Cell Phones in School—Yes or No?

Cell phones are convenient and fun to have. However, there are arguments about whether or not they belong in schools. Parents, students, and teachers all have different points of view. Some say that to forbid them completely is to ignore some of the educational advantages of having cell phones in the classroom. On the other hand, cell phones can interrupt classroom activities and some uses are definitely unacceptable. Parents, students, and teachers need to think carefully about the effects of having cell phones in school.

Some of the reasons to support cell phones in school are as follows:

- Students can take pictures of class projects to e-mail or show to parents.
- Students can text-message missed assignments to friends that are absent.
- Many cell phones have calculators or Internet access that could be used for assignments.
- If students are slow to copy notes from the board, they can take pictures of the missed notes and view them later.
- During study halls, students can listen to music through cell phones.
- Parents can get in touch with their children and know where they are at all times.
- Students can contact parents in case of emergencies.

Some of the reasons to forbid cell phones in school are as follows:

- Students might send test answers to friends or use the Internet to cheat during an exam.
- Students might record teachers or other students without their knowledge. No one wants to be recorded without giving consent.
- Cell phones can interrupt classroom activities.
- Cell phones can be used to text during class as a way of passing notes and wasting time.

Based on what you read in the text, do you think cell phones be allowed in school? Support your claim using clear and relevant evidence from the article above.
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Based on what you read in the text, do you think cell phones should be allowed in school? Support your claim using clear and relevant evidence from the article above. Be sure to acknowledge opposing claims in your discussion.
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<tr>
<th>Score</th>
<th>Organization</th>
<th>Evidence and Elaboration</th>
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<td>The response:</td>
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<td>• Maintains consistent focus on the topic, purpose, or main idea</td>
<td>• Provides appropriate and predominately specific details or evidence</td>
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<td>• Has a logical organizational pattern and conveys a sense of wholeness and completeness</td>
<td>• Uses appropriate word choices for the intended audience and purpose</td>
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<td>• Maintains some focus on the topic, purpose, or main idea; may have lapses</td>
<td>• Provides mostly general details or evidence, but may include extraneous or loosely related details</td>
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<td>• Shows an uneven organizational pattern</td>
<td>• Has a limited or predictable vocabulary that may not be consistently appropriate for the intended audience and purpose</td>
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<td>• Demonstrates little or no focus</td>
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<td>• Has little evidence of an organizational pattern</td>
<td>• Has an inappropriate vocabulary for the intended audience and purpose</td>
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