

LEGAL RESEARCH AND WRITING RESOURCES:  
RECENT PUBLICATIONS

COMPILED BY DONALD J. DUNN

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*Introduction to the Bibliography Issue*, 18 Ohio St. J. on Disp. Resol. 971 (2003).

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

Georgia Briscoe, *The Catalog vs. the Home Page? Best Practices in Connecting to Online Resources*, 95 Law Libr. J. 151 (2003).

Examines how best to bring Web sites, electronic journals, and subscriptions “to the attention of users, concentrating on the pros and cons of using the catalog or the home page.” *Id.*

Kenneth D. Chestek, *Reality Programming Meets LRW: The Moot Case Approach to Teaching in the First Year*, 38 Gonz. L. Rev. 57 (2002–2003).

“This Article suggests the traditional skills that serve as the focus of most first-year legal writing courses (legal analysis, predictive memo writing, persuasive writing, and legal research) can be taught in an engaging way by tying all or most of the assignments into a single problem, which the students then work on all year as if they were lawyers.” *Id.* at 59.

Maria Perez Crist, *The E-Brief: Legal Writing for an Online World*, 33 New Mex. L. Rev. 49 (2003).

“This article focuses on the attorney’s vital court communication, the trial and appellate brief, and the transition of these briefs from paper medium to electronic media.” *Id.*

Mae M. Clark & Mauri K. Hawkins, *Additional Readings for Defending Childhood*, 14 U. Fla. J.L. & Pub. Pol’y 201 (2003).

A listing of books, journal articles, cases, and Web sites relating to child advocacy and children’s rights.

Bradley G. Clary & Pamela Lysaght, *Successful Legal Analysis and Writing: The Fundamentals*, 2003 [St. Paul, MN: Thompson-West, 206 p.]

Designed for first-year law students. Presents the basic components of legal analysis and writing through a problem-solving approach. Discusses roadmapping (identifying and analyzing the problem, key facts, and legal rules and identifying a solution) and then discusses the office memoranda, client letters, and trial and appellate briefs as means for reaching a solution. Includes a *Teacher’s Manual*.

Linda H. Edwards, *Legal Writing and Analysis*, 2003 [New York, NY: Aspen Law & Business, 350 p.]

Uses the legal method approach to teaching legal writing and analysis. Explains prewriting, writing, and revising. Opens with an overview of a civil case and the lawyer’s role, followed by discussions of the legal system, case briefing, synthesizing cases, and statutory construction.

Joel Fishman et al., *Bibliography of Legal History Articles Appearing in Law Library Journal*, Volumes 1–94 (1908–2002), 95 Law Libr. J. 217 (2003).

An extensive, topical, and annotated listing. Compiled by seven members of the Legal History and Rare Book Special Interest Section of the American Association of Law Libraries.

Brian A. Glassman, *I Didn't Take the Road Less Traveled, and What a Long, Strange Trip It's Been*, 53 J. Legal Educ. 295 (2003).

Describes how, through persistence, the author was able to stretch his teaching experiences by adding substantive law teaching to his résumé in addition to legal writing.

Tom Goldstein & Jethro K. Lieberman, 2d ed., 2003, *The Lawyer's Guide to Writing Well* [Berkeley, CA: University of California Press, 287 p.]

Outlines the causes and consequences of bad writing, and presents straightforward, easy-to-apply remedies to make writing readable. Includes usage notes that address lawyers' most common errors. Contains a set of editing exercises to test one's skills.

Emily Grant, *Toward a Deeper Understanding of Legal Research and Writing as a Developing Profession*, 27 Vt. L. Rev. 371 (2003).

Provides a brief history of legal education (emphasizing the origins of legal research and writing programs), describes problems with these programs, speculates about the causes of the problems, and proposes solutions and explains why they are important. *Id.* at 373.

Catherine F. Halvorsen & Diana C. Jaque comps. *Keeping Up with New Legal Titles*, 95 Law Libr. J. 435 (2003).

Succinct reviews of 13 law-related books published in 2002. Moves away from covering legal reference books as was done in previous issues of *Law Library Journal*.

Kathryn Hensiak, *Too Much of a Good Thing: Information Overload and Law Librarians*, Legal Reference Services Q., 2003, No. 2/3, at 85.

Discusses information overload (too much data to properly process) and how law librarians can address the problem by having an "informational focus" and an active management plan.

Robert H. Hu, *A Resource Guide to Tax Law Careers*, Legal Reference Services Q., 2003, No. 2/3, at 113.

An annotated bibliography of both print and electronic sources that can be used by librarians and career counselors in assisting their clientele in pursuing careers in tax law.

Diana C. Jaque et al., *Gerontology and the Law: A Selected Annotated Bibliography: 1999–2001 Update*, 76 S. Cal. L. Rev. 699 (2003).

The seventh update to an extensive bibliography first published in *Law Library Journal* in 1980. Includes new categories of Web sites and congressional documents.

Diana C. Jaque & Lee Neugebauer comps. *Legal Reference Books Review*, 95 Law Libr. J. 279 (2003).

Succinct reviews of 10 legal reference books published in 2002. Continues the reviews from earlier issues of *Law Library Journal*.

Lyonette Louis-Jacques, *Publications of Adolf Sprudzs, 1953–2002*, 95 Law Libr. J. 339 (2003).

A listing of the publications of this internationally known legal scholar and law librarian.

Eugene Kontorovich & David Lisitza, *A to Zzz, Legal Affairs*, July/August 2003, at 18.

A less-than-flattering review of the seventh edition of *Black's Law Dictionary*, suggesting it is shifting toward providing "bland and lifeless definitions." *Id.*

Margaret A. Leary, *Library Support for Faculty Research*, 53 J. Leg. Educ. 192 (2003).

Describes how the University of Michigan Law Library provides services to the faculty. The article is directed to faculty, not law librarians, and briefly discusses the 10 steps to establish a faculty research support program.

Susan P. Liemer, *Many Birds, One Stone: Teaching the Law You Love, in Legal Writing Class*, 53 J. Leg. Educ. 267 (2003).

Argues that legal writing instructors should fashion assignments around the law they love. By doing so, substantive law from doctrinal courses can be integrated into legal writing courses in ways that are beneficial to instructors and students alike.

Judith L. Maute, *Writings Concerning Women in the Legal Profession, 1982–2002*, 38 Tulsa L. Rev. 167 (2002).

Covers 20 years of writings regarding women in the legal profession. An unannotated, topical arrangement.

Robert A. Mead, *'Suggestions of Substantial Value': A Selected, Annotated Bibliography of American Trial Practice Guides*, 51 U. Kan. L. Rev. 543 (2003).

"[F]ocuses on books [from throughout the history of American legal publication] about the art of being a courtroom advocate" ... [that are] "intended to direct the reader to interesting examples of works from different periods." *Id.*

Beverly Moran, *Bibliography of Tax Articles in High Prestige Non-Specialized Law Journals: A Comparison of Australia, Britain, Canada and the United States 1954–2001*, 29 Ohio N.U. L. Rev. 111 (2002).

Identifies 23 leading law journals from four countries and provides a topical bibliography of articles that would be most widely read by non-tax specialists.

Peter Thomas Muchlinski, *Globalisation and Legal Research*, 37 Int'l Law. 221 (2003).

Begins by identifying "the various interpretations attributed to the term 'globalisation' in the social science." It "then examine[s] the contributions of legal research to the understanding of 'globalisation'." Attempts to take stock "of the principal areas of existing legal theory and practice in which the regulation of cross-border activities is an issue" and examines "attempts to distil more normative, general theories of law and regulation from these initial building blocks and from the wider understanding of 'globalisation' in other social sciences." *Id.*

E. Dana Neacsu, *Gender-Based Persecution as a Basis for Asylum: An Annotated Bibliography, 1993-2002*.

Describes 88 articles published in the last 10 years that discuss gender-based persecution as a basis for asylum.

Penelope Nicholson, *Vietnamese Law: A Bibliography*, Legal Reference Services Q., 2003, No. 2/3, at 139.

A seven-part annotated bibliography on Vietnamese law designed to assist students and researchers. Among the parts are listings of main laws and decrees, English language primary sources, and sources arranged by topic.

Kumar Percy, *Admiralty and Maritime Law Articles Published in Non-Maritime Law Journals* (2002), 34 J. Mar. L. & Com. 511 (2003).

A 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.

Loretta Price, *An Explosive Quarter-Century: A Guide to Monographic Works on Women's Legal and Political Rights*, 2003 [Buffalo, NY: William S. Hein & Co., Inc., 967 p.]

Explores the disparity between how the law treats women and men by examining the roles women play in the social, cultural, religious, and political aspects of life. Covers social history and policy, feminist theory and history, biography, racism, crime and the criminal justice system, domestic violence, health, reproductive rights, immigrant women, language and literature, legal education, and sexual harassment.

Kristen K. Robbins, *Paradigm Lost: Recapturing Classical Rhetoric to Validate Legal Reasoning*, 27 Vt. L. Rev. 483 (2003).

Discusses deductive reasoning (including syllogisms) and analogical reasoning, “provides a basic definition and overview of analogical reasoning and its use within a larger syllogistic framework of legal writing” [and] “identifies and creates a vocabulary for describing recurring problems in students’ analogical reasoning.” *Id.* at 491.

Deborah A. Schmedemann & Christina L. Kunz, *Synthesis: Legal Reading, Reasoning, and Writing*, 2d ed., 2003 [New York, NY: Aspen Law & Business, approx. 600 p.]

Designed to teach students to read the law, reason about a client’s situation, and write about it in different forms. Uses a single case file, the HomeElderCare case, for all examples to demonstrate how to analyze a case from initial client interview through appellate argument.

*Websites on Juvenile Issues*, 7 UC Davis J. Juv. L. & Pol’y 409 (2003).

Compiled by the staff of this journal. The Web sites listed provide significant information on juvenile law and policy issues.

Adam G. Todd, *Exam Writing as Legal Writing: Teaching and Critiquing Law School Examination Discourse*, 76 Temp. L. Rev. 69 (2003).

Discusses how the author transitioned from teaching traditional legal writing to teaching a substantive course. Examines how teaching students how to write good law school exams is a crucial legal writing skill.

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