

EDITOR'S CHECKLIST

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No one can teach anyone how to think (and writing constitutes above all a process of thinking and organizing a paper logically); but one can help others to improve their writing – in this case, their research reports – by editing them.

The editing sessions provide an opportunity for every one in the class to help each other by editing their research reports. Each participant, as assigned, will prepare comments and suggestions for editing the other group members' research reports.

Each drafter will send his/her report & bill to the course mailing list <LD6@iclad-law.org> on the first day of the week his/her report and bill will be reviewed. Editorial comments should be posted to the course mailing list by the last day of each week. The editorial assignments will be rotated, so that everyone will have a chance to 'edit' each aspect of a research report and bill. In that way, everyone will have an opportunity to learn how to edit others' papers – and, in the process, learn how to edit their own more effectively.

The assignments – and the main points to consider in editing each others' reports (see Manual, Chs. 4 (especially pp. 118-122), 5, 6, and 7:

[Note: Be sure to assess the evidence provided (see Ch. 6), and the logic used to organize that evidence (see pp. 118-122); these must justify the author's claim that the research report provides the 'reason informed by experience' on which the bill's detailed provisions must rest.]

1. The research report's introduction: Does this part adequately--
 - a. summarize, in a few sentences, the social problem which the bill will target, and the bill's proposed solution?
 - b. Describe the relevant information about the larger country-specific context within which the social problem has arisen (may include history, comparative law and experience)?
 - c. Show how that the bill may help to resolve part of the country's larger social problems, especially if the law-makers incorporate it into a larger

legislative program designed to alter or eliminate the other aspects of those larger problems?

d. Provide a 'table of contents' paragraph, which, following the problem-solving methodology, informs readers of the underlying logic of the research report's subsequent parts?

2. The statement of the difficulty (ie the social problem): Does this part adequately --

a. Describe the social problem's surface appearance, including relevant facts as to its nature and scope?

b. Describe the relevant evidence as to whose and what behaviors comprise the social problem – that is, the institutions that comprise it (including both the primary role occupant(s) and the implementing agen(cies)?

c. Provide facts as to who benefits and who suffers as a result of the social problem?

3. Explanations of the behaviors that comprise the social problem: Does this part use the ROCCIPI categories appropriately to --

a. Consider all the possible interrelated causal hypotheses to explain the problematic behaviors of each set of primary role occupants, with sufficient evidence to warrant those hypotheses?

b. Consider all the possible interrelated causal hypotheses to explain the problematic behaviors of each set of implementing agency officials, with sufficient evidence to warrant those hypotheses?

4. The proposed solution (ie the bill's main provisions) that logically seem likely to help alter or eliminate the causes of the existing problematic behaviors and induce new ones to help resolve the social problem targeted: Does this part adequately --

a. Review the main possible alternative solutions (including doing nothing)?

b. Describe the drafter's preferred solution -- that is, the bill's main provisions designed to change the behaviors of the primary role occupant(s) and implementing agency officials;

c. Show that, logically, the preferred solution – the bill's main provisions -- will probably overcome the causes of the existing behaviors (as identified

by using the ROCCIPI categories) and induce the new behaviors needed to help resolve the social problem?

d. Provide the facts needed to show that the social and economic benefits of implementing the bill's provisions will probably outweigh their social and economic costs?

d. Incorporate a feed-back mechanism to ensure that, after the law's enactment, the relevant authorities gather the necessary evidence to ensure that it seems effectively implemented and induces the desired new behaviors; and, if it does not, to initiate new legislation, grounded in the resulting logically-organized evidence, so that in the future the law will help to resolve the social problem?

5. The Bill:

a. Do the bill's provisions match the solution proposed in the research report? (If not, are the bill's provisions likely to change the role occupant's behavior?)

b. Does it follow the drafting rules laid out in the manual on pages 277, 294 & 373-4?

c. Is there a plain-language, line-by-line version of the bill, so the reader can quickly see what the bill proposes without being required to read all of the legalese?

6. Form of the research report (see Ch. 7): Does the form used –

a. Begin with a 'grabber paragraph' to attract the readers' attention and underscore the importance of resolving the social problem targeted?

b. Help the reader to follow the research report's logic, by --

i. An adequate 'table of contents' paragraph in the Introduction?

ii. Using appropriate connectives – mini-introductions and mini-conclusions – for each part and sub-part?

c. Avoid the use of passives, and the verb 'to be' in any of its forms?

d. Avoid long sentences?