

**ADDENDUM TO APPENDIX A UNDER THE UPPER-LEVEL WRITING REQUIREMENT
GUIDELINES. THIS LANGUAGE WILL EVENTUALLY REPLACE POINTS 2 & 3 IN THE
SUBSECTION GUIDELINES FOR ALL PAPERS.**

Submitted September 13, 2023.

At Emory Law students can fulfill the upper-level scholarly writing requirement in one of three ways – seminar, journal comment, or directed research. Whichever way is chosen, the requirement is the same:

The paper must contain text of at least 30 pages, double-spaced, exclusive of endnotes, tables, table of contents, etc. Moreover, the paper needs to make an original normative argument – it must **advance the scholarly conversation** on a topic in a new way. A student author can advance the conversation by discussing a problem and offering a novel solution, or he/she/they can offer new evidence in support of a solution that others have already considered. New evidence might, for example, include comparative data from other jurisdictions, empirical evidence from other fields, or theoretical arguments from law or other fields. New evidence might also be derived from examining how various states have handled an issue, in order to reflect on how the federal government should respond to the same issue (or vice versa). The foregoing are examples of ways that a student-authored piece can advance the scholarly conversation; it is not an exhaustive list. The point is that the student's piece cannot simply describe existing literature or put forth arguments that others have made.