**Practice Assignment**

**AA 301: Developmental Reading Workshop (Fall 2024, Subterm A)**

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Professor

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Assignment

### *Practice Assignment*

Directions: Create and complete two comments (quote, essential element, additive/variant analysis, and contextualization) from one scholarly journal article related to one of your enrolled courses this Core/Term.

Download the “Developmental Reading Template” Word document.

Document source(s) in APA style, 7th edition for in-text citations and Works Cited.

Include a separate Works Cited page, formatted according to APA style, 7th edition.

Submit through DIAL to the professor.

**Practice Assignment – Developmental Reading**

**Source 1:** Krettenauer, T. (2021). Moral sciences and the role of education. *Journal of Moral Education*, *50*(1), 77-91.

**Comment 1:**

**Quote/Paraphrase:** “Morality is rooted in universal features of human interaction and collaboration, which accounts for its uniformity across cultures (see Curry et al., 2019). At the same, time morality often extends into practices and beliefs that are culture specific” (p. 83).

**Essential Element:** This element is associated with the element of Interpretive Methods in Social Research.

**Additive/Variant Analysis:** This is additive to the explanations and definitions of morality offered by many scholars and philosophers. Our relationships in human society represent the basis for rules and regulations governing behaviors and conduct, and such rules and regulations become the basis of morality within any society. Moreover, the idea of morality become more ‘relative’ over the past several decades, especially as we come to respect and recognize cultural differences across human societies.

**Contextualization:** Morality has a universal aspect to it and that is why Krettenauer (2021) states that : “Morality is rooted in universal features of human interaction and collaboration” (p. 83). I truly believe that there are universal moral principles; meaning, moral principles that cut across every nation, language, culture and religion despite our so many differences. For example, in every society known to man stealing is regarded as wrong, and there are other human behaviors that are regarded as ‘immoral’ across these human terrains and societies. This is why I believe that people also have a universal expectation of others being ‘good’ to them.

**Source 2:** Krettenauer, T. (2021). Moral sciences and the role of education. *Journal of Moral Education*, *50*(1), 77-91.

**Comment 2:**

**Quote/Paraphrase:** “If morality is both intuitive and deliberative, fast and slow, emotional and rational, fostering moral reasoning abilities through moral education as such appears to be a poorly defined goal. Reasoning abilities do not exist in a vacuum but need to be defined in relation to their intuitive counterpart. The relationships between moral intuitions and moral reasoning are many. Reasoning can support and endorse intuitions; it can override them or guide them in specific directions. Hence, reasoning serves different functions and an optimal way of fostering moral reasoning abilities needs to take these functions into account” (p. 84).

**Essential Element:** This element is associated with the element of Faith-Integrated Hermeneutics: Reading for Worldviews and Interpretive Methods in Social Research.

**Additive/Variant Analysis:** This is a variant of what others have discussed regarding morality and moral reasoning. The major question that comes out of this is, “Can we really teach morality?” The characteristics of morality and moral reasoning presented by Krettenauer (2021) are different from what most authors focus on, especially when “intuitive and deliberative, fast and slow, emotional and rational” because for most, morality is deliberative and flow, and rational rather than intuitive, fast and emotional. Morality requires consideration.

**Contextualization:** I believe that moral reasoning and consideration require deep thought and deliberation, and that we should carefully weigh actions, behaviors, and values against well-established principles we have learned from our parents, religion, and most of all, those established in divine truth. Reasoning is very important, and I value reason above all things. However, I sometimes find myself in the midst of those who do not value reason, and this makes convincing them about the ‘rightness’ or ‘wrongness’ of their actions and behaviors a challenge.

**Works Cited**

Krettenauer, T. (2021). Moral sciences and the role of education. *Journal of Moral Education*, *50*(1), 77-91.