

**QUEST 1: IDS 1114**  
**ETHICS AND THE PUBLIC SPHERE**  
**SPRING 2025**

**INSTRUCTOR**

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**TEACHING ASSISTANT**

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**COURSE DETAILS**

Lectures: MW Period 8 (3-3:50pm), MAT 18  
Discussion Sections:  
    F Period 4 (10:40-11:30am), RNK 225  
    F Period 5 (11:45-12:35pm), TUR 2305  
    F Period 7 (1:55-2:45pm), TUR 2328

Quest 1 Theme: Justice and Power

General Education: Humanities, Writing (2,000 words)

(Note that a minimum grade of 'C' is required for General Education credit)

Class resources, announcements, updates, and assignments will be made available through the class Canvas site ([www.elearning.ufl.edu](http://www.elearning.ufl.edu)).

**COURSE DESCRIPTION**

Contemporary public discourse is teeming with issues of urgent moral concern. From the #metoo campaign and associated conversations about sexual violence to free speech on campus, and the growing imperatives to respond to economic inequality, we are faced with complex challenges that have ethical problems at their core. It is not always easy, however, to think through these challenges in a responsible and productive way. So, how is one to begin?

This interdisciplinary Quest 1 course explores the how the methods and traditions in the humanities provide resources for approaching publicly relevant ethical issues. The topics we will address include the death penalty, educational justice, and economic inequality. Multiple media and disciplinary perspectives will be incorporated into our course readings. The crucial skills we will emphasize throughout the class include identifying the moral dimensions of legal, political, and economic problems; critically evaluating traditions and perspectives; appreciating the diversity of perspectives on these controversial issues; thinking beyond one's own interests; and approaching disagreement with open-mindedness and a willingness to be rationally persuaded. The class is thus for students from any major who want to explore public moral

challenges in rigorous, creative ways. Assignments will include short writings on the ethical topics listed above, and a capstone project in which students address an ethical, public issue of importance to them.

### QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

**QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

#### **QUEST 1 SLOs:**

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

**HUMANITIES DESCRIPTION:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

#### **HUMANITIES SLOs:**

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

**WRITING DESCRIPTION:** The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing

requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

#### **WRITING EVALUATION:**

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus pages 12-14).
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

### **COURSE OBJECTIVES AND GOALS**

#### **STUDENT LEARNING OUTCOMES:**

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Ethics and the Public Sphere students will be able to:

1. Identify, describe, and explain how the resources available in the humanities can help with becoming a more informed and engaged citizen. **(Content SLOs for Gen Ed Humanities and Q1)**
2. Identify and analyze the histories of and relations among different theoretical frameworks in humanistic traditions of thought **(Critical Thinking SLOs for Gen Ed Humanities and Q1)**
3. Identify, analyze and evaluate moral themes in public discourse **(Critical Thinking SLO for Gen Ed Humanities)**
4. Analyze and evaluate the particular, public ethical issues that we discuss in the course (including free speech, economic inequality, sex and gender justice) **(Critical Thinking SLO for Gen Ed Humanities)**
5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond **(Critical Thinking SLO for Q1)**
6. Develop and present clear and effective responses to essential questions about important public ethical issues in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course **(Communication SLO for Gen Ed Humanities and Q1).**

### **TEXTS AND MATERIALS**

Required books for class are available at the UF Bookstore. Shorter assigned readings will be available through the class Canvas page.

#### **Required**

##### **Books**

1. Anthony Weston, *A Practical Companion to Ethics*, 4<sup>th</sup> edition, (New York: Oxford University Press, 2011)

## Recommended

1. Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America* (New York: Picador, 2001)
2. A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>
3. Anthony Weston, *A Rulebook for Arguments*, 4<sup>th</sup> or 5<sup>th</sup> edition (Oxford University Press)

## GRADE DISTRIBUTION AND GRADING POLICIES

- |   |                |
|---|----------------|
| 1. Attendance and Participation           | 5%             |
| 2. In-class writing on ethical reflection | 15%            |
| 3. 2 Essays (1000-1100 words each)        | 50% (each 25%) |
| 4. Capstone Project                       | 30%            |

## Grading Scale

This course will employ the following grading scale:

A	4.0	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.0	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.0	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.0	64-66
D-	0.67	60-63
E	0.0	0-59

More information on UF's grading policies is available [here](#).

## COURSE POLICIES AND STUDENT RESOURCES

### Attendance Policy

Students are expected to attend class (lecture and discussion sections) regularly and to arrive on time. Unexcused absences from more than three classes will negatively affect your participation grade. For each unexcused absence beyond three, you will lose 10% of your participation grade (e.g. a 100% will become a 90%).

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Academic Honesty and Integrity

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the [Honor Code](#). On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Plagiarism on any assignment will automatically result in a grade of "E" for the course.

ChatGPT and similar programs pose new and complicated ethical challenges for students and instructors. UF has some [guidelines and information](#) that can help you understand what might be acceptable uses of ChatGPT. It is never acceptable to submit written work that you did not create. Using and copying verbatim a sentence or paragraph of text from ChatGPT or any other AI software for any kind of course assignments will constitute plagiarism in this class and will be subject to the same disciplinary procedures.

I will check references if I have any questions about authorship, and I may ask for notes, outlines, and other supporting material to demonstrate that you researched and wrote an assignment yourself. **Please keep dated copies of your outline, notes, and rough drafts and be ready to submit them in the event that questions arise about the authenticity of your work.**

If you do not have convincing evidence that you authored the work yourself, I will start the [honor code process](#). Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy. In addition, proven plagiarism on any assignment will automatically result in a grade of "E" for this class.

### **Making Up Work**

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would've earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

### **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be

presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard [online evaluations](#) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of evaluations.

### **Class Demeanor**

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

### **Materials and Supplies Fees**

There are no additional fees for this course planned, other than possible costs for producing a poster for the final research poster fair. Poster costs would be shared among group members and should be under \$5/person.

### **Counseling and Wellness Center**

For counseling services, contact the [Counseling and Wellness Center](#): 352-392-1575.

### **Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio [online](#) or in 302 Tigert Hall for one-on-one consultations and workshops.

## **GRADED WORK AND ASSIGNMENTS**

(YOU MUST COMPLETE ALL THE ASSIGNED WORK IN ORDER TO PASS THE CLASS)

### **1. Participation and Attendance (5% of Final Grade)**

You must come to class on time and prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means bringing the day's reading to class with you. Consistent high-quality class participation—in large and small groups—is expected. "High-quality" in this case means:

- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructors as soon as possible to discuss alternative modes of participation.

Your participation grade will be based on:

- Attendance. Unexcused absences from more than three classes will negatively affect your participation grade. For each unexcused absence beyond the third, you will lose 10% of your participation grade (e.g. a 100% will become a 90%).
- Engagement
- Unannounced reading quizzes

Requirements for class attendance and make-up exams, assignments, and other work are consistent with [university policies](#).

Advances SLOs: 1, 2, 3, 4, 5, 6

## **2. In-class Writing on Ethical Thinking (15% of Final Grade)**

Short-essay format writing assignment on ethical theories. The essay will be completed during discussion sections (50 min.) on February 7. It will ask you to apply the principles and theories we have discussed to a particular contemporary issue. You will be given detailed instructions at the start of class.

Advances SLOs: 3, 4, 6

## **3. Two Short Essays (Each 25% of Final Grade)**

Students must write two original essays (minimum 1000-1100 words each), which will combine to satisfy a 2000 word General Education requirement. For each paper, students will be asked to find their own news story on a course topic, and offer an ethical analysis of their own. Each paper must include a full copy of the news source upon which the ethical analysis is based. Please see the attached rubric for the assessment method and the course schedule for due dates.

All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the assignment, and title your essays. If it is difficult for you to choose a title, consider that a clue that you may need to focus your essay more.

Each paper must be uploaded onto the course's e-learning site in Canvas. The papers will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a paper late without penalty only if you have a valid and documented reason for doing so. If you turn in a paper without a valid or documented reason, 1/3 of a letter grade will be deducted for each day it is late (including weekend days).

It is not truly possible to separate the quality of ideas from the quality of the language through which they are expressed, but we attempt to do so by using a grading rubric for papers. The rubric clearly identifies how we assign point values to each of four levels of achievement (Excellent, Good, Needs Improvement, Unacceptable), according to what level you have reached with respect to each of six areas: the appropriateness of the news article chosen, the presence and clarity of a thesis, the explanation of the issue, the evaluation of the issue, writing mechanics,

and writing coherence. Please see the rubric for short papers included at the end of the syllabus for elaboration of these requirements.

Advances SLOs: 3, 4, 6

#### **4. Capstone Project (30% of Final Grade)**

The capstone project asks students to identify a public issue of ethical relevance that we have not studied in class, as well as to explore how to understand and address the issue. I encourage students to engage the central themes of this course in thinking about their ethical issue, including: how to learn about the issue responsibly (information literacy); how to reflect on the issue well (thinking ethically); and how to address the issue in real life (acting ethically). I do not expect students to 'solve' the issue, but rather to explore how to address the issue in these three ways. The short paper assignments, in addition to readings and discussion, should prepare you to succeed in this assignment. The grade for the capstone project will be based on 100 points and will involve two parts: a poster presentation and a reflection paper.

##### Part 1: Poster presentation (80/100 points)

Over the latter part of the semester, you will work in small groups on a project that will culminate in a class poster fair. The purposes of this project are for you to explore ways of addressing and/or thinking about difficult issues, and to clearly and compellingly present your findings to an audience of your peers. This assignment will involve a topic proposal (due Mar. 28), creation of a poster to be presented (must be brought to class April 21), and the writing of a short reflection paper (due April 28th). Please see Canvas for a description of all responsibilities and rubrics for details on assessment.

Please see the Capstone Rubric on Canvas for a breakdown of requirements and assessment.

Advances SLOs: 1, 2, 3, 6

##### Part 2: Reflection paper (20/100 points for individual paper)

Each student must write a reflection paper on their experience identifying, evaluating, and considering engagement opportunities on the topic they chose. Students will also be asked to reflect on the ways in which the themes of this course are relevant to their own intellectual, personal, and professional development at UF and beyond. These papers will be more informal than your three short essays, but they must be clearly written, thoughtful, and reveal an understanding of the main themes of the course. Please see the Capstone Rubric on Canvas for a description of requirements and assessment.

Advances SLOs: 1, 5

#### **5. Extra Credit: Outside Event and Reflection Paper (2% of Final Grade)**

Attend at least one outside event, on or off campus, related to the themes of the class. Take notes at the event and write a short (one page) reflection paper analyzing the way issues raised in those conversations are linked to issues we have discussed in class. The paper can be handed in at any time during the semester, with Apr. 25, 11:59pm as the final deadline. We encourage you to hand it in sooner!

Possible events include exhibitions at the [Harn Museum of Art](#) or [Matheson Historical Museum](#) (in downtown Gainesville), lectures, local government meetings of the [City Commission](#) or [County Commission](#), conferences, and demonstrations, among other public events. On campus,



relevant events are frequently sponsored by the [Samuel Proctor Oral History Program](#), the [Bob Graham Center for Public Service](#), and the [Center for the Humanities in the Public Sphere](#).

You must have your event approved by the instructor or TA in advance. We will announce appropriate events on Canvas. Please let us know if you are aware of other events.

## COURSE SCHEDULE

NOTE: COURSE CONTENT AND SCHEDULE IS TENTATIVE AND SUBJECT TO CHANGE  
ASSIGNMENT DEADLINES INDICATED IN **BOLD**

Week	Topic	Readings and Assignments
1 Jan 13 Jan 15	Introduction to Course	<ol style="list-style-type: none"> <li>Jan 13: Introductions</li> <li>Jan 15: Development of Ground Rules, Ethical Reasoning Exercise</li> </ol> <p>Recommended:</p> <ol style="list-style-type: none"> <li><a href="#">“What is Philosophy?”</a></li> <li><a href="#">“What are Arguments?”</a></li> </ol>
2 Jan 22	Practical Ethics	<p>No Class January 20—Martin Luther King Jr. Day</p> <ol style="list-style-type: none"> <li>Jan 22: Weston, Ch. 1, “Getting Started”</li> </ol>
3 Jan 27 Jan 29	Practical Ethics	<ol style="list-style-type: none"> <li>Jan 27: Weston Ch. 2, “Beyond Authority”</li> <li>Jan 27: Weston, Ch. 3, “Ethical Theories”</li> <li>Jan 29: In-Class Exercise: Hatful of Quotes on Ethical Theories</li> </ol>
4 Feb 3 Feb 5	Practical Ethics	<ol style="list-style-type: none"> <li>Feb 3: Weston, Ch. 4, “When Values Clash”</li> <li>Feb 3: Weston, Ch. 5, “Creative Problem-Solving in Ethics”</li> <li>Feb 5: Watch Steven Petrow, <a href="#">“3 ways to practice civility”</a></li> </ol> <p>In-Class Exercise: Develop Principles of Civility</p> <p><b>Feb. 7 Discussion Section: In-class writing on ethical thinking</b></p>
5 Feb 10 Feb 12	Capital Punishment	<ol style="list-style-type: none"> <li>Feb. 10: Explore <a href="#">Death Penalty Information Center</a> website and bring 3 observations to class</li> <li>Feb. 12: <a href="#">Biden Commutes 37 Death Sentences Ahead of Trump’s Plan to Resume Federal Executions - The New York Times</a></li> <li>Feb 12: <a href="#">The Three Death Row Prisoners Biden Chose Not to Spare - The New York Times</a></li> <li>Feb. 12: <a href="#">Amid Shared Pain Over Pittsburgh Synagogue Massacre, Divisions on Death Penalty - The New York Times</a></li> </ol>
6 Feb 17 Feb 19	Capital Punishment	<ol style="list-style-type: none"> <li>Feb. 17: John Stuart Mill, “Speech in Favor of Capital Punishment”</li> <li>Feb. 17: Immanuel Kant, “Justice and Punishment”</li> </ol>
7 Feb 24 Feb 26	Capital Punishment	<ol style="list-style-type: none"> <li>Feb. 24: James McCloskey, “Convicting the Innocent”</li> <li>Feb. 26: In-class modular debate on Capital Punishment</li> </ol>
8 Mar 3 Mar 5	Information Literacy	<ol style="list-style-type: none"> <li>Mar 3: TBD</li> <li>Mar. 5: Convene Capstone Project Groups to start developing proposals and workplan: <b>BRING LAPTOPS TO CLASS</b></li> </ol>

9 Mar 10 Mar 12	Educational Justice	<ol style="list-style-type: none"> <li>1. Mar 10: Watch 21 Up in-class</li> <li>2. Mar 12: Joel Feinberg, “The Child’s Rights to an Open Future”</li> </ol> <p><b>Essay # 1 Due Mar. 12 11:59pm uploaded onto Canvas</b></p>
10 Mar 17 Mar 19		No Class Mar 17-21—Spring Break
11 Mar 24 Mar 26	Educational Justice	<ol style="list-style-type: none"> <li>1. Mar. 24: Christopher Jencks, “Whom Must we Treat Equally for Educational Opportunity to be Equal?”</li> <li>2. Mar. 24: Listen to the Podcast Episode: <a href="#">Educational Opportunity with Jencks’s Principles of Justice   Jaime Ahlberg (Popular Papers) – The Center for Ethics &amp; Education</a></li> <li>3. Mar. 26: In-class case-studies to understand Jencks’s principles</li> </ol> <p>Recommended: Listen to <a href="#">Why Principles?</a> (19:27)</p> <p><b>Poster Proposal Due Mar. 28 11:59pm—Upload onto Canvas</b></p>
12 Mar 31 Apr 2	Educational Justice	<ol style="list-style-type: none"> <li>1. Mar. 31: In-class Discussion: <a href="#">A Parallel Universe - Readers Theater</a></li> <li>2. Apr. 2: Listen to the Podcasts: <a href="#">What Should the Aims of Higher Education Be?</a> (10:30) <a href="#">Can College Level the Playing Field?</a> (26:07)</li> </ol> <p>Recommended Listen to <a href="#">The True Costs of College</a> (42:09)</p>
13 Apr 7 Apr 9	Wealth Inequality	<ol style="list-style-type: none"> <li>1. Mar. 10: Margaret Drabble, ch. 1 of <i>The Witch of Exmoor</i></li> <li>2. Mar. 10: TBD</li> <li>3. Mar. 10: TBD</li> <li>4. Mar 12: Wealth Inequality Game, Take 1</li> </ol>
14 Apr 14 Apr 16	Wealth Inequality	<ol style="list-style-type: none"> <li>1. Apr 14: Ehrenreich <i>Nickel and Dimed</i>, Introduction and Ch. 1</li> <li>2. Apr 16: Wealth Inequality Game, Take 2</li> </ol> <p><b>Essay #2 Due Apr. 16 11:59pm uploaded onto Canvas</b></p>
15 Apr 21 Apr 23	Poster Fair	<ol style="list-style-type: none"> <li>1. Poster Fair Day</li> <li>2. Poster Fair Day</li> </ol> <p><b>Posters Due in-person at the beginning of class, April 21</b> <b>Short Reflection Paper due April 28<sup>th</sup>, 11:59pm, uploaded onto Canvas.</b></p>

## Short Paper Rubric

	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	
<b>News Article</b>	<p>An appropriate article is chosen:</p> <ul style="list-style-type: none"> <li>● The article from a reputable source is included with the paper</li> <li>● Its content is ethical in nature</li> <li>● It is about an issue of contemporary public concern (last 6 mo.)</li> <li>● It is of ‘digestible’ size (substantive enough to write about, not too long that it cannot be substantively addressed)</li> </ul> <p>5 points</p>	<p>An appropriate article is chosen:</p> <ul style="list-style-type: none"> <li>● The article from a reputable source is included with the paper</li> <li>● Its content is ethical in nature</li> <li>● It is about an issue of contemporary public concern (last 6 mo.)</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>● It may not offer enough substance to argue about</li> <li>● It may be too large or unwieldy for the purposes of argumentation</li> </ul> <p>4 points</p>	<p>The article is included with the paper, however:</p> <ul style="list-style-type: none"> <li>● The article is not from a reputable source</li> <li>● The topic is not clearly ethical</li> <li>● It is not about an issue of contemporary public concern (last 6 mo.)</li> </ul> <p>1- 3 points</p>	<ul style="list-style-type: none"> <li>● The article is not submitted with the paper.</li> <li>● The article is not ethical in nature, and is not about an issue of contemporary public concern (last 6 mo.)</li> </ul> <p>0 points</p>	5 points
<b>Thesis</b>	<p>A clear statement of the main conclusion of the paper.</p> <p>5 points</p>	<p>The thesis is obvious, but there is no single clear statement of it.</p> <p>4 points</p>	<p>The thesis is present, but must be uncovered or reconstructed from the text of the paper.</p> <p>1- 3 points</p>	<p>There is no thesis.</p> <p>0 points</p>	5 points
<b>Exposition</b>	<ul style="list-style-type: none"> <li>● The paper contains accurate and precise summarization, description and/or paraphrasing of the issue being discussed</li> <li>● Key concepts and theories are accurately and completely explained</li> </ul>	<ul style="list-style-type: none"> <li>● The summarization, description and/or paraphrasing of the issue is fairly accurate and precise.</li> <li>● Key concepts and theories are explained.</li> </ul>	<ul style="list-style-type: none"> <li>● The summarization, description and/or paraphrasing of the issue is fairly accurate, but not precise.</li> <li>● Key concepts and theories are not explained.</li> </ul>	<ul style="list-style-type: none"> <li>● The summarization, description and/or paraphrasing of the issue is inaccurate.</li> <li>● Key concepts and theories may be identified but are not explained.</li> </ul>	

	<ul style="list-style-type: none"> <li>• When appropriate, good, clear examples are used to illuminate concepts and issues and/or support arguments.</li> <li>• The paper uses appropriate textual support.</li> </ul> <p>31-35 points</p>	<ul style="list-style-type: none"> <li>• Examples are clear, but may not be well chosen.</li> <li>• The paper has textual support, but other passages may have been better choices.</li> </ul> <p>28-31 points</p>	<ul style="list-style-type: none"> <li>• Examples are not clear, and may not be well chosen or appropriate.</li> <li>• The textual support is inappropriate.</li> </ul> <p>25-28 points</p>	<ul style="list-style-type: none"> <li>• Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues.</li> <li>• No textual support.</li> </ul> <p>0-25 points</p>	35 points
<b>Evaluation</b>	<p>The paper presents an original argument regarding a position on an issue of ethical import. This argument is supported by:</p> <ul style="list-style-type: none"> <li>• checking for support in the argument</li> <li>• checking for the argument's internal consistency</li> <li>• considering objections to one's own argument. This involves presenting 1 or more plausible and appropriate objections, and responding to them thoroughly.</li> </ul> <p>31-35 points</p>	<p>The paper presents an original argument regarding a position on an issue of ethical import. This argument is supported by:</p> <ul style="list-style-type: none"> <li>• checking for support in the argument</li> <li>• checking for the argument's internal consistency</li> <li>• considering objections to one's own argument, though the objections may be ill chosen and/or not thoroughly responded to.</li> </ul> <p>28-31 points</p>	<p>The paper presents an original argument but describes and/or considers its plausibility in a weak or superficial way. It does not check for the support offered in the argument or the argument's internal consistency. It does not defend the central argument against plausible objections.</p> <p>25-28 points</p>	<p>The paper does not present an original argument about the issues in question, or, it fails to offer support through rational argument.</p> <p>0-25 points</p>	35 points
<b>Writing: Mechanics</b>	<ul style="list-style-type: none"> <li>• All sentences are complete and grammatical.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete and grammatical.</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences are incomplete and/or ungrammatical.</li> </ul>	<ul style="list-style-type: none"> <li>• Many sentences are incomplete and/or ungrammatical.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang.</li> </ul> <p>9-10 points</p>	<ul style="list-style-type: none"> <li>● Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang.</li> </ul> <p>9-8 points</p>	<ul style="list-style-type: none"> <li>● Paper has several spelling errors, rhetorical questions and/or uses of slang.</li> </ul> <p>8-6 points</p>	<ul style="list-style-type: none"> <li>● Paper has many spelling errors, rhetorical questions and/or uses of slang.</li> </ul> <p>6-0 points</p>	10 points
<b>Writing: Flow and Coherence</b>	<ul style="list-style-type: none"> <li>● All words are chosen for their precise meanings and are used consistently.</li> <li>● All of the content of the paper is relevant to the main line of argument; no extraneous material.</li> <li>● Ideas are developed in a natural order. Premises fit together naturally and it is easy to identify the main line of argument and to understand what is being said.</li> <li>● All new or unusual terms are well-defined.</li> <li>● Information (names, facts, etc.) is accurate.</li> </ul> <p>9-10 points</p>	<ul style="list-style-type: none"> <li>● Most words are chosen for their precise meanings.</li> <li>● Most of the content of the paper is relevant to the main line of argument; extraneous material is at a minimum.</li> <li>● Ideas are mostly developed in a natural order. It is not hard to understand what is being said.</li> <li>● Most new or unusual terms are well-defined.</li> <li>● Information (names, facts, etc.) is accurate.</li> </ul> <p>9-8 points</p>	<ul style="list-style-type: none"> <li>● Words are not chosen for their precise meanings.</li> <li>● May be substantial extraneous material.</li> <li>● Ideas are not always developed in a natural order. It is sometimes difficult to identify the line of argument or to understand what is being said.</li> <li>● New or unusual terms are not well-defined.</li> <li>● Information (names, facts, etc.) is mostly accurate.</li> </ul> <p>8-6 points</p>	<ul style="list-style-type: none"> <li>● Words are not chosen for their precise meanings.</li> <li>● Substantial extraneous material.</li> <li>● Ideas are not developed in a natural order. Premises do not fit together naturally and it is difficult to identify the line of argument or to understand what is being said.</li> <li>● New or unusual terms are not defined.</li> <li>● Information (names, facts, etc.) is inaccurate.</li> </ul> <p>6-0 points</p>	10 points

Total Points Possible: 100  
Each Short Paper will be worth 20% of your final grade

