

Name \_\_\_\_\_ Date \_\_\_\_\_

**How to Answer Moral Questions**

There are many different ways to answer moral questions. Ethicists have come to a common understanding of the ideal moral judgment.

**Ingredients:**

1. Terminology-must use commonly understood terms.
2. Information- as much relevant information as possible must be gathered.
3. Rationality-judgement participants must be logical
4. Impartiality- a neutral position on the issue must be assumed.
5. Control emotions-"calm" is the preferred decision-making environment.
6. Moral principles should be applied in decision making.

1. Why is it important to use commonly accepted terms in a moral discussion?
  - A. Participants need to be free to have their own views on the topic under consideration.
  - B. Failure to define terms will cloud the issues.
  - C. It isn't important; Moral discussions are too important to waste time on definitions.

Explain your answer:

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2. Which of the following components of the ideal moral judgment is most difficult to achieve?
  - A. Applying moral principles to your decision.
  - B. Preserving calm when discussing controversial questions.
  - C. Remaining unbiased.

Explain your answer:

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3. How does one engage in rational and logical discussion?
  - A. You wait until the rage inside you boils over.
  - B. Employ a systematic, step-by-step approach to analysis.
  - C. As long as you remain calm, any approach to thinking is acceptable.

Explain your answer:

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4. What approach should you take when gathering information for an Ideal Moral Judgment?
  - A. Focus on the facts that support your position.
  - B. Do not be selective-accept all relevant data on the topic.
  - C. Be fair and selective.

Explain your answer:

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5. Is morality just a matter of opinion?
  - A. No, religion is the source for morality
  - B. Yes, what is right for me may not be right for you.
  - C. Yes, but not just the opinion of an individual, but rather what most people think.

Explain your answer:

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# Questions And Answers On Moral Education

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## Questions And Answers On Moral Education:

**Questions and Answers on Moral Education** Kevin Ryan, 1981      Questions and Answers on Moral Education Kevin Ryan, 1981 This booklet deals with moral education examining major issues of theory and public policy and suggesting how educators might approach their roles as moral educators in the real world of schools Written in a question answer format the booklet is organized into four major sections In the first section the author defines moral education to mean what the school does directly and indirectly to affect both the student's ethical behavior and his capacity to think about issues of right and wrong The second section examines the pros and cons of moral education Cons include there is too much diversity in our society to have a program of moral education in our schools moral education is difficult to teach without indoctrinating and morals and values are very complex The pros include teachers and parents recognize the need for moral education and that moral education is inevitable Approaches to moral education are presented in the third section of the booklet Values education Kohlberg's cognitive moral development approach moral reasoning and an approach which sets out to teach a particular set of values are discussed In the concluding chapter the author points out that each approach has certain strengths and should be used to gain certain ends The author suggests that we draw on all of these alternatives and use a synthesis approach Four steps for a program of moral education are suggested consciousness raising and information sharing with teachers and parents a study program leading to a general plan the development of a curriculum and implementation plan with a strong experiential dimension for students and a system of evaluation Author RM      *Debating Moral Education* Elizabeth Kiss, J. Peter Euben, 2010-01-25 After decades of marginalization in the secularized twentieth century academy moral education has enjoyed a recent resurgence in American higher education with the establishment of more than 100 ethics centers and programs on campuses across the country Yet the idea that the university has a civic responsibility to teach its undergraduate students ethics and morality has been met with skepticism suspicion and even outright rejection from both inside and outside the academy In this collection renowned scholars of philosophy politics and religion debate the role of ethics in the university investigating whether universities should proactively cultivate morality and ethics what teaching ethics entails and what moral education should accomplish The essays quickly open up to broader questions regarding the very purpose of a university education in modern society Editors Elizabeth Kiss and J Peter Euben survey the history of ethics in higher education then engage with provocative recent writings by Stanley Fish in which he argues that universities should not be involved in moral education Stanley Hauerwas responds offering a theological perspective on the university's purpose Contributors look at the place of politics in moral education suggest that increasingly diverse multicultural student bodies are resources for the teaching of ethics and show how the debate over civic education in public grade schools provides valuable lessons for higher education Others reflect on the virtues and character traits that a moral education should foster in students such as honesty tolerance and integrity and the ways that ethical training formally

and informally happens on campuses today from the classroom to the basketball court Debating Moral Education is a critical contribution to the ongoing discussion of the role and evolution of ethics education in the modern liberal arts university Contributors Lawrence Blum Romand Coles J Peter Euben Stanley Fish Michael Allen Gillespie Ruth W Grant Stanley Hauerwas David A Hoekema Elizabeth Kiss Patchen Markell Susan Jane McWilliams Wilson Carey McWilliams J Donald Moon James Bernard Murphy Noah Pickus Julie A Reuben George Shulman Elizabeth V Spelman *CUET-PG M.ed Education [COQP15] Chapter Wise Question Answer Book 3000+ MCQ With Explanation* DIWAKAR EDUCATION HUB ,2024-02-23 CUET PG M ed Education COQP15 Question Bank 3000 Chapter wise question With Explanations As per Updated Syllabus cover all 10 Units Highlights of CUET PG M ed Education COQP15 Question Bank 3000 Questions Answer MCQ 300 MCQ of Each Chapter Unit wise As Per the Updated Syllabus Include Most Expected MCQ as per Paper Pattern Exam Pattern All Questions Design by Expert Faculties JRF Holder **Models of Moral Education** Richard H. Hersh, John P. Miller, Glen D. Fielding, 1980 **Resources in Education** ,1992-02 **UGC NET Management (17) Practice Question Bank Include 4000 + Question Answer With Solution (MCQ) As Per Updated Syllabus** DIWAKAR EDUCATION HUB, 2021-09-07 MCQs Highlights 1 Complete Units Cover Include All 10 Units Question Answer 2 400 Practice Question Answer Each Unit 3 Total 4000 Practice Question Answer 4 Try to take all topics MCQ 5 Include Oriented Most Expected Question Answer 6 As Per the New Updated Syllabus 7 All Question With Answer Explanations For More Details Call 7310762592 **The Questions of Moral Philosophy** Michael Shenefelt, 1999 In this appreciation of philosophy s most engaging features Professor Michael Shenefelt takes the reader in his own words on a stroll through the gardens of the discipline where I hope to point out some of the more interesting sights Drawing on his nineteen years experience in teaching intellectual history Shenefelt discusses in a conversational tone most of the authors typically assigned in a Western Civilization course He covers not only epistemology and metaphysics but morality and politics as well Shenefelt writes for those with no formal training in philosophy discussing many of the perennial questions Among other things he explains how Plato and Kant dealt with the question Why be moral how Aristotle and the Stoics answered the question What is the good life how Jeremy Bentham who provided in his will for his own mummification tried to reduce all moral questions to a mathematical calculus of pleasure and pain He also considers such timely issues as Are some races intellectually superior Is democracy a blessing Is Marxism still tenable and Why does God permit evil Stating that his only purpose is to entertain by walking his readers down philosophy s royal road Shenefelt dedicates his excursion especially to the young who may find philosophy both pleasing and inspiring Modern Moral Problems William B. Smith, 2012-01-01 Modern Moral Problems addresses moral quandaries that can beguile and confuse faithful Catholics Written in a question and answer format the book covers questions regarding sexuality medical ethics business practices civic responsibilities and the sacramental life of the Church The extraordinary assortment of issues forming a single organized collection is a valuable reference for anyone seeking clear and concise answers to tough

moral questions Written in a conversational tone often spliced with humor this work by a highly respected moral theologian will be read with fascination for its clarity of argument and fundamental good sense Originally published as a monthly question and answer column in a magazine for priests these selections by Msgr William B Smith retain a striking current topicality Msgr Smith often tackled matters of controversy in the Catholic Church ones which continue to draw conflicting opinions Interesting informative and eminently practical this book conveys an overall impression that sound thinking about morality is rooted in a tradition within the Catholic Church even when the answers to particular moral questions cannot be found in catechisms or Vatican documents Msgr Smith offers a clear headed approach to the quandaries of our time precisely because of his training in traditional moral principles and his fidelity to the Catholic magisterium This book should be in the possession of all seminarians and priests who are bound to confront moral matters that are not so easily decided at first glance But lay people too will find here rich responses to the challenging and sometimes unresolved moral questions they encounter in their own lives

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web answer the following questions and check your answers below these problems are for practice only will not be graded be sure you know how to draw correct lewis dot

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web 2 draw the lewis structures of the following polyatomic ions so<sub>2</sub> 3 so 3 2 po<sub>3</sub> 4 po 4 3 no 2 no 2 pf 4 pf 4 alcl 4 alcl 4 answer practise drawing the lewis

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web the skeletal structure of ethanethiol shows unbonded atoms a chain of two c atoms the first is surrounded by three h atoms above below and to the side the second is surrounded by two h atoms above and below and s atom attached to h atom to the side

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web species name lewis dot structure electronic arrangement molecular geometry bef 2 linear linear bcl 3 trigonal planar trigonal planar ccl 4 tetrahedral

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web 1 for all the reactants and products draw lewis structures 2 identify the nucleophile base and electrophile acid in the reaction 3 draw curved arrows to show the flow of

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web drawing lewis structures in short these are the steps you need to follow for drawing a lewis structure 1 write the correct skeletal structure for the molecule hydrogen