

AALS Workshop for New Law Teachers 2021
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RESOURCES

Strategies and Techniques of Law School Teaching: A Primer for New (and Not So New) Professors by Howard E. Katz and Kevin Francis O'Neill

Available at no cost from your Wolters Kluwer representative or on my SSRN site

The Strategies and Techniques series (teaching advice on specific courses, including *Strategies and Techniques for Teaching Constitutional Law* by Robert Power)

Constitutional Law, Criminal Procedure, Torts, Contracts, Property, Civil Procedure, Legal Analysis and Writing, Criminal Law, Family Law, Evidence, Professional Responsibility, Administrative Law, Federal Income Tax, Academic Support

Available at no cost from your Wolters Kluwer representative or on the WK website

[Law School Faculty | wklegaledu.com](http://www.wolterskluwer.com/law-school-faculty)

AALS Teaching Materials Network (experienced professors who have agreed to share their teaching notes with newer professors):

<https://secure.stetson.edu/law/teaching-network/login.php>

or google "Stetson AALS teaching materials network"

Visual aids videos by Aaron Caplan:

www.lls.edu/CaplanVisualAids/

Perhaps of interest to those teaching first-year courses: *Teaching Legal Analysis Using the Unified Field Theory*, by Howard E. Katz

The "unified field theory of legal analysis" method draws on learning theory as well as the experience of professors, especially those who teach element-driven courses (e.g. criminal law and torts). It emphasizes rules, and elements that comprise those rules, as the fundamental organizing principal of how to do legal analysis. This applies to what is done in class, where step-by-step articulation of elements, and application of facts to those elements, is emphasized rather than cases and court opinions as such. The method embeds a variety of sound pedagogical techniques. By "flipping the cases" in class (covering rules first, then applying facts) every case covered in class can be used as a formative assessment exercise. The goal is to connect what goes on in class on a day-to-day basis with what is expected of the students on a final exam: a good answer to a fact pattern-based, issue-spotting essay question. A draft is posted on my ssrn site:

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3083005

or google "unified field theory Howard Katz ssrn"

My SSRN site: https://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=758091

My bepress site: <https://works.bepress.com/howardekatz/>

Whether you were able to attend the concurrent session on course design or not, if you have a question about course design, assessment, exam writing, teaching methods, or any other teaching-related topic, please feel free to contact me at h.katz@csuohio.edu. I love working with new professors on their teaching and welcome the opportunity to be of assistance. Best of luck to you.

Howard E. Katz