

ALEXA Z. CHEW

University of North Carolina School of Law
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EDUCATION

Duke University School of Law, Durham, NC

J.D., 2005

Activities: Duke Law Journal, Editor (2003–2005)
Asian Law Students Association, Executive Board (2003–2005)

Princeton University, Princeton, NJ

A.B. in Ecology and Evolutionary Biology, *cum laude*, 2001

Activities: Sabre Captain, Varsity Women's Fencing Team (1998–2001)
Freshman Crew Team (1997)

Thesis: *Jurassic Parking Lot: A Taphonomical Analysis of a New Dinosaur Quarry in the Upper Jurassic Morrison Formation*

PROFESSIONAL EXPERIENCE

University of North Carolina School of Law, Chapel Hill, NC

Clinical Professor of Law (July 2020–Present)

Clinical Associate Professor of Law (July 2015–June 2019)

Clinical Assistant Professor of Law (July 2012–June 2015)

Assessment Coordinator for First-Year Legal Research and Writing (May 2017–Present)

I co-designed this position with Craig T. Smith to meet a need within the first-year writing program (RRWA). As Assessment Coordinator, I coordinate the creation of the graded RRWA assessments, which are taken by every RRWA student in every RRWA section: Fall Final Memo, Quiz on Research and Citation Literacy, Federal-Law Research Project, and Spring Final Motion Memo. Each major assessment is written by one or two RRWA professors and then subjected to a rigorous series of vetting procedures. Under my supervision and initial organization, students and faculty test the assignments, and the problem writer revises the assignment accordingly. The goal is to ensure that the final assessment tests our course objectives fairly. Writing and vetting the final assessments typically takes at least three months, and every RRWA professor has multiple opportunities to shape the problem. Coordinating this process takes considerable time, organizational skill, and technical problem-writing knowledge. And the results have been good: our program creates consistent assessments that professors feel confident will test their students fairly. Moreover, the

process has more evenly allocated the work and reduced the stress on professors from not having defined roles in the assessment-creation process.

Law School Admissions Council, Newtown, PA

Consultant (December 2019–Present)

Lead a team of law professors designing a new national assessment of law students' legal analysis and writing skills after one year of law school.

North Carolina Court of Appeals, Raleigh, NC

Law Clerk to Judge Richard A. Elmore (October 2006–June 2012)

Campbell University School of Law, Raleigh, NC

Adjunct Professor (July 2010–June 2012)

Bingham McCutchen LLP, Boston, MA

Associate (2005–2006); Summer Associate (2004)

Bar Admissions

North Carolina (2006)

Massachusetts (2005)

HONORS

Charles Daye Award for Excellence in Service, UNC School of Law (2017)

Robert G. Byrd Award for Excellence and Creativity in Teaching, UNC School of Law (2015)

TEACHING ACTIVITIES

UNIVERSITY OF NORTH CAROLINA SCHOOL OF LAW

Law 295: Research, Reasoning, Writing, and Advocacy (RRWA) I

Law 296: Research, Reasoning, Writing, and Advocacy (RRWA) II

RRWA I and II are rigorous simulation courses in which students spend the first ten or eleven weeks developing their legal research and writing skills using ungraded assignments. At the end of each semester, all RRWA students in all sections take the same graded assessments: a quiz on research and citation

literacy (fall), a final office memo (fall), a federal research project (spring), and a final motion memo (spring).

The final memos are performance tests in which students receive an assigning memo, a closed universe of carefully edited legal authorities, and a set of factual documents. Students then have about 10 days to write the memo, with very minimal intervention from the professor. I've written five final office memos (one with Kevin Bennardo) and one final motion memo, all of which were (or will be) taken by every 1L student at UNC Law.

The final assessments are designed to test students' mastery of the detailed course goals that guide RRWA I and II, which I co-wrote, and which my RRWA colleagues and I reevaluate each year.

Law 529: Writing for Practice

I proposed and designed this course with Rachel Gurvich. The course simulates the interpersonal communications between lawyers as they assign and review each other's work. In RRWA, the first-year course, students are always in a subordinate role writing "up" to a supervisor, judge, or client. Writing for Practice puts students in the supervisory role, writing "down" to externs and junior attorneys. They assign and review those junior attorneys' work and write feedback to help the junior attorneys. This feedback improves not only that single document but also future documents for both the writer and the commenter. Students build on the peer feedback skills from RRWA by learning theories of providing feedback and practicing giving it in a variety of ways— orally, via comments on Word documents (digitally and in handwriting), and in email memos. By dissecting others' writing to identify structure, legal support, legal logic, and flow, students strengthen their own writing skills.

At the same time students develop mentoring skills, they write their own documents—letters, emails, a trial brief, and blog posts—that their classmates and I critique. The writing pace is demanding, like the pace of practice, but the short assignments and quick turnarounds ensure that every student has many opportunities to practice and improve. I also cover some basic technological skills that lawyers need: students must learn to make and accept Outlook invitations, compile PDF attachments, use MS Word comment features, and create redlines.

Law 538: Writing for the Bar

I proposed this course with Rachel Gurvich and took the lead in designing it (with Kaci Bishop and Katie Rose Guest Pryal), although I have not yet taught it. I have continued to coordinate the curriculum for this course, which has now been taught by four different professors. The course uses Multi-State Performance Tests—a component of the Uniform Bar Exam—to write letters, memos, briefs, and contracts for audiences that they don't write for in RRWA. These include "persuasive letters" in response to agency requests and revisions to contract clauses with an accompanying memo to help the supervising attorney effectively negotiate with opposing counsel. The course teaches a system for writing to these unfamiliar audiences that reinforces the habits students learned in RRWA rather than teaching them "hacks" for the bar exam.

Students use the short MPT writing assignments to hone skills that they can use not only to pass the bar but also to practice law once they graduate.

Law 615: Foundations of U.S. Common Law

Redesigned this course from scratch, including writing a short textbook for it that I distributed to students as an inexpensive course pack.

Law 620: United States Legal Research and Writing

Redesigned this course to better match the goals and methods used in the introductory research and writing course for J.D. students (RRWA I).

CAMPBELL UNIVERSITY SCHOOL OF LAW

Legal Research and Writing (LRW) I

Legal Research and Writing (LRW) II

PROFESSIONAL SERVICE

SERVICE TO UNC LAW

2019–Now | Academic Affairs Committee

With Leigh Osofsky, creating new Assessment Policy, including collecting faculty input, mapping the curriculum, and establishing a systematic review of learning outcomes and assessments.

2016–2020 | Mentorship Committee

Support new or junior teaching faculty (non-tenure track) by observing each other's classrooms, talking through course planning and other curricular issues, and helping them plan ahead to contract renewal and promotion.

2014–2020 | Search Sub-Committee for Clinical Faculty

2014–Now | Faculty Advisor to the Asian American Law Students Association

2012–Now | Review UNC Law student writing samples

Review 40 to 50 student writing samples annually, usually meeting with each student at least once to discuss their both their writing and their career aspirations.

2015–2017 | UNC Law Diversity and Inclusion Task Force (Chair, 2016–2017)

Collected input from students, staff, and faculty via town hall meetings, surveys, and table hours. Drafted the final Task Force report, reflecting input from the twenty-person Task Force.

2014–2015 | Curriculum Reform Committee

Analyzed data for and wrote the following sections of the final committee report: all podium courses, all simulation courses except Research, Reasoning, Writing, and Advocacy.

2018–2019 | Diversity and Inclusion Standing Committee

2015–2016 | International Committee

2015–2016 | Search Committee for Assistant Dean for Admissions

2014–2015 | Readmission Committee

2013–2014 | Academic Affairs Committee

2012–2013 | Clerkship Committee

PROFESSIONAL ORGANIZATIONS

2020–Now | Association of Legal Writing Directors (ALWD) Biennial Conference Programming Committee

2017–2020 | LWI Lives Committee (Legal Writing Institute)

2015–2018 | Association of Legal Writing Directors Leadership Committee (Leadership & Development Subcommittee)

PUBLICATIONS & PRESENTATIONS

BOOKS

THE COMPLETE BAR WRITER (WITH KATIE ROSE GUEST PRYAL)

Carolina Academic Press 2020

A short textbook (~200 pages) for law students and graduates who are preparing for the writing portions of the bar exam, with special focus on the Multistate Performance Test. The book's systematic approach builds on core legal writing knowledge rather than treating bar writing as a separate, throwaway skill.

THE COMPLETE LEGAL WRITER, SECOND EDITION (WITH KATIE ROSE GUEST PRYAL)

Carolina Academic Press 2020

THE COMPLETE LEGAL WRITER (WITH KATIE ROSE GUEST PRYAL)

Carolina Academic Press 2016

Primarily a first-year research and writing textbook. The book's approach is novel: it uses genre discovery to teach students to guide themselves through the process of writing unfamiliar legal document types and thereby prepares students to write independently in upper-level classes and the workplace. It also teaches research and citation literacy as part of the writing process. Unlike other textbooks for first-year legal writing, The Complete Legal Writer provides three strong samples of each genre

covered in the book, a rhetorical analysis of each genre, and specific questions to guide students as they study the samples. Another of the book's innovations is its chapters on giving and receiving feedback—essential legal writing skills that novice lawyers often must teach themselves. Website: www.completelegalwriter.com

TEACHER'S MANUAL FOR THE COMPLETE LEGAL WRITER (WITH KATIE ROSE GUEST PRYAL)
Carolina Academic Press 2016, 2020

Companion teacher's manual for the textbook. The teacher's manual features an innovative format to make using the textbook easier for teachers as they plan syllabi, assignments, and individual class sessions.

PAPERS

Computer-Assisted Legal Research and Citation Stickiness (in progress, with Aaron Kirschenfeld)

The Fraternity of Legal Style (in progress)

Multistate Performance Test as Genre: The Turducken of Legal Writing (in progress, with Kaci Bishop)

Citation Stickiness, 20 JOURNAL OF APPELLATE PRACTICE AND PROCESS 61 (2019) (with Kevin Bennardo)

Stylish Legal Citation, 71 ARKANSAS LAW REVIEW 823 (2019)

Citation Literacy, 70 ARKANSAS LAW REVIEW 869 (2018)

Border-Crossing: Genre Discovery and the Portability of Legal Writing Instruction, 25 PERSPECTIVES: TEACHING LEGAL RESEARCH & WRITING 8 (2016) (with Craig T. Smith).

Nothing Besides Remains: Preserving the Scientific and Cultural Value of Paleontological Resources in the United States, Note, 54 DUKE LAW JOURNAL 1031 (2005).

SURVEYS AND REPORTS

2013–2015 | The New Legal Writers Survey (with Katie Rose Guest Pryal)

February 2015 | Report: *Bridging the Gap Between Law School and Law Practice* (with Katie Rose Guest Pryal)

Available at: <http://ssrn.com/abstract=2575185>

August 2014 | Report: *Judicial Preferences for Writing Samples Based on Data Gathered from the New Legal Writers Survey* (with Katie Rose Guest Pryal)
Available at: <http://ssrn.com/abstract=2485577>

January 2014 | Report: *Employer Preferences for Writing Samples Based on Data Gathered from the New Legal Writers Survey* (with Katie Rose Guest Pryal)

PODCASTS

July 2019 | *Citation Stickiness* (with Kevin Bennardo)
Ipse Dixit podcast, Episode 332, July 2019 <https://shows.pippa.io/ipse-dixit/episodes/alexa-chew-kevin-bennardo-on-citation-stickiness>

March 16, 2016 | *Writing in Law School Helps You Create a Pathway to Law Career Success!* (with Katie Rose Guest Pryal)
Law School Insider podcast, <https://info.cooley.edu/lawschoolinsider/writing-in-law-school>

PRESENTATIONS: PEDAGOGICAL AND SCHOLARLY

April 15, 2021 | *The Fraternity of Legal Style*
Faculty Speaker Series, Texas A&M University School of Law, Fort Worth, TX

January 7, 2021 | *Law School Admission Council Program: The Future of Assessment in Legal Education - New Tools that Advance Learning in Law* (panelist)
AALS Annual Meeting, Virtual

July 27, 2020 | *Integrating Social Justice in the Legal Writing Classroom: Competing Demands and Challenging Conversations* (planner, facilitator)
ALWD's Virtual Front Porch Series on Challenging Conversations

September 25, 2018 | *Stylish Legal Citation*
Kathrine L. Everett Law Library Scholarship Series, UNC Law, Chapel Hill, NC

July 13, 2018 | *Citation Stickiness* (with Kevin Bennardo)
18th Biennial Legal Writing Institute Conference, Milwaukee, WI

April 21, 2018 | *Welcome to the Jumble* (with Kevin Bennardo)
Southeastern Legal Writing Conference

July 31, 2017 | *Praxis & Rhetoric—Advancements in Legal Writing*
SEALS Conference, Boca Raton, FL
Panel presentation (moderator)

July 21, 2017 | *Teaching Ideas: Research, Critical Reading, and Citation*
Association of Legal Writing Directors' Innovative Teaching Workshop, University
of Minnesota School of Law, Minneapolis, MN
Panel presentation

July 18, 2017 | *A Growing National Problem—Diversity and Inclusion at our Law
Schools: What Can We Do to Help Foster a Supportive Learning Environment for
ALL of Our Students?* (with O.J. Salinas)
Association of Legal Writing Directors' Innovative Teaching Workshop, University
of Minnesota School of Law, Minneapolis, MN

May 19, 2017 | *How Do We Design Curricula to Be Both Rigorous and
Supportive?*
Panel presentation at the Carolinas Colloquium, UNC School of Law

December 9, 2016 | *Citation Literacy: Helping Students Learn the Power and
Pitfalls of Using Legal Citation* (with Craig T. Smith)
Legal Writing Institute One-Day Workshop, University of Texas School of Law,
Austin, TX

July 12, 2016 | *Fostering Failure & Reaping Resilience* (with Kaci Bishop)
17th Biennial Legal Writing Institute Conference, Portland, Oregon

May 26, 2016 | *Border Crossing: Genre Discovery and the Portability of Legal
Writing Instruction* (with Craig T. Smith)
Global Legal Skills Conference at the University of Verona Department of Law,
Verona, Italy (remote presentation)

March 11, 2016 | *Three Strategies to Help New Legal Writers Excel in the
Workplace* (with Katie Rose Guest Pryal)
Capital Area Legal Writing Conference at the Maryland School of Law,
Baltimore, MD

December 4, 2015 | *Give Feedback Like a Legal Supervisor: Strategies to Teach
Professionalism* (with Katie Rose Guest Pryal)
Legal Writing Institute One-Day Workshop, Tulane Law School, New Orleans, LA

September 26, 2015 | *Write, Cite, and Invite: Three Strategies for Efficient Adaptation to the Evolving Legal Profession* (with Katie Rose Guest Pryal)
Central States Legal Writing Conference, St. Louis University Law School, St. Louis, MO

September 26, 2015 | *Providing 'Opportunities for Self-Evaluation,' Seriously [!?!]*
Central States Legal Writing Conference, St. Louis University Law School, St. Louis, MO

June 3, 2015 | *Further Developing a Research Project to Assess Program-Wide Learning Goals of a First-Year Program* (with Craig T. Smith)
Association of Legal Writing Directors' Innovative Teaching Workshop, University of Memphis School of Law, Memphis, TN

May 15, 2015 | *Fostering Failure: A Recipe for Sowing Success*
Carolinas Legal Research and Writing Colloquium, Duke University School of Law, Durham, NC (with Kaci Bishop)

March 2015 | ASIAN AMERICAN CIVIL RIGHTS CONFERENCE, Panel Moderator
UNC School of Law, Chapel Hill, NC

March 2015 | *Start in the Deep End: Teaching Citation Literacy from Day One*
Capital Area Legal Writing Conference, William & Mary School of Law, Williamsburg, VA

March 2015 | *Teaching Legal Writing and Research to LLM Students: Lessons Learned* (with Jennifer S. Stevenson)
Capital Area Legal Writing Conference, William & Mary School of Law, Williamsburg, VA

December 2014 | *Categories and Conventions: Flexible Boundaries in the Legal Writing Classroom* (with Lucy Jewel)
Legal Writing Institute One-Day Workshop, Charlotte School of Law, Charlotte, NC

October 2014 | NORTH CAROLINA LAW REVIEW SYMPOSIUM, Panel Moderator
UNC School of Law, Chapel Hill, NC

December 2013 | *Teaching Peer Review as a Practice-Ready Strategy*
Legal Writing Institute One-Day Workshop, Charleston School of Law, Charleston, SC

December 2011 | *Persuasion, Advocacy and Moot Court*
Panel Presentation at the Legal Writing Institute One-Day Workshop, Campbell University School of Law, Raleigh, NC

PRESENTATIONS: CONTINUING LEGAL EDUCATION

December 11, 2020 | *Citation Stickiness* (with Kevin Bennardo)
Ohio Judicial College, Columbus, OH

February 6, 2020 | *Giving Effective Feedback* (with Rachel Gurvich)
UNC Festival of Legal Learning, Chapel Hill, NC)

February 10, 2017 | *Scaling Failure* (with Kaci Bishop)
UNC Festival of Legal Learning, Chapel Hill, NC

February 12, 2016 | *Reaping Resilience* (with Kaci Bishop)
UNC Festival of Legal Learning, Chapel Hill, NC

February 12, 2016 | *Writing Through the Transition: Helping New Legal Writers Excel in the Workplace* (with Katie Rose Guest Pryal)
UNC Festival of Legal Learning, Chapel Hill, NC

February 2015 | "Bridging the Gap Between Law School and Law Practice"
Continuing legal education course for the UNC Festival of Legal Learning, Chapel Hill, NC (with Katie Rose Guest Pryal)

February 2014 | *Supervise Like a Champ: Help New Lawyers Bridge the Gap Between Law School and Law Practice* (with Katie Rose Guest Pryal)
Webcast for the UNC Festival of Legal Learning, Chapel Hill, NC

February 2013 | *Large-Scale Organization: Communicating Analyses and Arguments* (with Jon McClanahan)
UNC Festival of Legal Learning, Chapel Hill, NC

GRANTS

Spring 2014 | Grant from the UNC School of Law Brooks Fund, Chapel Hill, NC
The grant supported empirical research related to the New Legal Writers Survey.

Summer 2003 | Stanback Public Interest Fellowship from the Duke University School of Law, Durham, NC

The Stanback Fellowship is a competitive, endowed summer fellowship that supports public interest work in the field of environmental law and policy.