

# Animal Testing

## Argumentative Essay

Another animal lay dead on the table. Another victim of "research". Animal testing has proven an amazing way to learn how to cure various diseases, however it has come at a cost. Animal blood has been spilled so that we can survive. And even though it is useful, it is painful and harsh. Even though animal testing is a last resort and can help cure diseases, animal testing should not continue since the animals can die and don't get a choice.

Using animals for testing is amazing for us, but not so amazing for the animals on account of the fact that the animals can, and do, die. Knowing the fact that animals can help cure diseases prompts the fact that animals are often infected with said diseases so we can cure them, which, in turn, makes the animal go through the pain of the diseases and symptoms, which may kill them. According to paragraph 15 of "We Need to Stop Animal Testing", the author states, "Although humans often benefit from animal successful animal research, the pain, the suffering, and the deaths of animals are not worth the possible human benefits." This evidence shows how harsh the testing environments are and that the animals are not treated well. They are in pain, suffering through those procedures just so we can get more scientific research and more medicine to let us live. Animals are put through enough already, and dieing to a test should not be one of them.

When testing starts, animals don't get to choose whether or not they are picked first to test on, or whether they're tested on at all. Scientist raise these animals in captivity for most of their lives and they don't get to see the wild. According to paragraph 17 of "We Need to Stop Animal Testing", the author states, "Yet animals rights are violated when they are used in research because

# Animal Testing Argumentative Essay

**Dr Julius Nang Kum**

## **Animal Testing Argumentative Essay:**

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**Writing to Learn: An Introduction to Writing Philosophical Essays** Anne Michaels Edwards,Anne Edwards,1999-10-21 Based on the premise that one of the best ways for a student to understand a topic is to write about it this is a book that teaches students how to write philosophical essays Geared toward first time philosophy students the book is a supplement for any Philosophy course in which the instructor requires the students to write essays Most of the work involved in a Philosophy class is reading assigned material thinking about it and then writing about it whether on an exam or in an essay written outside of class This book is designed to make all three of those activities easier Writing to Learn begins with helpful hints on how to read philosophy chapter 2 In chapters 3 through 7 students are guided through several different types of essays beginning with the simplest summaries that demonstrate knowledge and understanding and progressing through essays that require the application of theories to new situations the analysis and evaluation of arguments used and finally the synthesis of several theories or arguments

**Reading, Writing, and the Humanities** Jo Ray McCuen,Anthony C. Winkler,1991 Reading Writing and the Humanities is organized around eight classic enduring themes and features extensive reading and writing for students In selecting philosophy history and literature as the primary categories for grouping the readings this text reatined this early meaning of humanities as consisting of subjects

whose emphasis is mainly human centered Our chapter titles are variations on some profound and timeless questions that writers and thinkers in the humanities have grappled with for centuries while the subtitles declare the underlying issue that is the featured theme Reading Writing and the Humanities will stir awake the analytical and critical minds of students

**Targeting Text** Rosie Peters,2000 Teaching and Learning Argument Richard Andrews,1995 This text advocates bringing the teaching and learning of argument to the centre of the curriculum based on the understanding that argument is essential to the development of thinking skills Its scope is broad analyzing the function of argument from early childhood education to university study Teach Like Socrates Erick Wilberding,2021-09-16 What is the Socratic Method How can we bring the Socratic Method into the middle school and high school classroom How does a teacher lead a Socratic discussion and develop the discussion skills of students Using passages from the works of Plato and Xenophon Teach Like Socrates answers each of these questions clearly explaining the most famous and the most misunderstood teaching method in the world Unrivaled as a constructive vehicle for critical thinking and problem solving the Socratic Method can be brought into the classroom every day for the inductive exploration of ideas and scaffolded problem solving as well as for cooperative discussion Teach Like Socrates includes templates sample lesson plans discussion games and example dialogues from students With this book every teacher can master the style that leads students to critical thinking problem solving and independent learning Grades 7 12 Reading and Writing Short Arguments William Vesterman,1997 With 71 selections this brief text reader offers a clear and concise introduction to argument and an exceptionally broad range of short arguments on contemporary issues Reading and Writing Shrt Args Im Vesterman,1997-09 Strategies Argument Presentati Hirschberg,1990-01-03 Animal Rights Clare Palmer,2008 Newspaper clippings 1999 2006 Writing Arguments John D. Ramage,John C. Bean,1995 The market leading guide to arguments Writing Arguments has proven highly successful in teaching readers to read arguments critically and to produce effective arguments of their own Teaches readers to write better arguments How to write arguments how to do research for arguments an anthology of argumentative readings Anyone interested in writing better arguments **The McGraw-Hill Reader** Gilbert H. Muller,2006 The Informed Argument Robert K. Miller,1989 **The Informed Argument** Robert Keith Miller,1992 **The Idiom Principle and L1 Influence** Ying Wang,2016-10-06 This book examines delexical verb noun collocations such as make a decision give rise to and take care of in Swedish and Chinese learner English Using a methodological framework that combines learner corpus research with a contrastive perspective the study is one of the very few in the field to incorporate corpora of the learner s L1 to investigate the effects of L1 influence The book provides a highly detailed and multi faceted analysis of delexical verb noun collocations in terms of frequency of occurrence lexical preferences and morphosyntactic patterns Quantitative and qualitative results on overuse underuse and errors are presented with linguistically and pedagogically relevant interpretations that include cultural and discourse aspects More importantly the book throws light on how L2 learners may

alternate between the open choice principle and the idiom principle as well as the extent and nature of L1 influence on their collocational use *Ethics of Animals in Our Lives*, 1990 The Active Reader Eric Henderson, 2007 The Active Reader is a reader designed to provide students with a practical integrated approach to reading and writing at a post secondary level The book is divided into three sections the first on academic reading which introduces students to the conventions of academic discourse and to critical thinking the second on academic writing which begins with an overview of the college university essay and then discusses the report critical analyses summaries and research essays and a final section of 39 readings organized into five thematic sections each of which includes diverse and cross disciplinary readings

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