Short Essay: Virtues and Moral Status

For this 500 to 1000-word short essay, you can choose ONE of the following essay topics.

**Option 1: The Five Focal Virtues.** Pretend that you are writing a short guide to the “Five Focal Virtues” of caring for new employees at a hospital. It is your job to clearly and accurately describe each of the virtues (using your own words), and then to say what this means of their job. The five focal virtues are:

1. Compassion
2. Discernment
3. Trustworthiness
4. Integrity
5. Conscientiousness

**Option 2: A Dialog About Abortion.** Here, I’d like you to write a dialogue between three people (1) a pro-life person who thinks abortion is generally immoral (and should be illegal), (2) a prochoice person who thinks abortion is generally morally OK, should be legal, and (3) a “moderate” who is somewhere between these two. In the essay you should:

1. Allow each person to explain *what* their position is, and *why* they hold it.
2. Have each person explain their view on the *moral status* of the fetus, with reference to the theories of moral status we covered in class (human properties, cognitive capacities, moral agency, sentience, or relationships).
3. Appeal to other class material (such as the four principles, the readings on abortion, etc.). as appropriate.
4. Have the characters respond to one another (for example, by pointing out what they disagree with in the other person’s arguments).

**Option 3: Are Invasive Experiments on Great Apes Ethically OK?** You are on a bioethics committee at a local research hospital. They have asked you to write up a position paper on the question “Is it OK to conduct painful, invasive experiments on great apes, such as chimpanzees?” that will be presented to the hospital board (who needs to decide whether to continue such experiments). At the minimum, you’ll need to do the following:

1. Explain why there is moral debate over these sorts of experiments. (Currently, some countries ban them, while others allow them).
2. Present the strongest argument(s) FOR conducting such experiments, based on class material.
3. Present the strongest arguments(s) AGAINST conducting such experiments, based on class material.
4. Explain what you think should be done.

## Short Essay General Criteria (From Syllabus)

You’ll have the chance to write a number of short essays for the course. Here’s a bit more about what this will entail, and how they are graded.

1. Each essay should be between **500** and **1000 words.** I won’t penalize you for going over, though please make an effort to be concise as is possible, given the material. Basically, make things “as simple as possible, but no simpler.”
   * A-level essays are often (though not always!) closer to 1,000 words than 500.
2. Material I’ve provided you with in our “textbook” (which contains both my lecture notes and other readings) can be cited informally by identify the chapter, page, and author (if needed). If you choose to use outside resources, please use a standard citation style (such as APA, MLA, or Chicago), and provide a full citation. As a rule, **no more than 15%** of your paper should be quotes.
3. Please don’t use the words or ideas of others without proper attribution. Please see the syllabus for details on the policy regarding **plagiarism and academic integrity.** I regularly use [www.turnitin.com](http://www.turnitin.com) to check for plagiarism or related issues.
4. Since the goal of the exam is to demonstrate how well *you* understand the class material, you should try to **use your own words and examples to explain what you’ve learned.** Essays that simply reproduce the handouts will not receive good grades. Nor will essays that simply “give your thoughts” on an issue (without demonstrating knowledge of the class material, and the ability to apply it to novel cases).
5. Please submit your essays as MS Word files. I will grade them on a **first-submitted, first-graded** basis.

## Essay Grading Rubric

Each essay is worth FIVE points. Your grade will depend on how well you do each of the following:

1. How well are you able to **explain** and **apply** the relevant course material? By the end of the essay, the reader should come away with a clear idea of what you’ve learned in the class, and how it applies to whatever problem/issue you are writing about.
2. To what extent does your essay offer a coherent and creative response to the problem/question? In an argumentative essay, for example, you should make an (evidence-based) **argument** for a **thesis,** and make sure to fully consider any potential **objections.**

Factors such as your paper’s **structure** (e.g. intro/body paragraphs/conclusion) and **language** (e.g. grammar, style) are important to the extent they influence the above. The grading criteria are as follows:

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| Grade | Description |
| *0* | No answer submitted, or evidence of plagiarism. |
| *3 or below (D or F)* | Fails to meet minimal requirements in terms of content (e.g., addresses a related question) or word count. Essays that simply report what you “believe” or “feel,” without providing an *argument* may receive grades in this range. |
| *C (3.5 points)* | Meets minimal requirements in terms of both content (it offers an answer the assigned question, and attempts to defend this answer) and word count. However, there may be some significant errors or omissions when it comes to the explanation of relevant class material, or providing a detailed, complete response to the question. |
| *B (4 points)* | Fully meets both content and word count requirements, and provides satisfactory explanations of most major arguments and concepts from class. There are no significanterrors in argumentation or explanatory gaps. However, explanations/examples/arguments may at points suffer from lack of clarity or completeness in comparison to A essays. |
| *A (5 points)* | Meets and exceeds minimal requirements. The essay’s treatment of course material shows a full mastery of the relevant content, and provides a creative, well-thought-out response to it. |

I will grade essays in the order they are submitted (first-come, first-serve).

## Tips on Writing Philosophy

Philosophy essays can be a bit different from other sorts of writing. However, from past students have told me, they’re not actually that bad, once you start writing them! Here are some general tips:

1. You should have an **introduction** that concisely introduces the topic, and a **thesis sentence** that clearly states your position. Philosophy papers often begin with theses of the form “I will argue X because Y.”
2. When discussing tough ethical or philosophical issues, **avoid phrases like “I feel,” “I think,” or “I believe.”** Part of taking these issues seriously involves granting that one’s actions and beliefs have consequences for other people, and that (for this reason) they need to be defended with the sorts of ***arguments*** and ***reasons*** that these other people could actually accept. For this reason, appeals to your *own* emotions, religious beliefs, etc. are generally (though not always) inappropriate.
3. Pretend you are writing to **an intelligent and interested (but relatively ignorant) 12-year-old** who doesn’t know anything about the subject (rather than your philosophy professor). This means you’ll need to write clearly, explain new concepts, and offer interesting, memorable examples. A significant portion of your grade will be based on your ability to explain the arguments/concepts we’ve been studying using your own words and examples.
4. Your essay should have multiple paragraphs, each of which has a clear **topic sentence** that clearly relates back to your thesis. When writing philosophy, it’s easy to get “off topic.” So, always ask yourself: is this paragraph helping me provide evidence for my thesis? If the answer is “no,” it should be cut or revised.
5. You should always consider possible **objections** to your thesis. Ask yourself: “How would a smart, well-educated opponent respond to my argument?” In some cases, this might be a real author who you can cite; in other cases, you’ll have to play your own “devil’s advocate.”
6. The conclusion should help the reader appreciate the way your argument fits into the “big picture.” For example, what exactly do you take yourself to have shown? How does this relate to similar cases? What might be the “next step” of this argument be, if you had more time and space?