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DAILY LOGS

Brianna Dowd P.5

Global Perspectives Journal:

Key:

- Appropriate and challenging **research question developed thoughtfully** and independently by constructive dialogue, responding fully to feedback.
- Strong and consistent understanding of appropriate research methods. **Methodology is carefully and thoughtfully considered** and shows an innovative approach. The **work is independently managed** without over-reliance on teacher support.
- Highly effective and clear maintenance and use of a research log showing **full support of the research process**.
- **Reflection on the scope, nature and limitations of the research** is clear and cogent. Reflection shows a thoughtful and mature approach to **how and why personal viewpoints may have altered during the research process**.

August 22, 2016:

Today I met with my instructor for the first time and she introduced the course to me. She provided me with the syllabus of A-Level Global Perspectives and we discussed the initial steps to starting my research. She told me to work on formulating two questions that I believe are interesting, important to me, and something that I feel passionately about. After forming and researching both of these questions, I will meet with my instructor to decide between the two of us which question I should choose as my final research topic. Additionally, my instructor gave me a checklist of exercises that will help remind me of how to validate, analyze, and evaluate research information. Among these exercises is assisting students who are taking AS Level Global Perspectives with validations, citations, and other skills needed for papers one, two and three. Assisting AS Global Students will be a task that I will complete every week day along with my own studies. This will help me to remain adept in the skills that I will need to write paper four while I am researching.

August 24, 2016:

I started thinking of issues that I feel passionately about to research. In AS Global Perspectives, I favored medical related issues because I have an infatuation for medical research and plan to study medicine in the near future. With this in mind, I began researching topics related to medical research. I found the Johns Hopkins Medicine Research page useful, however, none of the topics listed jumped out at me immediately. I then decided to read a few recent news articles on medically acclaimed research. I was browsing through the news articles and came across one on black market organ harvesting. I had heard of this before, but never became interested enough to read further than a title or so. Turns out, I most certainly should have read further in the past because this topic is unbelievably intriguing. After reading several more articles on organ harvesting, including “Body Snatchers: Organ Harvesting for Profit” and “The Ends of the Body: Commodity Fetishism and the Global Traffic in Organs” I was captivated. There are unlimited

ways to view this problem as it arises in many different manners. The problem ranges from doctors who are illegally taking and selling organs from their patients to people in LDC's kidnapping and stealing organs from citizens on the street.

August 25 & 26, 2016:

Today I assisted students studying AS Level Global Perspectives on APA Citations to freshen up my personal skills on such. This will help me because I haven't reviewed APA since the last semester of school and because I will need this skill for paper four, it is vital that I allow myself to review and practice this skill before writing. Along with helping the AS Global students, I also continued researching organ harvesting. My instructor met with a group of us A-Level Global students to reiterate the tasks we should be completing and to go over any questions/confusions. She suggested we find several books to read to supplement our research. **I am now looking to find different books about the issue of black market organ harvesting. Moreover, I am reading about other medical-related issues to research in search of a second question.**

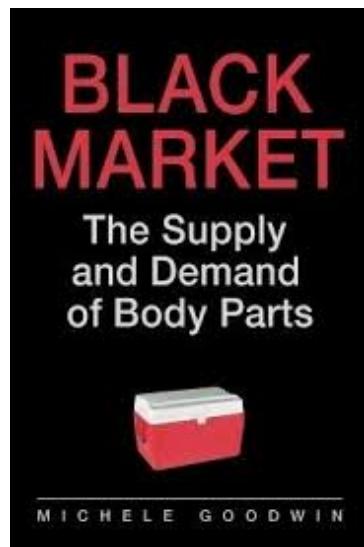
August 29, 2016:

Today while watching the news, I heard a story on CNN that there is currently a strong demand on the U.S. black market for kidney donors. Several people admitted to the news agency, and thus the world, that they are selling or previously sold one of their kidneys solely because they need or want the money. **They earn this money by selling a part of their body, which, to me, seemed eccentric because in no way would I ever imagine donating an organ for the satisfaction of getting paid.** This opened a whole new door to research for me because I now am thinking of this issue in an economical perspective. Not only is this an issue of ethics and medical ability, but is expanded to economics due to the massive revenue it can bring a donor or a stealer.

Beyond this research, I reread my paper two from AS Global Perspectives to remind myself of the research process and to reflect on what sources I thought were good and which I thought could have been better.

August 30, 2016:

I continued assisting AS Global students on fallacies which will help me when reading articles to distinguish between reliable and unreliable sources. I also researched and attempted to narrow down books that I plan on reading for my first topic. I found *Black Markets: The Supply and Demand of Body Parts* a potential read due to its relevancy to my topic and interesting title. As it seems that this book will address different aspects of the issue, I believe it will be a great place to start, however I may need a more specific book further in my research. I additionally started formulating a question that involves the black market organ harvesting. I am currently working with “Should organ harvesting take place on the black market?” Although this question would work for what I plan on doing at the time, I don’t particularly like it and will tinker with the structure and wording as I go along.



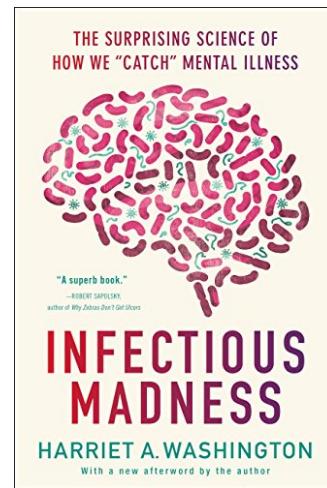
(Black Market The Supply and Demand of Body Parts, 2016)

August 31, 2016:

I decided that in my first topic question, I want to include the word “trafficking” when addressing the black market of organ harvesting because I feel that the definition of this word, as defined by the Cambridge English Dictionary as “the activity of buying and selling goods or people illegally”, thoroughly represents the process of organ harvesting on the black market. I believe the use of this term in my question will clarify the research topic and increase the accuracy of the question. Today with AS Global students, I assisted in teaching and formulating validations for electronic sources. This forced me to review my personal validations that I used previously and to start thinking in terms of evaluation of sources. This task will surely help me to further my evaluation skills while validating sources for my own research. My instructor checked in on my logs to ensure that I am keeping up with them and reminded me of the tasks I need to be completing, such as formulating my two questions, finding books on those topics, and practicing skills needed for paper four.

September 1 & 2, 2016:

I went to the library to look for inspiration for a second topic to formulate my second question. While browsing the non-fiction science section, I came across a book that caught my eye. It was titled *Infectious Madness*. The book's category could be considered psychology but it is specifically about the science of "catching" a mental illness from germs present in our everyday lives. After reading the synopsis of the book, I was left wanting to know more about how people could "catch" a mental illness and whether this was common and where. I began researching this further online and discovered that "catching" a mental illness is an actual threat to people all over the world. Additionally, during this time, I helped AS Global students with forming questions. This skill is something I needed to refresh myself of considering I haven't used this skill since the last semester of school. Helping the AS students will moreover help me to better construct my two questions needed for my course.



(Infectious Madness, 2016)

September 5, 2016:

Today I did not have school due to the national holiday, Labor Day. In spite of this, I took advantage of the day to continue my research. I decided to formulate my two research questions as my topics are already solidified. This will help me to stay on schedule considering my instructor wants my proposal submitted to her by October 20. **For my first topic regarding organ trafficking, I believe a question such as "Organ trafficking: saving lives or ruining them?" would be most intriguing and best fitting.** For my second topic regarding germs and the ability to catch a mental illness, I believe a question such as "Can you catch mental illness?" would be best fit for the topic area. Although these questions may change throughout my research progress, I feel as of this moment, these are the best fit questions to allow me to move on in my research.

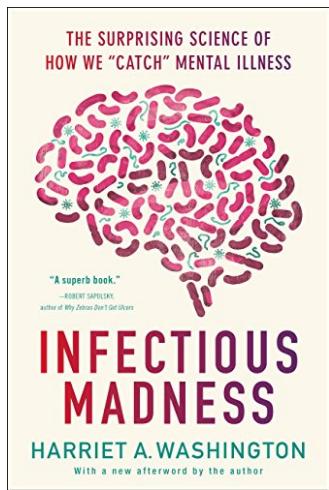
September 6, 2016:

I met with my instructor as well as some other A Level global students and we discussed the tasks needed to be completed before she allows us to meet with her over which question our

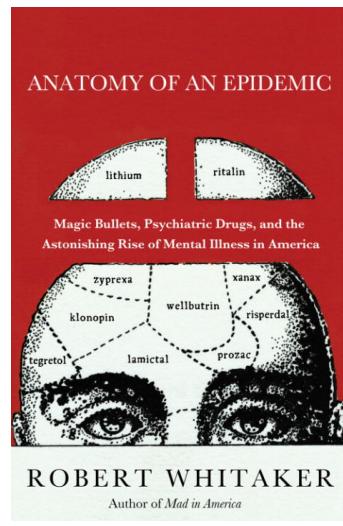
research will form from. Of these tasks is completing a literature review or research review on both topics that we choose to research. My instructor offered us her personal literature review on her doctoral dissertation to use as an example for our own literature review. A literature review will help me to organize my research as well as solidify a direction that I want my essay to go in before deciding which topic will be better fit for my final research essay. Along with a literature review, my instructor is requiring us to have found two authors for each topic of research who have concrete judgement or insight on the chosen topics. As I have already found two authors, I am well on my way to completing these tasks in order to have my meeting with my instructor.

September 7 & 8, 2016:

I went to a library in search of books to begin to develop a concrete background on my two research topics. I found through research that Gulf Gate Library had a large selection on mental illness books so I went there and found two books on mental illness in their inventory. The books take contrasting views on what causes psychiatric disorders. The first book is the work I mentioned previously, *Infectious Madness*, and argues mental illness is caused by germs in our environment. The second book is titled *Anatomy of an Epidemic*, and argues mental illness is caused by biological occurrences and inheritance. These books, I believe, will enable me to see mental illness from different viewpoints which will solidify my background knowledge on psychiatric disorders. Additionally, I started reading papers from past A Level Global Students who received high scores to take note of different styles and methodology for writing this paper.



(Infectious Madness, 2016)

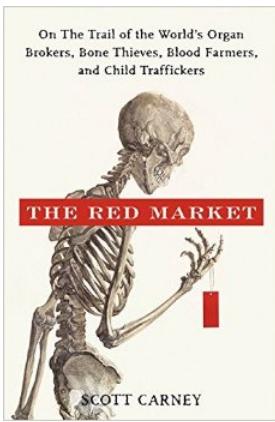


(Anatomy of an Epidemic, 2016)

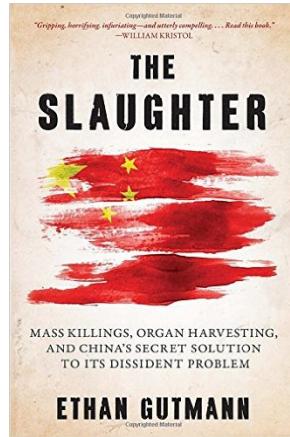
September 9, 2016:

Today I went to a different library, Fruitville Library, in search of books on organ trafficking. I found two books on the subject which give different perspectives on the black market of organ trafficking. The first book is titled *The Red Market* which is an account of a world renowned journalist's journey through the multibillion dollar underground trade of human body parts. The second is titled *The Slaughter*, and goes into the organ trafficking market in China where people

kill others in order to sell their organs. These books will broaden my perspective on the issue as well as provide me with the background knowledge I need to move forward in my research. Along with my library visit, I also assisted AS Global students by proofreading their deconstruction assignment for their course. This reminded me of the components I need to look for while deconstructing books or articles that I read. I believe this task will especially help me when I begin reading my books so that I can break down what I am reading to fully use the work to its potential.



(The Red Market, 2016)



(The Slaughter, 2016)

September 12, 2016:

I met with another A Level Global Perspectives student whom I will frequently work with when peer reviewing, planning, or encouraging in the research process. For the purposes of this log I will call her Sierra. Sierra and I discussed our topics and advised each other on the wordings of our questions. We also agreed that we should start planning out our research in a concept map form to keep organized while working through the process. She appreciated the questions I have currently but confirmed that they may change depending on where my research takes me. I also continued helping AS Global students in learning the basic skills needed to be successful in the course, such as deconstruction, setting up reference pages, and crafting validation statements. Helping other students learn these skills will ultimately make my skill set stronger in these areas which will help me once I begin writing my paper.

September 13, 2016:

Today I began reading the books that I checked out at the library. Due to the fact that I will be reading multiple books at once in order to maintain time management, I decided to keep a running list of notes for each of the books I will read. These lists will be comprised of facts that I want to remember, things I believe are interesting, notes for direction of my essay, and anything else pertaining to my research that I believe will help me. These lists will then be used to plan my research and construct my scaffolding once the time comes. Additionally, I helped AS Global students with writing/editing their first essay. This reminded me of the methods I found useful

while writing my own essays and will surely help me when moving forward and writing my A Level essay.

September 14, 2016:

I researched how to write a literature review today and I found a website that gives the basics of how to write it. This is a skill that I don't have much experience with so I feel that I should familiarize myself with the task as much as possible. I believe I now have a basic understanding of what a literature review is. On top of this, I read the literature reviews of students in my school who took and scored highly on A Level Global Perspectives last school year. This especially helped me because I obtained a visual of approximately how long my personal review should be and I got an idea of the components that need to be in the review. I also continued to read the books that I checked out from the library.

September 15 & 16, 2016:

Today I started researching the topic organ trafficking on the internet. I wanted to browse the different articles that came up when I searched the overall topic. I found that many articles talked out China and Indonesia, common places of organ trafficking. I also found that like human trafficking, organ trafficking attracts organ transplant tourism. Furthermore, I found an article on who it is that is harvesting these organs to sell. One interesting fact, according to Philip Perry, is that the UN is currently looking into reports that ISIS may be selling its victims organs to fund their terrorist activities. These research findings are helping me to build a broader sense of knowledge on the topic of organ trafficking so that I can begin collecting literature for my literature review.

September 19, 2016:

Today I discussed with my instructor my topic of organ trafficking. I felt shocked but excited after finding out more on how doctors in America were being linked to ordering organs from ISIS victims. I felt the urge to talk to someone about this problem and turned to my instructor, Dr. Cribfield, who I knew would share my excitement. We discussed this subject and some other A-Level students joined in on the conversation. **Afterwards, my instructor unofficially told me that I had found my final research topic. She explained this in a way that truly made me think. She said "...well it seems like you didn't pick your issue, but instead your issue picked you".** The more I thought about this, the more sense it made. I truly didn't pick this issue, but rather stumbled upon one single person's case of organ trafficking and was impacted so heavily that I had to know more. This issue, although if you asked me a year ago I would be largely unaware, is now something that I feel passionately about and genuinely curious of. I look forward to finding out more in the near future.

September 20, 2016:

I obtained a copy of the A-Level global perspectives syllabus today and read through it thoroughly. I made notes of questions that I plan on asking my instructor once she returns from her AICE training on advanced global perspectives. I look forward to moving on in my research process by confirming what I need to be doing according to the syllabus. I also look forward to hearing what my instructor learned at this training that pertains to A-Level global perspectives.

September 21, 2016:

Today I started an annotated bibliography of sources that I find interesting or helpful for my research on organ trafficking. I also started organizing some of the research that I found previously that helped me build my question. This annotated bibliography will help me to keep organized of my sources while I progress so that I can remember what each source was without having to re-read it. Organizing my research will help me move forward and start building reasons for my argument as I review literature on the subject.

September 23, 2016:

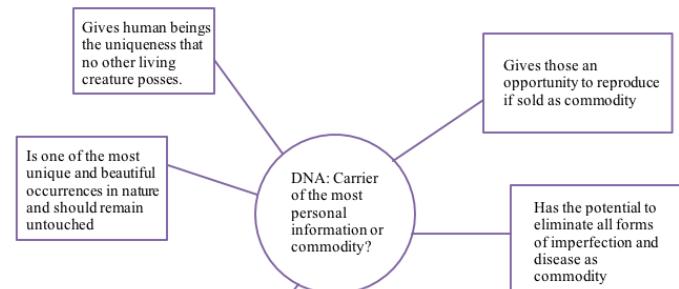
Over the next couple of days, I will be preparing for my meeting with my instructor to decide my final research topic. The preparation for this will be a good amount of research in order to solidify my background on the two subjects. I will also prepare a small scaffolding for both topics in order to establish that there really are two sides to the questions and that there is enough research on the subject. This available information and past research is vital to complete a literary review and to base a research essay off.

September 27, 2016:

I scheduled a private meeting with my instructor today to discuss my two topics in full and decide which of the two would be best fit for researching. We decided that my official topic will be human organ trafficking. However, she told me that I could use the other topic to practice writing portions of the essay that she would be able to give me feedback on. Although I decided my official topic in this meeting, I realized my journey was far from over. We discussed at length the different aspects of organ trafficking. In this discussion, I realized that my question was far too broad than I wanted it to be. I was suggested to make a concept map of my original question and all branching questions in order to organize my thoughts and formulate what route I wanted to go.

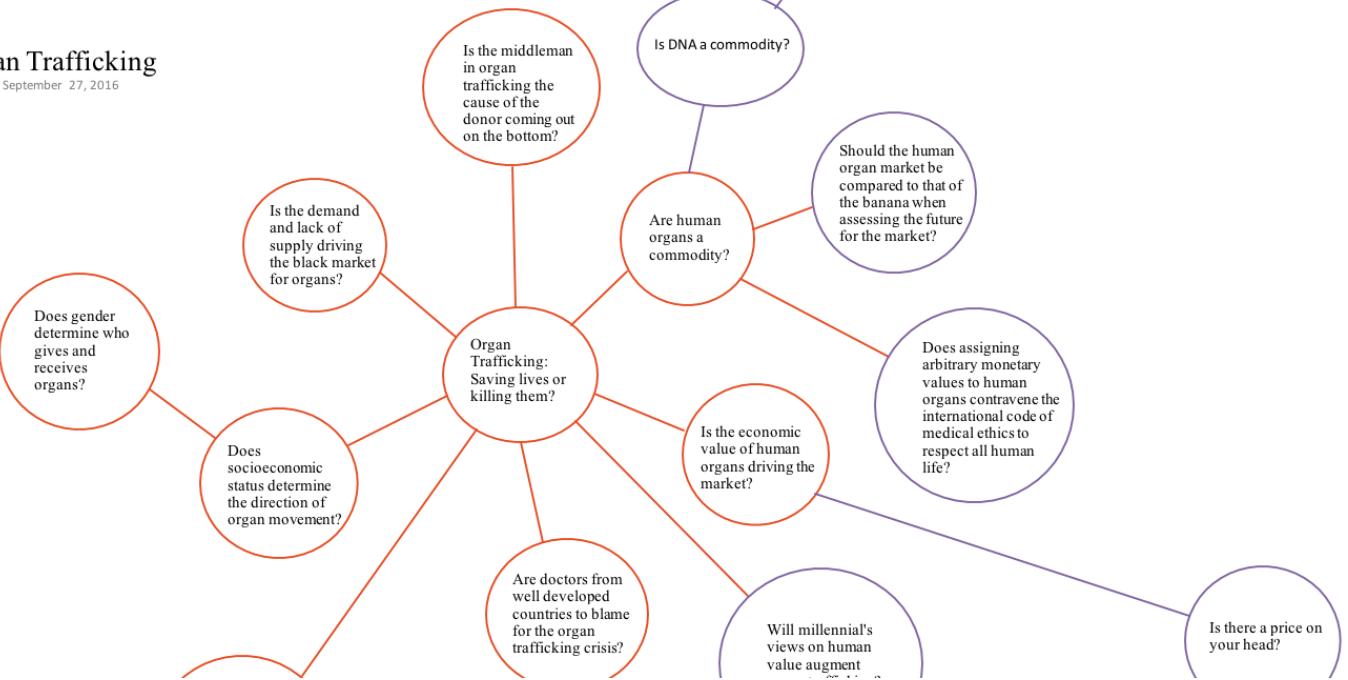
September 28 & 29, 2016:

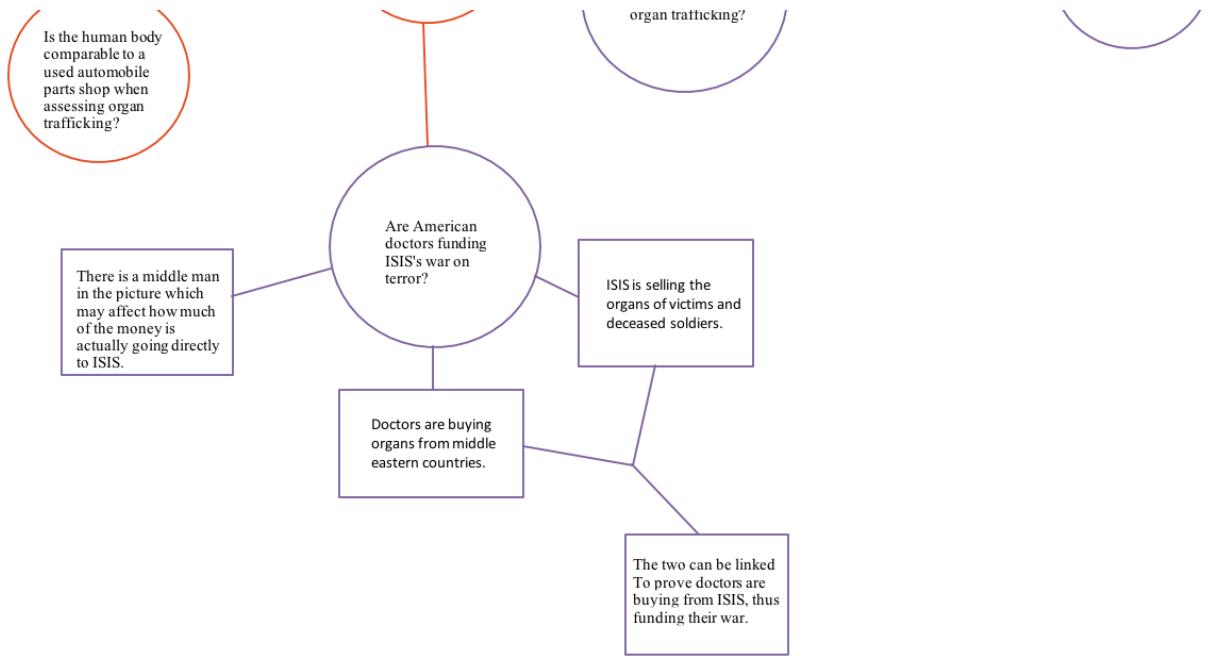
I continued creating my concept map as ideas came to me. I discussed with many friends and fellow students the subject of organ trafficking and received outside knowledge and opinions on the subject. This helped me to determine what aspects of organ trafficking people didn't know about, or found interesting. It also helped me create additional questions. After some time, I ended with this:



Organ Trafficking

Tuesday, September 27, 2016
5:12 PM





October 3, 2016:

Of these sub-topic questions, I was leaning most towards “Are American doctors funding ISIS’s war on terror?” This question was most interesting to me and I felt strongly connected to it as one day I hope to be an American doctor; however, I was disgusted by the fact that they were linked to buying organs from ISIS. After further discussion with my instructor, I realized that I needed to make this question broader, seeing as there wasn’t much data on the specific subject. I know that I want to create a clever question that addresses who is to blame for the organ trafficking crisis. Over the next couple days, I will be brainstorming questions for this.

October 6, 2016:

Over the past couple of days, I have been playing around with different questions. Ultimately, I decided that the question about American doctors and ISIS was too specific and too recent to be able to find a good background of information on. I started thinking about the broad scheme of organ trafficking and I realized that the people involved in the trafficking can be put into categories of the buyer, the doctor, the receiver, and the middleman. I realized that I wanted to write my essay on essentially who is most to blame for black market organ trafficking. I just had to figure out how to put this into a question. I decided to talk to my instructor to hear her input on my dilemma. She told me it reminded her of the children’s rhyme “Rich man, poor man, beggar man, thief...” This immediately stood out to me because this rhyme is the children’s way of choosing a person which can be symbolically related back to how I am researching who is the most to blame for organ trafficking. Thus, I decided my question would be “Organ Trafficking: Rich man, poor man, beggar man, thief?”

October 10-14, 2016:

During this week, I worked on my proposal. I wrote a draft proposal containing the following: why I wanted to research this topic, how I was going to organize my research, what I had learned so far, and how it affected me. I revised my draft and gave it to three other A-Level Global

students to review. I made a few changes after reading these reviews and repeated the process several more times until I felt truly satisfied with my final copy. I submitted this proposal to my instructor to be sent to Cambridge. While I did this, I was also using the time to continue researching lightly. Although I know I have to wait on my proposal's approval to fully continue, I decided that it wouldn't hurt to continue to read about my topic and organize my thoughts and ideas. I continued reading articles and journals on black market organ trafficking.

October 17-21, 2016:

Over the course of this week I have awaited on the return of my proposal. During this, I continued keeping updated on my topic and reading several books on the subject. I also have taken the time to research the second topic that is aforementioned. I will use this topic to write a small section of the research essay so that my instructor can give me feedback on how I am doing with the skills needed to earn high marks on this exam. Alongside this, I have been grading scaffoldings and other AS assignments in order to keep my skills sharp. As it is said, if you can teach something it means you truly know it yourself. Thus, grading the AS student's papers greatly helps me to make sure I am doing all the skills I need for paper 4 correctly.

October 26, 2016:

I received my grader's comments on my proposal and found out it was not approved. At first this was a huge disappointment for me. I had high hopes in my proposal and was puzzled as to why it wasn't approved. After reading the comments many times, I beyond agree with the grader. Some of the comments were that the title was not in the form of a question and that the report should take the form of a debate. I am grateful that the grader gave me these comments because I feel that how I currently had my report planned out would not have worked. It is extremely helpful that the commenter also told me the research report was comparable to a debate. This helped me to realize that I needed to establish two clear perspectives on the issue.

October 27 – November 1, 2016:

Over this time, I worked on writing a new proposal to re-submit. I decided to keep the same issue of organ trafficking because I feel passionately about this issue and I believe this will lead itself to a deep analysis of the problem. **I remade my question and ultimately decided on “Is organ trade an ethical solution to resolving organ shortages?”** This question is much more debatable and allows me to clearly argue from two different perspectives. This question changed my research in that I will be focusing on whether organ trade, or the selling of human body parts, is ethical. I've considerably narrowed my research with this question but clearly defined what I will focus on. This will help me to remain focused on the issue when conducting a literature review or writing the research report. In this proposal, I've defined what two sides of this I will be arguing by saying, “Some individuals believe that organ trade is acceptable and ethical because it provides incentive for people to donate organs which could save someone's life. In a time of severe shortages of organs being donated, it is a large medical concern that organs are donated. Nonetheless, others believe that organ trade is immoral and unethical for many reasons, including it goes against religious beliefs and it assigns an arbitrary value on the human body.” I sent this proposal for regrading.

November 3, 2016:

I received my comments from my re-submission of the proposal. My proposal was approved with proviso. My grader approved with the proviso that I can present a debate between two distinct overall perspectives and support each with arguments and reliable evidence. **My grader also suggested that I reword my question to either “Is the organ trade an ethical solution to transplant organ shortages?” or “Is organ trading an ethical solution to transplant organ shortages?”**. I will be using **“Is organ trading an ethical solution to transplant organ shortages?”**. I plan on reading the comments and following them very closely throughout the remaining process of my research. Within the next couple of weeks, I will be gathering reliable evidence that supports both sides of this issue.

November 7-11, 2016:

Over the course of this week I have spent my time reflecting on the graders comments as well as helping AS Global students in order to prepare myself to begin writing my own report. Thinking back on the proposal process, I've realized that I learned a lot. I learned that my research must take the form of a debate and have two overall perspectives. **I also learned that it is sad, yet extremely helpful to be told no. What I mean by this is that I realized that my research report would not have been as successful if I wasn't not approved and given the chance to think about what the report requires and how I should be setting it up. With my original question, I was trying to take on too much in a 5000-word report. There would have been no way I could do it.** The grader's comments ultimately helped me to narrow my research and realize what the requirements of the report is. So I greatly thank the grader. Additionally, I've been helping the AS students with learning how to analyze. I am doing this with the help of some other A-Level Global students by putting together a lesson on analyzing. This will greatly help me to become better at analyzing myself and will help me when writing my research report.

November 14, 2016:

This week I will be working on writing part of a sample paper for my instructor and peers to grade. I will be writing on my alternative topic of mental illness so that I can give this to my instructor and so that she can help me determine the skills I need to improve on.

November 16-18, 2016:

For the demonstration of my analysis and evaluation skills I found an article published by the Research Institute for Infectious Mental Illness on how the Herpes infection can cause mental illness in unborn infants. This practice helped me to refresh my skills of searching for credible quotes to support my thesis, a skill that I needed to refresh on. With this example from the research institute, I analyzed the content and I analyzed the source. Using both of these, I made an overall evaluation of the quote according to the thesis. This practice exceedingly helped me to refresh my analysis and evaluation skills, which are vital in paper 4. My instructor got the comments back to me quickly and confirmed that I did the exercise correctly and that my skills are up to par.

November 21 & 22, 2016:

My instructor asked me to instruct a lesson on analyzing for the AS level global students. I had the task of preparing and carrying out a lesson so that the students could better understand the

skill of analyzing. This task would also help me to deepen my understanding of analysis. Thus, over the course of the weekend and some of the week I prepared a lesson on analyzing using a tool that I knew the students would understand: social media. I had them analyze social media posts according to the thesis "Should I quit social media?". I felt that this method worked well in teaching the students how to analyze. They understood the social media posts and realized that in analyzing, they didn't need to summarize the post but simply explain how the post effected the thesis and why it was important in proving the thesis. After the activity, I feel much better about being able to analyze excerpts or quotes for my own research report considering I was able to grade and comment on each student's analysis that they turned in to me. I additionally feel that my understanding between analysis and evaluation has deepened.

November 23-25, 2016:

During this time, I did not have class due to the American Holiday Thanksgiving. In spite of this, I took advantage of the break in order to start scaffolding the ethics of organ trading. I began planning out the different reasons to support my thesis/concession. I additionally continued researching quotes and excerpts to support both sides of the issue. I am keeping a running annotated bibliography so that I can easily see which sources I have used or need to use. This bibliography will be useful for when I go to write my literature review. I especially took advantage of the break to organize my thoughts and research. I updated my notebook that my instructor is having us keep and I organized my research into the beginning of my scaffolding. This will prepare me for a fresh start this coming week to work to finish my scaffolding due on the 15th of December.

November 28-30, 2016:

I started officially formulating my literature review. I reexamined the different aspects of the debate of which I will tackle and I made note of the categories that must be discussed in order to give a relevant review of literature for my research. The following are the sub-titles I came up with for my review:

- Overview
- Ethicality
- Legality
- Religious Standpoints
- Medical Standpoints
- Influence of Western World

These titles will give me the ability to wholly review the research already done by leading specialists in this topic area. I also confirmed and reworded the reasons I wrote previously and began searching for/gathering evidence to support those reasons.

December 5-7, 2016:

Over these days I reviewed sources from my annotated bibliography and gatherings from my desk research in order to plan out sources for my scaffolding. I went through my compiling of sources and categorized which support the different reasons for my thesis and counter-thesis and sorted them accordingly. After this, I removed the sources that I didn't feel best supported my reasons. With what was remaining, I put into the scaffolding. When necessary, I researched more

material to support my reasons. This use of desk research best fits my area of discussion because there is a sufficient amount of data readily available on the topic of organ trade, so much that it is unnecessary for me to do primary research. After assigning sources as evidence, I began the task of validating the authors of those sources and evaluating the evidence against the thesis.

December 8 & 9, 2016:

I continued working on my scaffolding. The final product of the scaffolding will make the essay writing more organized and allow my peers to easily critique my writing before putting the work into essay format. The scaffolding is to include everything that the essay will except transitional phrases. Thus, it is important to work on this as much time as I can in order to ensure that it is up to my standards. While working on this, I've been reviewing evaluation in other essays and methodology to guarantee that I receive as many marks as possible on evaluation, a particularly challenging skill in my opinion.

December 12-14, 2016:

As I continued research, I realized there was an alternative perspective to the counter-thesis that I had not thought of previously. I recognized that organ trading could actually reduce societal health care costs. Economists from the University of Chicago found that by comparing the costs of paying a living donor to trade their organs to the costs of remaining on dialysis (the alternative to receiving a transplant). Dialysis is typically covered by health care, and because dialysis is extremely expensive, replacing it with a system where a donor would be payed to donate would reduce societal health care costs. Findings as such open further discussion to the ethicality of organ trade.

December 15 & 16, 2016:

During research, I additionally found leading author on such issues, Kate Greasley, wrote extensively on how the monetary value of organs creates a vulnerability to exploitation of the poor. This is a serious concern that deserves much attention when dealing with the ethicality of organ trade. One of the biggest concerns of this method is the fact that it would exploit the poor, who are in most need of money. It is an immense advantage to my research to find authors such as Greasley.

December 19, 2016-January 2, 2017:

Over this period of time, class was not in session due to the holidays. Before we left for break, a group of A Level students submitted our scaffoldings to our instructor for her to distribute them to us so that we could review each other's before writing the final draft of the essay. Our instructor agreed to send the scaffoldings to us after the break. So during this time, I took a break from my research to help me clear my mind and allow me to review my work after I come back with an open and fresh cognizance.

January 3-6, 2017:

After a period of thought and reflection, I decided to review the authors that I planned on citing for my report. I noticed one of my quotations was from the Quran. It reads, "So set your heart on the religion as a people of pure faith, the origination of Allah according to which He originated mankind; There is no altering Allah's creation; that is the upright religion..." (Quran 30:30,

Oxford World's Classics edition). Considering this is such a highly followed source and significant to many people around the world, I felt this source needed a deep validation: The quoted material comes from the Quran, described by select Muslim scholars as the Arabic speech of Allah that was revealed to the Prophet Muhammad both in word and in meaning and was collected between the two covers of the mushaaf, narrated in mutawaatir chains, and is a challenge to humankind. Nonetheless, followers of this work only account for just over a fifth of the population worldwide.

January 9-11, 2017:

During this time, I was given a copy of five other A-Level Global student's scaffoldings to peer review and help them make any corrections necessary to increase their marks on this paper. I began to make general comments on those. This helped me exceedingly because I got to view other student's work, some whose was better and some whose was worse than my own. This helped me gauge where I stand and how I could improve my research and report to better my score. Additionally, I had a meeting with my instructor as well as all the other A-Level students. We discussed our progress on the research and what we should be doing at this point.

January 12 & 13, 2017:

After reading other A level scaffoldings, I took time to reflect upon my own. I recognized that the lack of primary research is a limitation to my research report. Primary data, if collected and used in the right way, is more convincing than reproduced data. However, the nature of this topic lends itself to desk research because of the fact that it would be extremely difficult and not to mention dangerous for a student such as myself to collect data in least developed countries and hospitals. To compensate for this limitation, I feel my report utilizes the best sources and expertise in the field who did conduct their own research.

January 16-18, 2017:

Over this time, I continued peer reviewing other A-Level Scaffoldings. This process has helped me in ways I couldn't have imagined. From other student's work, I've realized some mistakes that others make that I didn't know I made myself and this helped me to notice and correct that. Also, by helping others with analysis and evaluation, I have solidified my understandings of those terms and where I should be looking for it in my report. Furthermore, I had another meeting with my instructor and some other A-Level students. My instructor reviewed the syllabus with us and mentioned that we should not only be using it to make comments to our peers, but also when we are editing our own reports.

January 19 & 20, 2017:

My instructor presented me with an alternative task aside from my paper which is to teach skills necessary to successfully complete paper 1 to the AS global students. I understood this task and that it would help me better my skills in assessing the validity of an author and their arguments. I went about preparing this independently by reviewing past paper 1 exams and making notes on important things to remember when deconstructing an argument as well as how to analyze and compare the quality of their arguments and expertise. This task will especially help me not only when I am peer reviewing other's papers but also when I am deciding whether to use an author in

my own research report. Furthermore, I self-sufficiently instructed two other A level global students to help me teach these skills which would help them too in the near future.

January 23-25, 2017:

On Monday I received an email containing comments on my scaffolding from my peers. I have been spending time going through each peer's comments and reflecting on how I need to change my essay to better it. While reading the comments, I noticed that many wrote about how I need to define or clarify certain aspects of my paper pertaining to medical terms or concepts. This reminded me that I needed to write this paper so that a non-specialized reader could understand it. In editing my paper, I plan to strongly consider explaining concepts that the average person wouldn't understand and this will come in the form of further analysis of examples.

January 26 & 27, 2017:

Over this time, I have reviewed my work and decided I needed to reflect on where I started with this research and where I've come to. At the beginning of my research, I didn't have an established opinion on organ trading and whether it is ethical. I assumed there was no problem with such a system because I thought how could a system that brings organs to people who need them be unethical. After immense research and many months of continuously reading on the subject, I realized there are various reasons as to why this isn't ethical. The leading reason is that the system exploits the poor. Alternative reasons as to why organ trade isn't ethical include, the system goes against religious beliefs and it results in postoperative complications. Looking at this side of this issue made me sympathetic to those who the system exploits, but at the same time I still see a system that ultimately helps people. As my aspiring career is to help people through the practice of medicine, this was an issue that I went back and forth with in my mind. Is one life worth more than another? People in less developed countries are dying to give their organs to people in developed countries. Eventually, I came to the conclusion that unless there are some serious restrictions that eliminate all forms of exploitation in this system, it cannot be ethical.

January 30 & 31, 2017:

I began editing my research report according to my peer's comments. One comment that particularly stood out to me was that I needed to make my introduction into the topic more analytical. I re-read through this section of my report and I felt this comment was spot on. I will be spending this time making this section more analytical and with that evaluative to make sure I am reaching the maximum points where I can earn the most. I will additionally be reading through the rest of my paper to make sure the analysis and evaluation throughout is up to my standards.

February 1-3, 2017:

During this time, I reviewed my weakest example and decided to throw it out and find a better example to support my reason. I originally had a study proving that Americans would be more inclined to donate organs if they were payed to do so, but the study was a survey which doesn't exactly prove this system would work. I instead replaced this with a study of where a system like this was put into place and it increased organ donations. This example far betters my claim that

the market incentives increases the supply of transplant organs because it shows that a system like this would actually increase the supply of organs for transplantation.

February 6 & 7, 2017:

I took this time to review the Cambridge Learners guide before continuing in my editing of my report draft. I felt this was necessary at this point in my research to remind me of what specific aspects I need to work on in my essay. During this review, I realized that I needed to address my personal opinion on the subject. This is something I didn't realize should be in my report because I thought that it was only necessary to give data and evaluate that, however, the learners guide expressed that it is beneficial for the reader to understand the author's viewpoint. Moreover, I remembered to be sure to focus on the evaluation and analysis of my research findings in my essay.

February 8-10, 2017:

The scope of my research consists of all systems where organs are being exchanged for monetary compensation in all countries around the world. The analysis of ethicality in my research broadens the scope further considering ethicality can span a wide range of ideals. Nonetheless, as with any research, my research has limitations. One being that the use of case studies brings generalized findings that may or may not apply to all similar cases. For instance, the effects of one unit of analysis may not reflect all effects of the type. This means many of the drawing made from case studies might be slightly generalized. Another thing that is hard to avoid is the comparison of just a system of donation to a system of paid donation. It is arguably correct that some of the negatives to a system of paid donations are also negatives in a system of just donations, however, negatives are still negatives and the comparison of the two is unnecessary in my research.

February 13 & 14, 2017:

During this, I reviewed essays of peers partaking in A-Level Global. We exchanged essays for a final time to review each other's work to ensure excellent research reports. The peer reviewing process always helps me to be thinking about things to work on in my own essay. I additionally understand the rubric and the grading process better when I have to use it to help other students with their essays. Beyond that, the process helps me because I get to see what others who have no experience in my research subject have to say about my report, which helps me in the editing process.

February 15 & 16, 2017:

I have been editing my essay according to my peer reviewer's comments. While there were very few comments from most of my peers, I had a handful of very insightful comments given for me to work with. Ultimately I need to work on my introduction to make it more analytical, evaluative, and to apply it to my question. With my edits, my essay should be ready to submit.

February 17, 2017:

After finishing my research report, and thus my entire research process, I feel it is appropriate to write my last entry in reflection. Not only did I learn so much about research and writing that will beyond a doubt help me in college, but I also learned a significant amount about the subject

of organ donation. While I do personally believe that a paid organ donation system is unethical, I clearly understand the arguments of the other side. The aspect of the issue that bothers me most is that the poor go through the system like a piece of meat in a factory with a price tag. It is absolutely unfair. A question that arose during my research that I genuinely wonder is whether there is a system that would increase the supply of transplant organs without creating exploitation or breaking norms of ethicality.

PROPOSAL EDITS WITH PEER COMMENTS

OUTLINE PROPOSAL FORM

for GCE A/AS Level Examinations

Please read the instructions printed overleaf before completing this form

Name of Centre	Sarasota High School		Centre Number	US213
Candidate Name (if required)	Brianna Dowd		Candidate Number	2073
Syllabus Title	Global Perspectives & Research		Syllabus Code	9239
<i>If this is a re-submission, please check box</i>		<input type="checkbox"/>	Component Number	04
Examination/Assessment Session:	June	<input checked="" type="checkbox"/>	November <input type="checkbox"/>	Year
				2017

Title of Proposal	Organ Trafficking: Rich man, poor man, beggar man, thief?		

Details of Proposal (see over)			
<p>Organ Trafficking is defined by the 2008 Declaration of Istanbul as "the recruitment, transport, transfer, harboring or receipt of living or deceased persons or their organs by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability, or of the giving to, or the receiving by, a third party of payments or benefits to achieve the transfer of control over the potential donor, for the purpose of exploitation by the removal of organs for transplantation." For the purposes of this research, I will be using organ trafficking as defined by the Declaration of Istanbul.</p> <p>I first came across this issue in passing while reading a news story. I felt it was absurd that people were selling their organs on the black market. This led to my researching of the topic and becoming fully engrossed in the issue. While researching the different arguments for and against organ trafficking, I realized that there are a myriad of ways to look at this issue. However, when looked at from a broad perspective, categories begin to emerge in that people involved in the issue are one of the following: the rich man, the poor man, the beggar man, or the thief. These titles can be traced back to the children's method of choosing a person. This immediately became symbolic to me because in my research up to this point, I found that the blame for the trafficking can be placed on any of those titles. Thus I believe it is important for my research to cover all of these roles that are consistently involved in every organ trafficking case. My starting point for this paper is to research these different roles in organ trafficking to find who is ultimately to blame for the organ trafficking crisis that the world is experiencing right now. I will do this in the form of a literature review to analyze the theories and works of other's research. My initial resources will be books and journals that investigate the aforementioned categories of those involved. My hopes and goal is for the research to narrow down on who is the most to blame for the organ trafficking crisis and to then analyze and evaluate this role in the black market organ trafficking. This question is relevant to me because I hope to study medicine in college. The research so far has really opened up my eyes to the unethical and illegal practices that take place in the medical field, thus I want to find out more, not only because of my genuine interest, but also because it could affect me and my career in the future.</p> <p style="text-align: center;">future career.</p>			

Initial Resources			
Carney, S. (2011). The red market: On the trail of the world's organ brokers, bone thieves, blood farmers, and child traffickers. New York: William Morrow. Print.			
Gutmann, E. (2014). The slaughter: Mass killings, organ harvesting, and China's secret solution to its dissident problem. New York: Prometheus Books. Print.			
	Date		

Comments:			
<p style="text-align: right;">* What is this method? Define a little more</p>			
	Adviser's Initials	Date	

defining organ trafficking according to

For the purposes of this research, I will be using organ trafficking as defined by the Declaration of Istanbul, which states Organ Trafficking is defined by the 2008 Declaration of Istanbul as "the recruitment, transport, transfer, harbouring or receipt of living or deceased persons or their organs by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability, or of the giving to, or the receiving by, a third party of payments or benefits to achieve the transfer of control over the potential donor, for the purpose of exploitation by the removal of organs for transplantation." I first came across organ trafficking in passing while reading a news story. I thought it was absurd that people were selling their organs on the black market. After reading only a few articles, I was fully engrossed in the issue. After briefly researching the different arguments for and against organ trafficking, I realized that there is a myriad of ways to look at this problem.

Nonetheless, when looked at from a broad perspective, categories begin to emerge in that people involved in the issue are one of the following: the buyer, the doctor, the receiver, or the middleman. This reminded me of the American children's rhyme that is used to select someone, "Rich man, poor man, beggar man, thief..." which I included in my title. I did so because I believe the blame can be assigned just as how the children select someone and it is important for my research to cover all of these roles that are consistently involved in every organ trafficking case. I will begin by researching these different involvements in organ trafficking to find who is ultimately at fault or to blame for the organ trafficking crisis that the world is experiencing right now. I will do this in the form of a literature review to analyse the theories and works of other's research. My initial resources will be books and journals that investigate the aforementioned categories of those involved. My goal is for the research to assign the blame on a category of individuals for the organ trafficking crisis and I will then analyse and evaluate this role in black market organ trafficking. I've come to find that American doctors are heavily involved in organ trafficking which is relevant to me because I hope to study medicine in college. The research so far has really opened up my eyes to the unethical and illegal practices that take place in the medical field, thus I want to find out more not only because of my genuine interest, but also because it could affect me and my career in the future.

I have # focus Initial Resources

- Carney, S. (2011). *The red market: On the trail of the world's organ brokers, bone thieves, blood farmers, and child traffickers*. New York: William Morrow. Print.
- Gutmann, E. (2014). *The slaughter: Mass killings, organ harvesting, and China's secret solution to its dissident problem*. New York: Prometheus Books. Print.
- Budiani-Saberi, D. A., & Delmonico, F. L. (2008). Organ trafficking and transplant tourism: a commentary on the global realities. *American Journal of Transplantation*, 8(5), 925-929.
- Scheper-Hughes, N. (2004). Parts unknown undercover ethnography of the organs-trafficking underworld. *Ethnography*, 5(1), 29-73.
- Scheper-Hughes, N., & Wacquant, L. (Eds.). (2002). *Commodifying bodies* (Vol. 7, No. 2-3). Sage.
- Glaser, S. R. (2005). Formula to stop the illegal organ trade: presumed consent laws and mandatory reporting requirements for doctors. *Hum. Rts. Br.*, 12, 20-46.

Geli Elliott

OUTLINE PROPOSAL FORM

for GCE A/AS Level Examinations

Please read the instructions printed overleaf before completing this form

Name of Centre	Sarasota High School		Centre Number	US213		
Candidate Name (if required)	Brianna Dowd		Candidate Number	2073		
Syllabus Title	Global Perspectives & Research		Syllabus Code	9239		
<i>If this is a re-submission, please check box</i>	<input type="checkbox"/>		Component Number	04		
Examination/Assessment Session:	June	<input checked="" type="checkbox"/>	November	<input type="checkbox"/>	Year	2017

Title of Proposal	Organ Trafficking: Rich man, poor man, beggar man, thief?	

Details of Proposal (see over)		
<p>Organ Trafficking is defined by the 2008 Declaration of Istanbul as "the recruitment, transport, transfer, harboring or receipt of living or deceased persons or their organs by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability, or of the giving to, or the receiving by, a third party of payments or benefits to achieve the transfer of control over the potential donor, for the purpose of exploitation by the removal of organs for transplantation." For the purposes of this research, I will be using organ trafficking as defined by the Declaration of Istanbul.</p> <p>I first came across this issue in passing while reading a news story. I felt it was absurd that people were selling their organs on the black market. This led to my researching of the topic and becoming fully engrossed in the issue. While researching the different arguments for and against organ trafficking, I realized that there are a myriad of ways to look at this issue. However, when looked at from a broad perspective, categories begin to emerge in that people involved in the issue are one of the following: the rich man, the poor man, the beggar man, or the thief. These titles can be traced back to the children's method of choosing a person. This immediately became symbolic to me because in my research up to this point, I found that the blame for the trafficking can be placed on any of those titles. Thus I believe it is important for my research to cover all of these roles that are consistently involved in every organ trafficking case. My starting point for this paper is to research these different roles in organ trafficking to find who is ultimately to blame for the organ trafficking crisis that the world is experiencing right now. I will do this in the form of a literature review to analyze the theories and works of others' research. My initial resources will be books and journals that investigate the aforementioned categories of those involved. My hopes and goal is for the research to narrow down on who is the most to blame for the organ trafficking crisis and to then analyze and evaluate this role in the black market organ trafficking. This question is relevant to me because I hope to study medicine in college. The research so far has really opened up my eyes to the unethical and illegal practices that take place in the medical field, thus I want to find out more not only because of my genuine interest, but also because it could affect me and my career in the future.</p> <p style="text-align: right;"><i>add in a dip about american doctors</i></p>		
Initial Resources		
Carney, S. (2011). The red market: On the trail of the world's organ brokers, bone thieves, blood farmers, and child traffickers. New York: William Morrow. Print.		
Gutmann, E. (2014). The slaughter: Mass killings, organ harvesting, and China's secret solution to its dissident problem. New York: Prometheus Books. Print.		
	Date	

Comments:		
	Adviser's Initials	Date

SUBMITTED PROPOSALS WITH CAMBRIDGE COMMENTS

OUTLINE PROPOSAL FORM

for GCE A/AS Level Examinations

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Name of Centre	Sarasota High School		Centre Number	US213
Candidate Name (if required)	Brianna Dowd		Candidate Number	2073
Syllabus Title	Global Perspectives & Research		Syllabus Code	9239
<i>If this is a re-submission, please check box</i> <input type="checkbox"/>		Component Number		04
Examination/Assessment Session:	June	<input checked="" type="checkbox"/>	November <input type="checkbox"/>	Year 2017

Title of Proposal	Organ Trafficking: Rich man, poor man, beggar man, thief?		

Details of Proposal (see over)	<p>For the purposes of this research, I will be defining organ trafficking according to the Declaration of Istanbul, which states "the recruitment, transport, transfer, harbouring or receipt of living or deceased persons or their organs by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability, or of the giving to, or the receiving by, a third party of payments or benefits to achieve the transfer of control over the potential donor, for the purpose of exploitation by the removal of organs for transplantation." I first came across organ trafficking in passing while reading a news story. I thought it was absurd that people were selling their organs on the black market and couldn't understand what instigated this illegal trade. After reading only a few articles, I was fully engrossed in the issue. After briefly researching the different arguments for and against organ trafficking, I realized that there is a myriad of ways to look at this problem. Nonetheless, when looked at from a broad perspective, categories begin to emerge in that people involved in the issue are one of the following: the buyer, the doctor, the receiver, or the middleman. This reminded me of the American children's rhyme that is used to select someone, "Rich man, poor man, beggar man, thief..." which I included in my title. I did so because I believe the blame can be assigned just as how the children select someone and it is important for my research to cover all of these roles that are consistently involved in every organ trafficking case. I will begin by researching these different involvements in organ trafficking to find who is ultimately responsible for the organ trafficking crisis that the world is experiencing right now. I will do this in the form of a literature review to analyse the theories of other's research. My initial resources will be books and journals that investigate the aforementioned categories of those involved. I will analyse and evaluate the many involvements in black market organ trafficking in hopes that the research will assign culpability to a category of individuals for the organ trafficking crisis. I have come to find that American doctors are heavily involved in organ trafficking which is relevant to me because I hope to study medicine in college. The research so far has really opened up my eyes to the unethical and illegal practices that take place in the medical field, thus I want to find out more not only because of my genuine interest, but also because it could affect me and my future career.</p> <p>References</p> <p>Carney, S. (2011). The red market: On the trail of the world's organ brokers, bone thieves, blood farmers, and child traffickers. New York: William Morrow. Print.</p> <p>Gutmann, E. (2014). The slaughter: Mass killings, organ harvesting, and China's secret solution to its dissident problem. New York: Prometheus Books. Print.</p> <p>Budiani-Saber, D. A., & Delmonico, F. L. (2008). Organ trafficking and transplant tourism: a commentary on the global realities. <i>American Journal of Transplantation</i>, 8(5), 925-929.</p> <p>Scheper-Hughes, N. (2004). Parts unknown undercover ethnography of the organs-trafficking underworld. <i>Ethnography</i>, 5(1), 29-73.</p> <p>Scheper-Hughes, N., & Wacquant, L. (Eds.). (2002). <i>Commodifying bodies</i> (Vol. 7, No. 2-3). Sage.</p> <p>Glaser, S. R. (2005). Formula to stop the illegal organ trade: presumed consent laws and mandatory reporting requirements for doctors. <i>Hum. Rts. Br.</i>, 12, 20-46.</p>		
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Date 10/11/16

Comments:

You have a title which is not actually a question. The question should be in a form that offers the possibility of a discussion of different views or perspectives, it is not clear from your proposal what distinct perspectives (points of view or opinions) you intend to present in your report. Indeed, the proposal has considerable emphasis on explanation and description. However, the assessment criteria require you to analyse and evaluate arguments and evidence in support of alternative perspectives and interpretations.

Whether this is a suitable topic for your report depends upon finding clearly different perspectives on a question which can be supported by arguments and evidence; your report should present something like a debate. There is always a shortage of organs for transplantation, but some people have enough wealth to buy them (almost at any price) and at the same time there are some so poor and desperate that they are willing to sell theirs, at the same time there are unscrupulous people in the world who are prepared to make a profit by finding the poor potential donors for the rich potential recipients.

There may be a suitable question with opposing perspectives on this topic, but I have been unable to come up with one. I am concerned that continuing with this topic will result in a report which largely consists of description and explanation, when over half the marks available are for analysis and evaluation.

I am not approving this proposal; you should do one of the following:

1. Carry out some preliminary research on this topic and clearly establish what you intend to focus upon and identify some distinct perspectives. Then decide on a title/question which offers the possibility of a discussion of the different views or perspectives. Write a proposal which attempts to demonstrate that a debate on the question is possible and in which a variety of arguments can be supported by evidence from a range of different sources.
2. Choose a different topic, and then as described in 1 above

It is important for students to remember that the purpose of this exercise is to help them to improve their skills in writing a good proposal. It is not intended to be a formal assessment exercise. If you have any questions about this, please speak to your adviser.

		Adviser's Initials	RS	Date	26 Oct 2016
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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUTLINE PROPOSAL FORM

for GCE A/AS Level Examinations

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Name of Centre	Sarasota High School			Centre Number	US213
Candidate Name (if required)	Dowd, Brianna			Candidate Number	2073
Syllabus Title	Global Perspectives & Research			Syllabus Code	9239
<i>If this is a re-submission, please check box</i> <input checked="" type="checkbox"/>			Component Number		04
Examination/Assessment Session: June <input checked="" type="checkbox"/> November <input type="checkbox"/>			Year		2017
Title of Proposal	Is organ trade an ethical solution to resolving organ shortages?				

Details of Proposal (see over)	<p>I will be defining organ trade as the exchange of human organs, tissues or other body parts for monetary compensation. The idea of exchanging money for human organs is widely debated due to the ethical concerns associated with it. I will use the term ethical as defined by Merriam-Webster as, “involving questions of right and wrong behaviour” and “following accepted rules of behaviour”. Researching the arguments for and against organ trade will allow me to acquire many perspectives of knowledge which will help me to determine what the “accepted rules of behaviour” are towards organ trade and will ultimately conclude in whether organ trade is an ethical solution to resolving organ shortages.</p> <p>Organ trade is incredibly debated, especially in relation to ethics and medical concerns. Some individuals believe that organ trade is acceptable and ethical because it provides incentive for people to donate organs which could save someone’s life. In a time of severe shortages of organs being donated, it is a large medical concern that organs are donated. Nonetheless, others believe that organ trade is immoral and unethical for many reasons. To explain, it goes against many religious beliefs and it assigns an arbitrary monetary value on the human body. There are many world-renowned authors and news agencies whom have opinions on both sides of this debate, such as The New York Times, TIME Magazine, and Nancy Scheper-Hughes. This debate interests me because I can understand and appreciate the arguments from both sides of the issue. I look forward to researching this further in order to fully understand the perspectives on this issue.</p>				
References	<p>Carney, S. (2011). <i>The red market: On the trail of the world's organ brokers, bone thieves, blood farmers, and child traffickers</i>. New York: William Morrow. Print.</p> <p>Gutmann, E. (2014). <i>The slaughter: Mass killings, organ harvesting, and China's secret solution to its dissident problem</i>. New York: Prometheus Books. Print.</p> <p>Budiani-Saberi, D. A., & Delmonico, F. L. (2008). Organ trafficking and transplant tourism: a commentary on the global realities. <i>American Journal of Transplantation</i>, 8(5), 925-929.</p> <p>Scheper-Hughes, N. (2004). Parts unknown undercover ethnography of the organs-trafficking underworld. <i>Ethnography</i>, 5(1), 29-73.</p> <p>Scheper-Hughes, N., & Wacquant, L. (Eds.). (2002). <i>Commodifying bodies</i> (Vol. 7, No. 2-3). Sage.</p> <p>Glaser, S. R. (2005). Formula to stop the illegal organ trade: presumed consent laws and mandatory reporting requirements for doctors. <i>Hum. Rts. Br.</i>, 12, 20-46.</p>				
Date	26 Oct 2016				

Comments:

You have not provided any sources to support your claim that "some individuals believe that organ trade is acceptable and ethical", so you have not attempted to demonstrate that a debate on the question is possible and in which a variety of arguments (on both sides) can be supported by evidence from a range of different sources.

As this is your resubmission on the same topic, and you have read my advice to choose a different topic, I can only assume that you have carried out sufficient preliminary research to check that you have access to evidence to support different overall perspectives.

I am approving your proposal with the proviso that you can present a debate between at least two distinct overall perspectives, giving roughly equal space to each and supporting each with arguments and reliable evidence from a range of sources.

The wording of your question should probably be either "Is the organ trade an ethical solution to transplant organ shortages?" or "Is organ trading an ethical solution to transplant organ shortages?"

	Adviser's Initials	RS	Date	3 Nov 2016
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annotated Bibliography

"Oxford University Press: The Qur'an: M. A. S. Abdel Haleem." Oxford University Press:

OUP.COM Home Page. N.p., n.d. Web. 3 Dec. 2016.

<https://archive.org/details/TheQuranKoranenglishEbook-AbdelHaleem-BestTranslationInThe>.

This source is an electronic version of the Qur'an. I will use this to prove that the religion doesn't support the exchange of human body parts for money.

Barnett, A. H., and David L. Kaserman. "The Shortage of Organs for Transplantation: Exploring the Alternatives." *Issues in Law and Medicine* 9 (1993): 117–37.

This article offers a brief overview and evaluation of several alternative organ procurement systems. The authors also discuss the various ethical issues involved in each system. This would be useful in my literature review for discussing the ethicality of such systems.

Barshes, Neal R., et al. "Justice, Administrative Law, and the Transplant Clinician: The Ethical and Legislative Basis of a National Policy on Donor Liver Allocation." *Journal of Contemporary Health Law & Policy* 23 (2007): 200–30.

The authors present an ethical framework for allocating livers and the development of a liver allocation policy. They argue that the current allocation system, which generally gives livers to the sickest people, should be replaced with a more utilitarian system—distributing them to those people who would benefit the most from transplants in terms of life years gained.

Bruzzone, P. (2008, May). Religious aspects of organ transplantation. In Transplantation proceedings (Vol. 40, No. 4, pp. 1064-1067). Elsevier.

This article is an overview of religions and their views on transplantation, both paid and unpaid donation. I will use this source for the paid aspect of how religions feel on organ trading. This article doesn't go deep into explanation and merely exists as an overview.

Ethical Principles in the Allocation of Human Organs. (2010). Retrieved December 02, 2016, from <https://optn.transplant.hrsa.gov/resources/ethics/ethical-principles-in-the-allocation-of-human-organs/>

This source serves to define ethicality according to the Organ Procurement and Transplantation Network (OPTN). The source breaks up ethicality into three categories: utility, justice, and respect for persons. The definition of ethicality is for the sale and allocation of human organs. This is important when assessing what is ethical when putting financial values on the human body.

Gallagher, Sean T. "The Spanish Model's Capacity to Save Lives by Increasing Organ Donation Rates." *Temple International and Comparative Law Journal* 18 (2004): 403–29.

This article discusses Spain's response to its organ donation shortage and analyzes the possibility of applying that policy to other countries, including the United States. The author argues that Spain's presumed consent laws do not generate as many donations as most believe. Spain's success in procuring organs, the author believes, is attributable to its system of directly encouraging organ donations among potential donors. This is helpful in understanding the background but will most likely not be used in final report.

Ghods, A. J., & Savaj, S. (2006). Iranian model of paid and regulated living-unrelated kidney donation. *Clinical journal of the American Society of Nephrology*, 1(6), 1136-1145.

This journal discusses the Iran model for selling organs. Although Iran is not particularly a country to model after overall, it has established a near flawless model for selling organs legally. Their data proves that this would eliminate waiting lists and increase the supply of organs. Would work great for my counter-thesis.

Graham, Walter K., and Jason P. Livingston. "Perspectives on Financial Incentives to Induce Live Donor Kidney Donation: Scholarships in Exchange for the Gift of Life." *Saint Louis University Journal of Health Law & Policy* 2 (2009): 347–58.

This article provides a general overview of the arguments for and against financial incentives for live organ donation with a particular focus on offering college scholarships as an incentive to potential donors. The article discusses pros and cons, but takes no position.

Grandtham, Dulcinea A. "Transforming Transplantation: The Effect of the Health and Human Services Final Rule on the Organ Allocation System." *University of San Francisco Law Review* 35 (2001): 751–82.

This source examines organ allocation, focusing primarily on the debate between the states, which favor local distribution of organs, and the Final Rule, which favors a national, need-based system. The author calls for a quasi-national, need-based system of organ distribution, managed by UNOS. This article helped me to get a background knowledge on the issue but I don't believe I will use it in my research report.

Greasley, K. (2012). A legal market in organs: the problem of exploitation. *Journal of medical ethics*, medethics-2012.

This article addresses how the financial compensation for donation of human organs would cause exploitation of the poor. The article explains that allowing monetary compensation would take advantage of the poor because the poor are the only ones who would act on such an opportunity.

Harris, Curtis E., and Stephen P. Alcorn. "To Solve a Deadly Shortage: Economic Incentives for Human Organ Donation." *Issues in Law and Medicine* 16 (2001): 213–33.

To increase the supply of transplantable organs, this article proposes establishing a government-regulated, posthumous organ market, with economic incentives for the donors. The authors examine and reject several alternatives to a free market, including presumed consent, altruism, and China's system of procuring organs from executed prisoners. They justify a free market approach by making an analogy to the market for egg donations.

Interlandi, J. (2012). Illegal Organ Trafficking Is a Serious Global Problem. In D. A. Henningfeld (Ed.), *At Issue. Organ Transplants*. Detroit: Greenhaven Press. (Reprinted from *Newsweek*, 2009, January 19, 153[3], 41-45) Retrieved from
http://ic.galegroup.com/ic/ovic/ViewpointsDetailsPage/ViewpointsDetailsWindow?disableHighlighting=false&displayGroupName=Viewpoints&currPage=&scanId=&query=&prodId=OVIC&search_within_results=&p=OVIC%3AGIC&mode=view&catId=&limiter=&display-
[query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=GALE%](http://ic.galegroup.com/ic/ovic/ViewpointsDetailsPage/ViewpointsDetailsWindow?disableHighlighting=false&displayGroupName=Viewpoints&currPage=&scanId=&query=&prodId=OVIC&search_within_results=&p=OVIC%3AGIC&mode=view&catId=&limiter=&display-)

7CEJ3010483237&windowstate=normal&activityType=&failOverType=&commentary=&source=Bookmark&u=fl_sarhs&jsid=95745bc29d043d1134cf0a7697ba5666

This is an article by Nancy Scheper-Hughes who did extensive research into organ trafficking, even posing as a doctor in order to get information. She had linked gangsters, clergymen and surgeons in a trail that led from South Africa, Brazil and other developing nations all the way back to some of her own country's best medical facilities.

Magner, L. N., Ferrara, A. R., & MacKay, C. R. (2002). Should human organs made available for donation be distributed on a nationwide basis to patients who are most critically in need of organs rather than favoring people in a particular region. In *Science in Dispute* (Vol. 2, pp. 219-226). Detroit: Gale. Retrieved from
http://go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=fl_sarhs&v=2.1&it=r&id=GALE%7CCX3418600032&asid=7d3dff5e0b24b5007813d35c216a107c

This article argues that organs should be made available for everyone across the country. It describes the current system where organs are kept within the region where it was taken from and argues that this isn't helping the overall good of the people. It instead suggests to spread the organs nationwide to those who are in the most critical condition. The article counters by saying that the new system would create new inequalities.

Mehlman, Maxwell J. "Presumed Consent to Organ Donation: A Reevaluation." *Health Matrix* 1 (1991): 31–66.

This article was the first I read that proposed a system of organ procurement called "routine request," which requires hospital personnel to ask potential donors

if they have any objection to the removal of transplantable organs after death. It was an interesting view but will ultimately not help me.

Milot, Lisa. "The Case Against Tax Incentives for Organ Transfers." *Willamette Law Review* 45 (2008): 67–90.

The arguments for creating tax incentives for organ donations are analyzed in light of the goals, principles, and practices of the U.S. tax system. The author argues that tax incentives are an inefficient and inappropriate means to encourage increased donations of organs. Using tax incentives to encourage organ donations, she contends, undermines the goals and principles of the tax system.

Moniruzzaman, M. (2012). "Living cadavers" in Bangladesh: bioviolence in the human organ bazaar. *Medical anthropology quarterly*, 26(1), 69-91.

This source is an explanation of bioviolence in Bangladesh. The source is a study of the people in Bangladesh and how an organ market caused bioviolence where the poor were robbed of their organs and payed hardly anything at all. This will help to prove the exploitation of poor.

Nadel, Mark S., and Carolina A. Nadel. "Using Reciprocity to Motivate Organ Donations." *Yale Journal of Health Policy, Law & Ethics* 5 (2005): 293–325.

A reciprocity-based system rewards individuals who sign up to be organ donors with priority recipient status if they ever need an organ. The authors argue that this system would not violate NOTA, and that it is more ethical than a presumed consent system, because it does not violate individual autonomy. This is useful in evaluating the ethics of organ trade.

Our Flesh and Blood. (2006). In K. L. Lerner, B. W. Lerner, & A. W. Lerner (Eds.), Family in Society: Essential Primary Sources (pp. 333-337). Detroit: Gale. Retrieved from http://go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=fl_sarhs&v=2.1&it=r&id=GALE%7CCX2688300131&asid=d414d0649a16cb7fb2c7335b93e12f5b

This article gives the common transplants that occur. It also explains the significance of the donor and the recipient doing research before donating organs or taking organs from another individual even if they are related to you.

Pomfret, E. A., Sung, R. S., Allan, J., Kinkhabwala, M., Melancon, J. K., & Roberts, J. P. (2008). Solving the organ shortage crisis: the 7th annual American Society of Transplant Surgeons' State-of-the-Art Winter Symposium. *American Journal of Transplantation*, 8(4), 745-752.

This source is an article that gives a background of organ transplantation and why organ shortages are a problem today. It describes why so many more people need transplants now than ever before and what type of organs are in the most need. It also cleverly states that organ transplantation has become a victim of its own success.

Robinson, Shelby E. "Organs for Sale? An Analysis of Proposed Systems for Compensating Organ Providers." *University of Colorado Law Review* 70 (1999): 1019–50.

This source analyzes three models for compensating organ providers—inter vivos payments, a futures market, and a death benefits system—as possible alternatives to America's altruistic organ procurement system. The author rejects noncompensatory systems as viable alternatives and evaluates the ethical and practical criticisms of compensation systems. The author argues that, ethically and

practically speaking, the death benefits system is the most viable of the three proposals.

Rutecki, G. W., MD. (2002, June 24). Is It Ethical to Buy Organs? One Physician's Perspective | The Center for Bioethics & Human Dignity. Retrieved December 03, 2016, from <https://cbhd.org/content/it-ethical-buy-organs-one-physicians-perspective>

This source is a medical perspective on organ trading. The medical community has their own ideas about organ trading, and it is important to include this when discussing the ethicality. This source explains that organ trading would associate medical doings with commercialization and would hurt the field.

Ryan, Christopher J. "The Anatomical Wealth of Nations: A Free Market Approach to Organ Procurement." Michigan State University Journal of Medicine & Law 13 (2009): 427–47.

This student article advocates a market organ procurement system consisting of a network of organ procurement agencies that would facilitate the sharing of information between buyers and sellers. After exploring other proposals, such as inmate donations, presumed consent, conscription, routine request, and tax incentives, the author concludes that although these systems would likely reduce the organ shortage, they also raise serious ethical considerations and hence are less preferred.

Sever, M., Ecder, T., Aydin, A. E., Türkmen, A., KillCaslan, I., Uysal, V., ... & Eldegez, U. (1994). Living unrelated (paid) kidney transplantation in Third-World countries: High risk of complications besides the ethical problem (Editor's note: see also preceding Editorial Comment on this subject). Nephrology Dialysis Transplantation, 9(4), 350-354.

This source is a study that focuses on least developed nations and the possible risks of having an organ removed. Like the above source, this study tests the risks of giving a kidney but does so for LDCs.

Siebels, M., Theodorakis, J., Schmeller, N., Corvin, S., Mistry-Burchardi, N., Hillebrand, G., ... & Hofstetter, A. (2003). Risks and complications in 160 living kidney donors who underwent nephroureterectomy. *Nephrology Dialysis Transplantation*, 18(12), 2648-2654.

This source is a study that explains possible risks of donors giving a kidney. It lists all the possible health effects and tests these in a large closely monitored group of people who donated a kidney. This article is good for proving the risks of the donor.

Smith, Jennifer M. “‘Dirty Pretty Things’ and the Law: Curing the Organ Shortage and Health Care Crises in America.” *Chapman Law Review* 12 (2008): 361–87.

This article proposes compensating organ donors with long-term health-care coverage. Smith argues that this proposal would reduce the organ shortage, reduce the number of Americans without health care, and prevent further exploitation of the poor.

Steinbuch, Robert. “Kidneys, Cash, and Kashrut: A Legal, Economic, and Religious Analysis of Selling Kidneys.” *Houston Law Review* 45 (2009): 1529–1607.

The author proposes a kidney procurement system that would pay donors for their kidneys. He analyzes religious thinking on paying kidney donors, with a focus on Judaism, and discusses other significant medical, ethical, and economic arguments both for and against this proposal. Steinbuch details a proposal for

creating a system to regulate the sale of kidneys that enlists the existing nonprofit kidney distribution organization to serve as a clearinghouse for both the purchase and distribution of commercial kidneys, without modifying the current system of kidney distribution.

Stimson, Daniel T. "Private Solicitation of Organ Donors: A Threat to the Fairness of the U.S. Organ Transplant System, or a Solution to the National Organ Shortage?" Michigan State University Journal of Medicine & Law 10 (2006): 349–68.

Private solicitation of organ donations is this article's proposal. The author would encourage donations from individuals who are neither related to, nor close friends with, the recipient. The author addresses critics' concerns regarding commodification of the human body and exploitation of the poor and contends that permitting private solicitation will increase the supply of organs and remedy inequities that exist in organ allocation. This pertains to my thesis directly thus will be very helpful.

The Declaration of Istanbul on Organ Trafficking and Transplant Tourism
CJASN September 2008 3): (5) 1227-1231; published ahead of print August 13, 2008,
doi:10.2215/CJN.03320708

This is the declaration of Istanbul on organ trafficking and transplant tourism. This document is backed by the United Nations. In this document is a good definition of organ trafficking as well as other important definitions. This document gives plans for the future to help raise awareness and stop organ trafficking and transplant tourism.

Watson, C. J. E., & Dark, J. H. (2012). Organ transplantation: historical perspective and current practice. *British journal of anaesthesia*, 108(suppl 1), i29-i42.

This article describes the success of organ transplantation. It gives specifics on transplantation success rates across the world and describes how important this is to society today. Most importantly, this article serves as proof that the success of organ transplantation creates a need for more transplantable organs.

Yanklowitz, S. (2015, October 27). Give a Kidney, Get a Check. Retrieved December 06, 2016, from <http://www.theatlantic.com/business/archive/2015/10/give-a-kidney-get-a-check/412609/>

This source would be useful to prove financial compensation would increase supply of organs because it gives data from a survey showing that 71% of people favor a system that pays donors and would be more likely to donate. The downfall is obviously that there is a great difference in people saying they would give an organ and them saying next Tuesday they will schedule an organ transplant.

REFLECTION OF SCAFFOLDING

Brianna Dowd

Reflective Paper #2

After grading several AS student's scaffoldings, I've realized that there are numerous general areas that the students need to work on. First, and might I add most importantly, the validations need considerable work. The validations were very vague, often giving no actual data and including stock phrases such as "The author is credible because she's written many articles." I could have written many articles myself but this doesn't prove my credibility. Additionally, the judgements for the validations were considerably lacking if present at all. The students need to reach an evaluative level of writing where their final sentence leaves the reader knowing why they used the source. The writing wasn't at this level for possibly ninety percent of the students. Another area that needs work is the content analysis. From my perspective, it does not seem that the students are using the "Sally Makes Wine From Vines With Juice" tool. I believe using this would greatly increase the students' level of analysis and make their writing less descriptive. Furthermore, less students, however still a notable amount, need to work on matching examples to reasons. I feel that several students blindly pulled articles off the internet that had a similarity to their reason thinking we wouldn't check if it matched. Well we did, and they did not match. The example is there to prove that the reason is right, I don't think some of the students understand that it is support. Hopefully in the essay, once transitions are added, it will become clear that the reason is followed with "For instance..." and logically an example that proves that reason would go after. In closing, students need to utilize the website when writing their essays. There are a plethora of tools and examples on the website, thus there is absolutely no excuse for not knowing these skills at this point.

Reading these scaffoldings has helped me to become a better writer in that I know what to look for when writing my own essay. What I mean by this is that I have witnessed the common mistakes that students close to my age make when writing their scaffoldings. This makes me extremely conscious of those mistakes, which will ensure that I do not make them when writing my own essay. Additionally, proof reading has sharpened my skills of finding examples that really prove the reason given. Once it comes time for me to make my own scaffolding, I will be much better at checking if my own examples are truly the best possible to prove the reason I give. Moreover, I have really noticed the level of analysis these students are writing and how much of a difference it makes to have strong analysis. This makes me better at writing analytical sentences because I know the level of analysis needed to really prove the reason and make a clear argument. In all, by reviewing other student's work, I have pin pointed areas of general weakness, which I will know to avoid when writing my own essays.

WATER THESIS/QUESTION FOR EACH STUDENT

Brianna Dowd

Student Update

Rebekah Golden

Question: Is water a human right?

Thesis statement: Water is, and should be identified as, a human right, since it is necessary for human life, for consumption, and for cleanliness. However, some argue that water is not a human right. They say that water is no longer a human right when used for recreational purposes, and others believe water is not a human right at all, supporting the ability to treat water as a sellable good.

Hailey Ballard

Question: Is agriculture draining the world's usable water supply?

Thesis statement: Agriculture is draining the world's usable water supply because crops and animals use too much local groundwater, areas in drought are still exporting crops overseas, and farmers are wasting water using outdated farming procedures. Nevertheless, some may argue that agriculture is not draining the global usable water supply because restrictions are already in place to reduce excess water from farms and most countries that export water use rainfall, not groundwater.

Lizzie Houghton-Brown

Question: Is water privatization negatively affecting less developed countries?

Thesis statement: Water privatization is negatively affecting less developed countries because the quality of water is not as good as the quality of municipal water sources, water prices are increased, and not all people have access to clean water. However, some may argue that water

privatization is beneficial in less developed countries because it reduces the mortality rate and saves governments money.

Jake Kolb

Question: Should water be considered a public good?

Thesis statement: Water should be considered a public good because water is a human right, privatization hurts the environment, and it decreases the cost of water. On the other hand, some may argue that water should not be considered a public good because privatization creates jobs, and can produce a large profit.

Conor Andrich

Question: Is water the new oil?

Thesis statement: Water is the new oil because it has no substitute, we are already seeing conflicts over water, and privatization of water is driving up prices. Nevertheless, some may argue that water is not the new oil because we can conserve water, and water can be recycled and reused.

Nathalie Ortiz

Question: Are multinational water bottle companies the main cause of drought?

Thesis statement: Multinational water bottle companies are not the main cause of drought because agriculture, water supply, and climate change are the true causes of drought. However, some may argue that multinational water bottle companies are the main cause of drought because they continue to pump water even during dry spells and this pumping of water creates a water shortage.

John Peachey

Question: Does exporting water have a negative effect on the ecosystem?

Thesis statement: Exporting water has a negative effect on ecosystems because the transportation of water from one ecosystem to another has harmful effects on both ecosystems, the packaging of water into plastic bottles damages the air quality in ecosystems, and the packaging of water into plastic bottles damages the water quality in ecosystems. Nonetheless, some may argue that exporting water has a positive effect on ecosystems because exported water can be used to save ecosystems without water and it allows the towns of ecosystems with excess amounts of water to create income while managing the stability of the ecosystem.

Tyler

So far has not finished the question or thesis.

SAMPLE SCAFFOLDING

Demonstration

(question, quote, content analysis, source analysis, evaluation)

Mental Illness and psychiatric disorder will be used interchangeably and mean the same thing

Question: Are psychiatric disorders contagious?

Reason: Psychiatric disorders are contagious because they can be triggered by infections.

Example: “Research done at the John Hopkins Children’s Center and published in the Archives of General Psychiatry in 2001 found that mothers with evidence of Herpes Simplex Type 2 infection at the time of pregnancy had children almost six times more likely to later develop schizophrenia. And in the US, Europe and Japan, birth clusters of individuals who develop schizophrenia later in life closely mirror the seasonal distribution of Ixodes ticks at the time of conception (Lyme disease)” (Strick, 2000).

Source analysis: Frank Strick is a sagacious pundit, medical author, and the clinical research director of the Research Institute for Infectious Mental Illness, an institute which provides testing, clinical and consulting services to clients all over the world, nevertheless, Stick is financially invested in finding a link between infections and mental illness.

Content analysis: The quote provided establishes that children whose mother had a Herpes infection during pregnancy were considerably more likely to develop the mental illness, schizophrenia. To further explain, there was a direct link found in the study between the infection, which can be spread from individual to individual, and the mental illness. If the infection is contagious, and the infection causes the psychiatric disorder, then it is beyond a reasonable doubt that the psychiatric disorder is contagious.

Evaluation: The relation between the contagious infection and the psychiatric disorder proven in the example along with the authors profound background in clinical research proves the notion that psychiatric disorders are contagious since they can be triggered by infections.

Reference

Strick, F. (2000). The Role of Infections in Mental Illness. Retrieved November 21, 2016, from <http://www.alternativementalhealth.com/the-role-of-infections-in-mental-illness/>

GROUP PROJECT ON TED

Reflection on Group Work

There are always many difficulties when working in a group, however, the learning process and the final outcome is always the key. In this group work, I was considered the leader due to the fact that I was the A level student in a group of AS level students. The task among all the groups was to create a modified presentation according to the TED talk watched in class. My individual group's task was to create the hook. As my group had many members who worked sufficiently on their own, I acted more as a moderator than a hands on member. They wanted to use a statistic in their hook and I suggested that they use it later on in the hook and address the audience right in the beginning in order to create a connection and spark interest. Additionally, the students had several ideas and I helped them to make it more personal and relatable to the audience.

When it came to working as a unit, I feel the group did well for the most part. As always there were a few that acted as the leaders and came up with the majority of the content. Considering this assignment had to be presented, one student volunteered to do the memorization and speaking and did so exquisitely. The group had a few members that didn't contribute much although I tried to encourage all of them to participate. Nonetheless, the group generally did well working together and considering all suggestions including my own.

After the assignment was complete, the A level students along with Dr. Crihfield and myself chose a "winner" which was my group. I announced this to my group and also discussed with them the importance of working well in a group. I explained from my, a student's perspective, how vital it is to choose good group members for the presentations. Furthermore, I told them to be sure to listen to all group member's opinions because anyone could produce a good idea. This was some advice I could personally use because I sometimes am the one who

takes lead and doesn't consider others ideas. Overall, the experience taught me and the AS level students many lessons on working in a group.

Reflection on Teaching

The process of teaching a lesson on analysis to AS level global students taught me many valuable lessons myself. The thought process and planning that went into preparing the lesson took the most time. I tried to devise how to teach the lesson in a way that the students would understand. In doing this, I came up with the idea to incorporate social media in the lesson which I knew the students would get engaged in. I had them analyze social media posts according to the thesis “Should I quit social media?”. I felt that this method worked well in teaching the students how to analyze. They understood the social media posts and realized that in analyzing, they didn’t need to summarize the post but simply explain how the post effected the thesis and why it was important in proving the thesis. In this activity, I noticed many students participating and actually analyzing the correct way. Something I would change about how I instructed the lesson is that I would have had another A level student record the different words of analysis that the students used in the activity so that I could remind them of the words they used. Aside from this, I believe the lesson went well overall.

The entire progression of teaching the lesson on analysis ultimately made me better at analyzing. Having to explain how to do it to other students confirmed my own idea of how to analyze. Furthermore, I feel much better about being able to analyze excerpts or quotes for my own research report considering I was able to grade and comment on each student’s analysis that they turned in to me. I additionally feel that my understanding between analysis and evaluation has deepened. Previous to this assignment, I didn’t have a solid understanding of the difference between the two, I just knew that I did both in my essays. I now feel that I can explain the difference not only to myself but to the many students that I taught.

In summation, the lesson on analysis benefitted the AS level students as well as myself. I have high hopes that the students will perform this task better on their scaffoldings and essays.

TEACHING LESSON PLANS

Analysis Lesson

Objective: Students will learn to analyze by learning the basis of analysis and applying it to current social media posts.

Measurable objective: Students will turn in a sample analysis on a social media post of their choice done independently.

Opening Explanation:

In order to understand how and why water is important for the body, we have to break it apart.

H_2O would be broken into H-O-H

In order to understand how and why $27 \times 4 = 108$, we have to break it apart.

$$27 = 20 + 7$$

$$4(20) = 80$$

$$4(7) = 28$$

$$80 + 28 = 108$$

Analysis is the process of breaking apart the quote into simpler meaning in order to understand how and why it is important.

So when analyzing a quote, break it apart and ask yourself “why is this important?” and “what is the effect of it?”

Activity:

Prezi on analyzing social media.

http://prezi.com/0z6y1iouetpl/?utm_campaign=share&utm_medium=copy&rc=ex0share

Kids should participate by analyzing the social media as to whether the instructor should quit social media based on the quotes given. This aspect of the activity will vary by class period depending on how the students feel about the quotes (as analysis is subjective this only makes sense).

Closing activity/ assignment:

Have students take their phone out and go on any social media of their choice.

Have them write down one person's post and write a short analysis of whether that post would make them want to stay on social media or quit.

Tell them to remember...

Why is this important? What is the effect?

Have students turn it in when they finish.

VALIDATIONS PROJECT

FILL IN VALIDATIONS:

For an organization:

- The [name of organization] is [explain purpose], and while they [list good points] they are financially tied to [describe funding].
 - Ex. “Pro-Poor Livestock Policy Initiative is a project that was launched by the Food and Agriculture Organization of the United Nations, and while they conduct research to provide evidence-based livestock sector and related policies that reduce poverty while managing environmental and public health risks, they are financially tied to the government of the United Kingdom.”

For a non-profit:

- The [name of non-profit] is [list good points], nevertheless, is [list bad points].
 - Ex. “The Humane Society International is a world renowned, charitable organization that serves a critical and expanding role in global efforts to reduce animal suffering and seeks out innovative and scientifically sound approaches to animal welfare, nevertheless, is an activist organization and has emotional ties to animals.”

For a journalist/non reputable author:

- [author name] is [list good points], although he/she is a freelance writer not writing in their area of expertise.
 - Ex. “Monica Eng is presently an editor and reporter for the Chicago Tribune and has been for more than 15 years, she has reported in Central America, Central Asia and Europe covering the arts, leisure, ethnic culture and particularly food for various publications, although she is a freelance writer with no research experience.”

For United Nations/affiliated groups:

- The [United Nations/affiliated group] is [explain purpose and good points]. Nonetheless, as a nongovernmental organization, they do not have access to the same data as a governmental organization.
 - Ex. “The United Nations Entity for Gender Equality and the Empowerment of Women, or United Nations Women, is an entity of the United nations working for elimination of discrimination against women and girls, empowerment of women, and achievement of equality between women and men. Nonetheless, as a nongovernmental organization, they do not have access to the same data as a governmental organization.”
- The [United Nations/affiliated group] is a global collective organization who has [list good points] yet, they are based on western democratic ideals.

- Ex. "The World Health Organization is a global collective organization who has been producing articles and coordinating international health within the United Nations' system since 1948, yet, they are based on western democratic ideals."

For a study:

- [list contributors] did the study/project [title of study/project] for [reason of project and any good points]. While [list praises] the specific credentials of the contributors were undocumented.
 - Ex. "Kai Ling Toh, Pei Lin Grace Chia, Clint Kim Fat, Karen Chua Chiaco, & Serena Teo did the project of Water Privatization in Manila, Philippines: Should Water be Privatized? for their Master of Business Administration program at Insead. While this project received considerable praise from the institution, the specific credentials of the contributors were undocumented."
- The leader of this study is [name of leader], he/she is [list good points] and while he/she [list best point], his/her writings may be influenced by [name of source of influence].
 - Ex. The leader of this study is Wondimu Shanko Yirga, he is a public health specialist and academician who conducts international medical research and lectures in Ethiopia, and while he is a member of the international health economics association, his writings may be influenced by his employer's interests.

NEGATIVES FOR VALIDATION STATEMENTS:

Global Perspectives

- As an American, she has a limited ability to write on Korean culture.
- The organization does not have access to the same governmental resources and must obtain information on their own."
- They have a strong personal religious stance on abortion
- As a man, he has a limited ability to see a women's perspective on the impact of abortion.
- She has an emotional tie to the rights of women.
- He has a financial investment and his reputation riding upon his writing.
- She is presenting in Finland to their ministry of Social Affairs and Health so therefore may adopt a less accusatory approach to her argument when addressing governmental participation in world health.
- He has a limited ability to see torture through the perspective of other people around the world who live in different cultures than him.
- He has no institutional education in the field of torture.
- His experience with ethics may prevent him from writing about torture without a slanted view.
- They rely on donations to thrive and therefore will be more attentive to their reputation.
- Many of the articles are not labeled with authors and it is unknown if the person who wrote them has the ability to speak accurately on the topic.

- As a British citizen his writing may be slanted on the topic of British history.
- She relies on her studies to be successful in her profession which may affect the results.
- He has a love for nature, and this might prevent his work from being solely objective.
- They are an activist organization and have an emotional tie to the environment.
- They act in the interest of the chicken industry.

History

- It is expected that the strong Southern pride may cloud an objective look at the compromise between the North and the South.
- It tends to have a heavily ironic tone and includes several exaggerated statements for effect.
- It is taken from a first-hand account from a man who was recalling what he had experienced nearly 60 years before and his memory may have been shifted by the glorification of Lincoln as years go on.
- It is filled with a hostile tone that makes it feel less factual and more emotionally biased.
- At the time that he gave his speech, the Dred Scott decision was only decided months earlier and his speech is likely still affected by it.
- Both of these speeches may also be impacted by the fact that James Buchanan has just been elected and the speakers were well-known political men.
- The source was written some 30 years before the civil war and might not truly show the causes of it.
- They might still be feeling the effects of the violence which occurred in their fellow western state, Kansas, which can largely be attributed to John Brown, the man who would later go on to Harper's Ferry.
- It is unknown where this cartoon came from, whether it be from the south, who was largely against Lincoln at this time, because it is the year of his election, or the north, who supported Lincoln overall.
- He writes in the New York Tribune as the editor and might be more careful as to what he writes because the reputation of his paper rides upon his words
- Although the historian's modern age could be seen as an advantage, this factor may have prevented them from truly seeing opinions and national feelings at the time.

KEYWORDS AND PHRASES TO SHORTEN VALIDATIONS:

Positive Words	Negative Words
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- John smith, a freelance writer for [Insert esteemed magazine, website, organization]
- John smith, while showing a vested interest, is a scholar in [Insert the field of study]
- World renowned ad hoc speech writer John Smith
- John Smith, a revered [insert job title] with a [insert a specific view]

Ex: Mason Gaffney- a profound economist with a Georgian point of view- presented a cure, which is to implement Georgist policy to failing cities.

Ex. Dr. Robert Carter is an **esteemed scientist** focused on debunking Climate Change.

** What is negative is that they solely focus all their time to look at one side or solution to the problem

QUESTIONS THAT DETERMINE VALIDITY OF A SOURCE:

- Does the article come from a reliable website?
 - Blog vs well-known and cited website
 - What is the reputation of the website?
- Does the article have an author?
 - It can still be valid if it doesn't if the website is well-known and respected, but this would be a negative aspect of the source
- What is the authors education background/what is their expertise?
 - Are they an infield scholar?
- What is the authors current occupation?
 - Freelance writer vs and infield professor
- If they are a well-published author, what were the other topics discussed?
- Look at the content as well
 - Is it fact or judgement?
 - Both are okay to use as long as they are credible (which related back to the author)
- If you are using a source that deals with an interview, does the interviewee have expertise on the subject?
- Is the source global? (especially useful question for AS students)

EXAMPLES OF VALIDITY STATEMENTS:

- While the majority of this piece is the result of judgement, Dr. Anthony Tommasini, being the chief music critic for *The New York Times*, a published author, as well as holding an in-field doctorate offers a developed and credible opinion on the subject.
- While this example comes from a blog section of a well-known American Newspaper, Juval Aviv, who began his career as the office in the Israel Defense Force and is currently a special consultant to the US Congress on issues of terrorism and security, offers a dependable worldwide viewpoint on the issue of artificial intelligence in relation to terrorism.
- Although Dr. Mahesh Saptharishi has extensive knowledge on the subject of developing intelligent video analytics technology, he is the CEO of a company which main focus is on video cameras dealing with security surveillance giving him a vested interest in the subject making him not the most impartial source but information and ideas given do in fact confirm the idea that AI increases security.

- Although the article was written for an American based newspaper, the author has a high vested interest in the well-being of Latin America, as his job is closely related to the Argentine Ministry of Education, giving him an educated, international viewpoint.
- Although no substantial information can be found on her, Jane Wakefield is a prolific author, having written over 200 articles for BBC, giving her dependability as a continuous author of a well-known and respected publication.

ADDITIONAL HELP:

When using a source without an author

- Look at the site the source comes from
- Research the source, noticing the credentials of the source

When using an author on a subject out of their expertise

- Research the author and see if they've done anything in the field to give them reputability
- Example: an author/scholar out of field

When using a source with a vested interest

- Research the reason behind the vested interest
 - If the reason is money – don't use the source!!!!
 - If the reason is passion – the source is okay to use, but don't use it as a main source. Use it as a secondary source to back up a main idea
- Example: a predisposed/partial/skewed/prejudice source

When using an author without a steady career

- Research their credentials
- Example: a prolific, freelance writer

Assessment criteria

Research reports should be assessed using the criteria on the following pages.

Assessment criteria overview: Component 4 Cambridge Research Report		
AO1 Research, Analysis and Evaluation		
Research	<ul style="list-style-type: none"> Devise and develop an appropriate research question. Design and manage own research project using appropriate research methods and methodology. Maintain and use a research log in support of the research process. 	20 marks
Analysis	<ul style="list-style-type: none"> Select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source material. Analyse and use relevant and credible evidence in support of arguments and overall perspectives. Analyse relevant perspectives, showing awareness of how the arguments, claims and the nature of the evidence are used to support conclusions. 	20 marks
Evaluation	<ul style="list-style-type: none"> Evaluate specific research methods and methodology. Evaluate and synthesise evidence to draw reasoned conclusions. Evaluate and synthesise alternative perspectives and interpretations in order to make own reasoned personal judgements. 	20 marks
AO1 TOTAL		60 marks
AO2 Reflection		
Reflection	<ul style="list-style-type: none"> Reflect on the scope, nature and limitations of own research report and how and why own personal viewpoints of the issue/s researched may have changed during the research process. 	5 marks
AO2 TOTAL		5 marks
AO3 Communication		
Communication	<ul style="list-style-type: none"> Communicate clearly throughout the report using appropriate academic terms, referencing and citation techniques. Provide an oral explanation and justification of own report findings, choice and use of research methods and methodology. 	10 marks
AO3 TOTAL		10 marks
TOTAL		75 marks

AO1 Research, Analysis and Evaluation		
AO1 Analysis		
Level	Mark Range	Indicative Descriptors
4	16–20	<ul style="list-style-type: none"> Select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source material. Analyse and use relevant and credible evidence in support of arguments and overall perspectives. Analyse relevant perspectives, showing awareness of how the arguments, claims and the nature of the evidence are used to support conclusions.
3	11–15	<ul style="list-style-type: none"> Good selection and analysis of appropriate and relevant material from a range of relevant sources. Consistent and efficient analysis and use of evidence in support of arguments and overall perspectives, but some lack of depth. Consistent analysis of relevant perspectives in supporting reasoned conclusions. There may be some imbalance between perspectives and lack of depth in the analysis.
2	6–10	<ul style="list-style-type: none"> Some selection and analysis of relevant and appropriate material from relevant sources. Some analysis and use of evidence in support of arguments and/or overall perspectives. Some analysis of relevant perspectives in supporting any conclusions. There may be some description and much imbalance between perspectives.
1	1–5	<ul style="list-style-type: none"> Limited selection and analysis of appropriate material from a limited range of sources. Limited analysis and use of evidence. Much description of evidence or unsupported assertion. Limited analysis of relevant perspectives and little awareness of how they are used to support any conclusions. Description rather than analysis and based heavily on one relevant perspective.
0	0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content.

AO1 Research, Analysis and Evaluation		
AO1 Evaluation		
Level	Mark Range	Indicative Descriptors
4	16–20	<ul style="list-style-type: none"> Evaluate specific research methods and methodology. Evaluate and synthesise evidence to draw reasoned conclusions. Evaluate and synthesise alternative perspectives and interpretations in order to make own reasoned personal judgements.
3	11–15	<ul style="list-style-type: none"> Good evaluation of specific research methods and methodology. Evaluation and synthesis of evidence is well supported, developed and used effectively to draw reasoned conclusions. Alternative perspectives and interpretations are evaluated with a critical sense and synthesised to have impact on forming own reasoned judgements.
2	6–10	<ul style="list-style-type: none"> Some evaluation of specific research methods. Some evaluation and synthesis of evidence in order to draw reasoned conclusions. There may be overreliance on generalised comment on the origin of evidence rather than on validity of its arguments. Alternative perspectives are considered with some critical sense but have little impact on making own reasoned judgements.
1	1–5	<ul style="list-style-type: none"> Limited evaluation of research methods. Any evaluation/synthesis of evidence is limited, generalised and barely related to any conclusions. Limited engagement with alternative perspectives in making own judgements. Little sustained critical sense. Serious imbalance with the focus being largely on one perspective.
0	0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content.

AO2 Reflection

- Reflect on the scope, nature and limitations of own research report and how and why own personal viewpoints of the issue/s researched may have changed during the research process.

Level	Mark Range	Indicative Descriptors
4	5	<ul style="list-style-type: none"> Reflection on the scope, nature and limitations of the research is clear and cogent. Reflection shows a thoughtful and mature approach to how and why personal viewpoints may have altered during the research process.
3	3–4	<ul style="list-style-type: none"> Clear and well-considered reflection on the scope and limitations of the research. Reasoned reflection of how and why personal viewpoints may have altered is related clearly to the research process.
2	2	<ul style="list-style-type: none"> Some reflection on the scope and/or limitations of the research. Reflection of how and why personal viewpoints may have altered is related to the research process.
1	1	<ul style="list-style-type: none"> Limited reflection on the scope of the research. Any reflection of how and why personal viewpoints may have altered lacks reference to the research process.
0	0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content.

AO3 Communication

- Communicate clearly throughout the report using appropriate academic terms, referencing and citation techniques.
- Provide an oral explanation and justification of own report findings, choice and use of research methods and methodology.

Level	Mark Range	Indicative Descriptors
4	9–10	<ul style="list-style-type: none"> The report is very well organised and very clear to follow. Academic terms and conventions are used consistently and precisely throughout the report. Very clear and convincing explanation and justification of report findings, choice and use of research methods and methodology.
3	6–8	<ul style="list-style-type: none"> The report is well organised and clear to follow. Academic terms and conventions are used consistently and precisely throughout most of the report. Clear and convincing explanation and justification of report findings, choice and use of research methods and methodology.
2	3–5	<ul style="list-style-type: none"> The report is organised and fairly clear to follow. Academic terms and conventions are evident but are used inconsistently at times or lack precision. Some explanation and justification of report findings, choice and use of research methods.
1	1–2	<ul style="list-style-type: none"> The report is limited in organisation and is unclear to follow. Academic terms and conventions may be evident but are used inconsistently and/or lack precision. Limited and unconvincing explanation and justification of report findings.
0	0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content.

RUBRIC CRITERIA	POINTS 1-10
A01 - RESEARCH, ANALYSIS & EVALUATION <ul style="list-style-type: none"> Did they state the group and individual perspective? Did they have an interesting question? Was there a definition of key terms? 2 Reasons for One Side of the Argument Is Presented 1 Reason for the Opposition Side of the Argument is Presented Were there two Examples for Each Reason? Was There a validation of each source – Strengths And Weaknesses Was there an analysis of the validation - Judgement Was it global? Was a local relevant issue included? Was there a conclusion to each reason? Judgement Did they offer a solution? Specific and global? Did they support the reasons with valid arguments? 	
A02 - REFLECTION <ul style="list-style-type: none"> Did they express the impact of the research on them? Did they Express the impact of research on their personal perspective? Did they address both sides of the issue? Did they use empathy with both sides of the issue? Did they address the future and how to solve the problem? 	
A03 - COMMUNICATION & COLLABORATION <ul style="list-style-type: none"> Clarity of Voice Voice Inflection Speed Not Too Fast or Too Slow Good Hand Gestures Used PowerPoint Did they use a hook? Did They Speak to You? Organized and easy to follow the presentation Note cards or memorized? Repeated reasons and/or conclusions Clear argument Was the ppt. interesting? Was the ppt. an aid to the presentation? Were the slides in the ppt. the right color, format, and print size? Were there at least 10 slides? Were there citations on the images? Were there references? Were there flow charts and graphics? Was it under 8 minutes? Too short? 	

Grading # 2

References are worth 5 pts. - correct form and all 5 included

5 Summaries 3 to 5 sentences - 45 pts.

Total # correct / Total # possible 50

Grading # 5

Reference is worth 2 pts. – correct form and included

Quotes can be in quotes and/or bullet points copy and paste / 18 pts.

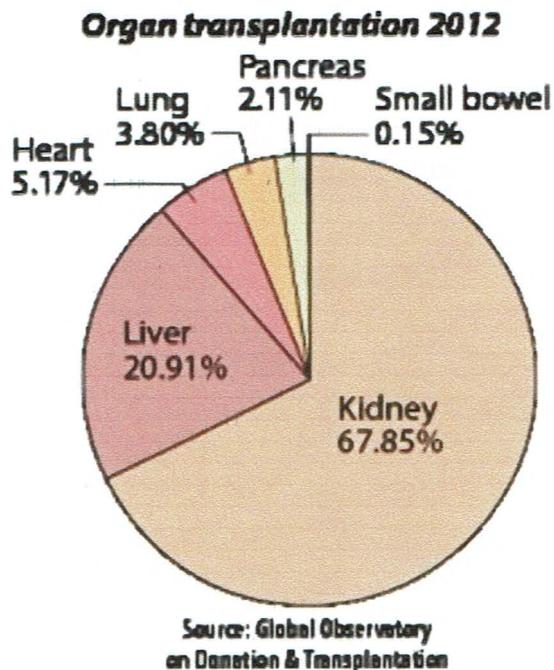
Total # correct / Total # possible 20

Chart Analysis

*Crihfield Comments in green

Thursday, October 6, 2016

4:25 PM



This chart displays the various types of organ transplants that were performed in the year of 2012 and their percent abundance. It can be noted that kidney transplants dominated the market, accounting for about sixty-eight percent of total documented organ transplants, with liver transplants falling in second. There is a considerable amount of other organ transplants that are also accounted for. This means that among the demand for organs, kidneys would be the highest. This is important because it determines the price of kidneys as there is a greater demand for such. The information used in the chart was obtained from the Global Observatory on Donation and Transplantation which makes the information useful. Therefore, the high demand for kidneys in the global economy will determine the price one is willing to pay for the human organ, however because there are other organs in demand, the market will not become consumed with the sale of only kidneys.

Perfect

Organ trafficking research findings:

- Split into three main categories:
 - traffickers force or deceive the victims into giving up an organ
 - victims formally or informally agree to sell an organ and are cheated because they are not paid for the organ or are paid less than the promised price
 - vulnerable persons are treated for an ailment, which may or may not exist and thereupon organs are removed without the victim's knowledge

<http://www.ungift.org/knowledgehub/en/about/trafficking-for-organ-trade.html>

- People in China are offered \$4,000 and an iPad for “donating” their kidney.
- In hard economic situations, people easily fall into the trap of giving up their organs when told they will be payed. This pay often never comes.

Saving lives vs killing them:

- People in LDC's need to have access to cheap organ to affordably replace their own
- The opportunities to sell their organs may help people financially
- The harvesting and selling of organs is a business and many people rely on this business
- People are often tricked into selling their organs which ruins their health later in life
- People are murdered for their organs
- Some traffickers get caught in the ring and devote their lives to harvesting
- The business is funding bad causes such as ISIS

Are human organs a commodity?

Mental Illness Research findings:

Can a person catch mental illness?

- No
 - Mental illness is caused by genetics (hereditary), biological mishaps such as brain abnormalities from birth, or a combination of these
- Yes
 - Mental illness is caused by exposure to common germs in everyday life
 - Cat litter can lead to schizophrenia
 - Strep throat can trigger OCD in teens

Brianna Dowd

A Level Global Perspectives

14 September 2016

Update

Topics:

1. Organ trafficking
2. Psychiatric disorders

Working Questions:

1. Organ trafficking: saving lives or ruining them?
2. Can you catch mental illness?

Books currently checked out:

1. *The Red Market* by Scott Carney
2. *The Slaughter* by Ethan Gutmann
3. *Anatomy of an Epidemic* by Robert Whitaker
4. *Infectious Madness* by Harriet A. Washington

Plan for books:

I decided to keep a running list of notes for each of the books I will read. These lists will be comprised of facts that I want to remember, things I believe are interesting, notes for direction of my essay, and anything else pertaining to my research that I believe will help me. These lists will then be used to plan my research and construct my scaffolding once the time comes.

Brianna Dowd

P.5

Reflection on Scavenger Hunt

My team to create, instruct, and execute a scavenger hunt for the AS Level Global students consisted of Joseph, Vinny, Sierra, and myself. Although, Vinny did not take part in creating the hunt and Sierra did not take part in the instruction and execution.

To create the hunt, Joseph, Sierra, and I utilized resources given to us, such as past scavenger hunts and the internet. We had to work as a team to come up with different tasks that the students had to complete in order to win. We decided it would be best organized if we split up the tasks into different categories, depending on what the task consisted of. After we determined our categories, we had to come up with a variety of missions for the hunt that would range from easy to difficult. This was the toughest part of working in a group because we each had distinctive ideas as to what is considered fun, difficult, learning, etc. However, these differences are what gave the exercises variety. This was important, especially in making a scavenger hunt, to create a diversity of options that the kids could choose from so that not all of the activities involved running around campus or sitting in the classroom. Considering Joseph, Sierra, and I have very different notions about the scavenger hunt categories and levels of difficulty, this worked in our favor.

When instructing the hunt, my team consisted of Joseph, Vinny, and I. As I am usually the one in the group that steps up and takes charge, it comes as no surprise that in this part of the activity, I became the leader. Our instructor, Dr. Crihfield, gave us a certain set of instructions that we must say and left the rest for us to determine. In the beginning of the class, I gave the instructions that we had to say as well as some other instructions that pertained to our specific

scavenger hunt to the students. Some of the required instructions were that students must behave, have a pass with them at all times, and get signatures for every completed item. Some of my specific instructions included making sure every group member took part in certain activities and clarifying that not everyone had to be a part of others. This part of the activity went relatively smoothly considering the students payed attention the entire time and followed the instructions.

The final part of the scavenger hunt activity was the execution, in which Joseph, Vinny, and I took part in. In this, I can say we all took equal responsibility because we each were assigned a team and were required to monitor and sign off for our team only. This kept us busy for the majority of the time because the teams generally split up and would come back for signatures throughout the time period. The other half of this portion of the activity consisted of reiterating the instructions to the students when they occasionally forgot or had questions. This proved to be difficult as Vinny and Joseph did not always tell the other groups the same instructions that I initially gave. To fix this, I had to monitor what they were telling the other groups and correct them if they gave false instructions. I believe, for Vinny, this was the hardest part because he was absent when we made the scavenger hunt, so he did not fully understand what we were thinking of when we created the project.

At the beginning of this assignment, I did not fully understand the difficulties that I would come across nor how challenging it would be to direct and execute an entire activity with a team. Although this activity may have been arduous, it taught me a lot about teamwork. I learned that although it may be easier for me to take charge of the teamwork, it is not always beneficial to do so. This is because others may have a different perspective on the assignment in such a way that I never would have thought of. These different perspectives were crucial for this activity. If I had taken charge and done all the work by myself, the students may have not had as

much fun or learned as much as they would have otherwise. Additionally, I learned that it is still important to have one group member who is ready to jump in and lead, such as myself. I realized that if we had all tried to give instructions, the activity would have become chaotic and the students would be confused. Largely, I learned that teamwork is an important aspect of learning and that I should respect other's opinions because they may help me to create an overall better product.

Comments:

“Considering Joseph, Sierra, and I have very different notions about the scavenger hunt categories and levels of difficulty, this worked in our favor.” **Comment: Yes**

“I believe, for Vinny, this was the hardest part because he was absent when we made the scavenger hunt, so he did not fully understand what we were thinking of when we created the project.” **Comment: ✓**

“I learned that although it may be easier for me to take charge of the teamwork, it is not always beneficial to do so.” **Comment: ✓**

“Largely, I learned that teamwork is an important aspect of learning and that I should respect other's opinions because they may help me to create an overall better product.” **Comment: Yes**