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Daniels Fund Ethics Initiative
Principles in Research Writing Through Stasis Theory

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Welcome! If you’re here in person, eat! If you’re here remotely, make sure you have your morning coffee/tea.

Acknowledgements

Group Reflection

Phase 1: Introduce Daniels Fund Ethics Initiative (DFEI) Principles with Academic Integrity

A Quick Overview of Stasis Theory

Phase 2: Re-introduce DFEI Principles with Third Level of Stasis (Arguments of Value and Evaluation) and a Stakeholder Analysis

Phase 3: Integrate DFEI Principles into periodic reflections

Request for Feedback
Acknowledgements

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How do you see **research writing** and **ethics** as connected or interrelated? See the DFEI Principles for ideas on how to define *ethics* for this conversation.

What are you most concerned about when it comes to research writing and ethics that you want your students to know / master while they’re learning and practicing the process?
Phase 1: Introduce DFEI Principles with Academic Integrity

“How to Use ChatGPT and Still Be a Good Person”

- Discuss the presence of Ed Tech
- Ask students to create a pros and cons list
- Humanize the decision-making process that leads to using Ed Tech
- Introduce DFEI Principles and ask students to connect decision-making to the eight principles
- Offer resources
Phase 1

Results

Takeaways:

• Students recognized that grades create pressure to do well.

• Ed Tech provides short-term advantages and long-term consequences.

• Many noted issues of integrity, accountability, and trust.
A Quick Overview of Stasis Theory

Level 1: Arguments of Conjecture, Category, and Definition
Level 2: Arguments of Cause and Consequence
Level 3: Argument of Value and Evaluation
Level 4: Arguments of Proposal, Policy, and Procedure
Phase 2: Re-introduce DFEI Principles with the third level of stasis

Students read a chapter and complete a stasis guide on the third level of stasis in preparation for class.

Class example:
costplusdrugs.com

Questions:
What is the quality or value of a thing, action, event, or entity?
Is it ethical? Or is the entity behaving ethically?
How good or bad is it?
Will it bring about good or bad consequences?
(Wenker 46)
Phase 2: Re-introduce DFEI Principles with the third level of stasis

Questions to ask when reading value arguments:

1) What is the *subject* of the evaluation?

2) Who is the intended audience? What ethical or moral precepts does the rhetor assume and what authorities does the rhetor rely upon to supply or support such precepts?

3) What specific *criteria*, explicit or implicit, does the rhetor use as standards of judgement? Consider the source of criteria and how they are weighted.

4) Does the rhetor make any case for the *weighting of criteria* that is used?

5) How does the rhetor *support* the evaluation? Look for comparisons to an idea standard or demonstration of good or bad consequences.

6) What is the rhetor’s judgement of the subject? Attend to adjectives that the rhetor uses to describe the subject.

7) Consider the quality of reasoning. Do the standards of judgement seem reasonable to assume, or are they well supported, for the intended audience? Are comparisons fair and reasonable? Is evidence adequate?

(Wenker 52-53)

8) What DFEI Principles are present in the argument?
Phase 2: Re-introduce DFEI Principles with a Stakeholder Analysis

In Class:

• Create a list of stakeholders for costplusdrugs.com.
• Break into pairs/teams and assign a stakeholder group to each.
• From the previous class, consider how ideas/arguments about the value of costplusdrugs.com impact each stakeholder group. What does each stand to gain or lose?
• How do the DFEI Principles help us understand the impact each of the identified ideas/arguments have on each stakeholder group?
Phase 3: Integrate DFEI Principles into periodic reflections

- How do you feel about your project now that you've received feedback, revised, and further progressed your literature review?
- Did you learn anything new while revising or working through the third level of stasis that surprised you?
- Did your research change or take on a new direction in response to your feedback, revision strategy, and addition of the third level of stasis/new sources? How did you navigate those changes?
- Did you change anything about your process from LR 1 to LR 2? Did you notice a difference in any of the difficulties you may / may not have experienced during the first LR that you did or did not experience in the second?
- Did you identify the DFEI Principles (Integrity, Trust, Accountability, Transparency, Fairness, Respect, Rule of Law, and Viability - see Canvas for definitions) in the arguments you found for your literature review? How do you plan to use the DFEI Principles in your final argument?
- Have you learned anything from the first two rounds that you now know you'll use / apply to the final part of your project?
- How did revision go? Was the feedback helpful? Were you surprised by any of it? Did you find it easy enough to work through, or were you stuck on some of the recommendations?
- What concerns do you have moving into your final argument? What are you most excited about?
Request for Feedback
Works Cited