Notes: 9 August 2016

Review HTML elements

- Reinforce that HTML is about semantics (meanings of objects) and less so about syntax (appearances of objects).

- Talk about how to comment source code listings.

- Remind students that they should refrain from inserting comments in the `<head>` ---especially before the `<meta charset="utf-8">` declaration!! (Actually open Komodo, insert some comment text and then highlight that text, pull down the appropriate menu item and transform that text into a comment.)

What goes into a comment?

A well-written comment identifies for the reader what is about to happen, why, and, in the case of programming, "how" the task will be done. In the case of HTML, we frequently use comments to signal that the following sequence of HTML elements has a particular role, is important, or requires the reader's attention for any number of reasons.

> *A well-written comment convinces the reader/grader that you understand what you are doing and why you are doing it. This even applies to cases where the code is unfinished.*

Comments should contain the name of the author as well as the date the comment was written.

Review the Research Paper Assignment.

Go over the submissions requirements: format, word-count, use of citation and references.

Preparatory to beginning your paper: participate in the voluntary Discussions---one is currently underway.[1]

Note, each Discussion will be grounded on one (or more) of the papers provided in the general bibliography provided as starting points for your papers.

Strategy for paper writers ...

Define an issue from the required readings. The general topic is student cheating. This topic is relevant and within the realm of experience for students. It is also motivated by UMD data collected and maintained by the Office Of Student Affairs which reports a 44% increase from 2015 to this year.

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[1] These were originally to be graded activites. We determined to NOT do this for a variety of reasons—not the least of which being to encourage a freer exchange of information. If only a few students participate, we may have to revisit this policy.

Thus, you might pick a particular topic, such as plagiarism, or unauthorized sharing of materials between students, etc.

Take an ethical position on the matter. This means that you need to demonstrate that you understand the ethical implications of the topic you've chosen. Usually, this means presenting ethical considerations, pro and con, and identifying a position that you take and why. In the Assignment, we call this the "exposition" phase of your paper. Throughout your paper, but especially in the exposition, you should clearly attribute (use citations) to identify the source of the ideas under discussion.

A minimal approach might be to choose a practice, such as plagiarism, and give an ethical argument that incorporates the readings but that also draws from your personal experiences with plagiarism. A more nuanced and challenging approach might be to take the same topic and show how it may be argued from two competing ethical perspectives and then make some statement(s) about your beliefs.

Summarize your findings and make any recommendations in your conclusion. Recapitulate your main points here. Remember: we are not expecting you to create something "new," as much as we are interested in you demonstrating that you have critically thought about the isses.

Supporting Materials

To do this: need to understand how the read and write ethical arguments. To that end, we offer a few definitions to help you.

Morals: may be determined by individuals or groups, think culture, religion, etc.
Ethics: created by the individual himself.

> Morals are often "imposed" (either by the individual to himself or by a group, such as a culture or religion), whereas
> Ethics are "chosen" by an individual or a group---as an act of volition.

Morals may vary from individual to individual, from society to society; ethics remain the same regardless of religion, culture, or society.

Ethics: Moral Philosophy.
Principles of conduct of an individual or a group.
Provides guiding principles to assist in determining what is good or bad. Examples: Honesty, loyalty, fairness, integrity.

Morals: Beliefs about what is "right" in any situation---morally correct actions may differ from what is objectively correct under certain circumstances.

Morals: Right or Wrong.
Ethics: "good" or "evil."

> Morality is understanding the distinction between right and wrong and living according to that understanding.

<u>Ethics: is the philosophy of how morality guides individual and group behaviors.</u>

Morality is the foundation of ethics.

<u>Morals apply to private actions</u>; <u>Ethics apply to public actions</u>, we can talk about *business ethics* but not *business morality*. (Unless, we are saying that business, as an abstract human activity, is morally wrong.)

<u>Etiology</u>:
Morals "the principles" on which one's judgments of right and wrong are based.
Ethics are the principles of right conduct.

<u>Examples</u>: Given that this is an election year: A politician taking money from lobbyists in exchange for political results (as a quid pro quo) is <u>ethically</u> problematic. That same politician having a sexual relationship with his/her secretary is a <u>moral</u> problem (assuming that this is a subjective judgment).

Some Schools of Ethical Thought

Some of these terms are used in your readings …

- Deontology: Kant, Universals, etc.

- Utilitarianism: Consequentialism, contractualism, etc.

- Egoism: Machiavellianism, etc.

Some background definitions:

- Teleology

- Phenomenology.

- Relativism: what this is and why it it NOT helpful

- Situational ethics: what this is and why is should be treated carefully.