



Some Student Name

Grading Rubric:

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Assignment:

Paper No. 2	Title: Dax Rewrite	Single	Weight: 25.0%
			Recorded Grade: B+ 88.89%

Rubric Score Summary:				Weighted	Total Points	Percentage
Criteria:	Grade:	Points:	Weight:	Score:	Possible:	Grade:
Introduction	Satisfactory	2	1	2.00		
Organization	Excellent	3	1	3.00		
Grammar	Excellent	2	1	2.00		
Argument Construction	Satisfactory	2	1	2.00		
Dax-Autonomy	Excellent	3	2	6.00		
Best Interests	Satisfactory	2	3	6.00		
Sanctity of Life	Excellent	3	2	6.00		
Synthesis	Excellent	3	1	3.00		
Default Rubric Points:				10.00		
Total Score:				40.00	45.00	88.89

General Comments:

I think you have really taken this case seriously and to heart. You have appropriated the principles and made them speak your language. This is very good.

√ = Your Self-Assessment Score √ = Instructor's Score

Rubric Criteria:

Learning Objective:

Introduction X 1

Written Skills

Excellent (3 Points)

Writer introduces the problem in a concise but also compelling way for the reader. Nothing in the introduction should be extraneous. The introduction should give the reader a clear understanding of what the essay is about and how it is organized. It should also capture the reader's attention.

√ Satisfactory (2 Points)

Introduction does a reasonable job of informing the reader what the essay is about but doesn't capture the reader's attention. The introduction may give some idea of organization of the essay.

√ Unsatisfactory (1 Points)

Introduction fails to adequately introduce the reader to the topic. Typically jumps right into the substance of the essay. Intro may have extraneous elements not necessary to the process of introduction.

Failing (0 Points)

No introduction. No sense that the reader needs an introduction to the essay. Extraneous elements may be present or no introduction is attempted.

Organization X 1

Written Skills

√ √ Excellent (3 Points)

Paragraphs flow logically from one to another. The essay has a clear principle of organization.

Satisfactory (2 Points)

Principle of organization of essay is reasonable, paragraphs may not flow as well as hoped.

Unsatisfactory (1 Points)

Essay is not well organized or has some elements of organization but is lacking in other places.

Failing (0 Points)

Essay does not display a unified theme or point of view. Paragraphs jump around from one topic to the next with little warning to the reader.

Grammar X 1

Written Skills

✓ Excellent (2 Points)

Flawless!

✓ Satisfactory (1 Points)

Less than 6 grammatical errors.

Unsatisfactory (0 Points)

More than 6 grammatical errors.

Argument Construction X 1

Principle-Moral Rule Argument
Construction

Excellent (3 Points)

Student consistently: states moral rule; clearly identifies principle; articulates a rigorous and nuanced argument that derives moral rule from first principle

✓ ✓ Satisfactory (2 Points)

Student states or implies moral rule and identifies first principle, and provides some attempt at deriving moral rule from first principle.

Unsatisfactory (1 Points)

Student neglects to state or imply moral rule, but identifies first principle. Student does not provide any argument to derive moral rule from principle.

Failing (0 Points)

Student fails to identify moral rule or first principle.

Dax-Autonomy X 2

Understand and Apply Respect
for Persons

✓ Excellent (3 Points)

Student recognizes autonomy as an obligation toward others, not as a right. Applied to the physicians: must respect Dax's refusal of treatment. Applied to Dax: he must respect physician's refusal to assist suicide. Best answer will explain why physicians are not obligated by respect for persons (autonomy) to assist in suicide and why physicians are obligated to stop treatment even if it violates their own moral commitments.

✓ Satisfactory (2 Points)

Recognition of autonomy as an obligation to respect others. Should articulate physician's obligation to stop treatment, at the very least.

Unsatisfactory (1 Points)

May state physician's obligation to stop treatment as respect for autonomy, but then asserts physician's duty to assist suicide. This is not the correct use of autonomy, as it is first a negative obligation: to not interfere with or constrain another in their decisions and actions. It does not entail a positive obligation to assist any other person in any particular action.

Failing (0 Points)

Does not address the concept of autonomy, or asserts autonomy as a *right*, or assumes that Dax's decision to stop treatment is justified by his "free will" or autonomy.

Best Interests X 3

Understand and Apply
Beneficence

Excellent (3 Points)

The student should be able to identify the obligation to act in the other's best interests and to clearly articulate those interests. The physicians have an obligation to act in Dax's best interests. Those interest include the competing claims of preservation of life, promotion of health, minimization of pain, and perhaps even death. Student clearly recognizes that the different parties to the case view Dax's best interests differently and that this is the core of the moral conflict. Student should also recognize the inherent problem of determining with certainty what Dax's best interests are.

✓ ✓ **Satisfactory (2 Points)**

The student recognizes the conflict between the physicians desire to preserve life and Dax's desire to avoid excruciating pain.

Unsatisfactory (1 Points)

Student recognizes one side's view of the best interests, but neglects to explore the other side.

Failing (0 Points)

Student does not consider best interests of Dax, or merely asserts a position without attempting to provide justification.

Sanctity of Life X 2

Understand and Apply Sanctity of Life

✓ **Excellent (3 Points)**

The student can articulate the argument against killing/suicide and distinguishes the difference between killing and letting die/withdrawal of life-sustaining treatment. The student can develop an argument for a duty to preserve life and recognizes that the extent of this duty will depend on the religious tradition in question.

✓ **Satisfactory (2 Points)**

Can clearly articulate the argument against killing/suicide. Recognizes difference between duty not to take life and duty to preserve life but does not develop the latter argument.

Unsatisfactory (1 Points)

Fails to articulate difference between duty not to take life and duty to preserve life, but can articulate the basic steps of the argument against taking life.

Failing (0 Points)

Cannot articulate basic steps of argument against taking life.

Synthesis X 1

Synthesis

✓ **Excellent (3 Points)**

The student summarizes the conflicting moral principles, recognizing which principles (or interpretations of them) combine to support one side or another of the moral dilemma. The student should also recognize where the root conflict is, which principles are involved in the root conflict, and which principles are secondary to the main conflict.

✓ **Satisfactory (2 Points)**

A less detailed summation of the conflicting principles at what is at stake in their conflict.

Unsatisfactory (1 Points)

Only a cursory look at how the principles interact within the given moral problem.

Failing (0 Points)

No reflection on how the moral principles interact in the case.

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Instructor's Explanatory Notes on the Assignment Evaluated:

"This was a paper on the "Dax" case. Dax was a young man back in the early 70's who was burned over 65% of his body in a natural gas explosion. From the moment he was found by a local farmer, he asked everyone involved to assist his suicide, or short of that, stop treatment and allow him to die. There is documentary on this called Dax's Case. I use this case for students to apply moral principles and develop conflicting justifications for either continuing treatment, stopping treatment, or assisting his suicide. The moral principles most likely to be used are beneficence, respect for persons and sanctity of life..... "

-----Curt Naser