William M. Treanor
Dean

“Georgetown has always been progressive when it comes to preparing students for law practice. The opportunities the Law Center provides for developing critical legal research and writing skills are a significant part of that effort. We want to make sure our graduates enter the profession with the tools they need to succeed, and we are very proud of the way in which our innovative and legal research and writing programs equip our students to succeed in practice.”
Legal Research and Writing at Georgetown Law

“I found that good writing was the key to success in this job market. Nothing improved my writing as much as the Legal Research and Writing Program for the simple reason that the process of constant writing, receiving feedback, and revising forced me to think critically about what I wrote. Good practice breeds good habits.”

Dan Starck, J.D., 2012

At Georgetown University Law Center, preparing students to practice law is paramount. The legal profession of the 21st century is driven by an increasingly global economy and rapid technological advances, yet basic research and writing skills are still the lawyer’s essential stock in trade. Employers, too, recognize that these skills are as critical as ever to being a good lawyer. For more than 25 years, Georgetown and its experienced faculty have been committed to providing the progressive and sophisticated training that students need to be successful in a competitive legal market.

At Georgetown, all J.D. students take a year-long introductory course in legal research and writing as well as an upper class seminar or clinic that involves extensive supervised writing. As the demands of the legal profession have increased, Georgetown Law has increased the rigor of its first year course and decreased class size to roughly 25 students. Faculty and librarians familiarize students with the expanding and diverse array of legal research sources available. They use innovative technology and teaching pedagogies to engage students in and out of the classroom, immersing them in a variety of simulated practice problems designed to introduce students to legal research, analysis, and writing for different legal audiences. Throughout the year, students are likely to engage in mock interviews with clients, conferences with supervising attorneys, mediation and negotiation exercises, and traditional appellate argument at a nearby courthouse. Students consistently report this to be one of their most valuable courses in the first year.
Legal Research and Writing at Georgetown Law

Georgetown Law also provides upper class students with numerous opportunities to continue to hone their research, writing, and oral advocacy skills. Students may take courses in advanced legal research that focus on law firm practice, international and comparative law, or scholarly pursuits. Advanced writing courses are available in practice-oriented subjects and scholarly writing. Upper class students may apply to become Law Fellows, who study writing pedagogy and assist faculty in commenting on papers and conferencing with first year students. Or they can apply to be Senior Writing Fellows, who learn to critique conventional legal writing and scholarship and tutor students seeking help at the Writing Center. Georgetown Law’s highly regarded clinical program also provides a wealth of opportunities to develop these skills while at the same time representing a wide range of real clients. In addition to their coursework, J.D. students may compete to join one of the student-run Moot Court, Mock Trial, or Alternative Dispute Resolution teams or apply for an externship that will provide them with additional practical training.

Located only a short walk from the U.S. Capitol and the Supreme Court, Georgetown Law gives students a unique opportunity to witness and appreciate the real-life value of good lawyering. In conjunction with their first year legal research and writing course, all J.D. students observe the mooting of a Supreme Court argument scheduled to take place just days later and only a few blocks away. Of course, many students choose to attend the live argument at the Supreme Court or observe a trial at one of the many federal or District of Columbia courts nearby. With so many of Georgetown’s faculty working in conjunction with Congress, the Executive Branch, and the courts, students are privy to a wealth of experience and unique insight into the operation of federal government as it intersects with the current practice of law.
“Of all the courses in the 1L curriculum, Legal Research and Writing best prepared me for “real world” law practice. Further, my experience as a law fellow serving 1L and LL.M. students allowed me to hone and develop the skills introduced to me as a 1L. These skills, including pre-writing strategy, efficient drafting and editing, and final polishing, are essential to attain the goals of clear language and effective advocacy. In a crowded and competitive legal marketplace, outstanding writing skills are essential to attract and retain clients.”
The first year Legal Research and Writing course ensures that students appreciate the nexus between the study of law and legal practice from the outset of their legal education. The course uses active, hands-on methods in a simulated practice context: students conduct original legal research, draft and revise documents, represent mock clients, argue their cases, and more. The subject of assignments can range from potential copyright infringement to a police officer’s ability to search a cell phone without a warrant. Faculty members design varied and realistic exercises, such as client interviews and negotiations with opposing counsel, that further require students to act as real lawyers. Through these assignments, students learn to make reasoned choices and recommendations as they begin to explore their professional role and identity as lawyers.

In small classes of roughly 25, first year students learn the tools necessary throughout their professional careers to develop, refine, and articulate their legal analysis in a sophisticated and effective manner. Students learn strategies for using the ever-expanding variety of online and library research sources and developing independence and confidence in exploring a wide range of research questions. Students consistently use their own research as the basis for objective analysis as well as for persuasive writing throughout the year. Students receive extensive individualized comments on all major writing assignments and benefit from one-on-one conferences to assist them in the rewriting process.

Collectively, the Legal Research and Writing faculty bring over 100 years of experience in diverse professional settings to Georgetown Law, having practiced in the private sector, for the government, and in the public interest. Law Center faculty members are also at the cutting edge of scholarship in their fields; they have written books and academic articles and have presented at numerous writing conferences nationwide. Faculty doors are always open to students, and each professor genuinely enjoys accompanying students on their journey of discovery through the first year of law school.
Thomas Dallas McSorley  
J.D. 2012

“At a time when law schools are being criticized for standing apart from the realities of the legal profession, Georgetown Law’s research and writing curriculum not only prepared me to excel in summer employment and clerkship applications but also to think like a practicing lawyer in a way that no other first year experience did. I was also, frankly, astonished by the depth, amount, and consistency of the feedback I received on each assignment—it is an extraordinary opportunity to receive detailed end comments and margin notes on your writing. LRW was the most intensive and challenging writing experience I’ve ever had.”
Program of Study for First Year Students:
Technology in the Classroom

“TEACHINGLAW is a comprehensive and accessible resource for learning and mastering all of the legal research and writing skills necessary for success in law school. From starting your research to editing your final product, Teachinglaw has helpful hints and tools just a click away. I can’t imagine legal research and writing class - and law school - without it.”

Colum J. Weiden, J.D. expected 2013

Georgetown Law’s innovative faculty members integrate technology and experiential learning techniques into the curriculum to engage the students in the classroom. They bring assignments to life with a variety of technology such as self-created videos of “client” interviews, links to current news reports on the issues they are researching, and virtual client files that include police reports, witness statements, and evidence photographs. One recent appellate brief assignment entailed watching a video of a six-person criminal lineup and arguing whether it complied with the Due Process clause, and a recent fall take-home exam asked students to write a memorandum assessing whether a flash mob (presented via video) constituted a disturbance of the peace.

Legal research and writing faculty often use innovative technology in the classroom as a tool to engage the students on their side of the laptops. An innovative online ebook called Teachinglaw.com, authored by Professor Diana Donahoe, is the required legal research and writing textbook in several first year classes. The ebook integrates “traditional” legal research and writing content with online assessments, exercises, immediate feedback, and multi-dimensional text to help students stay motivated through discovery-based learning.
Program of Study for First Year Students:  
Traditional Oral Argument

“’The oral argument simulation was a great introduction to oral advocacy, and it led directly to my interest in the Moot Court team. Both as a 1L participant and a 2L volunteer judge, the exercise added another dimension to my ability to analyze complicated issues on appeal.’”

Varoon Modak, J.D., expected 2013

Practicing attorneys find themselves advocating orally on their clients’ behalf in a wide array of formal and informal contexts. Georgetown Law faculty members create a variety of oral presentation scenarios for students throughout the year, including mock town hall meetings, negotiations, and administrative adjudications, to familiarize students with the diverse environments they will encounter in practice. The most extensive of these simulations is a moot appellate court oral argument in the spring semester.

After drafting an appellate brief that tackles a complex, multi-issue legal and often constitutional law question, first year students argue the mock appeal. Knowing how to argue effectively in an appellate court—given the unique environment, pacing, and interaction with judges—is an acquired skill. Before their moot, first year students receive instruction in how to prepare and present an effective appellate argument. Faculty introduce students to the appellate environment and effective oral argument techniques, and students often practice their arguments before faculty and Law Fellows. In addition, upper level students selected to the Barrister’s Council—the student-run organization that manages Georgetown’s advocacy teams—present a mock oral argument for first year students. During that session, students observe good oral argument techniques and have the opportunity to learn how their more experienced peers prepared for the oral argument and why the advocates chose to employ certain argument techniques. Finally, students argue at the E. Barrett Prettyman Federal Courthouse or the Washington, D.C., Superior Courthouse, the same courts where they might argue in the future, if they choose to practice in Washington, D.C.

After the argument, students receive individualized feedback on their performance from the student judges knowledgeable about the issues on appeal. Each year, students praise the moot argument not only for developing their oral advocacy skills but also for helping them refine their arguments for the final draft of their appellate brief.
The Supreme Court Institute brings the most important and controversial legal issues right to our doorstep. It gives students an unparalleled opportunity to preview arguments about to come before the Court. Going to moots exposes students to the best appellate advocates in the country, and watching them work on honing and developing their arguments models what we do in our first year research and writing course at the highest of levels.”

Shari Dwoskin, J.D. expected 2014

Georgetown Law further strives to fulfill students’ desire for immediate and practical connections to the legal profession by giving students a unique opportunity to “preview” arguments just before they are presented to the United States Supreme Court. In coordination with Georgetown’s Supreme Court Institute, legal research and writing faculty ensure that every J.D. student observes the mooting of at least one Supreme Court argument. These practice arguments, which encompass more than 90 percent of the cases heard by the Supreme Court each year, allow first year students to observe behind the scenes how these arguments are crafted at the highest appellate level.

Following the moot, the Supreme Court advocates, who range in experience from those presenting their first argument before the Court to the nation’s best and most experienced practitioners, often take time to respond to student questions about their professional background, methods of preparing for oral argument, the history of the particular case, their litigation strategy, the legal issues at stake, and Supreme Court advocacy generally. Many students choose to attend the live argument at the Court, which typically occurs within a few days of the moot, or they may read the transcript to see how closely the moot experience anticipated the actual argument. Several first year students become habitual attendees at the Institute’s moots, which inspire them to explore additional appellate advocacy opportunities available at the Law Center and elsewhere.
Upper Level Research and Writing Opportunities: Law Fellow Program

“If law school is supposed to teach you to ‘think like a lawyer,’ being a law fellow taught me how to communicate like a lawyer. Not only did the program sharpen my own personal legal research and writing skills, but it taught me how to communicate new and unfamiliar concepts effectively to my peers.”

Jonah Perlin, J.D. 2012

Georgetown’s Law Fellow Program offers the school’s strongest upper class writers the opportunity to further hone their skills under the mentorship of experienced faculty members. Law Fellows are selected in a highly competitive process and are vital to Georgetown’s first year Legal Research and Writing Program. Working with roughly ten first year students, Law Fellows facilitate classroom exercises; hold regular office hours; draft extensive, substantive comments on student writing; and conference individually with students. Faculty work closely with Law Fellows throughout the year, providing detailed feedback on all of their comments before each paper is returned to the students.

To prepare for their roles as co-teachers and mentors, Law Fellows attend a week of intensive training before the fall semester begins. Once the semester starts, they meet weekly in a two-hour seminar. Throughout the year, Law Fellows read scholarship on the complexities of teaching writing to law students, research and often write their own version of each assignment to anticipate the students’ needs, and practice commenting and conferencing.

Although Law Fellows are selected for their role in part because of their strong research and writing ability, their work as fellows transforms them into excellent legal writers. Fellows also universally report how much being a Law Fellow enriched their experience as a member of the law school community, giving them a unique opportunity to develop close mentoring relationships with faculty and students. From judges to law firms to non-profit organizations, all employers want to hire graduates who can write well, are able to help colleagues improve their writing, and can collaborate with their colleagues to produce effective finished products. Law Fellow alumni consistently say that being a Law Fellow was one of the most rewarding and valuable experiences of their time in law school and that the skills they developed as Law Fellows benefited them tremendously in their professional lives.
Raymond P. Tolentino, J.D. 2012

“Serving as a Law Fellow has been the highlight of my time at Georgetown Law. The experience gave me the opportunity to work closely with devoted Legal Writing faculty members, who truly care about their students. I owe much to Georgetown’s Legal Writing program for improving my legal writing skills and preparing me to be an effective advocate and legal thinker.”
Upper Level Research and Writing Opportunities:
Advanced Research and Writing

“My Advanced Legal Research class broadened and deepened my legal research skills. I learned about resources and techniques that save tremendous amounts of effort (and money), and I was able to become more efficient using the techniques that I already knew. It is a class that I would highly recommend and would take again without hesitation.”

Matthew J. Murrell, J.D. 2012

A number of upper level courses build upon the research and writing principles introduced in the first year. Advanced research courses reinforce basic research skills taught during the first year and provide students with the concepts and skills needed to research complex legal problems in practice. Courses such as Advanced Legal Research, Legal Research Skills for Practice, and the Law Firm Research Seminar teach students how to better evaluate and select sources, develop and implement appropriate research strategies, and conduct research on a range of complex legal topics. In addition, students may take courses that focus on legal scholarship in particular fields such as Research Skills in International and Comparative Law. Or students can take a course such as Advanced Legal Research Techniques for Scholarship and Seminar Papers, which teaches students how to create a research plan for legal scholarship.

Writing courses such as the Advanced Legal Writing in Practice Seminar and the Advanced Legal Writing Seminar develop the students’ ability to draft a greater variety of practice-based documents in an effective and efficient manner. Advanced students draft more complex internal office memoranda and motions, memoranda in support of dispositive motions, briefs, client letters, and opinions. In so doing, students develop more efficient prewriting techniques, refine their research and writing skills, and employ various rewriting and revision tools as they draft—and respond to peer drafts of—documents. Students also collaborate on at least one project, analyzing how different audiences affect the legal writing process.
Upper Level Research and Writing Opportunities: Advanced Research and Writing

Students interested in transactional practice may enroll in one of many commercial drafting courses such as Drafting and Negotiating Commercial Transactional Documents or Drafting, Negotiating and Understanding Sports Law Transactions. In the Negotiation and Drafting Seminar, students examine various aspects of legal negotiation, such as bargaining strategy, case valuation, and creative problem-solving. Other courses include Drafting and Negotiating Commercial Real Estate Documents: Real Estate Contracts, Loan Documents and Leases Seminar and Drafting, Analyzing and Negotiating Complex Commercial Contracts. These courses assist students in developing the core drafting, analytical and negotiating skills needed by lawyers who deal with complex commercial transactions.

Students may also improve their scholarly writing by taking Introduction to Scholarly Note Writing or an Introduction to Scholarly Editing. These courses assist students in discovering, understanding and experiencing the writing process involved in publishing a scholarly note from topic selection and effective scholarly research through design choices, drafting and revision strategies. In addition, the Scholarly Editing course assists students as they learn to analyze scholarly writing from the editor’s perspective and to edit articles to achieve the best balance among the author’s intent, the reader’s needs, and the journal’s production.
Upper Level Research and Writing Opportunities:
Upper Class Writing Requirement

“The writing requirement paper helped me grow as a writer because it involved a tremendous amount of research and original legal analysis. I had to develop a topic concerning a timely legal issue, formulate well-reasoned arguments based on factual information, case law, and secondary sources, and then articulate those arguments in a clear and organized manner.”

Greg Simon, J.D. 2012

In addition to the full year first year course, Georgetown Law requires all J.D. students to take a seminar or clinic that meets the upper class writing requirement. The upper class writing requirement assures that students refine the research and writing skills they learned in the first year. In conjunction with this requirement, students conduct in-depth research in a chosen subject area and produce thoughtful, original analysis in a complex, evolving area of law.

Students choose topics, submit outlines, prepare and submit a first draft, and complete their final papers in consultation with faculty members. A broad array of seminars and clinics that meet the writing requirement are offered, including such diverse selections as the Appellate Litigation Clinic, International Women’s Human Rights Clinic, Poverty Law and Policy Seminar, Tax Policy Seminar, O’Neill Colloquium on National and Global Health Law, Food Law Seminar, Advanced Patent Law Seminar, and Constitutional Aspects of Foreign Affairs Seminar.
Upper Level Research and Writing Opportunities: 
Senior Writing Fellow Program

“Georgetown’s Writing Center is widely regarded as the best in the country; being a part of such a respected program is an opportunity unique to upper class students who become Senior Writing Fellows. Being a Senior Writing Fellow was an invaluable experience in the art of commenting and conferencing in a constructive way, a skill that is important in collaborative work settings. As a Senior Writing Fellow, I learned how to extend a critical eye towards topics and writing formats with which I was unfamiliar.”

Alice Hsieh, J.D. 2012

Upper level students who seek to deepen their understanding of legal composition, study effective conferencing techniques, and continue to improve their own writing may apply to be Senior Writing Fellows. In the Senior Writing Fellow program, students attend a year-long seminar devoted to applied legal composition, collaborate closely with faculty, and work with writers at varying skill levels in the Writing Center. In the Applied Legal Composition Seminar, Senior Writing Fellows study legal writing from both the writer’s and the reader’s perspectives.

Senior Writing Fellows explore various writing topics, such as composition theory, audience, style, and rhetoric; analyze documents and scholarship; write criticisms of legal writing and prepare their own texts; and study effective conferencing techniques and peer-on-peer tutoring pedagogy. Senior Writing Fellows assist students on writing projects, providing feedback on such subjects as making the transition from another field of expertise, such as engineering or history, to law; approaching scholarly writing as a specific type of writing with a defined scope, purpose, audience, substance, and technical concerns; using legal substance to organize writing effectively and to make analytical decisions; and connecting substance with syntax.

Each year, Senior Writing Fellows discover new avenues to explore and forge new approaches to working with students. In addition, they have the opportunity to draft scholarly articles on a broad range of writing topics. Over the past few years, several Senior Writing Fellows’ articles have been accepted for publication in a variety of law reviews.
The Writing Center

“The Senior Writing Fellow I met with was great. She helped me focus on the organization and style of my writing project, and together, we found ways to improve the writing, which led to strong improvements in the paper even without any changes in the substance.”

Kirstin Lustila, J.D. 2012

Georgetown Law is one of the few law schools in the country with its own Writing Center designed specifically to usher students into the legal discourse community. Staffed by trained upper level students—called Senior Writing Fellows—under the direction of a faculty member, the Writing Center is open to all Georgetown Law students. Students meet individually with Senior Writing Fellows to discuss an ongoing writing project or to brainstorm ideas for a future document. A student drafting a scholarly article or seminar paper may meet to discuss how to craft an effective thesis statement, organize a large paper, or revise for stronger voice. First year students may meet to discuss how to improve a paper’s analysis, write effective headings, make good analytical transitions, or use authority more forcefully.

Senior Writing Fellows facilitate conferences by discussing the strengths and weaknesses of a document, brainstorming potential reorganization or revision strategies, and providing the writer with a reader’s response to the document. The Writing Center’s approach emphasizes the author’s control over the content of his or her written work. Instead of line editing, Senior Writing Fellows engage in a conversation with the author that generates learning as well as new approaches to improve the end product.

In addition to individual conferences, the Writing Center conducts workshops on writing-related subjects of concern to large groups of students. Each year, the Center publishes online a number of articles that provide advice and tips on a broad range of topics such as how to create an effective writing sample, overcome writer’s block, select methods of legal analysis that work best, get published, and build a writing portfolio. Through individual conferences, workshop presentations, and these publications, the Writing Center serves hundreds of law students each year.
The Georgetown Law Library

“In one seminar where I had no background knowledge, a visit from a librarian helped me explore the subject early in the semester so that I could choose an interesting topic with enough resources to write about.”

Anonymous Student, Library Survey 2012

The Georgetown Law Library supports the research and educational endeavors of its students and faculty. In August 2004, Georgetown opened a new complex to complete the Law Center’s campus. Included in the Hotung Building is the John Wolff International and Comparative Law Library. This facility complements the Edward Bennett Williams Law Library and together, these locations comprise the Georgetown Law Library. The Library is open to Law Center students, faculty and staff, members of the Georgetown University Community, law students from other schools, members of the Public Patron and Friends of the Library programs, Law Center alumni, visiting scholars, and members of the public who seek access to United States government documents acquired by the library through its membership in the Federal Depository Library program.

The Williams collection contains federal and state materials as well as rare books and manuscripts. The Wolff collection contains foreign and international materials including primary and secondary sources for Australia, Canada, France, Germany, Great Britain, Ireland, Mexico, New Zealand, Scotland, and South Africa; English translations and treatises from many other jurisdictions; and extensive documentation from international organizations, including the Permanent Court of International Justice, League of Nations, United Nations, European Union, International Court of Justice, World Trade Organization, GATT, and the Council of Europe.

The Georgetown Law Library offers a host of resources for first year students, including orientation materials, research guides, online tutorials on a variety of research sources, hundreds of free interactive legal instructional lessons through Computer-Assisted Legal Instruction (CALI), research consultations, and a collection of past exams for study purposes. In conjunction with legal research and writing faculty, all J.D. students receive extensive hands-on training in the most up-to-date print and online databases available.
Michelle M. Wu
Director of the Law Library

“Georgetown engages actively with its students to develop intuitive research tools and design strong research programming. We also seek out current information on all aspects of the profession in order to anticipate what skills our graduates need and where they may hit speed bumps in their transition to practice.”
With a common commitment to outstanding student work, the legal research and writing faculty bring to the classroom a diverse set of professional backgrounds, teaching practices, and scholarly interests. From this diversity has emerged a program that embraces the real-life challenges that await students as they move beyond the classroom. Students may find that their professor has worked in a private law firm, for the government, or in the public interest; they may find that their professor also teaches in such varied fields as professional responsibility, constitutional law, art and music law, and international human rights. Students may find that their professor holds a doctorate in sociology or English literature or that their professor is transforming the legal writing landscape by drawing upon fields such as classical rhetoric and digital-age pedagogy. What students will not find is a program that substitutes easy formulaic responses for the rich complexities of effective legal analysis. In the rapidly changing world of writing pedagogy, members of the Georgetown Law faculty find themselves at the forefront of innovation, taking different approaches to the writing process but working together to ensure that their students are prepared to face the challenges that await today’s—and tomorrow’s—legal professionals.
SONYA G. BONNEAU
B.A., Cornell University; J.D., University of California, Berkeley
Associate Professor, Legal Research and Writing

Professor Bonneau has taught at Georgetown Law since 2007. Previously, she practiced law at Willkie Farr & Gallagher, LLP in its Manhattan office and was a partner at Hancock & Estabrook, LLP in Syracuse, New York, focusing on appellate, commercial, and antitrust litigation. She clerked for the Honorable Norman A. Mordue in the United States District Court for the Northern District of New York. In 2006, Professor Bonneau left private practice for the Syracuse University College of Law, where she taught legal communications and research for one year. She graduated magna cum laude from Cornell University. Prior to law school, Professor Bonneau worked at the Museum of Modern Art and pursued graduate studies in art history at the Institute of Fine Arts, New York University. Professor Bonneau’s scholarship involves the intersection of art, culture, and law.

MICHAEL J. CEDRONE
B.A., Harvard College; M.A., Boston University; J.D., Georgetown University
Associate Professor, Legal Research and Writing

Professor Cedrone graduated magna cum laude from the Law Center in 2003, having served as a Law Fellow in the Legal Research and Writing Program. Five years later, he left the courtrooms of Massachusetts for the classrooms of Georgetown to blend his passion for the law with his love of teaching and scholarship. Professor Cedrone clerked for the Honorable Edward F. Harrington in the United States District Court for the District of Massachusetts and practiced at Peabody & Arnold, LLP in Boston. While in practice, Professor Cedrone was a legal writing instructor at Boston University Law School and a grader for the Massachusetts Bar Exam. He graduated magna cum laude from Harvard College in 1995 and then taught in the Massachusetts public schools, earning a Master of Arts in Teaching from Boston University prior to attending Georgetown Law. His scholarship focuses on legal education and cognitive development.

FRANCES C. DELAURENTIS
B.A., University of Notre Dame; J.D., Catholic University
Professor, Legal Research and Writing

Professor DeLaurentis has been teaching at Georgetown Law since 1999. For the past several years, she has served as the Chair of the Legal Research and Writing Program and the Director of Georgetown Law’s Writing Center. In addition to Legal Research and Writing, Professor DeLaurentis teaches Applied Legal Composition, an upper level course for students who staff the Writing Center. She has also designed and teaches an intensive, advanced writing seminar focusing on practice-based documents, as well as advanced writing courses. Prior to joining Georgetown Law, Professor DeLaurentis taught in the Lawyering Skills Program at The Catholic
University of America, Columbus School of Law, for three years. Before that, Professor DeLaurentis was a partner at Verner, Liipfert, Bernhard, McPherson and Hand, where her practice involved civil litigation before federal and local courts throughout the United States and the Commonwealth of Puerto Rico. She served at Verner, Liipfert as co-chair of the firm’s Summer Associate Program, a member of the firm’s Hiring and Associates Committees, and as the firm’s Sexual Harassment Ombudsman. Her scholarly interests include composition theory, Writing Center pedagogy, ethical issues in writing, and religion and legal practice.

DIANA R. DONAHOE

B.A., Williams College; J.D., LL.M., Georgetown University
Professor, Legal Research and Writing

Professor Donahoe has been teaching at Georgetown Law for twenty years. In 2008, she received the Flegal Award for excellence in teaching. She has also served as the Chair of the Legal Research and Writing Program. Professor Donahoe uses innovative pedagogies to engage her students, such as problem-based exercises, simulations, and interactive learning techniques. Her online, interactive book, TEACHINGLAW.COM, integrates technology, experiential pedagogy, and traditional legal research and writing to meet digital natives on their side of the laptops. After graduating magna cum laude from Georgetown Law, Professor Donahoe clerked for the Honorable George H. Revercomb in the U.S. District Court for the District of Columbia. Prior to teaching legal research and writing, Professor Donahoe was a Prettyman Fellow at Georgetown Law, representing criminal defendants and supervising students in court. She has authored two print books, Experiential Legal Research: Sources, Strategies, and Citation (Aspen 2011) and Experiential Legal Writing: Analysis, Process, and Documents (Aspen 2011), as well as numerous articles on innovative pedagogy and constitutional criminal law issues, focusing on Fourth Amendment jurisprudence.

VICTORIA W. GIRARD

B.A., Drew University; J.D., Georgetown University
Professor, Legal Research and Writing

Professor Girard joined the faculty in 2003 as a graduate of the Law Center and a prior Law Fellow. Her interest in teaching followed years of experience in a typically Washington-style private practice. After graduating magna cum laude from the Law Center in 1987, Professor Girard joined the law firm of Silverstein & Mullens, a small boutique tax firm in Washington, D.C. Two years later, she moved to Patton Boggs, where her practice shifted from tax to food and drug law. She quickly developed a specialty in representing cosmetic, pharmaceutical and biotech companies in FDA-related proceedings and other regulatory and policy matters. In 1994, Professor Girard moved to Hogan & Hartson (now Hogan Lovells), where she continued to practice until June 2003. Her scholarship interests focus on pharmaceutical regulation, specifically on enforcement trends in the area of pharmaceutical promotional practices. Her most recent speaking engagements before the Washington D.C. policy group, Main Justice and the ABA Drug & Device Committee, and publication, Punishing Pharmaceutical Companies for Unlawful Promotion of Approved Drugs: Why the False Claims Act is the Wrong Rx, 12 J. Health Care L. & Policy 119 (2009), are representative of that interest.
MICHAEL GOLDEN

B.S., University of Virginia; J.D., Georgetown University
Associate Professor, Legal Research and Writing

Professor Golden joined the faculty in 2007 as a graduate of the Law Center. He too was a Law Fellow in the Legal Research and Writing Program. After graduation, he clerked for the Honorable Frank J. Magill in the United States Court of Appeals for the Eighth Circuit and then joined the Washington, D.C. office of Latham & Watkins, LLP. At Latham, he was a member of the Litigation Department and the Supreme Court and Appellate practice group. Professor Golden litigated matters in numerous courts of appeals on a broad range of topics such as Lanham Act claims, First Amendment Free Exercise Clause challenges, physician self-referrals under the Stark Law, and government contract disputes. Professor Golden has authored a number of United States Supreme Court petitions for, and oppositions to, writs of certiorari addressing complex, novel issues involving ERISA preemption, government takings of property, and federal trademark registration principles, among others. Professor Golden has presented guest lectures on First Amendment issues to George-town Law LL.M. and George Mason University students. His scholarship focuses on the First and Second Amendments.

JULIE L. ROSS

B.A., Hamilton College; J.D. Harvard University
Professor, Legal Research and Writing

Professor Ross joined the Georgetown Law faculty in 1998 and teaches Legal Research and Writing, upper class seminars in Music Law and Entertainment Law, and several LL.M. courses. She received the Frank Flegal Award for excellence in teaching in 2006 in connection with her work on Georgetown’s “Week One,” an intensive, week-long course that uses problem-based learning to introduce first year students to the complex issues that arise in transnational legal transactions and disputes. In addition to teaching in Week One, she has served as faculty director for the Week One program. Before coming to Georgetown Law, Professor Ross was a litigation partner at Gipson, Hoffman & Pancione in Los Angeles and clerked for the Honorable H. Lee Sarokin in the United States District Court for the District of New Jersey. Her scholarship focuses on writing pedagogy and legal issues relating to the music and entertainment industries.

JEFFREY S. SHULMAN

B.A., University of Maryland; M.A., Ph.D., University of Wisconsin; J.D., Georgetown University
Professor, Legal Research and Writing

Professor Shulman holds a Ph.D. in English Literature. From 1984 to 2005, he taught in the Department of English at Georgetown University, with a focus on the literature of the English Renaissance. Upon graduation from Georgetown Law, where he served as a Law Fellow, Professor Shulman worked for the Washington, D.C. Public Defenders Service as a D.C. Bar Pro Bono Fellow. He was also an associate at Sidley Austin’s Washington, D.C. office from 2005 to 2006. In addition to legal research and writing, Professor Shulman teaches courses in the law of
religious liberty, constitutional family law, and several courses for LL.M. students. His scholarship focuses on religion and family law disputes, tort immunity and religious entities, statutory expansion of religious rights under RFRA and RLUIPA, the law of church and state, and the rights of children and adolescents. He is the author of *The Constitutional Parent* (Yale University Press 2012), on the rights of children and their need for more state protection.

RIMA SIROTA
B.A., Trinity College; J.D., Harvard University
Associate Professor, Legal Research and Writing

Professor Sirota practiced law for twenty years before joining the Georgetown Law faculty in 2007. Starting out in private practice at Kaye Scholer, LLP, she became a partner at Baach Robinson & Lewis, PLLC, where she specialized in complex commercial litigation for both individual and organizational clients. Moving to the Environment Division and then the Professional Responsibility Advisory Office at the U.S. Department of Justice, she counseled prosecutors and civil lawyers on professional responsibility, judicial conduct, and related ethics issues. Professor Sirota also served for six years as an appointed Hearing Committee member for the D.C. Board on Professional Responsibility, and she regularly incorporates issues of professional ethics into her Legal Research and Writing curriculum. Her scholarship focuses on professional ethics in law.

KRISTEN K. TISCIONE
B.A., Wellesley College; J.D., Georgetown University
Professor, Legal Research and Writing

Professor Tiscione teaches Legal Research and Writing in both the J.D. and LL.M. programs. She graduated *cum laude* from Georgetown Law in 1987, having also served as a Law Fellow, and began teaching in 1994. She is the author of *Rhetoric for Legal Writers: The Theory and Practice of Analysis and Persuasion* (West 2009) as well as several articles on integrating rhetorical theory into the legal research and writing curriculum and the evolving practice of law in the 21st century. She is an Editorial Board member of the Journal of the Legal Writing Institute and a member of the AALS Program Committee for the Section on Legal Writing, Reasoning and Research. Before joining the Law Center, Professor Tiscione practiced law for eight years at Kirkland & Ellis’s Washington, D.C. office, where she specialized in commercial litigation, including products liability law and copyright infringement. She graduated *magna cum laude* and Phi Beta Kappa from Wellesley College in 1982. Her scholarship focuses on the relationship between legal argument and classical and modern rhetorical theory as well as the impact of digital technology on the practice of law.
Savannah Guthrie
J.D. 2002, Co-Anchor of Today, NBC’s Chief Legal Correspondent

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