

Homework 8

Write an Opinion Editorial (OpEd) on a subject that we have discussed briefly in class. Resources on how to write an OpEd are posted on Digication under The New York Times tab. Specific instructions will be given in class two weeks before the assignment is due.
400-450 words

Part I: In class (1½ -2 weeks prior – Discuss the basics of OpEd writing)

Choose one question which you will use to write your OpEd. In a piece of paper, clearly write the question and your position -in favor or against. Take a moment and write two or three points (phrases or sentences) that support your position. Turn it in for partial credit towards the final grade of the assignment. (10-15 minutes)

1.Should non-US citizens (tax paying legal residents) be allowed to vote in local, state and federal elections? How does this affect Latina/os?

2.Should sex work/prostitution be legalized in the US? How does this affect Latina/os?

3.Should people who have been convicted of a felony be allowed to receive welfare/public benefits? How does this affect Latina/os?

4.Should affirmative action policies to give special consideration for college admissions to disadvantaged populations continue to be used? How does this affect Latina/os?

5.Should a person's religious beliefs towards the LGBT community, be used to exempt them from complying with constitutional protections of non-discrimination while providing services that they provide to the general public? (Such as baking cakes) How does this affect Latina/os?

Part II: Write the OpEd

Write the OpEd on your opposing view; if you wrote you are in favor you have to write it against and vice versa. You cannot change the question or your position. It must be no less than 400 words and no more than 450 words. Make sure to cite and include the reference list for the printed version. You can use in-text links for the version on your e-Portfolio.

Resources on how to write an OpEd:

Watch:

Spingarn-Koff, J. (2014, February 6). How to write an editorial. New York Times. Retrieved from: <https://nyti.ms/2jRnIxx>

Read:

<https://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/>

<https://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/>

<https://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you/>

Due:

Section 06: November 27, 2017

Adelante! November 28, 2017

Objective:

Students will research and write about a topic from an opposing view other than their own. This will allow the student to consider opposing views when writing their paper and lead to a stronger final paper with less bias.

Notes:

I allowed the students complete control of the interpretation of the question. Once part I was turned in one section in particular asked to have a few minutes to briefly discuss the questions and share ideas and opposing views. It was evident students interpreted the questions differently which is what I was seeking.

Once turned in and the brief conversation ended I switched the assignment and told them they had to write about the same question but from their opposing views. Although I encountered resistance at first, the final products exceeded my expectation throughout the three sections.