

To Clone or Not to Clone

Developed by Marcy Merrill

Reading Selections for This Module

Said, Carolyn. "Here, Kitty-Kitty-Kitty-Kitty." *San Francisco Chronicle* 15 Apr. 2004: A1. Print.

Week 1: Activities 1 – 10

Week 2: Activities 11 – 20

Week 3: Activities 21 – 28

Part I: Reading Rhetorically

Prereading

Activity 1: Exploring Key Concepts—Picture Walk

View the slideshow at: <http://www.slideshare.net/JennieEllis/picture-walk-46204897>

As you look at the pictures of animals, write down your initial reaction to hearing the news that scientists have successfully cloned each of these.

After you have written your reactions, write a short paragraph answering the following question: "If you could clone any of the mammals you just saw, which one would you choose, and why?"

Activity 2: Surveying the Text

1. Look at the title of the article, "Here, kitty-kitty-kitty-kitty: Sausalito firm offers clones for \$50,000, signs up 5 cat owners," and make a prediction about the issue the article may likely present.
2. Preview the end of the article. What did the author include at the end? What do you think her intention was for this ending?
3. Write out the correct citation of this article for a Works Cited page. See the MLA Citation rules at owl.english.purdue.edu if you need guidance.
4. Looking specifically at the date of this article, do you think more or different information might be available now? What might be relevant today with this issue? Do a little checking online to see what issues are current in the field of cloning, and jot down some titles of articles you find. Create a list of the five most interesting titles.

Activity 3: Making Predictions and Asking Questions

1. Scan the article, and notice the different speakers or interviewees. Who are they, and what purpose do these speakers serve?
2. Look at the many voices heard in this article. Peruse the article, and look more carefully at the different speakers of the many quotes used in the article. Skim to locate these quotes rather than read the entire article.
3. Find a quotation then, in a small group or with a partner, identify its speaker and his or her position on cloning. Why do you think the author chose these particular quotations and speakers for this article?

Activity 4: Understanding Key Vocabulary—Vocabulary Self-Assessment Chart

1. In the column “Prereading,” place either a “+” if you know the word well, a “✓” if you have heard of it and may have an idea of its meaning, or a “?” if you do not know it or have not heard it before. Working in pairs or individually, find and write down the definition of each word.
2. Then, while or just after reading the article, revisit this chart, completing it again in the column that says “During reading,” using the same markings, “+,” “✓” or “?”.
3. Following the reading and discussion of the text, when it is time to use the vocabulary words in your own writing, you will complete the box labeled “Postreading.”
4. Note: At any point in the process when you are sure of the definition of any of the words, you may write the word down on the line or follow your teacher’s directions.

KEY: “+” know word well; “✓” heard of it; “?” do not know word.

Word	Pre-reading	During reading	Post-reading	Definition
iconoclastic				
octogenarian				
deluged				
elude				

undermines				
intrinsic				
immortalized				
whimsy				
replicas				
spayed				
neutered				
biopsy				

mosaic				
surrogate				
embryo				
regressing				

Word	Pre-reading	During reading	Post-reading	Definition
estrus				
ubiquitous				
oviduct				
reproduce				
infancy				
imitation				
fertile				

Activity 5: Understanding Key Vocabulary—Categorizing with Established Headings

Identify words that fall into these categories:

Animal surgeries/ treatments/general medical terms	Words pertaining to babies/pregnancy	Words pertaining to copying	Words pertaining to times of life or age

Reading

Activity 6: Read for Understanding

Read through the article to get a sense of the text and to identify main ideas and evidence to support your interpretations. Read “with the grain,” or agreeing with the author, as you examine your predictions.

Discuss or write answers to the following questions:

- Did the article answer your questions?
- Which of your predictions turned out to be true?
- If your prediction was inaccurate, what did the text mislead you?
- What surprised you about the article?
- What did not surprise you?
- What, if anything, confused you?

Activity 7: Mapping the Organizational Structure

In small groups, map the organization of the text by taking the following steps. Thinking and reasoning about organizational structure is more important than agreeing on where the lines should be drawn.

- Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?
- Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?
- Discuss in small groups or as a large group why the lines were drawn where they were.

Activity 8: Considering the Structure of the Text—Descriptive Outlining

Go back through the article. Mark your text by using marginal notes to express what the short paragraph says (on the left) and what the passage does (on the right). Work out the first example here in the packet.

1. “It sounds like science fiction, but it’s not.”

SAYS:

DOES:

2. “Any cat owner with \$50,000 to spare can pay a Sausalito company, Genetic Savings & Clone, to clone Fluffy or Frisky this year.

The company already sponsored the first domestic cat clone—a calico named CC (for ‘Carbon Copy’)—two years ago. Now, it is the first to go commercial, this time in its own laboratories, and five paying customers are lined up.

It has promised to produce nine cloned kittens by November. Six will be for clients and three for staff members, who will show off their clones at veterinary shows. None of the customers agreed to be interviewed.”

SAYS:

DOES:

3. “The company got its start when iconoclastic octogenarian John Sperling, who made millions as founder of the University of Phoenix, backed research called ‘the Missyplicity Project’ to clone a beloved husky mix, Missy.

The project was deluged by interested pet lovers, even though dog cloning continues to elude scientists. Genetic Savings says it’s on track to clone Missy, who died in 2002 at age 15, this year.

‘We would have had to be dumb not to see a business there,’ said Genetic Savings CEO Lou Hawthorne, a longtime family friend of Sperling, who suggested they turn the project into a for-profit venture.”

SAYS:

DOES:

Activity 9: Annotating and Questioning the Text

Re-read the text, this time reading “against the grain” and “playing the doubting game.” As you read, look for claims and assertions made by Carolyn Said. Does she back them up? Do you agree with them?

	Section of the text (copied with page # noted) that answers the question	Your reactions to the ideas/information
Where does the author best describe the differences between a clone and the original?		
What is an argument in favor of cloning? By whom?		
What is another argument in favor of cloning? By whom?		
What is an argument against cloning? By whom?		
What is another argument against cloning? By whom?		

Activity 10: Analyzing Stylistic Choices—Discourse

Answer the following questions (in writing or as a group discussion) to discover how readers use the various stylistic devices in the text.

1. How would you describe the style of this article? Is it formal? Informal? Academic? Scientific? Conversational? What did she hope to accomplish using this style of writing?
2. The author chooses to use some allusions to other works with the assumption that the readers know these references. Identify some of these references and determine their purpose in the text. Why did the author use these literary references? What does that do to the text? What must the reader know to be able to understand these references?
3. The author uses names to refer to pets. In the beginning, she refers to cloning “Fluffy or Frisky.” What is the purpose of using these names and what do these names do for the reader?
4. The author uses idioms, clichés, and metaphors for effect at the end of the text. She cites Hawthorne’s speech, “I’m like a pit bull,” “like working in a fishbowl,” and the author’s own, “The proof is in the puddy-cat.” What is her reason for using animal images?

Postreading

Activity 11: Summarizing and Responding—I-CHART

1. On your I-CHART, read the following questions listed across the top: “What are the uses of cloning?” “Is reproductive cloning right?” “Is therapeutic cloning right?” “What organisms are acceptable for us to clone? Why?” Consider your answers to these questions.
2. Return to the article “Here Kitty-Kitty-Kitty-Kitty” to find answers to the questions posed on the I-CHART. Record answers on the I-CHART.
3. Discuss the answers to the given questions, justifying your responses.
4. Read the two additional pieces that follow about the subject, and then answer the same questions with reference to the new readings. The I-CHART will allow you to compare, contrast, and examine key points in each article.

Article Title	What are the uses of cloning?	Is reproductive cloning right?	Is therapeutic cloning right?	Which organisms are acceptable for us to clone? Why?	Individual or class-generated question:
“Here Kitty-kitty-kitty-kitty”					

Article Title	What are the uses of cloning?	Is reproductive cloning right?	Is therapeutic cloning right?	Which organisms are acceptable for us to clone? Why?	Individual or class-generated question:
<p>“Press Release from President Clinton 6/9/97”</p>					
<p>“Cloning is Moral”</p>					

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

June 9, 1997

REMARKS BY THE PRESIDENT
AT ANNOUNCEMENT OF CLONING LEGISLATION

The Rose Garden

11:56 P.M. EDT

THE PRESIDENT: Thank you very much, Dr. Shapiro, for that fine set of remarks and for your report. I thank all the members of the President's Committee of Advisors. I'd also like to thank Secretary Shalala and Dr. Varmus for being here today, along with the President's Advisor on Science and Technology, Dr. Jack Gibbons. And I thank Congressman Brown and Congresswoman Morella for being here and for their interest in this important issue.

But mostly let me say again, I am profoundly grateful to the National Bioethics Advisory Commission and to Dr. Harold Shapiro for preparing this report on a difficult topic in a short period of time, requiring an extensive inquiry. Your commitment and your courage in breaking new ground in policy is deeply appreciated.

As the Vice President has said and all of us know, we live in an era of breath-taking scientific discovery. More and more, our future in the world depends upon advances in science and technology. And more and more, the scientific community will influence the course of the future and the lives that our children will lead in the new century that is upon us.

As I said in my commencement address at Morgan State University last month, our scientific explorations must be guided by our commitment to human values, to the good of society, to our basic sense of right and wrong. Nothing makes the necessity of that moral obligation more clear than the troubling possibility that these new animal-cloning techniques could be used to create a child. That is why I acted in March to ban the use of federal funds for cloning human beings and to urge the private sector to observe the ban voluntarily while we initiated a national dialogue on the risks and the responsibilities of such a possibility, and why I asked this commission to issue this report.

For three months, the commission has rigorously explored the scientific, moral, and spiritual dimensions of human cloning. It has talked to leading scientists and religious leaders, to philosophers and families, to patient advocates and to the general public. From many opinions and beliefs, as Dr. Shapiro said, one unanimous conclusion has emerged: Attempting to clone a human being is unacceptably dangerous to the child and morally unacceptable to our society.

I believe strongly that this conclusion reflects a national consensus, and I believe personally that it is the right thing to do. Today I am sending legislation to the Congress that prohibits anyone in either public or private sectors from using these techniques to create a child. Until the day I sign the legislation into law, the ban on federal funding I declared in March will remain in effect. And once again, I call upon the private sector to refrain voluntarily from using this technology to attempt to clone a human being.

I want to make clear that there is nothing inherently immoral or wrong with these new techniques -- used for proper purposes. In fact, they hold the promise of revolutionary new medical treatments and life-saving cures to diseases like cystic fibrosis, diabetes and cancer, to better crops and stronger livestock.

This legislation, therefore, will not prohibit the use of these techniques to clone DNA in cells and it will not ban the cloning of animals. What the legislation will do is to reaffirm our most cherished belief about the miracle of human life and the God-given individuality each person possesses. It will ensure that we do not fall prey to the temptation to replicate ourselves at the expense of those beliefs and the lives of innocent children we would produce.

Finally, the legislation will ensure that we continue the national dialogue we began three months ago and will provide the nation and the Congress another opportunity to take a look at this issue in five years.

To make sure that all our voices are heard as we explore human cloning, the legislation specifically requires the National Bioethics Advisory Commission to continue its study and report back in four and a half years. At that time, we will decide how to proceed based on what has been accomplished and agreed upon and debated and discovered in the intervening period.

Banning human cloning reflects our humanity. It is the right thing to do. Creating a child through this new method calls into question our most fundamental beliefs. It has the potential to threaten the sacred family bonds at the very core of our ideals and our society. At its worst, it could lead to misguided and malevolent attempts to select certain traits, even to create certain kind of children -- to make our children objects rather than cherished individuals.

We are still a long way from understanding all the implications of the present discoveries, but it is our moral obligation to confront these issues as they arise and to act now to prevent abuse. Today, I hope other countries will see what we are doing and do the same. And I pledge to work with them to enforce similar bans around the world that reflect these values.

Once again, let me say a heartfelt thank you on behalf of our entire nation to the National Bioethics Advisory Commission for the remarkable work you have done and the work you have agreed to continue doing in the coming years. Thank you very much. (Applause.)

Cloning Is Moral

By [Alex Epstein](#) (*Herald Sun*, Australia, November 19, 2003)

Biotechnological progress, long under moral and legal attack, was granted a two-year reprieve last Thursday when the United Nations announced that it is postponing consideration of an international ban on human cloning. Members of that body have been fiercely divided between those, including the United States, who seek to ban all cloning internationally, and those who seek to ban "only" reproductive cloning. Although each side has claimed the moral high ground, both positions are profoundly *immoral*. Any attempt to ban human cloning technology should be rejected permanently, because cloning--therapeutic *and* reproductive--is morally good.

Consider first therapeutic cloning, which opponents perversely condemn as "anti-life." Senator Sam Brownback, who has sponsored a Congressional ban on all cloning, says therapeutic cloning is "creating human life to destroy [it]." President Bush calls it "growing human beings for spare body parts."

In fact, therapeutic cloning is a highly *pro-life* technology, since cloned embryos can be used to extract medically potent embryonic stem cells. A cloned embryo is created by inserting the nucleus of a human body cell into a denucleated egg, which is then induced to divide until it reaches the embryo stage. These embryos are not human beings, but microscopic bits of protoplasm the width of a human hair. They have the *potential* to grow into human beings, but *actual* human beings are the ones dying for lack of this technology. The embryonic stem cells extracted from a cloned embryo can become any other type of human cell. In the future, they may be used to develop pancreatic cells for curing diabetes, cardiac muscle cells for curing heart disease, brain cells for curing Alzheimer's--or even entire new organs for transplantation. "There's not an area of medicine that this technology will not potentially impact," says Nobel laureate Harold Varmus.

Opponents of therapeutic cloning know all this, but are unmoved. This is because their fundamental objection is not that therapeutic cloning is antilife, but that it entails "playing God"--i.e., remaking nature to serve human purposes. "[Human cloning] would be taking a major step into making man himself simply another one of the man-made things," says Leon Kass, chairman of the President's Council on Bioethics. "Human nature becomes merely the last part of nature to succumb to the technological project, which turns all of nature into raw material at human disposal." Columnist Armstrong Williams condemns all cloning as "human egotism, or the desire to exert our will over every aspect of our surroundings," and cautions: "We're not God."

The one truth in the anticloning position is that cloning does represent "the desire to exert our will over every aspect of our surroundings." But such a desire is not immoral--it is a mark of virtue. Using technology to alter nature is a requirement of human life. It is what brought man from the cave to civilization. Where would we be without the men who "exerted their will" over their surroundings and constructed the first hut, cottage, and skyscraper? Every advance in human history is part of "the technological project," and has made man's life longer, healthier, and happier. These advances are produced by those who hold the premise that suffering and disease are a curse, not to be humbly accepted as "God's will," but to be fought proudly with all the power of man's rational mind.

The same virtue applies to reproductive cloning--which, despite the ridiculous, horror-movie scenarios conjured up by its opponents, would simply result in time-separated twins just as human as anyone else. Once it becomes safe, reproductive cloning will have legitimate uses for infertile couples and for preventing the transmission of genetic diseases. Even more important, it is significant as an early form of a tremendous value: *genetic engineering*, which most anticloners object to because as such it entails "playing God" with the genetic makeup of one's child. At stake with reproductive cloning is not only whether you can conceive a child who shares your genetic makeup, but whether you have the right to improve the genetic makeup of your children: to prevent them from getting genetic diseases, to prolong their lifespan or to improve their physical appearance. You should have such rights just as you have the right to vaccinate your children or to fit them with braces.

The mentalities that denounce cloning and "playing God" have consistently opposed technological progress, especially in medicine. They objected to anesthesia, smallpox inoculations, contraception, heart transplants, in vitro fertilization--on the grounds that these innovations were "unnatural" and contrary to God's will. To let them cripple biotechnological progress by banning cloning would be a moral abomination.

Activity 12: Thinking Critically

1. Review the I-CHART answers.
 - Using your I-CHART, place a star by the reading with which you agree the most.
 - Identify one answer given on the I-CHART with which you absolutely agree and write why.
 - Which answer do you not agree with and why?
 - Identify an answer with which you somewhat agree and state why. Then, write what would need to be the case for you to fully agree or disagree with it.
2. Discuss the reliability of each source and how this might affect whether you can trust the information from it or not
3. Answer the logos, ethos, and pathos questions for “Here Kitty-kitty-kitty-kitty” below:

Logical Questions (Logos)

- Locate major claims and assertions, and ask, “Do you agree with the author’s claim that ‘critics say that’s faulty logic?’” Can you identify this faulty logic she refers to?
- Look at the support for major claims, and ask, “Is there any claim that appears to be weak or unsupported? Which one and why?”
- Can you think of counterarguments that the author doesn’t deal with?
- Do you think the author has left something out on purpose? Why?

Ethical Questions (Ethos)

- Does this author have the right background to speak with authority on this subject?
- Is this author knowledgeable? Smart? Successful?

Questions about Emotional Appeals (Pathos)

- Does this piece affect you emotionally? What parts?
- Do your emotions conflict with your logical interpretation of the arguments?

Activity 13: Reflecting on Your Reading Process

1. What have you learned from joining this conversation? What do you want to learn next?
2. What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
3. In what ways has your ability to read and discuss texts like this one improved?
4. How has your understanding of cloning changed after having read this article?

Part II: Connecting Reading to Writing

Discovering What You Think

Activity 14: Read the Writing Prompt—Cloning

Cloning human beings has been a hot topic of debate over the last few decades. This debate became even more heated after the first adult animal was cloned, producing Dolly the sheep. Everyone asked, “Are humans next?”

Those who are in favor of human cloning argue that cloning could work miracles and improve people’s lives. Infertile couples wishing to have a baby could increase their chances of pregnancy; diseases like Alzheimer’s and cancer could be cured by using stem cells harvested from cloned human embryos; or it may even be possible to clone a loved one that has been lost to us. Those who oppose human cloning fear the ethical and moral questions that will have to be answered, and how the technology will be used.

In the article you read, entitled “Here Kitty-kitty-kitty-kitty,” many of the arguments for and against the cloning of animals were posed. In class, different perspectives on the issue of both reproductive and therapeutic cloning were discussed.

Imagine that a bill has just come up in the U.S. Senate that would allow the use of taxpayer money to fund both therapeutic and reproductive cloning research of all animals including humans. Write a letter to your senator expressing your approval or disapproval of this subject. Explain your reasons using current research or articles to support your views, and let your senator know how you would like her to vote, should a vote arise on the subject. You should cite evidence from the article(s) you read, from what you have learned about genetics (particularly your knowledge of how genes are influenced by environment), and from your own personal experiences.

Activity 14: Considering the Writing Task

Answer these questions to discover more about the purpose of the assignment:

- In addressing this prompt, are you informing or reporting?
- Are you trying to persuade your readers of something?
- In what genre are you being asked to write?
- Since it is a letter, in what ways is it different from an essay, a report, an email?
- What considerations will you need to make to write your assignment in letter format?
- What are the reader expectations for this genre?
- What is your rhetorical purpose?

- What is your timeline for completing the assignment in reasonable steps?
- How will the assignment be graded? On the basis of what criteria will your written work be evaluated? Do you understand each criterion?

Activity 15: Approaching the Writing Prompt—Cloning

Prompt Repeated

Cloning human beings has been a hot topic of debate over the last few decades. This debate became even more heated after the first adult animal was cloned, producing Dolly the sheep. Everyone asked, “Are humans next?”

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You should use the format on the next page to construct your letter. Make at least four arguments to support your position. At least one of the arguments should be a response to statement from someone on the opposite side of the issue from you. For example, if you are against cloning, you might write, “Those who support cloning say..., but this argument is wrong because...” Here are some general questions you may want to think about as you write your letter:

- Are you for or against both types of cloning, therapeutic and reproductive? What are your reasons?
- Do you think we should allow research in one type but not the other?
- How might these technologies be used?
- Does cloning really make an exact copy of a person?
- Would allowing one type of cloning lead to allowing the other type?

Directions for Writing Supporting Evidence

1. In small groups, write down the evidence you have in your notes to support or refute cloning. It is perfectly fine to have disagreements among group members, but having a respectful conversation is critical to your thinking process.
2. Think about strategies and questions to address the audience of the essay.
 - a. Consider what most people know and think about the topic of your paper.
 - b. If you intend to change the opinions of the readers, including the senator, consider your persuasive techniques, both logical and emotional. Discuss with classmates some techniques you have considered using in your writing.
 - c. How much do you think the senator and his or her staff know about cloning?
 - d. Why should they care about it?
 - e. What concerns would they have about your plan? Does it cost money? Would it violate anyone's privacy?
 - f. What kinds of persuasion do you think you will need to help them understand your point of view?
 - g. Which would be the best evidence?

Another Consideration is the Letter Format or Genre

You should use the correct and formal letter format. A sample letter is here for you to use as a template.

Sample Letter Format:

Date

Senator's Full Name
United States Senate
Washington DC, 20510

Dear Senator Last Name,

In the first paragraph, you should identify yourself and the reason you are writing the letter.

The following paragraphs should explain how you want them to vote and why. In these paragraphs you will explain your four arguments using evidence from the articles, from what you have learned about genetics and cloning, and from your own personal experiences and/ or ideas. You should use at least two other readings, separate from the article we all read, to cite evidence in support of your position. There should be about one paragraph per argument. However, you may write more.

In the conclusion, restate how you want your senator to vote on the bill, and summarize your overall position in one or two sentences.

Sincerely,
Your Name

To find the senators' names and addresses, use this Web site:
<http://www.senate.gov/general/contact_information/senators_cfm.cfm?State=CA>.

Activity 16: Taking a Stance

Begin to explain to a partner your stance or position in response to the prompt. The listening partner needs to ask for clarification if the answers given are not specific enough. Some questions to guide this process follow:

1. What is the gist of your argument in one or two sentences? Turn these sentences into a working thesis statement.
2. What is your main claim at this point in time?
3. How do your ideas relate to what others have said?
4. What arguments or ideas are you responding to?
5. What evidence best supports your argument? What evidence might you use in relation to what others say about your argument? How does it support your argument?
6. What background information does the reader need in order to understand your argument?
7. What will those who disagree with you have to say about your argument? What evidence might they use to refute your ideas?
8. How did your views change during the reading? What factors caused you to change? Could you use these factors to change someone else's views?

Activity 17: Gathering Evidence to Support Your Claims

Given a four-minute time frame, jot down the answers to the following questions in quickwrite format.

- Are you for or against both types of cloning, therapeutic and reproductive? What are your reasons?
- Do you think we should allow research into one type but not the other?
- How might these technologies be used? Misused?
- Does cloning really make an exact copy of a person?
- Would allowing one type of cloning lead to allowing the other type?

Activity 18: Getting Ready to Write

Use your cloning cube to help you begin your writing assignment. When you have completed the six sides, craft a working definition of the term for yourself.

Describe it (using your senses).	Compare it (to something similar).	Analyze it (how was it made).
Apply it (how it is used).	Associate it (with something from your own experience or past learning).	Argue for or against it (not both).

Part III: Writing Rhetorically

Entering the Conversation

Activity 19: Considering Structure

As you begin to organize your letter, the following guidelines might remind you to include key elements.

The Beginning or Introduction

- Includes the sender's information, address, and date
- Includes the recipient's name, position, and address

- Is addressed to an authority from the correct level of government
- Has a clear salutation
- Directs readers' attention to the topic or issue the writing addresses
- Establishes the importance of the topic and letter
- Provides background information that the audience may need
- Introduces the thesis, purpose, or main claim of the writing in order to suggest how the piece will be developed

The Body

- Has three sections:
 - Section 1 – Identification of the writer's concern and reasons for the chosen audience
 - Section 2 – Explanation of the issue and outlines of at least two viewpoints/supports
 - Section 3 – Outline of the preferred solution(s) and request of appropriate action
- Contains supporting evidence that is relevant to the concern being expressed
- Has sufficient evidence to support the opinion
- Explains, illustrates, and develops the topic or issue
- Contains as many paragraphs as are necessary to develop the ideas
- May have sections and subheadings in some types of writing
- Contains examples or arguments supported by evidence
- Quotes, paraphrases, or summarizes other texts in support of the purpose of the writing
- May present and analyze data
- Addresses counterarguments or alternative positions or explanations
- Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

The Conclusion

- Includes a complimentary closing (thank you and request for action)
 - Includes the writer's name and may include some reference to advocacy in the closing, such

as “A Concerned Citizen”

- Uses words and phrases that are appropriate to the purpose and audience
- Persuades the intended audience to acknowledge the concern and consider the proposed solution(s)
- Connects the writing to some larger claim or idea
- Points the reader to the next steps or new questions raised by the writing
- Identifies the conclusion the writer has reached and its significance
- Evaluates or analyzes the conclusions drawn
- Explains the implications of the major point of the letter

Activity 20: Using the Words of Others (and Avoiding Plagiarism)

Before exploring what the people who were interviewed said about the issue of cloning, answer the following questions:

1. Look to see how many times the author uses the word said or says.
2. What might have been the author’s reason for using the words said and says so often?
3. Together, list some verbs that could take the place of says. Then change some of the references to said, and discuss the impression the new verbs have on you as the readers.
4. Would you recommend changing the verbs the author uses, or keeping said and says?

Activity 21: Using the Words of Others—Quote, Paraphrase, Respond

1. Choose a passage from any of the articles you have on cloning that you might be able to use in your proposal. You may want to choose passages that you strongly agree or disagree with.
2. Write each passage down as a correctly punctuated and cited direct quotation. Note that when you punctuate a quote, if the parenthesis with the citation information is in the middle of a sentence, put any necessary punctuation marks, such as a comma or semi-colon, after the parenthesis. If the quotation is at the end of the sentence, put the period after the citation parenthesis. Think of the citation information as part of the sentence.
3. Paraphrase the material in your own words with the correct citation format.
4. Respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again, with the correct citation.

Activity 22: Negotiating Voices—Listing Models and Signal Phrases

Now you will put direct quotations, indirect quotations, concepts, facts, ideas, and opinions from other writers in your own texts, keeping the voices distinct. Your goal is to make the relationships between the ideas clear as well as clarifying who is saying what.

1. Consider why the author uses quotations from others so often. What “moves” is she making by using these words? How does she make these writing moves so that each quotation flows into her prose and provides evidence for her claims?
2. Using the cloning article, in which the writer summarizes or synthesizes several different perspectives and argues for his or her own position, underline phrases that signal relationships among different ideas and perspectives.
3. Make a list of these phrases that you can use in your own writing to support your views.
4. Try out the sentence frames to present evidence to support an argument. Refer back to the article’s quotations to find support for your writing.
5. Use your sentence frames to help you write academically and support your opinion.

Revising and Editing

Activity 23: Revising

These questions are designed to help you revise your writing. While they are written in first person, they can be modified so partners or small groups can engage in workshop writing using these questions.

1. Have I responded to the assignment?
2. Have I made my purpose for this letter clear?
3. Have I discussed to what extent I was for or against both types of cloning, therapeutic and reproductive? Have I given ample reasons? Have I used statements of logos and pathos?
4. Have I considered in what ways we should allow research into one type of cloning but not the other?
5. Have I explained how these technologies could be used?
6. Have I addressed concerns from those in opposition of this issue?
7. Does my letter address my purpose of persuading the intended audience to acknowledge the concern and consider the proposed solution(s)?
8. Have I defined cloning in this letter for those who may not know the term in the way I wrote about it?
9. Have I defined cloning in my own words accurately and concisely? Have I employed words and phrases from the article and/or from my new vocabulary in the writing to help address this topic? Are these words used appropriately with my purpose, audience, and style in mind?
10. What should I keep? What is most effective? What could I get rid of? Did I use irrelevant

details? Was I repetitive?

11. What should I add? Where do I need more details, examples, and other evidence to support my points?
12. Are parts of the letter confusing or contradictory? Do I need to explain my ideas more fully?
13. What should I rethink? Was my position clear? Did I provide enough analysis to convince our readers?
14. How is the tone? Am I too overbearing, too firm, patronizing?
15. Have I addressed differing points of view?
16. Does the conclusion show the significance of the issue?
17. Is my documentation correct? Have I documented all material that was borrowed, whether it is quoted, paraphrased, summarized, or synthesized? Have I included all the necessary material in the Works Cited or Bibliography page?

Activity 24: Revising Rhetorically

A rhetorical analysis of a rough draft requires the writer to assess writing based on the purpose of the writing, the message of the argument, the needs of the audience, and the ethos the writer adopts.

Here are some questions that support a rhetorical assessment of a draft:

1. Is there any claim that appears to be weak or unsupported?
Is the evidence in support of claims, sufficient, relevant, and convincing?
2. As a writer, what kind of impression am I creating in this paper?
3. How can I create that impression better?
4. What do I need to add to make this happen?
5. Is my ethos persuasive enough?
6. In this conversation, do I seem to be an insider or an outsider?
7. How will my readers see my stance toward the material from my sources?
8. Will they think I agree or disagree with the topic?
9. Am I an objective reporter of the facts?
10. How can I show this stance better?
11. What is the rhetorical situation? Who is my audience, and what is my argument?

12. What evidence have I found for this support? (These could include facts, statistics, statements from authorities, personal experience, anecdotes, stories, scenarios, or examples) Have I utilized my notes from activities completed earlier in the unit?
13. How much background information do my readers have or need to understand this topic and my thesis?
14. What types of evidence and appeals does this audience value most highly?
15. How can I establish my own authority to address this issue? What credibility do I have with this audience?
16. If readers were to disagree with my thesis or the validity of my support, what would they say? How can I address their concerns?
17. What are the most important factors contributing to either the success or failure of the argument?
18. What is the most relevant feedback I have received about this audience and context?

Activity 25: Editing the Draft

You will now need to work with the grammar, punctuation, and mechanics of your draft to make sure your essay conforms to the guidelines of standard written English.

Individual Work

Edit your draft on the basis of the information you have received from your teacher or a tutor.

The following suggestions will also help you edit your work:

- If possible, set your letter aside for 24 hours before rereading to find errors.
- If possible, read your letter aloud to a friend so you can hear your errors.
- Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then, touch your pencil to each word as you read.
- With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
- Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.
- Use the dictionary to check spelling and confirm that you have chosen the right word for the context. Refer back to the vocabulary from the beginning of the unit, and check to make sure you used the new words and specifically the scientific terms correctly and appropriately.

Activity 26: Responding to Feedback

Pairs (if available) should read each other's letters quietly to themselves and follow these steps:

- Share with your partner what you understood was the point of the letter.
- Next, identify your partner's supporting evidence in the letter.
- Be sure to explain what the conclusion asks of you, the reader.

If you—as the reader—cannot find these elements in your partner's paper, your partner—as the writer—will then know what still needs to be included in the letter.

Activity 27: Partner Responses

These are questions posed to you, as the writer, but they could easily be posed to your partner about his or her paper.

- Did you follow the format that was given as a model?
- Did you make at least four arguments to support your position?
- Did you make at least one argument a response to an argument on the opposite side of the issue from you?
- In the first paragraph, did you identify yourself and the reason you are writing to them?
- Did you explain how and why you want the senator to vote?
- Did you explain your four arguments using evidence from the article, other readings, what you have learned about genetics and cloning, and/or your own personal experiences and/or ideas? Of these, did you include at least two other readings, separate from the article we all read, to cite evidence in support of your position?
- Did you restate how you want your senator to vote on the bill, and summarize your overall position near the end of the letter?
- Did you write this in correct and formal letter format? Did you include a date, the last name of the senator, a return address, a closing, etc.?

Activity 28: Reflecting on Your Writing Process

When you have completed your own essay, answer these six questions:

1. What was most difficult about this assignment?
2. What was easiest?

3. What did you learn about arguing by completing this assignment?
4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, about writing the first draft, about revising, and about editing?