**COMM 215-202 Ethics & Communication**

**Loyola University Fall 2020**

***Instructor****:* Debra Bethard-Caplick, MS, MBA, APR

***Office hours:*** As needed, between 8 am – 9 pm M-F, via phone/email/text. You may contact me on weekends if it is an emergency.

***Primary Contact****:* [dbethardcaplick@luc.edu](mailto:dbethardcaplick@luc.edu)  
***Other Contact:*** *Cell phone: 312-513-0570*   
I usually respond the same day. However, if it is urgent, or you do not hear from me within an hour, text me to let me know you’ve sent an email. Include your full name in the text, so I know to whom I’m responding.

***Course meetings****: Mondays, Wednesdays & Fridays 8:10 am – 9:00 am Central Time (Chicago), online*

***Course dates****:* Aug. 24 – Dec. 12, 2020

**Course units**: 3

***Course prerequisites:*** COMM 175

***Required texts*** *(Available through the Loyola bookstore):*  
*Media Ethics: Issues and Cases.* Patterson, et al. ISBN: 9781538112588  
*Lying,* Bok. ISBN: 9780375705281  
  
***Also required:*** Links to additional readings from current events, PDFs and lecture notes will be posted in the Resources area of Sakai.  ***Course overview****:*Jane Addams said that, “Action is indeed the sole medium of expression for ethics.” This course explores various approaches to ethical decision-making and applies that process to diverse aspects of everyday, contemporary life. Ethics are the choices we make, in pubic and in private, as professionals, leaders and in our personal lives, when no one or everyone is watching. It represents the actions we take, and ultimately, it defines who we are.

Through this course, we will delve into the details of ethical dilemmas, especially as it relates to our own ethical choices, in professional communication in communication fields such as public relations, advertising, marketing and journalism. We will familiarize ourselves with underlying ethical values that guide the communication processes, and how to apply systemic ethical analysis to the various dilemmas we encounter in order to choose the most appropriate action.

Success in this course will be to develop a critical appreciation of what goes into ethical decision-making. In your career you will need to make tough calls in situations where there may be no hard-and-fast rules to guide your choices. We will examine real-world situations where media and other communication industry professionals are forced to make ethical decisions, and the pitfalls that await. By the end of the course you should have further developed your own personal ethical code to guide you during your life, an “ethical toolbox” if you will.

***Course Objectives:***

* Recognize ethical and moral issues
* Develop a clearer understanding of the role of personal values and ethics in both personal and professional life
* Learn to critically evaluate and analyze differing and opposing perspectives

***Basic Expectations:***

We are facing a unique set of circumstances this semester due to the coronavirus pandemic. This course will rely heavily on class discussion, so it is crucial that you be present at all classes. Readings for the week should be completed by the start of class on Monday, and you should be prepared to discuss them during class. I cannot emphasize enough the importance of active participation in the discussion, because there will be a class participation component to your final grade. Communication is key, so to quote an esteemed colleague, John Brooks, APR, “Silence is not an option.”

Students are expected to have already mastered the basic elements of good writing: spelling, grammar, punctuation, sentence construction, composition and proofreading. ***Errors in these areas will significantly hurt your future career in all fields, not just communications.*** If you are having difficulty with your writing, I am available outside of class to help you improve your writing or to help you find resources for additional assistance.

***Student Accommodations:***Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC), located in Sullivan Center, Suite 117. Students will provide instructors with an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to discuss needed accommodations with their instructor individually. All information will remain confidential. Please note that in this class, software may be used to record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Each class comes with different learning needs. The schedule will be adjusted to accommodate those specific needs, to allow for guest speakers, discussions of relevant current events that occur during the semester, or the need to spend extra time with a specific subject. Changes will be announced in class and posted in the announcement section of Sakai, but it will be YOUR responsibility to keep up with syllabus schedule changes, including assignment due dates. Reading assignments will be both from the textbook and other sources. Links to online sources are in the syllabus and Sakai. While due dates for assignments may, on rare occasions, be postponed, they will never be moved up.

**University Statement on Recording**In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

**Privacy Statement**Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Assignments:***The following short reflections and assignments will be required for this course. Detailed instructions and specific rubrics will be posted in Sakai and included in class discussions. These dates are also listed in the course schedule at the end of this syllabus.

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| **Assignment** | **Point Value** | **Due Date** |
| Quiz #1 | 5 | Sept. 11 |
| Quiz #2 | 5 | Oct. 2 |
| Quiz #3 | 5 | Oct. 23 |
| Quiz #4 | 5 | Nov. 20 |
| Online Forums | 10 per week | Friday of that week |
| Personal Code of Ethics | 10 | Sept. 4 |
| Professional Organizations’ Code of Ethics Analysis | 25 | Sept. 25 |
| European Union “Right to be Forgotten” Debate | 15 | Oct. 9 |
| Case Study Selection/Summary Presentation | 25 | Oct. 2 |
| When it Happens to You Reflection | 10 | Dec. 2 |
| Professional Code of Ethics | 10 | Dec. 4 |
| Final Exam | 50 | Dec. 10 |

***Online Discussion Forums:***   
Class discussions in the online forums will be checked and points for participation will be awarded for each day substantive posts are made. Minimum of three days participation, answers to each initial question posted by the instructor and three substantive responses to classmates’ posts required. Non-substantive posts such as “Nice idea,” “I agree.” etc., do not qualify as “substantive” comments and will not earn points. You should be asking questions of your fellow students, proposing alternatives, encouraging and discussing elements of your fellow students’ posts and comments.

***Deadlines***All assignments are due electronically in Sakai ***by the end of the day*** on the designated date. It is sometimes necessary to adjust the course schedule later, depending on how well the class grasps the concepts under discussion. Due dates will NEVER be moved up. Follow the above assignments schedule and any announced changes in Sakai for all due dates.

***Late Submissions:***   
Late work will be marked down one point for each ***DAY*** past the deadline it is submitted. ***Assignments and exercises not submitted within seven days of the due date will result in an automatic grade of zero for that submission.*** In extreme situations, life does happen (hospitalization, family emergency such as death of a relative, car accident, etc.); in such an event, contact me and arrange for an extension ahead of time. Show your conscientiousness and integrity by communicating in advance, and we’ll try to make appropriate and fair accommodations. Situations where advance communication is not possible will be dealt with at the discretion of the instructor on a case-by-case basis, within university guidelines.   
  
***Assignment Requirements:****All assignments* ***must*** *include your last name and the assignment/exercise name in the filename and be submitted as a* ***Microsoft Word file via Sakai submission folders.*** Because I insert comments directly into your submission using the comments option, ***ABSOLUTELY NO Google Docs, shared links, PDF, PowerPoint or ODT files will be accepted.******Assignments submitted incorrectly will not be graded and a score of zero will be assigned – no exceptions.***

**SAVE ALL ASSIGNMENTS IN MICROSOFT WORD AS FOLLOWS:**

*Last Name [assignment name].docx* For example: *Bethard Case Study.docx*

***Grading:***Grades for this course will be determined by the assigned points for each grade item, out of a minimum total of 200 points possible. The grading scale used for this course is as follows:

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| Grades | Percentage | Assignments submitted should reflect collegiate level content skills and standards, both in form and content. You are expected to meet the following standards:  **A- to A 90 – 100%** To earn a grade in this range, work must be free from grammar and punctuation errors. It should adhere to the assignment requirements and format as spelled out in the written instructions and accompanying rubric. The content must be clear and well organized. It should demonstrate a clear understanding of the topic, be based in the course theory and contain original thought. It should be creative and approach professional-level quality.  **B- to B+ - 80 – 89%**  A grade in this range reflects work mostly free from grammar and punctation |
| A | 90-100% |
| A- | 90-92.99% |
| B+ | 87-89.99% |
| B | 83-86.99% |
| B- | 80-82.99% |
| C+ | 77-79.99% |
| C | 73-76.99% |
| C- | 70-72.99% |
| D | 60-69% |
| F | Under 60% |

errors. The writing will be mostly clear, with no more than one or two issues in organization or content. It should demonstrate an above-average understanding of the topic and a good level of independent thought.

**C- to C+ - 70 – 79%**

Work meets all major assignment requirements. Writing will be generally acceptable, but with minor problems with content, grammar, punctuation or formatting. A grade in this range means that only an average understanding of the material is demonstrated. A lack of original opinion will also be apparent.

**D- to D+ - 60 – 69%**

Work in this range shows serious deficiencies by failing to meet some or most assignment requirements. Writing may have significant errors in grammar, punctuation, formatting or organization. Thoughts are poorly expressed, or opinions could be lacking or not related to course material.

**F 59% and below**

This grade will be assigned for work that fails to meet most or all of the assignment requirements or is simply not submitted by the deadline. Submission will be poorly written, with multiple errors in grammar, punctuation, spelling, formatting and organization. Sections of the assignment may be missing. The assignment demonstrates a lack of understanding of the material. This grade will also be assigned for any plagiarized submission.

***Extra credit:***   
Throughout the semester, we will be analyzing real world examples in class that illustrate an ethical issue drawn from real life situations. If the opportunity arises, I MAY, at my discretion, assign extra credit opportunities. Keep in mind, however, that extra credit is not a solution to those who find themselves in a grade crisis late in the quarter, so do not rely on the points being available.

***Plagiarism: School of Communication Statement on Academic Integrity***A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student’s work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

* Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
* Providing information to another student during an examination;
* Obtaining information from another student or any other person during an examination;
* Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
* Attempting to change answers after the examination has been submitted;
* Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
* Unauthorized collaboration, or the use in whole or part of another student’s work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
* Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
* Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

* + Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
  + Submitting as one's own another person's unpublished work or examination material;
  + Allowing another or paying another to write or research a paper for one's own benefit; or
  + Purchasing, acquiring, and using for course credit a pre-written paper.
  + Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml>.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor’s assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of “F” in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [www.luc.edu/academics/catalog/undergrad/reg\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student’s record of dishonesty as a part of the student’s application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

***Managing Life Crises and Finding Support:***Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me. To learn more about the Office of the Dean of Students, please find their websites at [www.luc.edu/dos](http://www.luc.edu/dos) or [www.luc.edu/csaa](http://www.luc.edu/csaa). Or you may contact them directly at 773-508-8840 and at [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu).

***Attendance and Participation:***You will be expected to participate in class discussions which cannot be replicated out of class. ***Logging on to Zoom, disabling your camera and leaving while remaining logged in does not count as being present for class.*** An unexcused absence on the day of in-class assignments will earn a zero score for that day. ***More than one unexcused class will reduce your score by one full letter grade.*** Attendance will be taken at the beginning of each session, just as if we were meeting in person. ***If you must miss a class, you must notify me by email within 24 hours of your absence (in advance if possible)*** – just as you would call in sick to work. Make up work is not accepted except for an excused absence or unforeseen emergency.

***Civility and Professionalism:***COMM 215 is designed to be an interactive forum for open discussion, idea sharing, learning, and productivity. Creating the environment for the free flow of ideas requires respect, tolerance, courtesy, open-mindedness, positive thinking, professional manners, and overall good citizenship. Any type of behavior — including (but not limited to) sexual harassment, degrading comments, derogatory racial remarks, bullying, profanity or other forms of disrespect or intimidation and harassment — that undermines this forum will not be tolerated.

***In-class Behavior:***   
Please treat others during class with the respect and courtesy you would want to receive.

* Repeated tardiness is disruptive to the class and makes it difficult to cover all the of material scheduled, especially in an online environment. If there is a problem with your ability to log in to class on time, please discuss it with me.
* As a matter of simple courtesy cell phones MUST BE turned off or in airplane mode during class and off the desktop.
* Browsing social media sites, texting friends or other non-course related activities during the class period will result in the possible loss of points.
* Although cameras are not required to be on while in class, it is much easier to interact with those you can see. Again, logging into class, disabling your camera and then leaving is not acceptable and is easily checked. Engaging in this is unethical and will result in points deducted from your grade, so don’t chance it.
* If you must leave early, please let me know before class, so that I can let you know if there are any important class announcements you might miss. Be sure to check with classmates for any missed information.

If you have any questions about these expectations, please speak to me privately before or after class.Bonus: email me by midnight on Sunday, August 30th, that you’ve read this, and receive a share of fifty bonus points from a pool of extra credit points that will be split among those who email me. Do not tell anyone else in the class about this. I am running a small test to see who actually reads the syllabus.

***Planned Course Schedule   
(subject to change depending on class progress):***

***WEEK 1 – Aug. 24 - 28: Welcome to Ethics and Communication: The Basics***

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| Readings |
| Media Ethics, Chapter 1: An Introduction to Ethical Decision Making |
| Media Ethics, Chapter 11: Becoming a Moral Adult |
| Lying, Introduction, pp. xxvii-xxxiv |
| The Shopping Cart Social Media Test of Character: <https://www.dailymail.co.uk/femail/article-8343521/Ultimate-litmus-test-returning-shopping-trolley-dont-divides-internet.html> |

***Activity:*** Retail Shopping Exercise in Honesty  
***Assignment:*** Create a personal code of ethics for this class. Due September 4th.

***WEEK 2 – Aug. 31 – Sept. 4: An Introduction to Ethical Decision Making – Building a Foundation***

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| Readings |
| Media Ethics, Chapter 1: An Introduction to Ethical Decision Making |
| Lying, Chapter 1: Is the “Whole Truth” Attainable? |

***WEEK 3 – Sept. 7 – 11: Professional Ethics***

***Class does not meet on Monday – Labor Day Holiday***

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| Readings |
| Media Ethics Chapter 2: Information Ethics: A Profession Seeks the Truth |
| Society of Professional Journalists Code of Ethics  <https://www.spj.org/ethicscode.asp> |
| Public Relations Society of America Code of Ethics  <https://www.prsa.org/about/ethics/prsa-code-of-ethics> |
| International Association of Business Communications Code of Ethics  <https://www.iabc.com/about-us/purpose/code-of-ethics/> |
| American Advertising Federation Code of Ethics  <https://www.aaf.org/_pdf/aaf%20website%20content/513_ethics/iae_principles_practices.pdf> |

***Activity:*** Karen Swim, APR, PRSA Board of Ethics and Professional Standards  
***Items Due:*** Quiz #1 due September 11

***WEEK 4 – Sept. 14 – 18: Professional Ethics***

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| Readings |
| Media Ethics Chapter 3: Strategic Communication: Does Client Advocate Mean Consumer Adversary? |
| Media Ethics Chapter 4: Loyalty – Choosing Between Competing Allegiances |
| Lying Chapter 3: Never to Lie? |
| “How Bell Pottinger, PR Firm for Despots and Rogues, Met its End in South Africa,” NY Times  <https://www.nytimes.com/2018/02/04/business/bell-pottinger-guptas-zuma-south-africa.html> |
| Wendell Potter, “Sicko” and American healthcare: <https://www.phillymag.com/news/2017/12/16/tarbell-investigative-journalism-startup/> |

***Assignment Due:*** Analysis of Professional Codes of Ethics due September 25

***WEEK 5 – Sept. 21 – 25: Truth, Lies and Consequences***

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| Readings |
| Media Ethics Chapter 3: Strategic Communication: Does Client Advocate Mean Consumer Adversary? |
| Media Ethics Chapter 4: Loyalty – Choosing Between Competing Allegiances |
| Lying Chapter 3: Never to Lie? |
| Lying Chapter 11: Lies Protecting Peers and Clients |
| Paige Wiser <https://www.chicagotribune.com/business/ct-xpm-2011-06-10-ct-biz-0610-phil-wiser-20110610-story.html> |
| Patricia Smith <https://www.nytimes.com/1998/06/19/us/boston-columnist-is-ousted-for-fabricated-articles.html> |

***Assignment Due:*** Case Study Selections due October 2

***WEEK 6 – Sept. 28 – Oct. 2: The Ethics of Privacy in a Global Society***

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| Readings |
| Media Ethics, Chapter 5: Privacy: Looking for Solitude in the Global Village |
| NPR Debate: Should the US Adopt the “Right to be Forgotten” Online? <https://www.npr.org/2015/03/18/393643901/debate-should-the-u-s-adopt-the-right-to-be-forgotten-online> |
| Will Mitch Albom’s Woes Taint Journalism?  <https://usatoday30.usatoday.com/life/columnist/mediamix/2005-04-13-media-mix_x.htm> |

***Assignment Due:*** Reflection on the Right to be Forgotten Debate due October 9th  
***Items Due:*** Quiz #2 due October 2

***WEEK 7 – Oct. 5 - 9: The Ethics of Freedom of Speech***

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| Readings |
| Media Ethics, Chapter 6: Mass Media in a Democratic Society: Keeping a Promise |
| Society of Human Resource Management: “What Employee Speech is Protected in the Workplace?” <https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/employee-free-speech-in-the-workplace.aspx> |
| Cornell Law School: First Amendment <https://www.law.cornell.edu/wex/first_amendment> |

***WEEK 8 – Oct. 12 - 16: The Conscience of Society: Ethics in Journalism***

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| Readings |
| Media Ethics, Chapter 9: Informing a Just Society |
| American Press Institute: Holding Power Accountable: The Press and the Public <https://www.americanpressinstitute.org/publications/reports/survey-research/holding-power-accountable-the-press-and-the-public/> |
| Society of Professional Journalists Code of Ethics <https://www.spj.org/ethicscode.asp> |

***Activity:*** Banning the Press: PRSA vs. Jack O’Dwyer at the San Francisco International Conference

***WEEK 9 –Oct. 19 - 23: Social Media Ethics***

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| Readings |
| Social Media Ethics <https://www.compukol.com/social-media-ethics-and-etiquette/#:~:text=Ethics%2C%20by%20definition%2C%20is%20the,the%20context%20of%20our%20society.> |

***Items Due:*** Quiz #3 due October 23

***WEEK 10 – Oct. 26 – 30: Truth and Consequences: How Lying is Justified***

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| Readings |
| Lying, Chapters 4: Weighing the Consequences |
| Lying, Chapters 5: White Lies |
| Lying, Chapters 6: Excuses |
| Lying, Chapters 7: Justification |

***WEEK 11 – Nov. 2 - 6: Professional Lying: When is it Ethical? And How Much is Ethical?***

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| Readings |
| Lying, Chapter 9: Lying to Liars |
| Lying, Chapter 10: Lying to Enemies |
| A Double Standard in the Law of Deception: When Lies to the Government are Penalized and Lies by the Government are Protected  <https://www.law.georgetown.edu/american-criminal-law-review/in-print/volume-55-number-2-spring-2018/a-double-standard-in-the-law-of-deception-when-lies-to-the-government-are-penalized-and-lies-by-the-government-are-protected/> |

***WEEK 12 – Nov. 9 – 13: Case Presentations***

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| Readings |
| *No assigned readings this week.* |

***Activity:*** Students present case study outline and preliminary analysis to class for discussion  
***Assignment Due:*** Case Presentation Analysis Due November 20

***WEEK 13 – Nov. 16 - 20: Crisis Communications: Ethics Under Fire***

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| Readings |
| Lying, Chapter 8: Lies in a Crisis |
| Lying, Chapter 12: Lies for the Public Good |
| Media Ethics: “The Analysis,” pp. 6-8 |

***Assignment:*** When It Happens to You: Working Through the Decision Tree in a Real Life Situation due Dec. 2  
***Items Due:*** Quiz #4 due November 20

***WEEK 14 – Nov. 23 - 27: Crisis Communications, Pt. 2:***

***Thanksgiving break – class does not meet Wednesday and Friday***

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| Readings |
| Lying, Chapter 8: Lies in a Crisis |
| Lying, Chapter 12: Lies for the Public Good |
| Media Ethics: “The Analysis,” pp. 6-8 |

***WEEK 15 – Nov. 30 – Dec. 4: Becoming a Moral Adult Redux: Where Do We Go From Here?***

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| Readings |
| Media Ethics Chapter 11: Becoming a Moral Adult |

***Items Due:*** Personal Professional Code of Ethics due Dec. 4

**Final Exam Schedule: Thursday, December 10, 9 am – 11 am: Final exam is due in submission folders between 9 am – 11 am. *Per university policy, submissions outside of those hours will NOT be accepted.***