

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:

1. Media Ethics: Issues and Cases (eighth edition)- Phillip Patterson and Lee Wilkins
2. A Pocket Style Manual, 6th Edition, Diana Hacker; Nancy Sommers

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: 30 percent

Group case study/Presentation: 30 percent

(Student's Choice) Final case study: 40 percent

ASSIGNMENTS AND DEADLINES

Unless specified by the instructor, assignments are due at the beginning of class (2:30PM) via the class Sakai website.

Assignments must be submitted online and will not be accepted after 2:30PM.

UNLESS INSTRUCTED, DO NOT EMAIL ASSIGNMENTS.

CASE STUDIES GUIDELINES AND CRITERIA

Students will complete two case studies throughout the course. The first case study is a collaborative effort and will require group planning and organization. Groups will debate a side of an ethical argument against another group. The Edward Snowden case is the subject of the debate. The debate is a formal event and business attire is required.

The second case study is an individual effort. All work should be thoroughly researched and display competency in ethical analysis as well as confidence in judgment. Students will have ample time to select, develop and write an effective case analysis. Completed drafts are due during finals week.

CASE STUDY CRITERIA (each case study should be double spaced, typed and proofread):

- Cleanly and clearly present the facts of the case. Tell me a story. I will look for evidence that you truly understand the case and can clearly communicate the intricate details.
- Identify and define the ethical challenges in the case - what makes the story morally challenging
- Address the challenge AND outline possible solutions– walk me through various options and explain why the choices are valid
- Discuss additional approaches that should be considered
- Include a detailed bibliography

CASE STUDY GUIDELINES

1. Keep in mind, that ethics is first and foremost a rational endeavor. Even if students feel very strongly about a topic, maintain a rational tone in written work. This means maintaining a clear structure and organization and having a clear introduction and conclusion.
2. Spelling, grammar and quality of writing are important. Poorly written last-minute jobs will receive a poor grade. Papers should be planned in advance and thoroughly researched.
3. Students are expected to incorporate course concepts and relate them to class discussion and readings. Failure to do so will negatively affect your grade.
4. Remember to frame your case study around a storytelling approach. Tell me a story and walk me through your argument.
5. Avoid "gut-feeling" answers, but give well-researched arguments. Don't write: "I think this is just flat wrong," or "I feel that is just unethical." Tell me why. There are no wrong and right answers to these questions, but there are well-argued and poorly argued points of view.

STUDY GROUPS

Students are strongly encouraged to form study groups at the beginning of the semester. There are many benefits to working with your colleagues, including time management, key concept clarification and a more efficient approach to class material. If you decide to form a group, please let me know via email. Please list the members in your group as well as study days/times in your correspondence.

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

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: Why do we need ethics?

Assignment: Read Chapter 1, pages 1-16 from text

Week 2: Thinking critically about ethical issues

September 1: "Three difficult questions"

September 3: Analyzing ethical issues – A checklist for moral decision making

Assignment: Read "How to Read a Case study" section, pages 18-20 from text

Week 3: How to read a case study

September 8: Case study 101

September 10: Case study analysis – Students will begin their analysis in class

Assignment: Complete case study analysis. Final drafts are due via the class Sakai webpage Tuesday, September 15, 2015.

Week 4: Case study analysis

September 15: Class exercise

September 17: Class exercise

Assignment: Read Loyalty Section, pages 84-90 from text

Week 5: Individual values, social pressures and conflicting loyalty/Professional code of ethics

September 22: Professional code of ethics

September 24: Class exercise

Assignment: Read Chapter 6, pages 130-143 from text

Week 6: Ethics and Freedom: Mass Media in a Democratic Society

September 29: Students will attend the Media and Ethics Forum, Location: Regents Hall

October 1: Wikileaks case study, pages 144-148 from text

Week 7: Computers, ethics and society

October 6: Mid-Semester break - Class does not meet

October 8: Hacking, cyberterrorism, and bullying

Assignment: Read Privacy Chapter, pages 108-120 from text

Week 8: Technology and Privacy: An ethical dilemma

October 13: The Facebook Emotional Study

October 15: Facebook debate

Week 9: Edward Snowden case study group assignments /prep

October 20: Snowden case study group assignments and details

October 22: Snowden case study prep

Week 10: Snowden case study prep

October 27: Snowden case study prep

October 29: Snowden case study prep

Week 11: Snowden case study group presentations

November 3: Group presentations

November 5: Group presentations

November 6: Extra credit opportunity –The Fifth Annual International Symposium on Digital Ethics, details TBD

Week 12: Individual case study selection and research begins

November 10: Case study selection begins – students can select a case from the text or on their own

November 12: Case study research/outline begins

Week 13: Case study research and outlines due – please bring a copy to class for review

November 17: Case study research and outlines due/Begin writing first draft

November 19: First draft development continues

Week 14: Individual case study – first draft due via Sakai/please bring a copy to class for review

November 24: First draft due via Sakai/ please bring an additional copy to class for review

November 26: Class does not meet – Happy Thanksgiving

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

December 1: Revisions due via Sakai/please bring a copy to class

December 3: Case study consultations (optional)

Week 16: Final case study due via the class Sakai website by Saturday, December 12, 2015 by 4:15pm