

Not “Who?”, But “How Much?”: Prioritizing Legal Research Instruction in First-Year Legal Writing Courses

By Matthew E. Flyntz. Second Draft, Fall 2017, at 42.

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Reviewer’s Summary:

The author suggests reframing the discussion about legal research instruction for first year students to move away from emphasizing who is doing the teaching to examining how much instruction students are being given. Right now, in many programs, either legal research is not graded, or it counts for a small portion of the overall LRW grade. This de-emphasis of research in the first year is at odds with data on the type of work that new associates can be expected to undertake.

Summarized by: Julie Tedjeske, Duquesne University School of Law, in 2019.