



**The Pre-Law e-Newsletter from Pre-Professional Programs & Advising**

\*Best viewed in HTML\*

**Vol. 10, No. 1**

Friday, September 9, 2016

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- 1. Message from Ana L. Droscoski, Esq.**
- 2. Legal Education & the Legal Industry in the Media**
- 3. Opportunity: Undergraduate Intern, Recording Industry Association of America (Washington, DC)**
- 4. Interview: Abigail Hoglund (JHU '12), William & Mary Law School 3L**
- 5. Upcoming Pre-Law Student Meeting & Program Announcements**

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

Welcome, freshmen, and welcome back, returning students!

I hope everyone had a great summer and that the semester has started well. There are a few programs coming up on campus (location TBD) in the next two weeks that are worth checking out. Columbia Law School will have an information session on Wednesday, September 21. On September 22, there will be a Personal Statement Workshop which will be presented by Admissions Officers from 3 different law schools, which should provide a good, diverse perspective on how to approach this crucial item in the application process. Both programs are 12-1pm sessions. For more details, see section 5.

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

Ward, Stephanie Francis. **“LSAC says it won't continue certifying LSAT scores for the ABA.”** *ABA Journal*. Web. 5 Aug 2016.

[http://www.abajournal.com/news/article/LSAC\\_says\\_it\\_wont\\_continue\\_certifying\\_LSAT\\_scores\\_for\\_the\\_ABA/](http://www.abajournal.com/news/article/LSAC_says_it_wont_continue_certifying_LSAT_scores_for_the_ABA/) -- the Law School Admission Council sent a letter to ABA approved law schools announcing that it would no longer certify the accuracy of matriculant admissions data — this in response to some law schools' use of the GRE instead of the LSAT for admission consideration.

ALM Staff. **“Tips From the Top: How to Succeed in Law School Because It Will Be Trying.”** *Law.com*. Web. 26 Aug. 2016.

<http://www.law.com/sites/almstaff/2016/08/26/tips-from-the-top-how-to-succeed-in-law-school-because-it-will-be-trying/> -- big-name attorneys give their best advice for law students.

Kreighbaum, Andrew. "ABA Tightens Up," *Inside Higher Ed*. Web. 31 August 2016. <https://www.insidehighered.com/news/2016/08/31/aba-taken-task-feds-and-critics-law-school-student-outcomes> -- reports that the ABA has begun to take a harder line on law schools amidst criticism that it is not doing enough to help struggling law school graduates.

### **3. OPPORTUNITY: UNDERGRADUATE INTERN, RECORDING INDUSTRY ASSOCIATION OF AMERICA (WASHINGTON, DC)**

The Recording Industry Association of America® (RIAA) is the trade organization that supports and promotes the creative and financial vitality of the major music companies. Its members comprise the most vibrant record industry in the world, investing in great artists to help them reach their potential and connect to their fans. Nearly 85% of all legitimate recorded music produced and sold in the United States is created, manufactured or distributed by RIAA members.

In support of this mission, the RIAA works to protect the intellectual property and First Amendment rights of artists and music labels; conduct consumer, industry and technical research; and monitor and review state and federal laws, regulations and policies. RIAA also certifies Gold®, Platinum®, Multi-Platinum™, Diamond and Los Premios De Oro y Platino™ sales and streaming awards.

Each academic semester, the RIAA hosts a class of legal and undergraduate interns, offering students a chance to experience first-hand the many issues and projects we work on every day. An RIAA internship offers an invaluable opportunity to participate in the legal, antipiracy, public policy, communications and business affairs elements of our operations.

#### **Undergraduate Interns**

Candidates will have completed at least 1 year of an accredited undergraduate program. Interns will receive experience in the different departments of the RIAA, and will gain a better understanding of how the recording and broader music industry works, and of Intellectual Property in general. Interns may also have an opportunity to work on projects in our Gold & Platinum program.

#### **Key Dates and Deadlines**

<b>Semester</b>	<b>RIAA Applications Due</b>	<b>Internship Term Decisions Issued</b>
Fall Semester early Sept.—late Nov.	July 31	mid-August
Spring Semester mid Jan—early Apr.	November 15	mid-December
Summer Semester early June—late July	April 15	mid-May

## **Requirements**

RIAA internships are unpaid and require verification of corresponding academic credit. Ideal candidates will have excellent research and writing skills, effective communications skills, and an interest in Intellectual Property enforcement, public policy and the music industry. Interns will generally work 15 to 20 hours a week, with opportunities for additional hours if desired.

If interested, please forward a cover letter and resume to the attention of [RiaaInternship@RIAA.com](mailto:RiaaInternship@RIAA.com). Please confirm in your application that you will be able to receive academic credit from your academic institution for participating in an RIAA internship and that you understand the internship to be unpaid.

**For more information, visit the following link:** <http://www.riaa.com/about-riaa/internship-program/>

## **4. INTERVIEW: ABIGAIL HOGLUND (JHU '12), WILLIAM & MARY LAW SCHOOL 3L**

Abigail Hوجلund spent her childhood years in New Jersey and graduated from Phillips Academy in Andover, Massachusetts in 2008.

She came to Hopkins to pursue International Studies, but after taking Introduction to Fiction and Poetry, she decided to major in Writing Seminars. She also explored courses in History of Art and minored in the field as well. In fall 2011, she spent a semester in Washington, D.C. as an Aitchison Fellow, where she cultivated her interest in education and interned at Education Sector, an education policy think tank. She continued exploring education governance as an intern at the central office of D.C. Public Schools in spring 2012. In May 2012, she graduated from JHU.

After Hopkins, Abigail moved to Hong Kong to pursue a career in teaching. She taught for two years at Capstone Prep, an afterschool enrichment center for gifted children. While abroad, Abigail decided she wanted to combine her passion for education with a legal career and started the law school application process. She ended up at William & Mary Law School (W&M), where she will graduate in 2017.

At W&M, Abigail has continued to pursue education law-related opportunities; she spent her second year serving in W&M's Special Education Advocacy Clinic, Parents Engaged for Learning Equality (PELE). Additionally, she interned at New York State United Teachers (NYSUT) during summer 2015. She is currently interning at the Law Offices of Regina Skyer and Associates, a boutique special education law firm in Brooklyn, NY.

Abigail enjoys traveling, reading, and exploring the New York City restaurant scene with her fiancé, a fellow Hopkins alumnus.

## **Questions**

**Describe a typical day as a law student at William & Mary Law School (W&M).**

All 200 or so first-year students take the same doctrinal courses: Torts, Criminal Law, and Civil Procedure in the fall, and Property, Constitutional Law, and Contracts in the spring. Additionally, during their first year, 1Ls are enrolled in Legal Practice, W&M's legal skills class; it covers legal writing, research, and oral advocacy. Students can expect to average three classes per day, with a lighter load on Fridays. The Class of 2017 is broken up into approximately 17 sections of 12-15 students who take the same classes together, creating a tight-knit community within the larger school. While students typically spend 1-2 hours reading for each class period, they have time for non-law school activities. Students will have ample time for exercise, socializing, cooking, etc.

2L year is more intense in terms of its workload—typically, students will add extracurriculars (law journal, moot court, etc.), externships, clinics, and/or the job application process to their plates. However, by the second year, students are also better at managing their schedules, so it balances out in the end.

**To date, what has been your favorite law school class, and why? What classes are you looking forward to taking after your second year of law school?**

By far, my favorite law school course has been the PELE Special Education Advocacy Clinic because of its applicability in the real world. In clinical courses, you get to serve actual clients under the supervision of a professor. Not only did I learn about special education law, but I also assisted individuals who truly needed help. While the clinic involved more work than my doctrinal classes—I averaged 10 hours per week—it was truly worth it to see the impact of my efforts on real people. Additionally, I was able to use the skills I developed in the clinic (interacting with clients, drafting court documents, etc.) during my summer internships. Though the workload may seem intimidating at first, I would highly recommend participating in a clinic.

My favorite doctrinal class so far has been Constitutional Law. The class has real-world applicability; you learn about individuals' fundamental rights—free speech, for example. I also had an amazing professor who made the material accessible and easy to understand. Therefore, I'd also note that your specific professor can really enhance or detract from your experience of a given course.

This year, I'm looking forward to taking Administrative Law. This class deals with the legal process as it relates to government agencies (e.g., the Department of Labor, the Department of Education, etc.). Since both of my summer experiences dealt extensively with administrative law, I'm excited to learn more about the legal framework and cases surrounding the field.

**What made you choose William & Mary? What do you see as the primary pros and cons of law school?**

First of all, I love the people at W&M. Though law school gets a cutthroat reputation, I'd describe W&M as more collegiate than competitive. Most students are happy to help you out—whether that be studying together for exams, lending notes when you miss a class, or providing emotional support during the trying times of 1L year. This willingness to help

carries over to W&M's widespread alumni base. I've chatted with many alumni in my target job market, and they have provided me with a wealth of information about their respective careers.

W&M's professors are similarly approachable. In fact, several of my professors have hosted parties for their students every semester. Even if a class seems daunting, professors make themselves readily available to chat one-on-one. Additionally, all of my professors have been happy to discuss my exam performance. These post-exam reviews have allowed me to perform better in future classes; especially if I took a class with the same professor again, I would be better able to predict what he or she was looking for in exam answers.

As far as cons, I would say the school's location is not ideal. Depending on traffic, Williamsburg is 2-3 hours from D.C., and it is difficult to get around the Hampton Roads region without a car. While the area is quaint and steeped in history, it is not exactly metropolitan. Additionally, if you don't want to work in Virginia or D.C., you will have to network extensively in your target market to find job opportunities. Luckily, W&M alumni are spread across the country, so this network provides a good starting point for exploring your desired job market.

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

Although I didn't seriously consider law school until after Hopkins, several undergraduate experiences helped me prepare for law school and the application process. First of all, pursuing writing-intensive studies—such as Writing Seminars and History of Art—reinforced my passion for writing and research, which made me want to pursue a career that involved a lot of both. Furthermore, writing analytical papers helped sharpen my argument-crafting abilities, and these skills *generally* help performance on law school exams. Finally, participating in a student organization developed my networking skills—a must when looking for jobs. I was a member of Kappa Kappa Gamma during my time at JHU, and being in a sorority forces you to talk to many new people. I have used these same conversational skills during numerous networking events. Additionally, many of my Kappa friends attended law school, so they provided advice on the application process and encouraged me to consider law school as an option.

**What did you pursue during your interim year(s)/before beginning law school, while in law school and during your law school summer(s)? How did you go about researching these opportunities?**

Initially, after Hopkins, I wanted to teach. During my senior year, I researched every teaching job I could find, including positions like Teach for America and NYC Teaching Fellows. I found education-related postings on JHU's online employer database and stumbled upon a job at Capstone Prep, a two-year teaching position in Hong Kong. Since I had never studied abroad during my time at JHU, I figured the position was the perfect opportunity to explore teaching as a option while experiencing life in another country.

For the next two years, I taught first grade through eighth grade at an afterschool enrichment center, with most of my students in fifth and sixth grade. While I loved the experience, I came to realize that teaching wasn't for me. However, I still wanted to be involved in education. Therefore, I applied to law school with the intention to pursue education law.

For the most part, I have stuck to that path during my summer internships. After 1L year, I interned at New York State United Teachers (NYSUT), a labor union representing over 600,000 New York public school employees. I actually stumbled upon the position during a chance encounter—I met the woman who would eventually become my supervisor on public transportation! I loved my experience at NYSUT because as a former teacher, I could truly identify with the educators we served. Additionally, the experience helped me develop knowledge of both education law and labor and employment law.

Currently, I am interning at the Law Offices of Regina Skyer and Associates, a boutique law firm that specializes in special education law. I found the position after researching education law opportunities in New York City. The internship has dovetailed nicely with my previous experience at W&M's Special Education Advocacy Clinic. Due to my interest in child advocacy, I have truly enjoyed this position. Additionally, as an intern, I have gained greater familiarity with federal- and state-level special education legal frameworks and with drafting court documents, experiences that will be widely applicable throughout my legal career.

**How would you compare the reality of law school and the ensuing job search to the picture you had of it while an undergraduate?**

Having graduated in 2012—the aftermath of the recession—I was relatively pessimistic about the legal market. However, so far, I have been able to find education law-related summer internships. Besides getting good grades and working hard in law school, I'd argue that connections to your preferred job market are important. As an undergraduate, I didn't realize how much emphasis employers place on personal or geographic ties to a region. When you interview with a prospective employer, you should be able to explain why you'd like to work in that particular market.

**Do you have any advice for an undergraduate interested in pursuing law school and a career in law given your experience in today's legal market and now as a current law student?**

My best advice is to take time off before coming to law school and to try to get some legal experience before making the decision to apply. My previous full-time work experience has helped me adjust more easily to the rigor of summer internships, and it has provided insight into the career I hope to pursue. Additionally, though I did not have any prior legal experience before attending law school, friends who worked as paralegals after college have told me that their experiences helped crystalize their desires to go to law school.

**Contact Information**

Abigail is happy to answer any further questions about law school in general and life at W&M by email at: [aahoglund@email.wm.edu](mailto:aahoglund@email.wm.edu).

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

### **Columbia Law School Information Session**

**Location:** Maryland 110

**Date:** Wednesday, September 21, 2016

**Time:** 12pm to 1pm

**Description:** An admissions representative from Columbia Law School will present an information session and answer questions.

### **Personal Statement Workshop**

**Location:** Hodson 110

**Date:** Thursday, September 22, 2016

**Time:** 12pm to 1pm

**Description:** Admission Officers from University of Houston Law Center; Georgia State University College of Law; and Arizona State University, Sandra Day O'Connor College of Law will take a workshop-style look at the personal statement. Obtain suggestions and tips on how to draft your best personal statement, and learn more about this "sleeper" in the admissions process!

### **Third Annual Baltimore Regional Law Fair**

*Hosted by the University of Baltimore School of Law*

**Location:** John and Frances Angelos Law Center, 1401 N. Charles St., Baltimore, MD 21201

**Date:** Tuesday, October 11, 2016

**Time:** 6:30 to 8pm

**Description:** An anticipated 70+ law schools from across the country -- from California to Massachusetts -- will be represented at the Baltimore Regional Law Fair. No R.S.V.P. required -- walk-ins welcome. For more information, including a list of participating law schools, visit <http://law.ubalt.edu/admissions/regional-law-fair/index.cfm>

### **Upcoming LSAT Administration**

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

**Date:** September 24, 2016 / December 3, 2017 / February 4, 2017

**Time:** Report at no later than 8:30 am for the September exam -- consult with LSAC for all controlling details.

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**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 Cruit, 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)  
Website: <http://studentaffairs.jhu.edu/preprofadvising/>