

# Editorial Writing



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# Editorial

An article that states the newspaper's stance on a particular issue. Basically, it is a persuasive essay that offers a solution to a problem.

# The FORMULA

**Intro:  
Present the  
problem or  
situation.**

**Take a stand!**

**Opposing viewpoints are rebutted.**

**Reason #1 for position**

**Reason #2 for position**

**Reason #3 for position**

**Evidence for all 3 points.**

**Present  
a logical  
solution.**

**Recap  
the staff  
stance.**



**\*\*TIP: If you look  
closely, the  
formula does  
look a little like  
THOR!!!**

# Our SITUATION ...

Leaguetown High School has 1,200 students enrolled in grades 9-12. At the faculty meeting last week, Principal Rapheal Wanick announced he would eliminate in-school suspension as a disciplinary option on April 1. Wanick said he discovered the school's ISS program was more detrimental than helpful. He cited the following issues: 1) The failure rate for students who have been to ISS more than one time was twice that of other students. 2) More than 80% of the students who have been to ISS are repeaters. More than 50% had been assigned ISS at least five times this year. 3) While only 12% of the student body is in the special education program, 50% of the students assigned to ISS are in the special education program. 4) The average number of students in ISS each day is 10 — a number Wanick says is too high.

Students can be assigned to ISS for a one- to three-day stint, depending on the infraction and previous infractions.

Instead of ISS, Wanick said assistant principals will utilize after-school and before-school detentions and offer more counseling options for students.

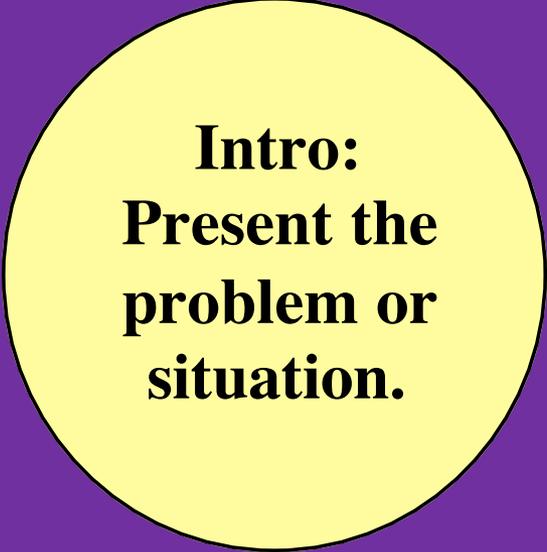
After the faculty meeting, several faculty members met with Wanick and asked that he reconsider his decision. Their concern is that student behavior will get worse when students know ISS has been eliminated. The teachers don't believe detentions and counseling will deter students from inappropriate behavior and actions. You are writing for the issue of the Press to be distributed Tuesday, March 30.

# The HEAD

For example if we SUPPORT the administration:

When something doesn't work in education and hurts students, it makes sense to eliminate it. And that is exactly what Principal Rafael Wanick is doing.

In-school suspension is not doing its job. In fact, it's negatively impacting students, so Wanick is ending it on April 1.



**Intro:  
Present the  
problem or  
situation.**

**\*\*TIP: Try to be creative in how you present the situation. You can have opinion in it.**

# The NECK

For example:

While teachers may not agree with this decision, it is one Wanick should stand by. He's done the research and knows what is best for students.

**Take a stand!**

**\*\*TIP: Your stand doesn't need to be long, but it MUST be clear. Get the time element in your stance if you can.**

# The BODY

Give three reasons why you are taking your stand. If we supported it ...

1. The failure rate for students who have been to ISS more than once is twice that of other students.
2. More than 80% of the students who have been to ISS return.
3. Wanick's plan has a better chance of actually improving student behavior.

**Reason #1 for position**

**Reason #2 for position**

**Reason #3 for position**

**\*\*TIP: Look for a money reason. Use common sense.**

# An ARM

Support your arguments with evidence and examples.

The failure rate for students who have been to ISS more than once is twice that of other students. That alone is a good enough reason to end ISS. Schools should educate students, not take them away from instruction. A student in ISS misses at least a full day of instruction for his or her classes. It makes sense that they struggle in their classes.

Evidence for all 3 points

**\*\*TIP: Use information in the quotes to help with evidence/example.**

# The other ARM

**Opposing viewpoints are rebutted. You shut down the opposition.**

Those who oppose Wanick say students need consequences for misbehavior. Wanick isn't eliminating ISS without a plan. Students who misbehave will have consequences. They will receive before-school or after-school detentions and counseling to help them determine why they are acting out. The counseling piece is critical for improving behavior. Sitting in ISS for a day or two doesn't help students understand their behavior.

Opposing viewpoints are rebutted.

**\*\*TIP: Only rebut the biggest argument from the other side.**

# The LEGs

If you are going to complain about something, you must have a better way of doing it.

Teachers need to trust Wanick and support him. His goal is to solve problems, not hide them in a room for a day or two.

**Recap  
the staff  
stance.**

**Present  
a logical  
solution.**

(Call to action)

**\*\*TIP: End with power.  
Be creative if at all  
possible.**

# THE OTHER SIDE

**\*\*TIP: When you are preparing for the contest, write two editorials for each prompt – one for each side.**

# The HEAD

For example if we OPPOSE the administration:

Students know actions have consequences. Good choices mean good consequences, and bad choices end with bad consequences.

That's no longer the case at the school starting April 1 when Principal Rapheal Wanick eliminates in-school suspension as a disciplinary option.



**Intro:  
Present the  
problem or  
situation.**

# The NECK

For example:

Wanick needs to rethink his decision and realize some student misbehavior needs a stricter punishment than a detention and a meeting with a counselor.

**Take a stand!**

# The BODY

Give three reasons why you are taking your stand. If we supported it ...

1. Wanick based his decision to end ISS on flawed reasoning.
2. Instead of getting rid of ISS, he should change ISS so students don't want to return.
3. Teachers need support when students act out in their classes.

**Reason #1 for position**

**Reason #2 for position**

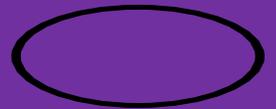
**Reason #3 for position**

# An ARM

**Support your arguments with evidence and examples.**

Wanick based his decision to end ISS on flawed reasoning. He told teachers that the failure rate for students who have been in ISS is more than twice that of other students. The failure rate is not disputable, but why students are failing is. ISS may not be the culprit. These students are acting out in class and, therefore, could be missing vital instruction or not doing important work. That has nothing to do with their removal from class to ISS. Being in ISS actually gives them quiet time to do their work and catch up, if they choose to do it.

Evidence for all 3 points



# The LEGs of our editorial

**If you are going to complain  
about something, you must  
have a better way of doing it.**

Eliminating ISS is a bad plan  
for students, for teachers and  
for the school. Wanick should  
rescind his decision and  
instead add a counseling  
component to ISS. That makes  
the most sense for everyone.

**Recap  
the staff  
stance.**

**Present  
a logical  
solution.**  
(Call to action)

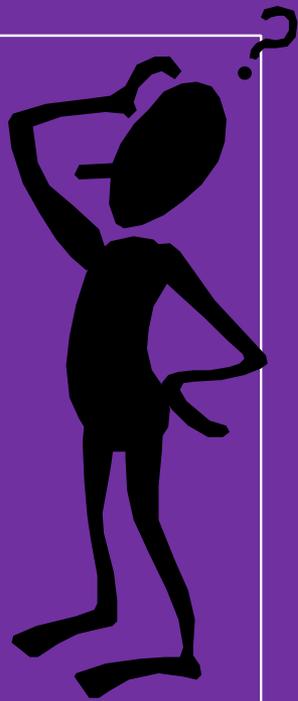
# What went wrong?

- You didn't take a stand.
- The argument was trite and generalized. Be specific to the situation.
- You asked too many rhetorical questions without stating an opinion.
- You used quotes. You don't need any.



# What went wrong?

- The wording was pompous or pretentious.
- You turned into a preacher.
- You got off topic.
- Your argument lacked credibility.
- You used stereotypes or made personal attacks.



# What went wrong?

When something doesn't work in education and hurts students, it makes sense to eliminate it.

And that is exactly what Principal Rafael Wanick is doing.

In-school suspension is not doing its job. In fact, it's negatively impacting students, so Wanick is ending it on April 1.

While teachers may not agree with this decision, it is one Wanick should stand by. He's done the research and knows what is best for students.

The failure rate for students who have been to ISS more than once is twice that of other students. That alone is a good enough reason to end ISS. Schools should educate students, not take them away from instruction. A student in ISS misses at least a full day of instruction for his or her classes. It makes sense that they struggle in their classes.

At the same time, teachers need support when students act out in their classes. Handing out before-school and after-school detentions and a little counseling is not a strong enough consequence for serious student misbehavior. A disruptive student needs to be removed from the class for a few days both to give the teacher a break and to give the student a serious consequence.

# What went wrong?

Students know actions have consequences. Good choices mean good consequences, and bad choices end with bad consequences.

That's no longer the case at the school starting April 1 when Principal Rapheal Wanick will eliminate in-school suspension as a disciplinary option.

Wanick needs to rethink his decision and realize some student misbehavior needs a stricter punishment than a detention and a meeting with a counselor.

The bottom line is teachers need support when students act out in their classes. Handing out before-school and after-school detentions and a little counseling is not a strong enough consequence for serious student misbehavior. In the fall, a student vandalized a bathroom because of the "devious lick" TikTok challenge. The student damaged a sink and stole the paper towel dispenser. Students also make other bad choices, and some happen outside of school. Two years ago, two students drove drunk and crashed into a building in downtown Leaguetown. And last year, a student was convicted for shoplifting.

# What went wrong?

Starting at the dawn of each new year, intellectual institutions advocate for modifications to governing procedures. The authorities currently aspire to rescind a practice that appears to be offensive to their senses.

At present, the high authority of this institution has put forth a mandate that would put a halt to the process of subtracting a young scholar from the teaching space and stationing that young scholar into confinement within the walls of this establishment.

# Remember the key to a successful Editorial ...

- Use the time element.
- Provide strong evidence to support your stance.
- Write in third person (some first person plural).
- Get creative with your start.



# Remember the key to a successful Editorial ...

- Use active voice
- Be mature, fair and reasonable
- Offer a solution/call to action



# On contest day ...

- Read the entire prompt
- Decide on a stance
- Using the prompt, write three supportive statements
- Highlight elaboration for your statements in the prompt
- Write

# Time to work!!

- Read your prompt
- Outline your editorial using the “hot guy” sheet.
- Write your opening statement and state your position.

