Long has the war between teacher and student been waged on the battlefield of distractibility – teachers ever vigilant to maintain on-task behavior and students ceaselessly determined to derail lessons and simply do as they please. The advent of personal, hand-held technology in the form of cell phones, tablets, and smart watches has only heightened the intensity in this clash of ideologies. Clearly the use of these so-called “smart” devices can help students to achieve instantaneous information never before afforded to previous generations of adolescents. However, that same immediate result is the direct cause of the loss of integrity in the classroom environment, and more specifically in the students themselves. While there assuredly exists numerous advocates of technology-infused classrooms, the opportunity for distraction and academic dishonesty is so palpable that these devices should be completely banned from the entire educational system.

1. Does the writer explain in detail the situation in question?

2. Does the writer clearly articulate his / her stance on the issue?

3. Does the pathway of logic move from the general to the specific?

4. What kind of appeal (ethos, pathos, logos) does the writer use to sway the audience?

 Throughout the course of educational history, teachers have always guarded the gates of academic integrity. Even into the early to mid-2000’s, that entailed merely circulating about the classroom, ensuring students were minding their own tests and not peering about their immediate area, seeking additional and dishonest assistance with their wandering eyes. The introduction of the iPhone on June 29, 2007, and then followed by numerous other smartphone models, brought with it the opportunity for students to cheat in ways previously considered unimaginable. Snapping photos of test pages and essay prompts to blatantly searching the Internet for answers during the assessment time has become all too commonplace in the classroom. The ease by which it is done has created a temperament within students that it is all simply fair game, especially considering “26% [of all students] store info on their phone and look at it while taking a test” (Source D). Advocates of cell phone use in schools would claim that statistic is rather low, until, of course, considering that breaks down to 1 out of every 4 students! Even a single student cheating on a test with a device is too much, and this underscores the need to outright ban cell phones completely from all schools.

1. Is the idea central to the paragraph, or is the source the main focal point?

2. Is the chosen focus for the paragraph a strong enough one to build a worthwhile argument?

3. Does the writer return to and maintain his or her main stance on the issue?

4. What kind of appeal (ethos, pathos, logos) does the writer use to sway the audience?