



## **COURSE DESCRIPTION**

Students learn to discern a wide variety of ethical issues concerning communication behavior, apply systematic ethical analysis to various communication situations, and clearly explain their analyses.

## **COURSE OBJECTIVES:**

- Recognize moral issues
- Develop critical thinking and moral reasoning
- Further develop intellectual and moral curiosity
- Develop your sense of moral obligation and personal responsibility
- Apply ethical decision making to real-life situations, especially in regard to your chosen profession

## **IDEA COURSE OBJECTIVES:**

- Learn to analyze and critically evaluate ideas, arguments and points of view
- Develop a clearer understanding of, and commitment to, personal values
- Developing skill in expressing oneself orally or in writing
- Acquire an interest in learning more by asking questions and seeking answers

## **TEXT AND ASSIGNED READING:**

**Media Ethics at Work: True Stories from Young Professionals, Lee Anne Peck  
Guy S. Reel**

In addition to the required text, students are required to read additional material as a part of their coursework

## **CLASS ATTENDANCE**

It's imperative that students attend every class and arrive on time. When you miss a class, or arrive late you miss important information that can easily place your grade in serious jeopardy.

## **CLASS ASSIGNMENTS/ WEEKLY UPDATES AVAILABLE VIA SAKAI**

*Sakai* will serve as the course hub. You are expected to check on Sakai before each scheduled class. The syllabus and updated class assignments are available via Sakai.

## **SOC EQUIPMENT**

The School of Communication has a variety of equipment that we can use for class-related projects. This equipment may be checked out through Andi Pacheco in SOC 004 (contact apacheco@luc.edu; phone 312-915-8830).

## **GRADING**

**A**  
**B**  
**C**  
**D**  
**F**

Class assignments: 40 percent

Class Engagement/Participation (including discussion lead): 30 percent

Final Analysis: 30 percent

## **ASSIGNMENTS AND DEADLINES**

Unless specified by the instructor, assignments are due at the beginning of class (1PM) via the class Sakai website.

Assignments must be submitted online and will not be accepted after 1PM.

UNLESS INSTRUCTED, PLEASE DO NOT EMAIL ASSIGNMENTS.

## **CLASS ENGAGEMENT/PARTICIPATION**

### **DISCUSSION LEAD GROUPS**

Working in groups assigned by the instructor, every Thursday students will lead class discussions regarding assigned reading. Students will work in teams of four to five students. Discussion leads guide the conversation as well as present and defend their conclusion to the class.

Group case assignments and dates are under the class schedule section of the syllabus.

Conversations will last 30-40 minutes. Groups can sign up to be discussion lead anytime via the class Sakai class page.

Discussion leads are expected to:

- Read the assigned chapter
- Identify the potential ethical issues with each case using the “tools for thought” section and form a conclusion to present to the class.
- Use the “thinking it through” and additional sections to help with discussion ideas
- Explain to the class your position and be prepared to defend your conclusion with research.

Students are expected to read the assigned material and participate in weekly discussions. The instructor will take note of student contributions. Group discussions will begin Thursday, September 27, 2018.

## ACADEMIC DISHONESTY

Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:

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. 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;
- 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. 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.

Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naive is not an acceptable excuse for not properly referencing sources.

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 appropriate area head and to the office of the Dean of the School of Communication.

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.

You are expected to be familiar with and abide by Loyola's code of academic integrity. You can find Loyola's policies regarding academic integrity at:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

## SPECIAL NEEDS

Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact the instructor early in the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD).

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

## THE COURSE (Subject to change)

### **Week 1: Introductions/Why do we need ethics?**

**August 25:** Introductions/Syllabus review

**August 27:** Group assignments/Why do we need ethics?

**Class Assignment:** Visit the website, <http://iwantu2boutraged.blogspot.com> and make note of what resonates with you as a budding ethicist.

### **Week 2: Creating a code of ethics**

**September 4:** The morally developed media professional

**Assignment:** Read pages 2-21

**September 6:** Working in a group, create a code of ethics checklist you would like to follow as a media professional. Students will present their code of ethics in a five-minute presentation on Thursday, September 13, 2018. Be creative!

### **Week 3: Creating a code of ethics**

**September 11:** Guest speaker Sun-Times reporter Rachel Hinton about her personal code of ethics

**September 13:** Groups will present their code of ethics to the class in a five-minute presentation

**Assignment:** Read pages 36-47

**Week 4: Photo Ethics**

**September 18:** Class debate/discussion based on pages 36-47

**September 20:** Group prep for class discussion

**Assignment:** Read the SPJ resource folder on the class Sakai webpage under resources

**Week 5: When Ethical Compasses Collide**

**September 25:** Real-life case study SPJ

**Assignment:** Read pages 240-250

**September 27:** Group 1 class lead case #20, pages 240-250

**Week 6: Video ethics**

**October 2:** Class discussion

**Assignment:** Read pages 195-204

**October 4:** Group 2 class lead case #17

**Assignment:** Read pages 138-150

**Week 7: Sensitivity and Social Media**

**October 9:** Mid-Semester break - Class does not meet

**October 11:** Group 3 class lead case #12

**Week 8: The Ethics of Free Speech**

**October 16:** Midterm check in /class discussion

**Assignment:** Read pages 169-182

**October 18:** Group 4 class lead case #15

**Week 9: Job-hunting Ethics**

**October 23:** Resume/cove letter class discussion

**Assignment:** Read pages 324-339

**October 25:** Group 5 class lead case #27

**Week 10: Ethics in Storytelling**

**October 30:** Class discussion

**Assignment:** Read pages 313-323

**November 2:** Group 6 class lead #26

**Week 11: Digital Ethics**

**November 6:** Class discussion

**Assignment:** Read pages 270-283

**November 8:** Group 7 class lead case #23

**Week 12: Individual case analysis selection and research begins**

**November 13:** Case analysis selection begins – students can select a case from the text or on their own. Please visit the class Sakai webpage resource section for ideas.

**November 15:** Case analysis research/outline begins



**Week 13: Case Analysis Presentations**

**November 20:** Students present subject and outline to the class.

**November 22:** Happy Thanksgiving – Class does not meet

**Week 14: First draft due via Sakai by 1pm. Please bring a copy to class for review**

November 27: First draft due via Sakai by 1pm.

Please bring an additional copy to class for review

November 29: Case study consultations w/ the instructor – Please sign up via the class Sakai page in early November.

**Week 15: Individual case analysis – revisions due/Case study consultations (optional)**

December 4: Revisions due via Sakai/please bring a copy to class

December 6: Case study consultations (optional) – Please sign up via the class Sakai page

**Week 16: Final case analysis due via the class Sakai website by Friday, December 14, 2018 at 3pm. Late assignments will not be accepted.**