1.4 Assignment for Submission

Editorials

Be sure to read through the lesson before you write your editorial.

YOUR EDITORIAL (write below this line):

Can people be addicted to social media?

An immeasurable pace of technological growth typifies the modern epoch. Continued technological advancements and ingenuities are essentially revolutionizing all human existential spheres. Social media is indisputably one such pivotal technological innovation that has transformed the lives of humans on a global scale. The primary focal point of the initial advent of social media was to offer a unique opportunity for individuals to connect with friends and families, regardless of being thousands of kilometers away. Scrolling and checking through the different social media platforms; Facebook, Snapchat, Vine, YouTube, Twitter, Instagram, and TikTok continuously witness a tremendous increase and popularity. However, inasmuch as most individuals' use of social media is non-problematic, a small number of individuals become addicted to it and engage in compulsive or excessive use. Therefore, unraveling and accentuating that indeed people can be addicted to social media.

It is indisputably factual that social media offers an unrivaled opportunity to connect with family and friends. In addition, its use in business is incredibly beneficial, especially in product promotion and marketing, customer care, public communication, business research/survey, etc. However, the reality remains that synonymous with other forms of behavioral addiction, the use of social media can alter an individual's brain in ruinous ways. Notably, psychologists disclose that about five to ten percent of American citizens satisfy the classification of social media addicts. Social media addiction generally denotes a behavioral disorder where social media

typically engross young adults or teens. As a result, they cannot stop or decrease their online media consumption in spite of the lucidly manifest adverse repercussions and detrimental drawbacks. Whereas several teenagers and young adults are daily involved in some online media such as video games, Snapchat, Vine, YouTube, Twitter, Instagram, and Facebook, their social media addiction features the blending of several phenomena. These phenomena include adverse consequences at school, reduced social and physical engagement, inability to control or stop this behavior notwithstanding losing friends, increased dependence on social media to feel good, as well as excessive media consumption.

Anger, agitation, or anxiety when an individual cannot scroll or check through social media is a significant pointer of people addicted to social media. The inability to check or scroll through social media is essentially not a life-threatening occurrence. However, the inability to go online and scroll through their updates and status is relatively synonymous with a life-threatening event for some individuals. Although such individuals may feel confused and embarrassed by their practices and acts, they typically feel unable and overwhelmed as far as the knack to control their situation or feelings is concerned. Thus, clearly revealing how people can be addicted to social media.

Withdrawal from friends and family is another significant indicator of how individuals can be addicted to social media. The progress of social media addiction eventually culminates into the excessive consumption of an individual's energy and time. Hence, individuals addicted to social media will withdraw from their friends and family and spend most of their time online. In addition, people who use social media and feel stressed that their life is missing something faces negative effects on their professional or personal life, neglect work or school for social media, and lose interest in other activities have become addicted to social media.

In conclusion, though social media was initially intended to offer an opportunity for connecting families and friends, it has since transformed into a sought-after diversion by all age groups, particularly young adults and teenagers. Though most people using social media do not experience serious problems, a small number is addicted to it manifest in several ways: withdrawal from friends, anger when one cannot access it, negative effects on professional and personal life, work or school negligence, etc. These people engage in compulsive or excessive use of social media hence revealing and underscoring that people can be addicted to social media.

Editorial Marking Rubric

Thought and Detail	Writing Skills
5. Excellent ● Lead effectively engages the interest of the reader. ● Lead flows naturally into the thesis. ● Provides concession that effectively recognizes opposing arguments. ● Significant information is presented logically and convincingly from a strong argument to strongest argument. ● Editorial is capped off with a strong conclusion that effectively revisits the lead or calls the reader to action.	5. Excellent ● Uses skilful and effective structures. ● Uses precise and controlled diction. ● Uses correct and effective grammar, spelling, and punctuation.
4. Proficient ● Lead engages the reader. ● Lead generally flows effectively into the thesis. ● Provides concession that generally recognizes opposing arguments. ● Substantial information is presented logically from strong to strongest argument. ● Editorial is capped off with a conclusion that generally revisits the lead.	4. Proficient ● Uses clear and fluent structures. ● Uses specific diction. ● Uses grammar, spelling, and punctuation effectively.
3. Satisfactory ● Lead adequately engages the reader. ● Lead adequately flows into the thesis. ● Provides concession that adequately recognizes the opposing argument. ● Information is adequately presented from strong to strongest argument. ● Editorial is capped off with a conclusion that adequately revisits the thesis.	3. Satisfactory ● Uses clear but ordinary structures. ● Uses general diction. ● Uses generally controlled grammar, spelling, and punctuation.

2. Limited ● Lead lacks effectiveness in engaging the reader. ● Thesis may be undeveloped or lacking. ● Provides concession that inadequately recognizes the opposing argument. ● Information includes few arguments and/or is presented vaguely. ● Conclusion inadequately revisits the thesis.	2. Limited ● Uses ineffective structures. ● Uses imprecise and/or very general diction. ● Shows lack of control of grammar, spelling, and punctuation.
1. Poor ● Makes little attempt to provide a lead that engages the reader. ● Thesis is lacking. ● Does not provide concessions or makes little attempt to recognize the opposing argument. ● Information lacks supporting arguments ● Makes little attempt to provide a conclusion that restates the thesis.	1. Poor ● Uses unclear and confusing structures. ● Uses inaccurate diction often. ● Makes frequent errors that impede communication.

Thought and Detail: x 4 Writing Skills: x 2

Total: / **30**