­­Hi-Lights I Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# *MCj04260620000[1]Writing an Editorial*

Your task is to ***select a topic that interests you and write an editorial***. Remember the different functions of editorials; they may inform/explain, persuade, answer a question, present a warning, criticize, praise, or entertain. Below are topic ideas.

Remember to bring up points for both sides if your goal is to persuade or criticize; you need to have strong evidence (which requires some research!) with attribution to give your writing credibility.

You should include an introduction (lead), quickly state your position (reaction to the topic), give good details, and wrap up with a conclusion.

**Possible topics**:

* Senior release
* Should scholastic journalists be granted the same privileges as professional journalists?
* Rising cost of living
* Open campus during lunch periods
* School cell phone/iPod use policies
* Should senior citizens be required to pass a driver’s test?
* How can teens manage their time more efficiently?
* Does television lead children to become violent?
* Do kids spend too much time playing video games? Socializing on facebook?
* Same sex marriages
* Soda vending machines at school
* Fad diets
* Are too many children being diagnosed with A.D.D.?

**Checklist** – complete and check off the following items before turning in your masterpiece.

\_\_\_\_\_\_ I have avoided “you”and “I”

\_\_\_\_\_\_ At least one opposing viewpoint is explored and refuted (if applicable)

\_\_\_\_\_\_ I have at least three main points to support my argument

\_\_\_\_\_\_ I have reread my story and copyread it to the best of my ability

\_\_\_\_\_\_ Accurate facts from reliable sources

\_\_\_\_\_\_ Facts and statistics have been attributed to the proper source

\_\_\_\_\_\_ Thoughts are clearly organized

\_\_\_\_\_\_ The document is spell checked

\_\_\_\_\_\_ Paragraphs are short and connected with transition words – story is condensed

\_\_\_\_\_\_ Avoids slang and jargon

\_\_\_\_\_\_ Follows Hi-Lights and AP style

Hi-Lights   
*Editorial Assessment*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A | B | C | D |
| Content 50 | - Successfully concise, attention- grabbing opener - Very well detailed with all information relevant - Clearly show an understanding of the topic from multiple angles - effectively addresses possible opposition - Any statistics are properly cited from credible sources - offers very strong alternatives/helpful suggestions | - Opener attempts to go beyond the 5ws and h - Well detailed with nearly all information relevant - Shows an understanding of the topic from multiple angles - Addresses possible opposition - Any statistics are cited from credible sources - Offers strong alternatives/helpful suggestions | - Basic opener sticks to 5 ws and h - Good detail with most information relevant - Shows a basic understanding of the topic from multiple angles - Attempts to address possible opposition - Any statistics are properly cited from sources - Offers limited alternatives/helpful suggestions | - Opener lacks basic information - Lacking in detail or information relevancy - Shows a limited understanding of the topic from few angles - Does not address possible opposition - Statistics are not cited; sources may not be credible - Offers very limited alternatives/helpful suggestions |
| Organization 25 | - Information presented in logical fashion using introduction, reaction, support, and conclusion  - The sentences flow logically - one very clearly clearly leads into the next - Short, concise, unified paragraphs flow logically | - Information presented in mostly logical fashion using introduction, reaction, support, and conclusion  - The sentences mostly flow logically - one clearly leads into the next - Short, concise, unified paragraphs mostly flow logically | - Information presented in somewhat logical fashion using introduction, reaction, support, and conclusion  - The sentences sometimes flow logically - one generally leads into the next -  Paragraphs may be lengthy but may possess some degree of unity and logical flow | - Information not often presented in logical fashion using introduction, reaction, support, and conclusion  - The sentences do not often flow logically -  Paragraphs too lengthy and possess little, if any, unity and logical flow |
| Conventions 25 | -Thoroughly demonstrates mastery of AP/Hi-Lights writing and formatting styles - Nearly flawless grammar/ spelling/ punctuation | - Demonstrates strong hold on AP/Hi-Lights writing and formatting styles - Contains grammar/spelling/ punctuation errors that begin to detract from the content | - Demonstrates developing hold on AP/Hi-Lights writing and formatting styles - Contains grammar/spelling/ punctuation errors that clearly detract from the content | - Demonstrats beginning hold on AP/Hi-Lights writing and formatting styles - Contains many grammar/spelling/ punctuation errors; they overshadow the content |

|  |  |
| --- | --- |
| Deadline | -40% if late; becomes a zero if two weeks or more late but still will be assessed |