

---

# **JENNIFER E. SPRENG**

**125-A Easterly Drive  
Murphysboro, Illinois 62966  
jespreng@aol.com  
618-698-8621**

---

## *Education*

**Arizona State University, Sandra Day O'Connor College of Law, Tempe, Arizona**

***LL.M. in Biotechnology and Genomics, June 2014***

Coursework included: Biotechnology and the Law; Genetics and the Law; Food and Drug Law; Health Law; Mental Health Law; Public Health Law; Products Liability; and Public International Law.

**Saint Louis University School of Law, Saint Louis, Missouri**

***Juris Doctor, magna cum laude, May 1995***

- Class rank: 10/200+, Order of the Woolsack, Alpha Sigma Nu, Moot Court Board, academic scholarship.
- Lead Articles Editor: *Saint Louis University Law Journal*, 1994-95.

**Washington and Lee University, Lexington, Virginia**

***Bachelor of Arts with honors in American history, magna cum laude, June 1990***

- University Scholar, Omicron Delta Kappa, Phi Eta Sigma.
- President, International Club, 1988-20.
- Best Products full-tuition Scholarship, National Merit Scholarship.

## *Professional Experience*

**Southern Illinois University School of Law, Carbondale, Illinois**

**Director of Academic Success, April 2022 – current**

**Assistant Professor of Law, January 2022 – current**

### *Teaching and Curriculum Development:*

- **Design and teach Legal Writing I and II and Mastering Legal Education I and II**, closely associated first-year courses totaling five credit hours per year, 2022-current.

- **Design and deliver ambitious first-year legal writing and skills curriculum** that inculcates basic writing, reasoning, and citation skills early to support more rigorous and sophisticated authentic learning activities later, enhanced first-year academic performance goals, and improved eventual bar outcomes, with attention to professional identity and cultural competence and emphasizing repeatable reasoning processes and both teacher and student feedback literacy.
- **Lead, train and supervise two professors** new to legal writing to deliver the new legal writing and associated academic success curriculum.
- **Develop second-semester and full-year teaching problems** with accompanying authentic weekly writing, charting, simulation, and citation assignments and supporting fact and cultural enrichment materials.
- Create supplemental video series about introductory and advanced citation, active voice and direct writing, and authentic lawyering activities, such as client interviews, written and oral advocacy, and supervising attorney meetings.
- Manage and train teams of teaching assistants who do research, develop course materials, hold office hours, and mentor first-semester students.
- **Direct Academic Success program** delivered primarily via closely associated, year-long legal writing and academic success courses and incorporating legal reasoning, student mentoring, professional identity, and cultural competence components with intensive feedback and revision, 2022-current.
  - **Design, create content, and deliver two versions of Mastering Legal Education I**, to help students hone legal reasoning, reasoning-to-writing, priority-management, feedback literacy, and general study and exam-taking skills.
  - **Direct development, create content, and deliver Mastering Legal Education II**, where students enhance legal reasoning and study skills, explore professional identity, improve cultural competence, and start structured professional development activity.
  - **Implement an “Academic Success Planning” process** for all first-year students to improve study behaviors and eventual bar readiness with student-driven individualized planning and faculty and upper-class student mentoring in an accountability partnership framework.
  - **Direct, create programming, train, and advise the “Taylor Mattis Fellows,”** a newly revived group of fourteen (14) second-year student mentors who counsel small groups of first-year students in a series of structured “Study Group” sessions per term, provide feedback and individual mentoring, and support first-

year Orientation, and guide them through a transition from a professor-managed to a student-managed organization.

- Create and deliver six hours of First-Year Orientation programming about legal reasoning, study skills, legal system, and professionalism topics.
- Coordinate and mentor students through pre-Orientation programming, including a two-week “Lawyering Fundamentals” course.
- Provide academic support services and individual advising services as needed to one-half of first-year students.
- **Design and teach Torts I and II**, a six-credit, first-year required sequence, 2023-current.
  - Design and deliver rigorous first year sequence combining traditional doctrinal presentation with a problem-based orientation and materials authentic to practice.
  - **Create twenty weekly problems** with sample answers and other feedback enhancing content.
  - **Create unifying litigation scenario** for Torts II problems and in-class hypotheticals with realistic practice-like documents and evidentiary exhibits to serve as an instructional anchor for the course.
  - **Deliver peer feedback program** that improves student performance and awareness of strengths and weaknesses as well as tactics to address them.

*Other Leadership and Service:*

- Dean’s Leadership Team, 2022-23.
- Chair, AccessLex Grant Committee, 2023-current
- Co-Chair, Self-Study Working Group for academic success, bar outcomes, and assessment, 2022-23.
- Assistant Editor, *Journal of the Legal Writing Institute*, 2023-current
- Faculty Advisor, Taylor Mattis Fellows, 2022-current
- Member, First-Year Orientation Committee and deliver substantial programming, 2022-current
- Member, University Graduate Council, 2023-current
- Member, Law School Admissions Committee, 2023-current
- Member, Faculty Development Committee, 2022-23.

**Saint Mary's University School of Law, San Antonio, Texas**  
**Instructor of Law Success, August 2016 – December 2021**

Teaching and Curriculum Development:

- **Taught Legal Communication, Analysis, and Professionalism (LCAP) I and II**, a six-credit first-year writing, research, advocacy, and reasoning sequence, 2018-current.
  - **Created year-long universal problem**, *United States v. Cho*, and contributed substantial design concepts and elements based on anchored learning principles to program-wide, 2020-21 course, including seventy-five-page record, interview transcript, several assignment samples, and all nineteen writing, research, and analysis assignments.
  - **Taught in seminar-sized and traditional-sized classes as well as HyFlex environment** with students attending both in-person and online in the same class periods, participating in Zoom-based small-group activities, and completing additional asynchronous activities.
  - **Managed and trained teams of teaching assistants** that conduct small-group discussions, analysis/charting sessions, and citation workshops; mark research assignments; and mentor first-semester students.
  - **Taught prize-winning students** chosen from nominees of the approximately fifteen first-year LCAP sections:
    - 2020-21 – winner of “Super Brief” for the first-year class.
    - 2019-20 – winner of “Super Brief” for the first-year class.
    - 2018-19 – winner of “Best Brief” for the evening division.
- **Course Leader for design, delivery, and administration of Experiential Legal Analysis**, a robust one-credit course required for most second-year students, in two iterations:
  - A trial-court briefing and fact analysis course where students produce approximately twenty pages of briefs arising from an original litigation anchor with authentic pleadings and evidence, 2018-20.
  - A Multistate Performance Test (MPT) preparation course in which students write seven MPT-style assignments, some under timed conditions, with additional instruction in trial court writing and practice, 2016-18.
- **Taught Introduction to Legal Methods and Advanced Legal Methods**, a two-credit, first-year writing-oriented academic support sequence, 2016-18.

Student Orientation Leadership and Service:

- **Led planning and implementation of Second-Year Orientation**, including design of substantial original programming, Fall 2018 and Spring 2019.
- **Created and delivered “Setting Smart Goals to Fulfill High Hopes”** Second-Year Orientation centerpiece workshop, Fall 2018 through Spring 2020.
- Created and delivered presentation packages at First-, Second-, and Third-Year Orientations on analysis, writing, and professional development topics, 2016-21.
- Delivered MPT preparation presentations at Raise the Bar program orientations, Spring/Fall 2019.

Other Program Leadership and Service:

- Chair, Part-time Evening and Online Program Planning Committee, 2021-22
- “Problem Creator” for year-long teaching scenario in Legal Communication, Analysis and Professionalism, 2020-21.
- Member, program-wide Course Committee, 2019-20.
- Led program-wide curriculum mapping project, 2019.
- Member, Hiring Committee, 2019.
- Grader, Raise the Bar program, 2018-20.
- Member, Professional Development action group, 2018-19.
- Make academic support presentations and mentor students in legal reasoning, bar preparation, study skills, and professionalism, 2016-current.
- Frequent internal and external competition judge.

Certifications and Recognitions:

- **Profiled in *LWI (Legal Writing Institute) Lives***, August 2021.
- **Association of Legal Writing Directors Leadership Institute**, June 2021.
- **Saint Mary’s Online Teaching Certification** granted for completion of multi-week theory-, design-, and technology-oriented (primarily Canvas, Kaltura, and Zoom plus other tools) online learning course and final presentation, Summer 2020.

**Atlanta’s John Marshall Law School, Atlanta, Georgia**  
**Legal Writing Professional, August 2015 – July 2016**

Teaching and Curriculum Development:

- **Taught Legal Writing, Research and Analysis, Pretrial Practice, and ALSO.**

**Arizona Summit Law School, Phoenix, Arizona**  
**Associate Professor of Law, August 2012 – June 2015**  
**Assistant Professor of Law, June 2006 – July 2012**

Teaching and Curriculum Development:

- **Taught Bankruptcy; Civil Procedure I and II; Constitutional Law I and II; Introduction to Civil Litigation I and II (Civil Procedure/Torts); and Issues in Legal Education and the Practice of Law.**
- **Member, Fundamental Principles and Integrated Courses Committee, First Year Courses Subcommittee, 2013, to design innovative FIRSTClass first-year curriculum.**
- **Created and co-taught “Introduction to Civil Litigation,” a ten-credit, year-long, first-year course integrating topics in civil procedure and torts and rooted in a full-year drug product liability litigation simulation (with Joshua Jay Kanassatega), 2013-14.**
- **Designed and taught problem-based Bankruptcy course, 2014-15.**
- **Designed and taught Civil Procedure II course from procedural strategies and tactics employed in *Clark v. Jones*, a “real” patronage dismissal case, 2009-14.**
- **Designed three-year Civil Litigation Concentration with multiple new courses, adopted by faculty in Spring 2014 (with Joshua Jay Kanassatega).**
- **Sponsored The Great Civil Procedure Shootout!! in first-year civil procedure classes, 2010-14.**
- **Faculty advisor to Volumes I-III of *Phoenix Law Review*, 2007-10.**

Awards and Recognitions:

- **Faculty Scholarship Award, 2013-14.**

Committee and Other Service:

- **Chair, Ad Hoc Advanced Writing Requirement Committee, 2011.**
- **Chair, Ad Hoc Law Review Committee, 2008-09.**
- **Fundamental Principles and Integrated Courses, First Year Courses Subcommittee, 2013.**
- **Other committee service: Retention, Promotion & Tenure; Admissions; Information Technology/Resources; Creative Works; Diversity and Academic Centers.**
- **Faculty advisor to *Phoenix Law Review*, Spring 2007 – Summer 2010.**
- **Faculty advisor to Federalist Society and St. Thomas More Society.**

- Member, Advisory Board, St. John Paul the Great Center for Theology of the Body and Culture, Diocese of Phoenix, 2008-09.

**Harrington, Fowler & Spreng, Owensboro, Kentucky**

***Partner, August 2002 - January 2006***

Chapter 7, 11, and 13 bankruptcy (debtors and creditors); general civil litigation in state and federal trial and appellate courts, bankruptcy courts, and administrative courts/tribunals.

**Representative matters:**

- For creditor, a \$1 million debt collection and bankruptcy matter with appearances in Kentucky Court of Appeals, Kentucky Circuit Court and Bankruptcy Court.
- For debtor, successful appeal of Bankruptcy Court decision on Earned Income Credit payments.
- For landowner, successful zoning appeal to Kentucky Circuit Court and Court of Appeals.
- For union members, briefing of response to motion for summary judgment in “hybrid” § 301 litigation, appeal to Sixth Circuit Court of Appeals and petition for writ of certiorari.
- For multiple oil lease operators, defense of environmental citations.
- For pharmaceutical research firm, drafting contracts and providing general representation.

**Attorney in Private Practice, Owensboro, Kentucky**

***Associate and Sole Practitioner, November 1997 - July 2002***

Practiced law with two AV law firms and as a sole practitioner focusing on Chapter 7, 11, and 13 bankruptcy representation, juvenile matters and general civil litigation.

**United States Court of Appeals for the Ninth Circuit, Fairbanks, Alaska**

***Judicial Clerk, September 1996 - September 1997***

Served as one of three law clerks to The Honorable Andrew J. Kleinfeld (active) and assisted in drafting opinions and memorandum dispositions and preparing for oral argument.

**United States District Court for the Western District of Louisiana, Alexandria, Louisiana**

***Judicial Clerk, August 1995 - August 1996***

Served as one of two law clerks to The Honorable F. A. Little, Jr. (active) and assisted in preparation of opinions, in management of motion calendar and at trial.

**The House Wednesday Group, United States House of Representatives, Washington, D.C.**

***Executive Assistant, August 1990 - July 1992***

Coordinated weekly meetings and special events; published 45-page white paper, *New Directions: Welfare Reform in Twelve States*; and provided administrative support for approximately forty members of the House of Representatives.

*Bar Memberships*

Kentucky and Missouri.



---

# **JENNIFER E. SPRENG**

## *Publications*

---

### AWARDS:

Faculty Scholarship Award, Arizona Summit Law School, 2013-14

### BOOK:

ABORTION AND DIVORCE LAW IN IRELAND (2004).

### BOOK CHAPTER:

*Suppose the Class Began the Day the Case Walked in the Door . . . Integrating Authentic Anchors into Doctrinal Courses, in* *LAWYERING SKILLS IN THE DOCTRINAL CLASSROOM: USING LEGAL WRITING PEDAGOGY TO ENHANCE TEACHING ACROSS THE LAW SCHOOL CURRICULUM* (2021).

### ARTICLES:

Work in Progress, *What I Learned During the Revolution: Delivering a Peer Feedback Program in Torts II* (circulation anticipated July or September 2024).

Work in Progress, *From Feedback Loops to Feedback Literacy: Improving Law Students' Feedback Literacy to Maximize Academic and Professional Success* (circulation anticipated August 2024).

*From Feedback Loops to Feedback Literacy: Harnessing Cutting-Edge Feedback Scholarship for Legal Writing Pedagogy*, 36(1) *SECOND DRAFT* (2023), <https://www.lwionline.org/article/feedback-loops-feedback-literacy-harnessing-cutting-edge-feedback-scholarship-legal-writing> (peer reviewed)

*Suppose the Class Began the Day the Case Walked in the Door . . . : Educating to Expand Access to Justice in the American First-Year Doctrinal Classroom*, 28 *NOTTINGHAM (U.K.) L. REV.* 17 (2019) (for peer-edited symposium issue from Nottingham Law School's Centre for Legal Education's 2015 conference, "Access to Justice and Legal Education").

*Suppose the Class Began the Day the Case Walked in the Door: Accepting Standard 314's Invitation to Imagine a More Powerful, Professionally Authentic First-Year Learning Experience*, 95 U. DETROIT-MERCY L. REV. 421 (2018) (for University of Detroit Mercy Law Review 2017 Academic Symposium, "The Impact of Formative Assessment: Emphasizing Outcome Measures in Legal Education").

*Is the Turkey Halal? Genetically Modified Animal Feed Regulation Where East Meets West*, 21 DRAKE J. AGRIC. L. 191 (2016).

*Spirals and Schemas: How First-Year Course Integration Creates Higher-Order Thinkers and Problem Solvers*, 37 U. LA VERNE L. REV. 37 (2015).

*It's All About the People: Classroom Hierarchy, Deference and Teaching Assistants in a Civil Procedure Classroom Community*, 8 SOCIO-LEG. REV. (Nat. L. Sch. India U.) 121 (2013) (peer reviewed).

*It's All About the People: Creating a Community of Memory in Civil Procedure II, Part One*, 4 PHOENIX L. REV. 183 (2010).

*The Private World of Juvenile Court: Mothers, Mental Illness and the Relentless Machinery of the State*, 17 DUKE J. GENDER L. POL'Y 189 (2010).

*The Food and Drug Administration and the Pharmacy Profession: Partners to Ensure the Safety and Efficacy of Pharmacogenomic Therapy*, 13 J. HEALTH CARE L. & POL'Y 77 (2010).

With Javier M. Leija, *Before Creation, There Was the Big Bang*, 3(2) PHOENIX L. REV. iii (2010) (I am the primary author of this work).

With Roberto J. Escobar, *Solving the Burklow Problem: Federal Question Jurisdiction of Tucker Act and Labor-Management Relations Act Cases After Textron Lycoming v. UAW*, 55 WAYNE L. REV. 941 (2010) (I am the primary author of this work).

*Conscientious Objectors Behind the Counter: Statutory Defenses to Tort Liability for Failure to Dispense Contraceptives*, 1 ST. LOUIS U. J. HEALTH L. & POL'Y 337 (2008).

*Pharmacists and the "Duty" to Dispense Emergency Contraceptives*, 23 ISSUES L. & MED. 215 (2008) (peer reviewed).

*When "Welfare" Becomes "Work Support": Exempting Earned Income Tax Credit Payments in Bankruptcy*, 78 AM. BANKR. L.J. 279 (2005) (peer reviewed).

*Three Divisions in One Circuit? A Critique of the Recommendations from the Commission on Structural Alternatives for the Federal Courts of Appeals*, 35 IDAHO L. REV. 553 (1999).

*The Icebox Cometh: A Former Clerk's View of the Proposed Ninth Circuit Split*, 73 WASH. L. REV. 875 (1998).

*Scenes from the Southside: A Desegregation Drama in Five Acts*, 19 U. ARK. LITTLE ROCK L.J. 327 (1997).

*Failing Honorably: Balancing Tests, Justice O'Connor and the Free Exercise of Religion*, 38 ST. LOUIS U. L.J. 837 (1994).

#### UNPUBLISHED SCHOLARLY MANUSCRIPTS:

*It's All About the People: Personal Jurisdiction, Lord of the Rings and Classroom Communities in Civil Procedure I* (2011).

*The Wild, Wild West: The Italian Solution to the Irish Problem of Preimplantation Genetic Diagnosis* (2009) (unpublished paper for LL.M program on file with author).

*"God's Country by Any Stretch of the Imagination": The Elite Products Liability Attorney in a Small Jurisdiction* (2009) (unpublished paper for L.L.M. program on file with author).

#### WHITE PAPERS:

IMPROVING THE MODEL FOR OMHS GOVERNANCE: A POSITION PAPER (Public Life Foundation 2003).

ENSURING ACCOUNTABILITY: A POSITION PAPER ON HOSPITAL GOVERNANCE IN DAVIESS COUNTY (Public Life Foundation 2003).

NEW DIRECTIONS: WELFARE REFORM IN TWELVE STATES (House Wednesday Group, United States Congress 1992).

#### WORKS IN PROFESSIONAL OR POPULAR MEDIA:

Clark v. Rameker – *Post-Decision SCOTUScast*, Federalist Society, July 18, 2014, <http://www.fed-soc.org/experts/detail/jennifer-spreng> (podcast).

Clark v. Rameker – *Post-Argument SCOTUScast*, Federalist Society, Apr. 1, 2014, <http://www.fed-soc.org/experts/detail/jennifer-spreng> (podcast).

*The Beat Goes On: Griswold v. Connecticut and the Rhythms of the Law*, ARIZ. ATTY, Oct. 2010, at 44.

*Lesson of Brown Decision: We're All Responsible for Justice*, OWENSBORO MESSENGER-INQUIRER, May 15, 2005.

With Carl Tobias, *Debate Club: Should the Ninth Circuit Be Divided?*, LEGAL AFFAIRS, Nov. 8-12, 2004, [http://legallaaffairs.org/webexclusive/debateclub\\_9th1104.html](http://legallaaffairs.org/webexclusive/debateclub_9th1104.html).

*Brokering Elections Isn't Justices' Role*, OWENSBORO MESSENGER-INQUIRER, Dec. 17, 2000, at 3E.

CONFERENCE, WORKSHOP, and CONTINUING LEGAL EDUCATION PRESENTATIONS:

Invited presenter,

*From Feedback Loops to Feedback Literacy: How Feedback Literate Professors Can Improve Student Feedback Literacy to Maximize Academic and Professional Success*, Rocky Mountain Legal Writing Conference, Loyola Law School, March 8-9, 2024.

*Top Five Legal Writing Snafus and How to Fix Them*, Southern Illinois University School of Law Fiftieth Anniversary Continuing Legal Education Program, January 16, 2024.

*From Feedback Loops to Feedback Literacy: Feedback Strategies to Make Students Great Professionals*, Central States Legal Writing Conference, Drake Law School, September 22-23, 2023.

Faculty, Jumpstart, Illinois-wide law school orientation program for students from traditionally underrepresented communities, August 2023.

*From Feedback Loops to Feedback Literacy: Improving Law Students' Feedback Literacy to Maximize Academic and Professional Success*, Sirico Scholars' Writing Workshop, Park City, Utah, July 18-21, 2023.

*From Feedback Loops to Feedback Literacy: Teaching Students to Use Feedback to Maximize Writing Performance*, Lone Star Regional Legal Writing Conference, Texas Tech School of Law, April 14-15, 2023.

*Now More Than Ever: "Charting" and Simulation Connections Between Legal Writing and Academic Support*, Legal Writing Institute One-Day Workshop, Charleston School of Law, December 9, 2022.

Faculty, Jumpstart, Illinois-wide law school orientation program for students from traditionally underrepresented communities, August 2022.

*Experts in the Anchor: Using Anchored Instruction in Legal Writing Courses to Nurture Professionally and Intellectually Sophisticated Student Practitioners*, Association of Legal Writing Directors Scholars' Forum, Central States Legal Writing Conference, October 22, 2021.

*Bringing Lawyering Skills into the Doctrinal Classroom*, recorded panel presentation for Legal Writing Institute Biennial Conference, Summer 2020.

*The Secret Life of Students: Using Feedback Dialogues for Lifelong Professional Learning*, Legal Writing Institute One-Day Workshop, Saint Mary's University, December 13, 2019.

*The Secret Life of Students: Oral and Written Formative Feedback as Teaching, Motivation, and Transmission of Professional Standards*, Institute for Law Teaching and Learning Conference, "Teaching Today's Law Students," June 4, 2019.

*The Medium Is the Message: Using Authentic Practice Technologies to Help Students Hone Problem-Solving Capacities that Elude Traditional Law School Pedagogy*, Institute for Law Teaching and Learning Conference, "Exploring the Use of Technology in the Law School Classroom," June 19, 2018.

*Suppose the Class Began the Day the Case Walked in the Door: Accepting Standard 314's Invitation to Imagine a More Powerful, Professionally Authentic First-Year Learning Experience*, University of Detroit Mercy Law Review 2017 Academic Symposium, March 3, 2017.

*Spirals and Schemas: Teaching Students to Learn Like Lawyers*, Institute for Law Teaching and Learning Conference, "Real-World Readiness," June 11, 2016.

*Suppose the Class Began the Day the Case Walked in the Door . . .*, Centre for Legal Education, Nottingham Law School (Nottingham, England) Conference, "Legal Education and Access to Justice," June 2015.

*Suppose the Class Began the Day the Case Walked in the Door . . .*, LegalED, Igniting Law Teaching Conference, March 2015 (TEDx-type videorecording).

*Is the Turkey Halal? Genetically Modified Food Regulation Where East Meets West*, Fall Orientation, Arizona Summit Law School, August 2014 (continuing legal education).

Assisting Joshua Jay Kanassatega, *Litigation Approaches, How to Plead Jurisdiction*, First Annual American Indian Law Conference, Arizona Summit Law School, August 23, 2013.

*It's All About the People: Clark v. Jones, The Great Civil Procedure Shootout, and Creating Law School Classroom Communities*, Institute for Law Teaching and Learning Conference, "Hybrid Law Teaching," June 2013 (presentation with student co-presenter).

*It's All About the People: Clark v. Jones, Lord of the Rings, and Communities of Memory in Civil*

*Procedure*, Society of American Law Teachers Law Teaching Conference, October 2012  
(roundtable presentation with student commenters).