

DESIGNING EFFECTIVE ASSIGNMENTS

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- I. Goals of Teaching Your Course**
- II. Reverse Engineering of Assignments**
- III. Sample Assignments**

I. Goals of Teaching Your Course:

1. WHAT are you teaching?
2. WHO are you teaching?
3. HOW are you teaching?

1. WHAT are you teaching?

Open vs. Closed Packet

Statutes vs. Common Law or Both

Objective vs. Persuasive

Research

Large Scale Organization

Analysis

Citation, Grammar

2. WHO are you teaching?

1L Students in September

1L Students in March

Upper Class Writing Course

Too easy vs. too hard – what can they accomplish?

How challenging should it be?

3. HOW are you teaching?

Classroom methodology - Lecture/Collaboration/Engaging

Ways to engage the students

Interesting & timely problems

Bring classroom to life by bringing problem to life

Bring students into the problem so they can identify with client

Multi Media

Social Constructivism (Donahoe & Associates)

II. Reverse Engineering

1. Start with law and jurisdiction
2. Make sure law meets goals
3. Develop balanced
4. Test your problem

III. Samples

1. Statutory Problem – Identity Theft
2. Statutes and Common Law - Burglary
3. Other ideas

Question and Answer