**EARL HAIG SECONDARY SCHOOL**

**Rebrand-the-School Essay**

**Cookie-Cutter Five-Paragraph Essay**

We know Earl Haig was arguably the worst general of the First World War, and we recognize the 21st Century’s tendency of revisiting history, so, let’s pretend that the TDSB decided to rename our school. Your essay will argue what it should be renamed. You will need three different reasons to support the new name, and your essay may be earnest or humorous, left wing or right wing, biting or whimsical. The academic focus will be on organizing a five-paragraph essay.

**Introductory Paragraph**

1. Context: A brief explanation as to why Earl Haig is an awful name for a secondary school. Cite your source.

2. Thesis: focused argument.  Who or what should the school be named after?

3. Statement of enumeration: catalogue the three main ideas that will be the focus of your body paragraphs. Be concise and arrange these ideas in parallel structure.

**Body Paragraphs**

**First Sentence**: A clear and direct **topic sentence** that directly supports your thesis. Do not be coy.

Next, support this topic sentence with **substantiation** or evidence: quotations, statistics, or anecdotes.

Follow your substantiation with **analysis**:

The act of examining all the parts of something. Putting these parts back together to construct meaning. Trying to come to a better understanding of the parts individually and as a whole. Investigating, looking for patterns to construct meaning. Analysis asks, “So What?” and involves more than just description of plot or ideas.

Use the verbs of analysis to spur on an effective explanation. So, you would write something to the effect of, “\_\_\_\_\_\_ is significant because it showcases the idea that...” or, “\_\_\_\_\_\_\_ is noteworthy because it illustrates such and such...” or, “\_\_\_\_\_\_\_ is important because it typifies the tendency of...” Show your reader why the evidence matters.

Besides *illustrates*, *showcases,* and *typifies*, here are some handy verbs of analysis I like: *Exemplifies*, *highlights, supports, reinforces, debunks, opposes, illuminates*...

**Conclusion:**

Please do not summarize what you have already written; I’ve read it, and I was paying attention. So end with a flourish. Try to give your writing some charm. Answer the question, “So What?”

**Style:**

Even though your style will not be evaluated, it’s worthwhile to exercise your academic-writing skills: choose a formal style. Our goal is to be straightforward, economical, and honest. To be effective, write in an active voice and avoid forbidden words we have addressed in class. Avoid platitudes, idioms, clichés, slang, colloquialisms, abbreviations, contractions or euphemisms. If it is necessary to use any of these, or to use vulgarities, please put them in quotation marks to let me know that you are aware of the transgressions.

At all times, stay “in control” of your language by using meaningful words you understand.  Avoid unnecessary repetition, parenthetical remarks, and self-referential remarks. Make sure there is sentence variety.

The second Key Concept of Media states “**Each medium has its own conventions, language, style, form, techniques and aesthetics.”** Your evaluation will be based on your organization which is an application of your understanding of essay writing conventions:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Below One**  **<50 %** | **Level One**  **50-59%** | **Level Two**  **60-69%** | **Level Three**  **70-79%** | **Level Four**  **80-100%** |
| Organization  Application | Flawed organizational plan: introduction, conclusion, body paragraphs with topic sentences. | A limited organizational plan: introduction, conclusion, body paragraphs with topic sentences. | Somewhat effective organizational plan: introduction, conclusion, body paragraphs with topic sentences. | Evidence of considerable organizational plan: introduction, conclusion, body paragraphs with topic sentences. | Effective organizational plan: introduction, conclusion, body paragraphs with topic sentences. |