**EARL HAIG SECONDARY SCHOOL**

**ENG2D Personal Media Essay**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

For this essay, you will argue what the most interesting idea presented in Shoshana Zuboff’s Surveillance Capitalism. You will be evaluated on the content, organization, and mechanics of your essay.

Your **introduction** needs to have:

* a clearly defined thesis in which you identify the most interesting or profound or crucial idea presented by Shoshana Zuboff.
* a statement of enumeration: three specific reasons to support your choice. These need to be written in parallel structure.
* The properly formatted name of the documentary along with Shoshana Zuboff’s full name.

Your **body paragraph**(x3) needs to have:

* A clear topic sentence that supports your thesis
* Substantiation with a specific example
* Analysis and explanation. Include a **verb of analysis**

Your **conclusion** needs to answer the question, “So what?” and employ a flourish.

Your **conclusion** should end with a flourish. Don’t summarize what you have written in this short essay; it would smack of word-count padding.

* You might: Connect back to an allusion from the documentary. Your teacher will NOT get a reference to some tikTok celebrity.
* You might: Connect back to an appropriate allusion from something your teacher has taught you.
* You might: Use a complex sentence followed by a short sentence.
* You might: Make this the only rhetorical question in your essay.
* You might use humour.

You should write this in the third-person point of view, using formal Standard English, avoiding abbreviations, idioms, slang, colloquialisms, platitudes, empty words, and jargon. In total, your essay should be between 600-800 words, not including quotations.

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|  | **Below One**  **<50 %** | **Level One**  **50-59%** | **Level Two**  **60-69%** | **Level Three**  **70-79%** | **Level Four**  **80-100%** |
| **Content** | Little or no evidence of appropriate content | Limited evidence of appropriate content | Some evidence of appropriate content | Considerable evidence of appropriate content | Engaging content and a rich understanding |
| **Style**  **And Mechanics** | Ineffective proofreading: a large number of grammar, punctuation, and spelling errors | Limited evidence of proofreading; a considerable number of grammar, punctuation, and spelling. | Some evidence of proofreading; a number of grammar, punctuation, and spelling errors. | Evidence of proofreading; few grammar, punctuation, and spelling errors. | Well-proofread essay with very effective grammar, punctuation, and spelling. |
| **Organization**  Clear direction  Substantiation  Analysis | Flawed organizational plan. | A limited organizational plan | Somewhat effective organizational plan. | Evidence of considerable organizational plan. | Effective organizational plan. |

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| Areas of Strength: |
| Areas that Need Improvement |

“This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It’s like a stuck record. The ear demands some variety. Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals–sounds that say listen to this, it is important.”

Gary Provost

**Language Register Formality scale**

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| This diagram is from Quirk et al (1985), who use the term *attitude* rather than style or register | | | | |
| **Very formal, Frozen, Rigid**  **FROZEN**  The words are always the same.  Examples: The Lord’s Prayer; the Pledge of Allegiance. | **← FORMAL**  **FORMAL**The word choice and sentence structure used by the business and education community.  In English, uses a 1200 to 1600 word spoken vocabulary.  Example: “This assignment is not acceptable in its present format.” | **Neutral: CONSULTATIVE**A mix of formal and casual register.  Example: “I can’t accept the assignment the way it is.” | **INFORMAL →** **CASUAL:**Language used between friends, which comes out of the oral tradition.  Contains few abstract words and uses nonverbal assists.  Example: “This work is a no-go.  Can’t take it.” | **Very informal, Casual, Familiar**  **INTIMATE**Private language shared between two individuals, such as lovers, or twins. |

**From “Politics and the English Language” by George Orwell:**

…one can often be in doubt about the effect of a word or a phrase, and one needs rules that one can rely on when instinct fails. I think the following rules will cover most cases:

(i) Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.

(ii) Never use a long word where a short one will do.

(iii) If it is possible to cut a word out, always cut it out.

(iv) Never use the passive where you can use the active.

(v) Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.

(vi) Break any of these rules sooner than say anything outright barbarous.

These rules sound elementary, and so they are, but they demand a deep change of attitude in anyone who has grown used to writing in the style now fashionable. One could keep all of them and still write bad English, but one could not write the kind …