HOW TO SAVE A LIFE??

Standards:

5. Student will be able to write a clear claim stating a specific position on a topic.
6. Students will produce supporting reasons to back up a claim.
7. Students will provide evidence to support a claim.
8. Students will be able to apply the persuasive appeals (ethos, pathos, logos).
9. Students will be able to use a counter-argument to address another point of view within an argument.
10. Students will include an introduction that draws in the reader, provides brief background information, and states a thesis or claim.
11. Students will create an ending or conclusion that provides closure on the topic.
12. Students will be able to use effective transitions when moving between ideas.
13. Students will be able to use a structure that fits a type of writing (e.g., narrative, expository, persuasive).
15. Students will be able to use proper in-text citations.

Task:

After reading the articles of death row inmate Christian Longo and medical transplant expert Dr. Jeffery Lowell's perspectives, the debate of whether prisoners should be allowed to donate their organs continues to rage on. There is a current proposal, called "Life for a Life," that would allow prisoners on death row to donate organs they can survive without (kidney, lung, part of liver). In return, these prisoners would be taken off death row and their sentence would be changed to life without parole. Another aspect of the organ donation debate is for prisoners on death row to be able to donate their organs after they are executed.

So far, every proposal for either kind of organ donation from prisoners has been rejected.

There have been many valid arguments for both sides of the debate. After reading the articles addressing both sides, along with our discussion in class, *should prisoners on death row be allowed to donate their organs? WHAT DO YOU <u>SUPPORT</u>?*

- Organ donation with death penalty still carried out

OR

- Organ donation under the "Life for a Life" Proposal

OR

- No organ donation by inmates under any circumstances

You must construct a persuasive argument choosing one side or the other. You must provide specific reasoning and evidence to support your position. Use the articles to help you. Use all of the components of writing a well constructed essay, including…

- an appropriate introduction of your ideas**, which** clearly **states your position** on the topic
- at least 3 supporting reasons with specific pieces of evidence from text

- effective use of all 3 appeals (ethos, pathos, logos) to help with persuasion
- a counter-argument that addresses another point of view of the issue
- a conclusion that provides closure on your position
- properly formatted in-text citations for evidence used (follow MLA style)
- effective transitions between paragraphs
- separate your ideas into well developed paragraphs
- sentences written clearly and easily understandable

Rubric:

Criteria	Wt.	5	3	1	Total
Introduction	X2	-includes an effective attention getter, brief background, and claim	-one of the introduction elements is incorrect or missing	-two or more of the introduction elements is incorrect or missing	
Claim		-states a clear position on the topic	X	-does not state a clear position on the topic	
Supporting Reasons	X4	-at least 3 supporting reasons are given	-2 supporting reasons are given	-1 or no supporting reasons are given	
Supporting Evidence	X4	- sufficient evidence given for at least three reasons	-sufficient evidence given for two reasons	-sufficient evidence given for 1 or no reasons	
Counter-argument		-counter argument clearly addresses another point of view	-counter argument attempts to address another point of view, but lacks clarity	-no counter argument present	
Persuasive Appeals (ethos, pathos, logos)	X3	-all 3 of the persuasive appeals are used effectively	-only 2 appeal are used effectively	-1 appeal used effectively or no appeals are present	
Conclusion	X2	-provides clear closure of ideas	-provides some closure of ideas, but is not entirely clear	-closure is attempted, but is confusing most of the time	
Transitions		-effective transitions are used between all paragraphs	-effective transitions are used in some paragraphs	-effective transitions used rarely or not at all	

Organization	X2	-all ideas are separated into paragraphs and developed appropriately for writing structure	-some ideas are separated into paragraphs and developed appropriately for writing structure	-no separation or little development of ideas for this writing structure	
In-text Citations		-all citations are appropriately placed -citations are properly formatted	-most citations are appropriately placed and properly formatted	-few or no citations are appropriately placed	
Writing Clarity	X2	-most sentences are written clearly to get message across	-sentences are sometimes difficult to understand	-sentences are frequently unclear, making message difficult to understand	

Comments:

Total:_____/115