

Prof. Rosalie Jukier from Law kindly allowed us to use her op-ed assignment to illustrate how the design guidelines from this toolkit can be implemented.

Contractual Obligations Assignment for Professor Jukier's class

OPTIONAL Mid-Term Assignment worth 25% of total grade

**Due: Part 1: Friday, March 15, 2013 (9 a.m.)
Part 2: Wednesday, March 20, 2013 (3 pm.)**

NOTE: There are 2 parts to this assignment and both are compulsory

NOTE: Students must e-mail their assignments to SAO and to me (rosalie.jukier@mcgill.ca) as well as put a hard copy into the box identified for such purpose on the 4th floor opposite the SAO

Assignments should be submitted by name

Part 1: (worth 75% of the assignment)

Part 1 of this assignment entails you writing an Op Ed piece to the Canadian Gazette (which you are to assume is a national bilingual newspaper in Canada) on any issue of Contractual Obligations that interests you and that you feel is a timely and newsworthy topic. The issue you choose can centre around a case, a legal doctrine, a legislative provision, a doctrinal article etc. As are typical for Op Ed pieces, yours should be in the range of 750 – 800 words (and please include your word count).

The following links provide very useful information about writing Op Eds and you should read them carefully before beginning.

http://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf

http://www1.carleton.ca/curo/ccms/wp-content/ccms-files/tips_writing_op_ed1.pdf

Your Op Ed assignment will be marked according to 1) the topic chosen, 2) the content of your work, 3) its structure and 4) the manner in which it is written.

As the information in the above links suggests, although there are many potential voices to an Op Ed piece, an Op Ed is primarily an opinion piece that presents an informed and original view on a newsworthy topic.

Comment [ED1]: This is a first year, compulsory course; 80 students; no TAs!!!

Comment [ED2]: Made optional because work load during the term is already too much for some students. About 20 students took advantage of this assignment.

Comment [ED3]: Strategy 2: Select a type of writing. In this case, it is civic.

Comment [ED4]: Strategy 3: State who the readers are. Here it is a lay audience, which forces students to translate legal concepts.

Comment [ED5]: Here the parameters of the topic are specified.

Comment [ED6]: Strategy 4: Clarify expectations - length of assignment

Comment [ED7]: Strategy 4: Clarify expectations: Here students can find more about the conventions for this type of writing, regarding format, style, use of sources.

Comment [ED8]: 4 grading criteria (this could be elaborated upon or a rubric could be handed out with this assignment).

Comment [ED9]: Strategy 1: Frame your assignment around a meaningful task. The purpose of writing an Op Ed is to persuade your audience of something.

The following link will take you to 4 recent Op Eds written by professors at McGill's Faculty of Law. They are included for inspiration and **example**.

<http://publications.mcgill.ca/droit/2013/01/22/law-profs-weigh-in/>

Comment [ED10]: Strategy 4: Clarify your expectations: real examples that students can look at and that show the relevance of this assignment for their career.

Part 2: (worth 25% of the assignment)

Part 2 of this assignment entails **you reacting to another student's Op Ed**. This type of reaction takes the form of a **Letter to the Editor**. These letters or reactions are typically 250 – 300 words in length (and again, please include word count). After you send in your Op Ed on Friday, March 15, 2013, you will be sent, via e-mail, the Op Ed of another student in the class and your job will be to comment and react to it in the form of a Letter to the **Editor**.

Comment [ED11]: Replaces peer assessment; gives students a chance to see each other's writing and provide feedback. Prof. Jukier often included parts of that feedback in her own comments on the Op Ed.

Comment [ED12]: Strategy 2: Select a type of writing. Here it is civic and personal with a critical component; the purpose is reactive.

Comment [ED13]: Though not explicit, the role is again personal stance, but this time the audience is both the public and the peer who wrote the original Op Ed.