

Medium Essay

Persuasive Essay: Against the law

Imagine living in a world where children can boost their mental potential by simply playing a video game. In 2010 the U.S supreme court decided whether a “California law banning the sale and rental of violent video games to minors violated constitutional free speech rights” (Walsh and Eastham). This law is mainly focusing on the assumption that “violent” video games are making minors more aggressive and are not taking other common life variables into account.

I resolve that the supreme court must focus on the positives of this revolutionary technology and not pass this unconstitutional law to ban the sale of “violent” video games to minors.

First, after years of being close minded and only looking at the negatives of video games, scientists have been increasingly examining the potential benefits of this new upcoming technology. “Their studies are revealing that a wide variety of games can boost mental function, improving everything from vision to memory” (Anthes). The structure of video games make them ideal training tools for the brain. Video games adaptively get harder and involve a large number of mental tasks, which can improve memory and reasoning. Some people may argue that video games make kids more aggressive and are more likely to participate in acts of violence however, there have been many studies on kids who play violent video games and “scientific findings have been decidedly mixed” (Adams). Therefore that argument is invalid because that would be “cherry picking data” (Adams).

Secondly, video games are also able to alleviate pain in the body. The intensive interaction works as a distraction from the pain. Also, the highly excited state achieved when playing, generates a flow of endorphins into the bloodstream which are natural proteins that mask the pain. This may seem as a type of “high” but these same reactions can be replicated by simply jogging. While it may be true that video games cause headaches, blurry vision and muscle cramps, that is a small temporary price to pay for the positives it can do for the brain.

Richard Hair, a pediatric neurologist/professor at the University of California at Irvine recorded teenage girls playing a game known as Tetris, for three months. Over the course of the three months the “teenage girls did not only play the game better, their brains became more efficient”(Anthes). The girls brains by the end of the three months were working less hard to complete the games challenges and the cortex, the part of the brain where high level functions

occur, actually became thicker. Some people may argue that video games are “geared specifically for boys” (Sheff) but, girls can be impacted the same way boys can be from this revolutionary technology.

Although, video games are time consuming and contain minimum physical activity, there are many hidden benefits. Video games can increase mental function, improve brain activity and even act as a distraction to pain. The supreme court must focus on the mental positives of video games and use it to the advantage of the future youth.

Rebuttal

My opponent is **** from Oakdale, California. **** believes the unconstitutional California law banning the sale and rental of violent video games to minors should be passed. In ****’s persuasive essay she brings up many valid points such as video games cause aggressive behavior, playing too much video games can have social conflicts, and video games can lower academic results. However, I believe it should be declined by the Supreme Court for many reasons.

Although some studies do show that violent video games cause aggression and violence in minors who play, according to researchers, "they can not say that playing violent video games *causes* such behavior. It could be that kids with aggressive tendencies gravitate toward playing the most violent games" (Adams). “Usually when people are violent there’s a whole set of converging factors” according to Huesmann. A lot of researchers cherry pick data and do not use research properly. They exclude data that counters their point and only use data that profits them. Also, with the arguments on how video games lower academic results, that depends on other variables too. It depends on the child and on his/her parents time limit on video games. The same case with how video games can affect social aspects of a minor who plays.

Many variables that come into play are being ignored and video games are being targeted.

Parents are able to set limits on time, content, and what their child sees or hears. The supreme court must dismiss this law for the future of our youth.

Work Cited

Adams, Jill. "A Closer Look: Effects of Violent Video Games." *Los Angeles Times*, 3 May 2010

Sheff, David. "Game Over: Press start To Continue" *Cyber Active Publishing*, 1999

Anthes, Emily. "How Video Games Are Good For The Brain" *The Boston Globe*, 12 October
2010

Walsh, Eric and Eastham, Todd. "Top Courts to Rule on Video Game Law" *Reuters*, 6 May
2010

Junior English
Middle Level

All Subject Essay Rubric				
	Excellent	Good	Fair	Poor
Writing Type:	Essay (Thesis Support/Informal)	Essay (Informative/Explanatory)	Narrative (ELA only)	Research (Analytic/Argumentative)
Score	5	4	3	2
Content	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are not addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are not addressed.
Organization	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.
Conventions (Grammar and Spelling)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.

Rationale:

This paper represents a medium score because, while it offers evidence in favor of a position, the evidence/research and argument does not fully address the opposing position. Also, the logical flow and transitions (or lack thereof) are occasionally weak, despite the overall readability of the writing.