

This material was developed by Michelle Prose, MA, and is intended for classroom discussion rather than to illustrate effective or ineffective handling of administrative, ethical, or legal decisions by management. No permission or compensation is needed for classroom use as long as it is acknowledged to be the creative work of the author and the Daniels Fund Ethics Initiative Collegiate Program at UCCS. For public action or electronic posting, please contact the UCCS Daniels Fund Ethics Initiative Collegiate Program at UCCS College of Business at 1-719-255-5151. (2023)

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS

College of Business

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Daniels Fund
Ethics
Initiative
Principles in
Research Writing
Through Stasis
Theory

Michelle Prose

Daniels Fund Ethics Initiative Collegiate Program
at UCCS College of Business

January 25, 2023

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS

College of Business

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Agenda

- 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



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Group Reflection

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



DANIELS FUND ETHICS INITIATIVE

PRINCIPLES

Integrity

Act with honesty in all situations

Trust

Build trust in all stakeholder relationships

Accountability

Accept responsibility for all decisions

Transparency

Maintain open and truthful communications

Fairness

Engage in fair competition and create equitable and just relationships

Respect

Honor the rights, freedoms, views, and property of others

Rule of Law

Comply with the spirit and intent of laws and regulations

Viability

Create long-term value for all relevant stakeholders

Ed Tech	
Pros	Cons
<ul style="list-style-type: none"> convenient accessible easy answer key → guidance in the "right direction" answer to procrastination help outside of class other resources (e.g.) better grades 	<ul style="list-style-type: none"> - not learning / retaining - cost - no credentials - is it right? is it good enough? - risk of getting caught → plagiarism - so reliable it becomes the default - encourages procrastination - it's wrong / unethical

Ed Tech	
Pros	Cons
<ul style="list-style-type: none"> help learning how to do the thing immediate accessible alternative explanation → shows the steps tool for teachers saves time study tools confirmation saves the day! pressure of wanting good grades 	<ul style="list-style-type: none"> How we use it → assist or total reliance - removes integrity of work - plagiarism / cheating → get caught - credibility? origin? - checked in class - wasting time w/ over-info - false on tech - guilt? ethics? morals - no learning / retention - removes human interaction

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.

Ed Tech	
Pros	Cons
<ul style="list-style-type: none"> not limited to academics saves time help w/ grammar different explanations step by step accessible enhances work 	<ul style="list-style-type: none"> Help teach w/ step by step Helps w/ groups or collaborations Help w/ writer's block Help improve grades Help w/ informal writing check yourself Promotes laziness overly trusting of the "correctness" of tech / algorithms addiction / over-reliance not learning / retaining take advantage of the ease no struggle / no failure is it <u>always</u> accessible? Plagiarism! → cite? Too much unethical?

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

Wenker, Andrea. "The Third Level of Stasis: Questions and Claims about Value." *Stasis Theory and Research Practices*, 2020, p. 45-70.