



**The Pre-Law e-Newsletter from Pre-Professional Programs & Advising**  
\*Best viewed in HTML\*

**Vol. 9, No. 6**

Friday, November 20, 2015

~~~~~

- 1. Message from Ana L. Droscoski, Esq.**
- 2. Legal Education & the Legal Industry in the Media**
- 3. Opportunity: Outreach Intern, Lutheran Immigration and Refugee Service (LIRS)**
- 4. Interview: Rachel Muscat (JHU '13), Teach for America Corps Member**
- 5. Upcoming Pre-Law Student Meeting & Program Announcements**

~~~~~

**1. MESSAGE FROM ANA L. DROSCOSKI, ESQ.**

As you may already know, on Tuesday, December 1, 2015 at 7 AM, registration for Intersession 2016 courses opens (see: <http://pages.jh.edu/intersession/registernow.html>). If you intend to be on campus, consider taking the class I instruct, "The Practice Law." Here is the course description:

*This course is designed to familiarize students with the world of the law and legal practice options, through the eyes of Johns Hopkins University (JHU) alumni and Baltimore City community members who are attorneys. The course will focus on the following legal specialties: Family Law, the Judiciary, Insurance Defense/Coverage, Securities and Corporate Law/the SEC, and Criminal Law. There will be a discussion with a JHU alum that is a current law student, a mock law class, and a special presentation on Judicial Clerkships.*

Please note that the class fills up very quickly (historically it has a waitlist) and that 100% attendance is required to receive a passing grade.

HAPPY THANKSGIVING!

**2. LEGAL EDUCATION & THE LEGAL INDUSTRY IN THE MEDIA**

The Editorial Board. **"The Law School Debt Crisis."** *The New York Times: Sunday Review*. Web. 24 Oct. 2015. <http://www.nytimes.com/2015/10/25/opinion/sunday/the-law-school-debt-crisis.html>.

Letters to the Editor. **"The Debt Burden of Law School Graduates."** *The New York Times: The Opinion Pages*. Web. 2 Nov. 2015.

<http://www.nytimes.com/2015/11/02/opinion/the-debt-burden-of-law-school-graduates.html>. -- responses/counter to the above editorial.

Siddiqi, Iman. "**Spike in Law School Applicants Will Make Admissions More Difficult.**" *New University*. Web. 10 Nov. 2015. -- a recent jump in the number of LSAT test-takers may mean that the decline in law school admission applications has finally turned the corner.

Olson, Elizabeth. "**Women and Blacks Make Little Progress at Big Law Firms**" *The New York Times: DealBook*. Web. 19 Nov. 2015. <http://www.nytimes.com/2015/11/20/business/dealbook/women-and-blacks-make-little-progress-at-big-law-firms.html?ref=dealbook&r=0> -- "Women and blacks have made almost no headway in recent years in increasing their ranks at major United States law firms, according to the latest data from the National Association for Law Placement."

### **3. OPPORTUNITY: OUTREACH INTERN, LUTHERAN IMMIGRATION AND REFUGEE SERVICE (LIRS)**

*For those of you interested in immigration and/or international humanitarian law, consider the following relevant position:*

Lutheran Immigration and Refugee Service (LIRS) is a national faith-based organization with a 75-year history, a budget of approximately \$58 million per year, and over 100 headquarters staff. For several decades the organization has received the vast majority of its funding from the federal government and has developed a widely-recognized expertise in implementing federal programs on behalf of refugees and migrants living within the borders of the United States. Working with and through partners across the country, LIRS resettles refugees, reunites children with their families or provides loving homes for them, conducts policy advocacy, and pursues humanitarian alternatives to the immigration detention system.

#### **Position Summary**

The position of Outreach Intern exists to promote just and humane treatment of refugees and migrants by assisting in the daily activities of LIRS's Outreach Program. The Intern will assist the Director for Outreach in the creation and development of a dynamic field program for engaging Lutheran, migrants and refugees in advocacy campaign and in building a vibrant and broad-based movement for refugees and migrant rights. S/he will assist in organizing high-profile events including volunteer training, rallies, prayer vigils and supporting priority LIRS grassroots initiatives as needed. Due to the nature of the work, prospective interns must be available for special events and a limited number of evenings and weekend dates.

The internship is located in Baltimore and requires a full-time commitment for 6 months. Pay is \$10.00 per hour and includes a benefits package.

#### **Key Areas of Responsibility**

- Support outreach efforts to identify, recruit and train volunteer leaders for LIRS Outreach work.
- Support the development of volunteer training modules and logistics for a training event.
- Support the development and distribution of resources to support volunteers' grassroots efforts.
- Develop and distribute regular volunteer email communication.
- Conduct applied research refugee for the Refugee Education Campaign.
- Respond to requests.
- Conduct research in support of outreach initiatives.
- Other tasks as assigned.

### **Qualifications and Requirements**

- Familiarity with and commitment to refugees and migrants rights issues.
- Possess strong written and verbal communication skills as well as strong interpersonal relations skills.
- Strong experience with the use of social media for advocacy.
- Consistently exercise good judgment, well organized, dependable and resourceful.
- Ability to multitask, work well under pressure and pay attention to details.
- Work well as part of a team, as well as independently.
- Strong computer skills and proficiency with Microsoft Office applications.
- Demonstrated research skills and experience.
- Have a willingness to learn from the internship experience and apply lessons learned to their work.
- Appreciation and respect for a faith-based organization, Lutheran beliefs and values, and sensitivities.
- Commitment to LIRS's core mission and values and an ability to model those values in relationship with colleagues and partners; commitment to empowering refugees and migrants.

### **How to Apply**

To be considered, please submit resume and cover letter via: <http://lirs.iapplicants.com/ViewJob-588191.html>. For more information about LIRS, please visit [www.lirs.org](http://www.lirs.org).

### **4. INTERVIEW: RACHEL MUSCAT (JHU '13), TEACH FOR AMERICA CORPS MEMBER**

Rachel Muscat is originally from New York City. Her family moved to Cape Elizabeth, Maine when she was 10, and she graduated from high school there in 2009. At Hopkins, she originally intended to major in International Studies, but soon discovered that she enjoyed her history courses more than others. Rachel switched to History at the end of her freshman year.

She eventually ended up completing a BA/MA program in History, taking several graduate courses throughout her senior year as well as writing a MA thesis. She also picked up a second major in psychology to complement the history of science focus that her research took. Outside of academics, Rachel was a member of the JHU Mock Trial team, Johns Hopkins Model United Nations Journal, and Foundations: An Undergraduate Journal in History. She graduated from Hopkins in 2013.

Rachel loves being active and being outdoors. She joined Teach for America (TFA) upon graduating from Hopkins, where she was placed in Charlotte, North Carolina as a 7<sup>th</sup> and 8<sup>th</sup> grade social studies teacher.

### **Questions:**

#### **Describe a day in the life of a Teach for America (TFA) Corps member.**

Teaching in a low-income public school is not for the faint of heart—or those who need a lot of sleep. My first alarm went off at 5:30 and I was out of bed by 6. I'd hop in the shower, get dressed, and then eat breakfast while checking my school email and taking care of any last minute edits to the day's lesson plan. I usually left for school around 7:15, which because my school was really close to my apartment gave me a little bit of time to get my PowerPoint up on the board, run off a few copies if necessary, and mentally prepare for the day. Kids came into the building between 7:45 and 8:15, during which time I was "on duty" at the doorway of my classroom. After the bell rang at 8:15 there was a 10-minute homeroom period where I dealt with logistics with my homeroom students and we said the Pledge of Allegiance and watched the school news. Then it was down to business! I taught 4 blocks of students throughout the day. The largest class I ever had was 36 and the smallest was 18. Classes were 70 minutes long and usually included a 5 minute warm up, 15-20 minutes of direct instruction (i.e. me lecturing or students reading), about half an hour of independent practice (kids working alone or in groups to answer questions, respond to writing prompts, etc.) and then another 15 minutes of wrap up. I also had a planning period, but I was rarely able to use it for planning lessons! That time was mostly devoted to meeting with parents, other social studies teachers, or other teachers on my grade level. After school ended at 3:15 I would do my actual planning, grading, and copying. I usually left school around 5 and went straight to the gym (I never would have gone if I stopped at home first), arriving back at my apartment around 7. After dinner I would spend another 2 plus hours on schoolwork before watching something mindless to decompress before bed. I did my best to get to sleep by 10:30, but most nights it was closer to 11:30.

#### **What made you choose this particular position, and has it met your expectations?**

I joined TFA for a number of reasons. I always knew I wanted to go to law school but everyone I'd spoken with told me that it was a good idea to get some real world experience before committing large amounts of time and money to a legal education. TFA seemed like a great way to take time off while still being productive and increasing my competitiveness as a law school application. It definitely was not just a resume booster

for me, however. I feel very strongly that young people should spend a few years giving back to their communities and TFA gives college graduates the opportunity to do just that.

Whether or not the experience met my expectations is a very difficult question for me to answer. I'd heard that it was really hard, but you can't know just how difficult it is until you actually do it. Kids struggle to behave, administrators can be cruel, and there is never, ever, enough time in the day to do everything that needs to be done. In all honesty it made Hopkins look easy by comparison. Ultimately, however, it has been the defining experience in my life so far, and I am so glad that I was exposed to a world that I would never have been aware of had I not done the program. Although I don't think I'll work directly in education after law school, I am one hundred percent confident that I will at one point in my life work towards finding solutions for the many social problems I saw during my two years in Charlotte.

**Did you pursue anything else during your interim years before beginning law school? How did you go about researching each of these opportunities?**

The only thing I've done other than TFA is travel, which I cannot recommend enough if you can figure out a financially sustainable way to do it. I've done some work for stays (there is a website called Help X where people all over the world post this kind of opportunity) as well as stayed with old friends all over the world. Once law school starts there won't be much time to travel, so I am trying to see as much as I can while I have the chance.

**What do you think you have gained from the experiences and from taking time off before law school? Given the choice, would you do it again?**

I highly recommend taking time off before law school, and if given the choice I would certainly do it again. The traditional argument for taking a few years off focuses on the real world experience you gain, but I actually think the most important reason to take a step back is that it makes you appreciate what a wonderful privilege it is to be a student. If I had gone straight from undergrad to law school I think that writing papers, doing research, and studying for exams would have felt like a burden. Now that I know how hard it is to have a job, however, I cannot wait to get back into the classroom.

**What types of undergraduate opportunities did you pursue that led to your decision to apply to law school? Were there any other experiences that you felt were particularly helpful in strengthening your application to law school?**

I was on the mock trial team at Hopkins, an opportunity that strongly influenced my decision to apply to law school. Although I didn't really like the competitions themselves — I'm a decent public speaker but I get so nervous beforehand that I don't think being a litigator would be worth it — I absolutely loved strategizing beforehand with my team, using a combination of facts and case law to develop the strongest case possible. I also think that participating in the BA/MA program was beneficial for my law school application. In addition to looking good on a resume, the kind of work that I did as a part

of the program (persuasive writing, archival research, and engagement with others in the same field) has many similarities with that of legal professionals.

**Contact Information**

If you would like to learn more about being a TFA Corps Member, or have additional questions for Rachel Muscat, you may reach her via email at [rmuscat24@gmail.com](mailto:rmuscat24@gmail.com).

**5. UPCOMING PRE-LAW STUDENT MEETINGS & PROGRAM ANNOUNCEMENTS**

**Upcoming LSAT Administration**

**Location:** Visit <http://www.lsac.org/jd/lsat/testing-locations> for testing location information.

**Date:** December 5, 2015 / February 6, 2016

**Time:** Registration begins at 8:30 am for the December exam -- consult with LSAC for all controlling details.

~~~~~  
~~

**STAFF IN THE OFFICE OF PRE-PROFESSIONAL PROGRAMS AND ADVISING**

Ana L. Droscoski, J.D., Associate Director, Pre-Law Advisor, Pre-Dental & Pre-Med Advisor

David Verrier, Ph.D., Director, Pre-Med Advisor

Ellen Snyderman, M.S., Assistant Director, Pre-Med Advisor

Katie Cruik, M.S., Assistant Director, Pre-Med, Pre-Nursing, & Pre-Health Advisor

The Administrative Coordinators are available to answer questions regarding your file:  
Carolyn Mae Krause, Administrative Coordinator, [ckrause@jhu.edu](mailto:ckrause@jhu.edu) 410-516-6744  
For students whose last name begins with A-L, contact Mrs. Krause.

LaTonia Sanders, Administrative Coordinator, [ladytee@jhu.edu](mailto:ladytee@jhu.edu) 410-516-4140  
For students whose last name begins with M-Z, contact Mrs. Sanders.

Angie Decker, Office Manager, [decker@jhu.edu](mailto:decker@jhu.edu)

Please visit our website <http://web.jhu.edu/prepro/> for additional information.

Ana L. Droscoski, Esq.  
Associate Director

## Office of Pre-Professional Programs & Advising

Johns Hopkins University  
Garland Hall Suite 300  
3400 North Charles Street  
Baltimore, MD 21218  
Tel: 410.516.4140  
Fax: 410.516.4040  
Skype: preprof\_adrosc01  
email: [adrosc01@jhu.edu](mailto:adrosc01@jhu.edu)  
<http://web.jhu.edu/prepro>