

# Law 12

## Argumentative Essay

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### Your Task:

Select one of the topics below. Prepare either an argument for OR against the statement. Support your opinion with specific and accurate examples.

N.B.: Humans are often more successful in constructing arguments that actually go against their personal opinions precisely because we then have to search for concrete arguments rather than relying on pre-existing biases, ideas or beliefs, which may not be grounded in accurate facts/research.

### The Requirements:

- Paper must
  - be TYPED
  - Double spaced
  - In a standard font (i.e. Times New Roman, Arial, Calibri, Candara, Century Gothic, Lucinda Sans)
  - In a standard font size (10 – 12)
  - With standard or moderate margins (under page layout)
  - Be approximately 1 – 2 pgs in length
  - Follow standard 5 paragraph essay **format** (intro ¶, three to five body ¶s explaining your points with examples/evidence, a concluding ¶)

### The Topics:

Choose ONE of the following:

- People are basically bad/evil. They need laws and punishment to control them.
- The crime rates in Canada are high because punishments are too weak.
- Canadian society is going to break down and the court system will become ineffective because Canadians have too many civil and human rights and too many minority group interests are protected under the law.
- Teenagers are victims of prejudice/discrimination and stereotyping. Their rights should be expanded to include cheaper insurance rates and the right to vote and purchase controlled substances at the age of 16.
- The retirement age should be raised from 65 years to 70 years because people are living longer, are healthier longer and as such are able to be productive members of the workforce for longer. It is too expensive to pay pensions and benefits to an aging population if we start when they are only 65.
- Due to the fact that they have so much power, justices (judges) for the Supreme Court of Canada should be elected by voters rather than appointed by politicians who are in power.

## The Evaluation

Your assignment will be evaluated using the rubric below. Therefore, it is suggested that you use this rubric as a guide when working on your assignment and to check your work prior to submission.

| Trait / Element     | Level 4<br>Extending Expectations  | Level 3<br>Meeting Expectations  | Level 2<br>Approaching Expectations  | Level 1<br>Not Yet Meeting Expectations   |
|---------------------|--|--|--|---|
| <b>Organization</b> | The introduction is inviting, clearly states your thesis and provides an overview of the issue you've chosen. Information is presented in a logical order, in a manner that retains the interest of the audience. The conclusion strongly restates the thesis. | The introduction includes the thesis and provides a basic overview of the issue you've chosen. Information is presented in a logical order but may not consistently hold the interest of the audience. The conclusion references the thesis. | The introduction includes reference to your thesis. Most information is presented in a logical order. Paper includes a conclusion paragraph but it does not clearly restate or reference the thesis. | Your thesis is unclear. There is no clear and local organizational structure. The paper is either missing a conclusion, it is weak or it introduces new ideas.  |
| <b>Thesis</b>       | There is one clear, strong focus that is stated unambiguously and which identifies the issue as a whole.   | There is one thesis that offers a clear goal for the writing, and which refers to the issue as a whole.  | No clear thesis or perspective is offered and therefore the purpose of the piece is unclear. There is little reference to the issue as a whole.  | The thesis is not clearly understood or may be missing. There is little focus and a lack of clear purpose to the piece. There is little to no mention of the issue as a whole.  |
| <b>Support</b>      | Three or more relevant reasons are provided to support the thesis and are supported by accurate evidence. It is clear that a significant amount of thought, detail and research went into writing this paper.  | Three or more relevant reasons are provided to support the thesis but the evidence may be weak, incomplete or inaccurate in some regards.  | The paper does not feature not enough reasons (only one or two) to substantiate the point of view. Some or most of the arguments are weak, incomplete, and/or inaccurate.                            | There is only one reason, or even no reasons provide. Evidence to substantiate the thesis is either missing entirely, made up, inaccurate or extremely weak.  |
| <b>Word Choice</b>  | Word choices are precise, creative, evocative and enhance the reader's experience of the writer's argument.  | Word choice is accurate, clear and helps the writer to make their points effectively.  | Word choice is imprecise, sometimes inaccurate, or lacking in clarity. It does not actively improve the reader's experience or help the writer's purpose.  | There is little to no evidence that word choice was given thought/consideration. A small variety of words was used repeated. Word use is inaccurate, imprecise and may actually impede the clarity of the writer's purpose/point. |
| <b>Conventions</b>  | There are few to no errors in grammar, sentence structure, punctuation and/or spelling.  | There are some errors in grammar, sentence structure, punctuation and/or spelling but they do not interfere with the reader's understanding of the paper.  | There are several errors in structure, punctuation and/or spelling and they sometimes interfere with the reader's understanding of the paper.  | There are numerous errors in structure, punctuation and/or spelling and they frequently interfere with the reader's understanding of the paper.   |