

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

## GUIDELINES FOR EDITORIALS PROJECT 3

Follow the steps below to complete your editorial, **DUE AT THE END OF THE PERIOD IN LESSON 27**. Make sure you get your teacher's initials where they are called for or you will not receive credit for that portion of the essay.

Your final paper must have a title page with your original title, your name (as you are the author), the class, the period, and the date. It should be typed, double-spaced, with 1-inch margins, in Times or Times New Roman 12 point **ONLY**, and be a **MINIMUM** of 5 paragraphs.

Your paper **MUST** be handed in with a [Circle Diagram](#), **Guidelines for Editorials** sheet with teacher's initials, a 1<sup>st</sup> draft, revisions from your partner, a 2<sup>nd</sup> draft, 1 peer edit for spelling, punctuation and grammar, and a final draft typed. You will lose points for each missing piece. Any paper turned in without a 1<sup>st</sup> draft will be considered the 1<sup>st</sup> draft, regardless of when it was turned in. (Thus, if you turn in your first draft on the final due date, it will be considered a very late first draft, and you will still be missing a final draft.) All portions of this assignment will be marked off one point for late work; that means you are missing your teacher's initials.

**STEP 1:** Complete your **Blank Circle Diagram**. Create your thesis statement and decide on your supporting evidence. Locate your supporting evidence from all of the sources listed in item 3 in the components of persuasive writing, listed below:

- 1) A clearly stated opinion (thesis statement)
- 2) Appeals to logic, emotion, or beliefs
- 3) Evidence from personal experience, well-known facts, statistics, and expert opinions
- 4) Answers to opposing arguments
- 5) A call to action

\*Make sure that your piece avoids stereotypes and false logic.

Have your teacher read and approve your circle diagram by initialing it **AND** the space below.

\_\_\_\_\_ teacher initials

**STEP 2:** Using your [Circle Diagram](#) as your outline, write your first draft. Spelling, punctuation and grammar do not count in this draft. Your ideas do. Make sure you write in full sentences and full paragraphs. The following is how to write up your editorial in paragraph form:

**Paragraph 1**= get the reader's attention by asking a leading question; relay something enticing about the subject in a manner that commands attention. Start with a related quote. In the first paragraph, state the thesis/opinion - your position on the issue. In this paragraph, you will appeal to the reader's logic, emotions, or ethical beliefs, and name the 2 main reasons for your opinion.

**Paragraph 2**=your first reason that backs up your thesis statement and at least 2 pieces of evidence (from personal experience, well-known facts, statistics, or expert opinion), and a closing sentence. Make sure you list the sources for the evidence in a footnote.

**Paragraph 3**= your second reason that backs up your thesis statement and at least 2 pieces of evidence (from listed sources), and a closing sentence. Make sure you list the sources for the evidence in a footnote.

**Paragraph 4**= introduce the counter argument to your thesis statement and at least 2 pieces of evidence refute this argument, and a closing sentence. Make sure you list the sources for the evidence in a footnote.

**Paragraph 5**=your closing statement which should be your initial thesis statement restated in a new and different way, a recommendation for action for the reader, and a closing sentence that wraps all of your ideas up.

If you have more than 3 reasons, the same format is true, you will just have more than 5 paragraphs.

\*This is due at the beginning of the period in the next lesson for full credit. Make sure you get your teacher's initials below and on your first draft to receive your full credit. Make sure you save your first draft (or if you are typing the first draft, be sure you have saved it as a version), as you will need to turn it in with your final draft in order to receive full credit on this assignment.

\_\_\_\_\_ teacher initials

**STEP 3:** Have a partner revise your first draft using the following technique:

(Make sure your partner is writing directly on your first draft, using a different color pen or pencil! Or if you are typing your essay, be sure your partner is using Track Changes and Comments. If your partner makes no suggestions and does not



help you to make any changes, you need to get a partner who will. It is your paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)

- 1) Directly on the first draft, check to make sure there is an original title. If not, highlight it and write a note that tells them to get one or if you are feeling generous, give them a couple of suggestions.
- 2) In the first paragraph, make sure that the writer starts by asking an engaging question, or relaying something enticing about the subject in a manner that commands attention. If they do not, write them a note that tells them it is not engaging. Suggest how they might make it more engaging.
- 3) In their first paragraph, make sure their thesis is clear, understandable, and complex. If it is not, write them a note that tells them it is not clear, not understandable, or not complex. Then explain what isn't clear, understandable or complex by asking them good questions that you may have about it.
- 4) In the first paragraph, make sure there is an appeal to the reader's logic, emotions, or ethical beliefs. If there is not, write them a note that suggests a way to appeal to the reader's logic, emotions, or ethical beliefs.
- 5) In their first paragraph, check to make sure that they have at least 2 reasons that support their thesis statement. If they do not, write them a note that tells them they are missing a reason or their reason is not clear. Be sure to explain why it is not clear. Suggest how they might make it better.
- 6) In their first paragraph, make sure they have a closing sentence that wraps up their thoughts and ideas for that paragraph. If they do not, write them a note that tells them to put one in. Make a suggestion as to what they might write.
- 7) In their second paragraph, make sure they have stated their first reason and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 8) In their second paragraph, make sure they have at least 2 pieces of evidence from personal experience, well-known facts, statistics, or expert opinion that support their reason and that they have made clear how the evidence supports the reason. Make sure they have included a footnote with the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 9) In their second paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 10) In their third paragraph, make sure they have stated their second reason and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 11) In their third paragraph, make sure they have at least 2 pieces of evidence from personal experience, well-known facts, statistics, or expert opinion that support their reason and that they have made clear how the evidence supports the reason. Make sure they have included a footnote with the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to add it.
- 12) In their third paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 13) In their fourth paragraph, make sure they have named an opposing argument to their stated opinion. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 14) In their fourth paragraph, make sure they have at least 2 pieces of evidence from personal experience, well-known facts, statistics, or expert opinion that counters the opposing argument. Make sure they have included a footnote with the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to add it.
- 15) In their fourth paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 16) In their fifth paragraph or their closing paragraph, make sure they have restated their thesis statement in a new and different way. If they did not, write them a note that asks them to do this. Give them a suggestion as to how to write it.
- 17) In their fifth paragraph or their closing paragraph, make sure they make a recommendation for action for the reader. If they did not, write a note that asks them to do it. Make sure they have summed up their ideas and that they have written a closing sentence. If they did not, write them a note that asks them to do this.
- 18) Make sure that none of their reasoning relies on stereotypes or false logic. If it does, write down which reasons or supporting evidence rely on stereotypes or false logic, and make a suggestion for how to change it.

When your partner has finished revising your paper, have them write (or use track changes to type) at the top of your paper *Revised by* and their name. (If they are typing, have them save this copy of the document as a version with their name in the

comments section) Have them sign their name below. Be sure to print this draft out to prove that it was done, if you are typing.

\_\_\_\_\_ student signature

**STEP 4:** Based on the suggestions of your partner, write your second draft (Or type your changes into the second draft using track changes. All of your changes will show up in a different color.) Your second draft must include the changes that your partner suggested. When you have completed your second draft, show the first draft with your partner's suggestions and your second draft with the (track) changes to your teacher and have your teacher initial below to show that it was done on time. Save your changes as a version and be sure to print it out to prove that it was done.

\_\_\_\_\_ teacher initials

**STEP 5:** Have one of your classmates edit your editorial (using Track Changes, if you are typing) using the **Editing Skills List** directly on your second draft. When they are done, have them save their changes as a version. Then ask them to print the version out and sign the top of the first page. Have them sign and print their name below.

\_\_\_\_\_ classmate's printed name

\_\_\_\_\_ classmate's signature

Show your teacher this edited version with all of your other versions. Get your teacher's initials below to show that it was done on time.

\_\_\_\_\_ teacher initials

**STEP 6:** Polish this final draft of your essay. Type it up. (Or using Track Changes, accept or reject the changes in your essay. Get rid of all comments, making sure that you have done each of them before deleting.) Follow the typing requirements at the top of this page. When you are done typing, print it out. Staple everything together in the following order: this requirements sheet on top, your **Editorial Rubric**, typed final draft free of all comments and track changes, edited version, your revised version, your partner's revisions version, your first draft, and your circle diagram. Have your teacher initial below to show that she received this final product on time. Turn it all in. (Your teacher may ask you to turn the essay in saved to a disk. Print the final version anyway so that you can place it in your portfolio.)

\_\_\_\_\_ teacher initials

**GRADING PROCEDURE:      YOUR GRADE:**

Circle Diagram	4 points	_____
First Draft	6 points	_____
Revisions	4 points	_____
Second Draft	6 points	_____
W/ your changes		_____
Peer Edit	4 points	_____
Final Draft	6 points	_____
Rubric Grade	6 points x 2	_____

total possible      42      YOUR \_\_\_\_\_  
 TOTAL

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below

