**Writing Assignment Five**

*Your assignment this week is (1) to practice developing arguments, (2) self-assess your final paper and (3) your learning in this course and (4) prepare for the final examination.*

**Part (1), Argument Development**

We are reading the following articles:

* Judith Jarvis Thomson, “A Defense of Abortion”
* Rosalind Hursthouse, “Virtue Ethics and Abortion”

***Your assignment is to develop an argument against one of the two articles.*** Make a counterargument of your own, objecting to the truth of one of the philosopher’s premises, in a short paragraph (5-8 sentences). What you should turn in is one paragraph critically analyzing one of the two above articles.

**Part (2), Self-Assessment of Final Paper**

“Self-assessment is essential for progress as a learner: for understanding of ourselves as learners, for an increasingly complex understanding of tasks and learning goals, and for strategic knowledge of how to go about improving.”[[1]](#footnote-1)

* The final paper is due soon. In addition to supporting your learning process, explicit self-assessment can benefit your grade. Make the grading standards explicit to yourself often and early in the writing process and think strategically about ways to fulfill those standards.
* ***Your assignment is to assess your final paper.*** Assess yourself by filling out a copy of the grading rubric for the final paper, available on the course website, and assign yourself a grade. Filling out the rubric involves **(a)** indicating which grading category and bullet points your paper satisfies (you may bold or highlight), **(b)** indicating where you fall on the spectrum for each dimension of assessment, on the second half of the page, and **(c)** assigning yourself a final grade for the paper.
* Also, **(d)** write a short paragraph justifying the grade and explaining anything you think you should elaborate on from the filled-out rubric.

**Part (3), Self-Assessment of Learning**

Think back to why you wanted to take this course. For the first writing assignment at the start of the quarter, I asked you to identify some personal learning goals and align them with the course objectives. Look back at what you wrote. **For this assignment, write a paragraph of self-assessment, in which you analyze how well you met your goals for the course.** What philosophical skills did you want to develop? What about ethical theory did you want to understand?Consider both how well you met your personal learning goals and how well you met the course objectives. If your goals changed, discuss how and if unforeseen goals emerged, describe what they were.

* PROMPT: **Describe what philosophical skills and understanding of ethical theory you lacked before the course, and how you honed those skills and your understanding throughout the quarter.**

**Part (4), Final Review Preparation**

We will have a brief in-class review for the final examination. The final examination will be cumulative. The expectation is that you be able to explain ***all***of the concepts covered in the course material (lectures, discussions, handouts, readings, and assignments.). If you have ever been absent from class (or lost) there are likely concepts you will be unable to explain. The examination will consist of a mixture of ***short right or wrong answer*** questions (such as the multiple choice questions from the daily Clicker Quizzes) and ***essay***questions (such as the questions from the weekly reading study guides). So it would be a good idea to review the Clicker Quizzes and study guides.

In preparation for the final, you should be able to answer all of the questions in the study guide document, posted on the course website. If you take careful notes on each question (preferably, throughout the quarter), you’ll have a very good notes for the final examination.

Reflect on the course material and find **2-3** topics you would like to review in class. Given all of the course material, what are 2-3 things you have trouble explaining fully? **Both (a) explain each as well as you possibly can, and (b) explain exactly what about it is confusing, or where/why you are unable to offer a full explanation.** Your discussion of each topic should be a short paragraph (3-6 carefully constructed sentences). We will use your questions as the basis of the in class final review.

1. Sadler, D. R. 1993. cited in Brookhart, S. M. 2001. “Successful Students’ Formative and Summative Uses of Assessment Information,” *Assessment in Education*. Vol. 8, No. 2, pp. 153-169. [↑](#footnote-ref-1)