

# Genetic Bioethics Project

## **One Page Opinion Paper (50 pts / 100 pts) – (other 50 pts is art project)**

You are being asked to write a one to two page (no more) opinion paper on an ethical issue related to genetic engineering technologies. As this paper is limited to one typed page, you need to be succinct and hit the points of most importance to your decision making process. Your paper should follow the format outlined below and be single-spaced, typed, written in first person, and be free from spelling errors and grammatical errors. The paper is an opinion paper and should not express what other people think are the most important pros and cons, it should present what you feel are the most important factors for considering the use, non-use, or restricted use of these technologies. Things like “Gut-Feelings” and religious beliefs may play an important part of how you shape your beliefs and opinions on these matters and are welcome in your paper. Your statements about the technology, however, should be scientifically valid and show that you understand the limitations and possibilities of the technology you have chosen. Use the guide below to help you write your paper – expect to outline your paper before you write it.

### **Paragraph One – introduce your topic:**

Your first paragraph should be focused on introducing the reader to the topic you have chosen. Provide a “hook” - find an interesting way to offer some background information on why you think that topic is important and needs consideration. A good hook might include a strong statement, a relevant quotation, statistic, or question addressed to the reader. You do not have to explain how the technology works in great detail, but you should remind your audience with a brief statement of what it does.

### **Paragraph Two – Pros for your paper:**

This paragraph is both informational (factual) and by its nature, opinionated. What may be a positive application of the technology may very well be a negative to someone else. Discuss 2-3 strong positive applications of the technology you are researching. What potential benefits does it have for mankind, what are the most important of these benefits for you to consider. Despite your final conclusion (i.e. you may think the technology should not be used), provide the reader with clear understanding of the potential benefits of the technology.

### **Paragraph Three – Cons for your paper:**

Similar in scope to the paragraph you just wrote, however, it should focus on the negative effects of the technology.

## Paragraph Four – Your Summary:

There are two critical parts to this paragraph; your opinion on the technology and why you came to this conclusion. Remember, this is about you and your feelings. You may feel like we should go forward with this technology, go forward with some applications of the technology and not others (i.e. clone animals but not humans), or you may feel that this technology should not be used at all. Whatever your opinion, you need to address the reasons you came to your conclusion. If you can not come to a conclusion, you must address what reasons have kept you from doing so (i.e. it is acceptable to say “I do not know what we should do”, but only if you discuss specifically what aspects of the issue have caused you to feel this way.

7 pts                  5 pts                  3 pts                  1 pt

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Thesis Statement (First Paragraph)</b>	The thesis statement names the topic of the essay and gives readers a brief but accurate explanation of the technology being discussed.	The thesis statement names the topic of the essay. The writer discusses the technology selected but with some inaccuracy or incompleteness.	The thesis statement names the topic of the essay in a manner that is unclear or difficult to understand. OR The writer discusses the technology inaccurately.	The thesis statement does not name the topic, the reader is unable to determine what the paper is to be about.	
<b>Support of Position (Cons)</b>	Includes 2-3 pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the current or potential damaging effects or misuse of the technology in question. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 2-3 pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the current or potential damaging effects or misuse of the technology in question.	Includes 1 piece of evidence (facts, statistics, examples, real-life experiences) that demonstrate the current or potential damaging effects or misuse of the technology in question.	Evidence and examples of the misuses or potential misuse of the technology are not effectively presented.	
<b>Support of Position (Cons)</b>	Includes 2-3 pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the current or potential damaging effects or misuse of the technology in question. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 2-3 pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the current or potential damaging effects or misuse of the technology in question.	Includes 1 piece of evidence (facts, statistics, examples, real-life experiences) that demonstrate the current or potential damaging effects or misuse of the technology in question.	Evidence and examples of the misuses or potential misuse of the technology are not effectively presented.	
<b>Closing paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. The concluding paragraph clearly discusses why the writer came to their final opinion.	The writer's position is recognizable. The concluding paragraph clearly discusses why the writer came to their final opinion.	The writer's position is recognizable. The concluding paragraph is not clear in its discussion of why the writer came to their final opinion.	The writer's position is recognizable. The concluding paragraph fails to discuss why the writer came to their final opinion.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
<b>Capitalization &amp; Punctuation</b>	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	

# Genetic Project Art Component

After you complete your paper on the bioethics of genetic engineering, you will need to use it as your inspiration for an original piece of art. While “great art” is often a combination of inspiration and technique, you are being graded in terms of the thoughtfulness of your piece and your effort. This is to say that I realize your best effort may not be the masterpiece produced by Monet, Renoir, or Dali’s best effort. Your original piece of art should express your opinion in the **most powerful** way you can come up with. **“Think before you Art”**, in much the same way that you outline before you write. You will be explaining your piece to the class in your verbal and written artist’s statement – so don’t worry if your thoughts are not easily concluded with a quick glance at the piece. Finally, you are not limited to drawing or painting. Use the media you feel will be most effective. A collage, sculpture, or mixed-media piece may draw more attention because it is not “another drawing”.

About your artist’s statement . . . This is your opportunity to explain the meaning in your artwork. You should clearly explain 4 or more inspired elements. Example(s) is used black in white BECAUSE I wanted the audience to feel . . . I drew Dolly the sheep looking confused because . . . etc.

CATEGORY	15	12	6	4
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the artwork. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home. Artwork seems “almost finished”.	Class time was not always used wisely, but student did do some additional work at home. Artwork needs additional time and effort.	Class time was not used wisely and the student put in no additional effort.
Thought/Contemplation	Artwork was well thought out and reflects the sentiments of the student’s paper. Student uses techniques such as symbolism and expressive imagery to make their statement. Artwork includes 4 or more inspired elements.	Artwork was well thought out and reflects the sentiments of the student’s paper. Student uses techniques such as symbolism and expressive imagery to make their statement. Artwork includes 2-3 inspired elements.	Artwork shows thought and reflects the sentiments of the student’s paper to some degree. Student uses a technique such as symbolism and expressive imagery to make their statement. Artwork includes 1 inspired	Artwork fails to reflect the sentiments of the student’s paper. OR Artwork does not show creative expression by the student.
Artist’s Statement	Student is able to explain his or her artwork to the class. Student describes 4 or more artistic choices they purposefully made to support the arguments from their paper. Explanation is thoughtful. Inspired elements and their meaning are Clearly explained.	Student is able to explain his or her artwork to the class. Student describes 2-3 or more artistic choices they purposefully made to support the arguments from their paper. Explanation is thoughtful.	Student is able to explain his or her artwork to the class. Student describes 1 or artistic choice they purposefully made to support the arguments from their paper. Explanation is thoughtful.	Student is unable to show how their artwork reflects the arguments from their paper.