Legal Writing* 163 (2004).

Discusses the choices and considerations that go into designing and implementing a technology unit into a legal writing program, describes how to build a skills agenda for a technology unit, shows how to implement the technology unit, and details how students reacted to this particular unit of the program.

Joseph Scott Miller & James A. Hilsenteger, *The Proven Key: Roles and Rules for Dictionaries at the Patent Office and the Courts*, 54 *Am. U. L. Rev.* 829 (2005).

Provides “the first systematic empirical study of the Federal Circuit’s use of dictionaries to help construe the scope of disputed patent rights. [P]resent[s] both (a) top-level counts of yearly total dictionary citations in Federal Circuit and district court patent cases for the last decade, and (b) detailed data from a review of all Federal Circuit opinions, precedential and

nonprecedential, from April 5, 1995 ... to June 30, 2004. ...” *Id.* at 835–36.

Michael D. Murray & Christy Hallam DeSanctis, *Legal Research and Writing*, 2005 [New York, NY: Foundation Press, 682 p.]

Covers first-semester legal research and analysis topics, objective legal writing, and citation form. Includes second-semester topics involving adversarial legal writing in trial and appellate courts.

J. P. Ogilvy with Karen Czapanskiy, *Clinical Legal Education: An Annotated Bibliography* (third edition), 12 *Clinical L. Rev.* 1 (Special Issue No. 2, Fall 2005).

A listing of essays, books, and book chapters (arranged by topic), followed by a synopses of articles, essays, books, and book chapters (arranged alphabetically by author’s surname).

H. Kumar Percy, *Admiralty and Maritime Law Articles Published in Non-Maritime Law Journals 2004*, 36 *J. Mar. L. & Com.* 405 (2005).

An annual subject-matter, annotated bibliography of admiralty and maritime law articles published in U.S.-based legal journals, exclusive of the four journals devoted specifically to these topics.

Beth Zeitlin Shaw, Note, *Please Ignore This Case: An Empirical Study of Nonprecedential Opinions in the Federal Circuit*, 12 *Geo. Mason L. Rev.* 1013 (2004).

Reviews the rules for nonprecedential opinions in the Federal Circuit, reports on empirical data collected and then grouped by subject matter, and provides a suggested solution for federal court standards.

Eric Shimamoto, Comment, *To Take Arms Against a See of Trouble: Legal Citation and the Reassertion of Hierarchy*, 73 *UMKC L. Rev.* 443 (2004).

Traces the history of the evolution of *The Bluebook*, provides a brief history of the development of legal research and writing in the academy, describes the advent of the *ALWD Citation Manual*, and proposes a collaborative effort that would produce a single and improved legal citation guide.

Stephen W. Still Jr., *Recent Law Review Articles Concerning the Legal Profession*, 29 J. Legal Prof. 325 (2004–2005).

Brief summaries of law review and journal articles centered on the subject of the legal profession that were published in the last year.

Charles A. Sullivan, *The Under-Theorized Asterisk Footnote*, 93 Geo. L.J. 1093 (2005).

The universally used asterisk footnote now has a scholarly focus with an article describing how it emerged and how its use has expanded (including minimalist and postmodern analysis). One of those few law review articles that is actually enjoyable to read.

Judith Wegner, *Better Writing, Better Thinking: Thinking Like a Lawyer*, 10 Legal Writing 9 (2004).

Discusses the differences between the first-year stand-up classes that use the “case dialog” method and legal writing instruction that requires more individualized teaching techniques. Both require different types of thinking skills.

Mary Whisner, *Learning a Little About the World: Foreign and International Research and the Nonspecialist*, 97 Law Libr. J. 595 (2005).

Provides tips on developing some expertise in researching foreign and international law.

Michael Whiteman, *Appellate Court Briefs on the Web: Electronic Dynamos or Legal Quagmire?*, 97 Law Libr. J. 467 (2005).

“[R]eviews the history and benefits of electronic briefs and then explores four issues raised by Internet distribution: accessibility, privacy, preservation, and copyright.” Abstract at 467.

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Perspectives

Teaching Legal Research and Writing

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