

TEACHING NUTS AND BOLTS

By:

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Goal of this Session:

- Discuss approaches and techniques that will help new teachers “issue spot”
- Reveal painful experiences to help you avoid making the same ones

Getting Started

- Setting Goals
 - substantive goals
 - pedagogical goals
- Casebooks and Course Materials
 - selecting a casebook
 - extra material?
- Your Syllabus
 - including everything that matters
 - how much detail?

Teaching

- Before Class
 - preparing class notes
 - getting your head into the game
- During Class
 - the first class
 - calling on students
 - hypothetical cases
 - your experiences
- After Class
 - it’s like an oral argument
 - mark your notes

Outside the Classroom

- Office Hours
- Communicating with Students
- Socializing with Students

Problems and Solutions

- Five Common Mistakes
 - changing horses
 - temper and humor
 - if you can't copy 'em, don't imitate 'em
 - exam errors
 - grading errors
- Difficult Course Topics
- Difficult Students
 - unprepared students
 - disruptive students
- Evolutions – A Former Associate Dean's Perspective
 - take them seriously, but only as a group
 - mid-semester evaluations
 - three biggest criticisms
 - three biggest areas of praise

For Further Information

The Law Teacher (newsletter): <http://law.gonzaga.edu/ilst/Newsletters/indxauth.htm>

Institute for Law School Teaching: <http://law.gonzaga.edu/ilst/ilst.htm>

General Resources: <http://www.law.umkc.edu/faculty/profiles/glesnerfines/bgf-edu.htm>
(Barbara Glesner Fines at the University of Missouri-KC)

Gerald Hess & Steve Friedland, *TECHNIQUES FOR TEACHING LAW* (Carolina Press 1999).

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