

PS 2.0 FA#3 - Genetic Engineering Paper

Topic: Genetic engineering and its moral or health implications.

Purpose: The goal of this paper is to create a convincing argument in support of OR against a specific topic in the realm of genetic engineering by using real world examples as evidence to reinforce your position.

Project: Students will narrow down the topic of genetic engineering to a specific area of interest. Within this area of interest, students will identify a question that they will research in order to generate a conclusion (2.3.1). Students will complete research on their area of interest that includes finding at minimum three credible sources as well as one non-credible source (2.2.1). Students will identify what makes each of these sources credible or non-credible and summarize the main ideas from each source (2.2.2 and 2.3.2). Students will be writing a 5-paragraph MLA format paper in the persuasive style based upon their evaluation of the information found during their research (2.3.3). This includes: Times New Roman, 12 pt font, double-spaced paper with an outline and a **WORKS CITED** page (2.3.4).

4.0 Option: Students will complete all the 2.0 and 3.0 level learning targets listed above. In addition, students will create counter evidence for their area of interest. An additional three sources must be used for this counter evidence (2.4.1). Students will then write a rebuttal taking a position on your area of interest (2.4.2). Your paper must include a minimum of an additional two paragraphs, at least one for the counter evidence and one for the rebuttal.

Information/Format of Paper (THE SHORT VERSION):

- Introduction to genetic engineering including a detailed explanation of the area of interest selected within genetic engineering (Ex: genetically modified germs, gene therapy, cloning, genetically modified foods, genetic testing/counseling, genetic selection of offspring, artificial selection, domestication of animals)
- The bulk of the paper will consist of evidence supporting or denying ONE type of engineering as a benefit to society.
- The paper will finish with a conclusion of main points and continued explanation of why your position has the most relevance.
- A works cited page will be included at the end of the paper (as a separate page)

Information/Format of Paper (THE LONG VERSION):

- Students will include the following information in their papers.
- 1. Introduction (Paragraph 1) What is genetic engineering? When was it first developed and how has it changed over the years? What are some specific types of genetic engineering? What is one specific type you are going to focus on? Explain that type of engineering and how it works IN DETAIL.**
 - *The start OR end of this paragraph should contain your thesis statement along with three reasons supporting your argument.*
 - *Ex: Cloning is a form of genetic engineering that is beneficial to society because ____ (reason 1)____, ____ (reason 2)____, ____ (reason 3)____.*
 - 2. Body Paragraphs (Paragraphs 2-4) Each body paragraph with give THREE PIECES OF**

EVIDENCE that connects to each reason given in your thesis statement.

- Each body paragraph needs to start with a topic sentence.
 - Ex: Cloning is a form of genetic engineering that is beneficial to society because ____ (reason 1) ____.
 - Reason number 1 stated in your thesis should be the topic of your first body paragraph where as reason number 2 will be body paragraph number 2 and etc.
 - Evidence provided in these paragraphs will support your reason and connect back to the thesis as a way of creating a strong argument.
3. **Conclusion (Paragraph 5) Summarize and restate your most important information!**
- The conclusion must also restate your thesis.

SCHEDULE OF DUE DATES:

Project introduced: _____

Outline due: _____

Rough draft due for peer editing session: _____

FINAL DRAFT OF PAPER DUE: _____

Any plagiarism or a paper without a Works Cited will be given a ZERO!

CITING YOUR SOURCES AND WRITING IN YOUR OWN WORDS IS CRUCIAL FOR THIS ASSIGNMENT!

- When you are looking at a source (textbook, website, etc.) do NOT just print out pages of information. Use a separate sheet of paper and take notes by hand. Instead of writing down EVERYTHING from your source, just jot down short notes: clips and short phrases. Use this as a chance to SUMMARIZE the information from the source. This will make writing in your own words MUCH easier when you go back and look at your notes.
- It is ALWAYS MORE DIFFICULT to write in your own words if you are simply looking at how another author has already written the information. You will think to yourself, "Man, they already said it so well! How am I suppose to describe it differently?"
- So don't write down full sentences or print out lots of pages from a source!
- If you do decide to use an entire sentence (maybe a definition) from a source, you MUST surround it with quotation marks. Failure to do this can also be plagiarism!
- It is still considered plagiarism if you take another person's work and simply switch out words!
- For example: "The fox hastily jumped over the fence to get away from the dog."
- NOT ACCEPTABLE: "The fox quickly hopped over the fence to run away from the dog."
- Do not fall into this trap either! **Please see me if you need help!**

Research Template

<u>Source:</u>	<u>Credible</u> <u>/Non-credible</u> <u>(with reason</u> <u>why):</u>	<u>Summary:</u>
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**Genetic Engineering
Position and Defense Outline Template**

Pick a topic of genetic engineering as a way to create an argument in either support or opposition using real world examples and explanation.

Your Thesis:

Defense:

Topic Sentence #1:

Supporting Evidence # 1:

Source: _____

Supporting Evidence # 2:

Source: _____

Supporting Evidence # 3:

Source: _____

Topic Sentence #2:

Supporting Evidence # 1:

Source: _____

Supporting Evidence # 2:

Source: _____

Supporting Evidence # 3:

Source: _____

Topic Sentence #3:

Supporting Evidence # 1:

Source: _____

Supporting Evidence # 2:

Source: _____

Supporting Evidence # 3:

Source: _____

Name:
Block:
Date:

Peer Review for Genetic Engineering Paper

Self-Review- Read through your writing *silently* and complete this section.

- **Does your introduction paragraph have a thesis statement?**
 - *IF you said NO go through and mark in your paper where you will need to go back and create a thesis.*
 - *If yes, where is it?*
- **Does each body paragraph have THREE pieces of evidence?**
 - *IF you said NO go through and mark in your paper where you will need to go back and add.*
- **Did you explain after each piece of evidence?**
 - *IF you said NO go through and mark in your paper where you will need to go back and explain.*
- **Does your conclusion paragraph have a re-stated thesis statement?**
 - *IF you said NO go through and mark in your paper where you will need to go back and re-state.*
- What I like most about this piece is....
- What I think can use some work is...
- I hope the reviewer can help me with...

Peer-Review by: _____

- Read through your partner's piece twice:
 1. The first time, just read through to get the story. MAKE NO MARKS
 2. The second time, read more slowly, making marks and completing the tasks below:

INTRODUCTION (What is genetic engineering?)

1. Does the paper begin with an **introduction**? **Y or N**
2. Does the introduction describe what genetic engineering is, how long it has been around, and how it has changed over the years? **Y or N**
3. Does the author clearly explain one type of genetic engineering and how it works? **Y or N**

4. Has the author written in his or her own words, or does it look like it has been copied directly from a source?

Own words or Plagiarized

5. Does the author have a thesis statement? **Y or N**

6. Does the thesis contain three reasons to support the author's argument? **Y or N**

7. Circle any typos on rough draft so author can fix them.

8. **Give the author a suggestion:**

BODY PARAGRAPH 1

1. Does body paragraph 1 begin with a topic sentence? **Y or N**

1. Does the topic sentence connect to the author's first reason? **Y or N**

2. Does the author have three pieces of evidence? **Y or N**

1. Is each piece of evidence explained and connected to thesis? **Y or N**

3. Has the author written in his or her own words, or does it look like it has been copied directly from a source?

Own words or Plagiarized

4. Circle any typos on rough draft so author can fix them.

5. **Give the author a suggestion:**

BODY PARAGRAPH 2

1. Does body paragraph 2 begin with a topic sentence? **Y or N**

1. Does the topic sentence connect to the author's second reason? **Y or N**

2. Does the author have three pieces of evidence? **Y or N**

1. Is each piece of evidence explained and connected to thesis? **Y or N**

3. Has the author written in his or her own words, or does it look like it has been copied directly from a source?

Own words or Plagiarized

4. Circle any typos on rough draft so author can fix them.

5. **Give the author a suggestion:**

BODY PARAGRAPH 3

1. Does body paragraph 3 begin with a topic sentence? **Y or N**
 1. Does the topic sentence connect to the author's third reason? **Y or N**
2. Does the author have three pieces of evidence? **Y or N**
 1. Is each piece of evidence explained and connected to thesis? **Y or N**
3. Has the author written in his or her own words, or does it look like it has been copied directly from a source?
Own words or Plagiarized
4. Circle any typos on rough draft so author can fix them.
5. **Give the author a suggestion:**

CONCLUSION

1. Does the paper end with a conclusion? **Y or N**
2. Does the conclusion contain a re-stated thesis statement? **Y or N**
3. Does the conclusion sum up the most important points of the paper? **Y or N**
4. Circle any typos on rough draft so author can fix them.
5. **Give the author a suggestion:**

OVERALL PAPER

1. Do you think the author has done a good job at giving good sound reasoning for each reason and piece of evidence given? **Y or N**
2. What does the author do well?
3. Circle the strongest paragraph. What makes you like this paragraph?
4. What can the author do to make this piece of writing more interesting to read?
5. On the draft, be sure that you circled spelling, punctuation, and grammar errors.

MLA Format

6. Check for: _____ Header (Name, class, teacher, date)
_____ Title in center. NOT BIG, BOLD, UNDERLINED OR ANYTHING ELSE!
_____ Double-spaced
_____ Each paragraph indented
_____ Last name and page number in the upper right hand corner

7. **Is there a works cited page?** If not, tell the author they will get a zero if they don't include one!

1. **If there is one, is it formatted correctly?**

8. What grade would you give this paper right now? _____

Why?

9. What grade do you think your teacher would give this paper right now? _____

Why?

NICE JOB!!

I hope you've given/gotten some valuable feedback. When finished, give back to the author!