

Learning by Accident, Learning by Design: Thinking About the Production of Substantive Knowledge in the LRW Classroom

By Carpenter, Leonore F. & Tavares, Bonny. 88 UMKC L. Rev. 39 (2019).

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Reviewer's Summary:

The authors are Legal Research and Writing professors who suggest that more attention should be paid to the substantive (declarative) knowledge that is being taught in skills (practical knowledge) classes. They note that often the substantive or declarative content that underlies skills exercises is considered incidental in nature. They suggest that instead, professors who teach simulation or other skills courses should give more consideration to the acquisition substantive knowledge that it gained in their courses. Based on their own experience, they suggest incorporating professional responsibility issues into a Legal Research and Writing course. They explain that professional responsibility will be of use to students in any later career, and it prepares them for the issues that they will learn about in their professional responsibility course.

Summarized by: Julie Tedjeske, Duquesne University School of Law, in 2020.