The First Draft

Critiquing Organization and Analysis
Legal Research and Writing

... the foundation for your career

The foundation for your legal career—whether in an environmental public interest office, a courthouse, a law firm, a government office, or a boardroom—is Legal Research and Writing.

Regardless of the work you envision doing after law school, you will need strong communication skills to succeed. To compete in today’s marketplace, you must elevate the level of research and writing skills you currently possess. The standards for research and writing in legal practice are different and they are exacting.

Oregon’s LRW Program Among Nation’s Best

LRW

Home
Faculty
Curriculum

For Prospective Students
LRW at UO Is Ranked 14th
Oregon Legal Writer

Workshop on Critiquing Student Work at the 2014 L WI Conference

Give Back to LRW
Contact LRW
Legal Research and Writing

Critiquing Workshop 2014

Thank you for participating in the critiquing workshop at the Legal Writing Institute’s biennial conference. Below you’ll find links to workshop materials as well as contact information for the workshop leaders, Megan McAlpin and Joan Rocklin.

Materials

Reading for Workshop Participants

Part I: Critiquing Organization and Analysis

Sample Critique

Dan Barnett’s Article

Part II: Efficient Grading

Power Point Presentation

Rubrics

- Rubric 1
- Rubric 2
- Rubric 3a
Consistent, Efficient Grading

The Eternal Quest

Joan Rocklin
University of Oregon
A Menu of Options

- Pre-grading work
- Grading processes
- Assignment selection
Pre-grading Work

- Psychological Work
  - What is your goal in providing feedback?
    - Pre-grading triage
  - Use a notecard
Pre-grading Work

- Psychological Work
  - What are you starting with?
Pre-grading Work

• Written work
  – Outline or draft an answer
  – Create a rubric
    • No set form
    • Takes time to develop
Sample Rubrics
Pre-grading Work

• Rubrics
  – No set form
  – Takes time to develop
Grading Processes

• For efficiency
  – Put pencil down & skim
  – Set a timer
  – Take breaks
  – Use tutors
    • If possible & when appropriate
Grading Processes

• For consistency
  – Review 10 before beginning to grade
  – Review grades after grading 10
  – Grade section by section
  – Take notes
  – Use a rubric
Statement of Facts

### 11
Only issue is "threat"; a few minor writing issues, longer than necessary, but story told well, will turn into simply because using up a line of space.

### 862
- address Caroline Frank in 3rd person, otherwise good
- needs to explain what paperwork meant, otherwise good
- minor tone issues and dating issue, 1 month, 2 years
- dates confused - only issue

### 857
- "threat" not specific, some very good tone, some bad tone charactrized his reading "quilt"

### 850
- Inaccurate about time periods, and bad tone; essential violation, characterized boss's feelings; did give specific threat inferences.

### 514
- Dates missing, vague @ giving of evidence, no details about content of paperwork created; good
- no details about "threat" or "giving of evidence" not clear on details in paperwork, otherwise good

### 511
- 857 - mixed due to 9

### 985
- Problems with line - e.g., suggesting a violation and declaring Caroline Frank's "trust reaction" does not quite work
- lack of date, 9/9 does give details @ repeat

### 839
- Same as 862 but no content
Grading Processes

• Consistent feedback
  – Common problems list
  – Common problems memo
  – Auto-text
Grading Processes: Auto-text
Grading Processes: Auto-text
Curricular choices

• For efficiency
  – Shorter assignments
  – Re-use assignments
Remember . . . .

- It’s an evolving process.