



**Ethics and Communication – COMM 215-203  
Fall 2016  
Monday 4:15 – 6:45 p.m.  
Corboy Law Center, Room 105  
Jill Geisler, Instructor**

**Office:** SoC 220

**Office hours:** In person Monday: 2-4pm. Other in-person and phone hours by appointment

**Email:** [jgeisler@luc.edu](mailto:jgeisler@luc.edu)

**Email protocol:** Use your Loyola account, a specific subject line and identify yourself in the signature. My reply may take up to 24 hours.

**Office phone:** 312-915-6929 - **Personal cell:** 414-628-9706 (for emergencies)

**Course purpose and learning outcomes:**

**Together, we will:**

- Gain a deeper understanding of ethical and moral principles
- Connect those principles to personal and professional decision-making
- Identify logical fallacies and cognitive biases and how to mitigate them
- Develop a process for recognizing, addressing and resolving ethical challenges
- Deepen our commitment to sound moral and ethical judgment in service to society.

**Texts:**

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

**Book:** *The Illustrated Book of Bad Arguments* by Ali Almosawi

**News media:** Be a student of current events and stories involving media criticism.

Choose media outlets that provide a quality, balanced diet.

**Other readings as assigned in this syllabus**

## Expectations:

**Attendance:** Show up when the class starts; stay until we're finished. Regular attendance is critical and will affect your grade.

**Participation:** Offer your ideas, question and challenge. On team assignments, be a full participant. Team members will do peer evaluations which affect each person's grade.

**Work ethic:** Arrive prepared, meet deadlines, participate and have fun, too.

**Technology:** Please bring your laptops and tablets for class work. ***But know this: research says we really can't multi-task.*** So, if you choose to dive into Facebook or email during class, you're not fully engaged.

**Spelling, grammar and writing skills:** All are important and will affect your grade. Don't hesitate to use the Loyola Writing Center <http://www.luc.edu/writing/> to help improve your work.

**Research and reasoning:** Valid, research-based sourcing matters. **Wikipedia is not a primary source for this class**, but it can lead you to potential sources. We'll share opinions in class, but opinions without strong supporting data hold significantly less weight.

**Trust:** Respect for each other and for human dignity form the foundation of our robust discussions. In the words of ethics and diversity writer Keith Woods, let's "challenge with passion but not poison."

## Grades and How They're Earned:

**Your grade is determined by these assignments. Note the maximum point value for each.**

- **Class Attendance and Participation** (individual and team) - **200 points**
- **My Code of Ethics** - **150 points**
- **Team Project** - **200 points**
- **Bias and Fallacy Forum Presentation** - **150 points**
- **Final Paper: Ethical Case Study** - **300 points**

**Total points: 1,000**

### **UPGRADE option paper:**

Eligible class members may complete the **UPGRADE** assignment to potentially boost their grade. This assignment will provide **up to 50 additional points**. The **UPGRADE** paper is described in the Class Assignments list.

#### **To be eligible, you must have:**

1. Missed no more than one class in the semester.
2. Participated actively in class
3. Completed all other class assignments.

You may turn this paper in at any time during the semester, but **not later than December 12 at 6:45pm**. If your paper is in by the deadline and you have completed all of the eligibility requirements, I will factor whatever points you receive for this paper in your final grade. I will apply the earned **UPGRADE** points after I grade final papers. The maximum number of points available is still 1,000, which is an A.

## Grade scale:

1,000-930 =	<b>A</b>
929-900 =	<b>A-</b>
899-870 =	<b>B+</b>
869-830 =	<b>B</b>
829-800 =	<b>B-</b>
799-770 =	<b>C+</b>
769-730 =	<b>C</b>
729-700 =	<b>C-</b>
699-670 =	<b>D+</b>
669-630 =	<b>D</b>
Below 629 =	<b>F</b>

## Deadlines and Submitting Assignments:

Don't blow a deadline. It will affect your grade. Assignments are due at the beginning of class via the Sakai site or if instructed by me, in stapled hard copy format brought to class. (Don't email assignments directly to me.)

## Teamwork Info:

### The class will work in teams for two different responsibilities:

1. **The Team Project**, described in your **Assignments**.
2. **Chapter Conversations**. Each team will take a turn leading the class in a conversation about a chapter from *Media Ethics at Work*. The teams are listed below, along with the chapter and week you will lead your conversation. It is your responsibility to be aware of your Chapter Conversation assignment and to come to class prepared, as a team, to lead the conversation. You are welcome to use questions from the chapter summary. I strongly encourage you to formulate questions of your own as well, and will be looking for that initiative.

**Teams will complete a peer evaluation form** for both assignments, in which they provide feedback on the quality of their teammates' participation. I will factor these evaluations each student's grade for both of the assignments.

# The Teams

<b>TEAM ONE</b>	<b>TEAM TWO</b>	<b>TEAM THREE</b>	<b>TEAM FOUR</b>	<b>TEAM FIVE</b>	<b>TEAM SIX</b>
CH. 8 SEPT. 19	CH. 17 OCT. 3	CH. 15 OCT. 17	CH. 3 OCT. 24	CH. 9 NOV. 21	CH. 24 DEC. 5
Nicole Alam	Gabrielle Barnes	Elizabeth Czapski	Sydney Dunn	Ira Canete	Matthew Sanchez
Shayna Farinas	Athena Conits	George Junker	Caitlin Greeley	Diana Durr	Amanda Friedlander
Diana Greis	Nicole Favia	Silvia Mlyares	Anne Loy	Rachel Greene	Mikaela Miller
John McCusker	Rachael Huffman	Grace Reinhold	Miguel Molina	Michael McDevitt	Claire Chickey
Miranda Scott	Blaise Radosevic	Kathleen Wall	Danielle Rodriguez	Alexis Muller	Surya Patel
Ana Bellini	Marija Segó	Margaret Brennan	Krista Watson	Sara Zenuni	

# Class Assignments

**#1 – Team Chapter Conversations: *Media Ethics at Work***

**Team One: Sept. 19 – Chapter 8**

**Team Two: Oct. 3 – Chapter 17**

**Team Three: Oct. 17 – Chapter 15**

**Team Four: Oct. 24 – Chapter 3**

**Team Five: Nov. 21 – Chapter 9**

**Team Six: Dec. 5 – Chapter 24**

**Each team will take a turn leading the class in conversation about a chapter from *Media Ethics at Work*.**

It is your responsibility to be aware of your Chapter Conversation assignment and to come to class prepared, *as a team*, to lead the conversation. Preparation should involve teamwork in advance of the class. How you meet or communicate is your choice, but preparation is essential. You are welcome to use questions from the chapter summary - however, I *strongly* encourage you to formulate additional questions of your own as well, and I will be looking for that initiative.

**Team members will also complete a team evaluation form**, in which they provide feedback on the quality of each of their teammates’ participation. This evaluation will be factored into every student’s grade for the assignment.

You will evaluate yourself and your teammates on these standards:

Work Ethic	Work Quality	Collaboration
Took an active part in planning and preparing the work, offered ideas and solutions, met deadlines, kept commitments, remained in touch and accountable, did a fair share of the work.	Work was accurate, reflected research and preparation, if written, was well done, if other forms (video, visuals, etc.) used, they were well crafted. Contributions needed minimal improvement.	Interactions with team members were respectful, positive and helpful. When pointing out problems, offered solutions. When ideas differed, looked for common ground. Was truthful and tactful.

## #2 - My Code of Ethics

**Due September 12**

- **Submit the paper before 4:15 on September 12 via Sakai.**
- **Bring your guiding quote to class Sept. 12. Everyone will share his/her guiding quote with the class and explain how and why you chose it.**

**Read *Peck and Reel*, Chapters 1 and 2.**

Think about the ethical principles put forward by classic thinkers in these chapters. Think about yourself and what you stand for. Think about how you commit to living those values, both personally today and professionally in your future career. Think about how they influence your decisions and actions.

**Write your own code of ethics. Here's a framework for you to follow:**

- 1. These are my ethical principles: You should list at least 6 guiding principles.**  
These are general statements about values.  
Example: *I believe honesty should guide my interactions with others. I believe empathy is essential to building positive relationships. I am committed to social justice.*  
Later in the paper, you will list what your principles look like in action – as behaviors.
- 2. These ethical thinkers influenced my code of ethics: Identify at least 3 thinkers**  
and describe how their philosophies influence your personal code.  
Example: *I subscribe to Immanuel Kant's belief in the categorical imperative: that we should act as though our behaviors are universal.*
- 3. These are my ten commitments:** Note that these are **behaviors**. **List ten actions** you will take in your personal, academic and professional life that demonstrate how you LIVE your principles.  
Example: *I will never intentionally deceive others. I will never present the work of others as my own. I will speak up when I observe discrimination.*
- 4. This quote will guide me.** For the big finish of this paper, identify a quote that inspires and guides you, citing the source. Note: There are lots of quotes floating around out there that are misattributed. Verify the authenticity and authorship of your guiding quote.

# #3 - Team Project: Designing an Ethical Event on a Critical Topic: Gun Violence

**Due November 7**

**The project scenario:** You are responsible for creating a one-day educational program, the focus of which is **gun violence**. As the planners, you have many decisions to make – and each should be made from a strong ethical foundation. Among your challenges:

1. What will you call the event, and why?
2. What do you want the outcome of the day to be?
3. What type of sessions will you include in the event?
4. Who will you invite as speakers in each of various sessions – and why?
5. Where will you hold the event, and why?
6. Will you publicize the event in advance? Why and how?
7. How will you handle security for the event?
8. You must raise \$6,000 to cover expenses related to the event. How will you determine which donors are acceptable as partners and which aren't? What will and what won't your donors get in exchange for their generosity?
9. Will your event be open to the media? Why or why not?
10. What ethical principles will guide all of your decisions?

## This Assignment requires your team to create two things:

1. **THE PLAN: A written paper** that answers each of the above questions in detail.
  - The paper should take the form of a plan, and should be minimum of 4 pages, which will be turned in to me in hard copy in class.
  - The paper must represent the work of your full team, with everyone contributing.
2. **THE PRESENTATION: A PowerPoint (or equivalent) presentation** that you will show to the class. Assume that you are visiting the class to encourage us to attend your event.
  - This preview should be informational as well as promotional. Be prepared to answer questions from the class.
  - The presentation must represent the work of your full team, with everyone contributing.
  - Each team will be allotted 15 minutes for their presentation, including questions from the class.
  - Be prepared to answer questions about the ethical decisions that went into creating your event.
  - Provide a copy of your presentation to me in class – either hard copy PDF, flash drive with content, or link to site.

**Teams will also complete a peer evaluation form**, to provide feedback on the quality of their teammates' participation. This evaluation will be factored into each student's grade, using these criteria:

<b>Work Ethic</b>	<b>Work Quality</b>	<b>Collaboration</b>
Took an active part in planning and preparing the work, offered ideas and solutions, met deadlines, kept commitments, remained in touch and accountable, did a fair share of the work.	Work was accurate, reflected research and preparation, if written, was well done, if other forms (video, visuals, etc.) used, they were well crafted. Contributions needed minimal improvement.	Interactions with team members were respectful, positive and helpful. When pointing out problems, offered solutions. When ideas differed, looked for common ground. Was truthful and tactful.

## #4 - Bias and Fallacy Forum Presentation

**Due November 28 for class presentation**

**Select one cognitive bias or logical fallacy. Become an expert on it.**

- **Create a 3-minute presentation** that teaches the rest of us how to spot a bias or fallacy (using at least one real world example), explaining why it can interfere with good ethical decision-making, and offering insight on what to do to mitigate against it in ourselves and others.
- **Use the format of your choice:** a paper, an essay, a video, a PowerPoint, a poem, a song, a rap or a skit.
- **Whatever format you choose, you must create a hard copy version of it to submit to me.** (PowerPoints should be turned into PDF files for hard copies. Videos can be turned in via a flash drive or a link to the original if it is on YouTube, etc. Skits should have a script, songs or raps should have a written version.

### **Resources:**

Our textbook *An Illustrated Book of Bad Arguments* by Ali Almosawi is a good source. Another is Business Insider: "20 Cognitive Biases That Screw Up Your Decisions," by Samantha Lee and Shana Lebowitz: <http://www.businessinsider.com/cognitive-biases-that-affect-decisions-2015-8>

There are many others, and you are more than welcome to go beyond what I've suggested. I encourage it and reward the initiative as I grade.



## #5 - Final Project Paper: Ethical Case Study

Submit your idea to me by November 21

Paper is due Monday, December 12 before 6:45pm via Sakai

Instead of a final exam, you will demonstrate what you've learned this semester by analyzing a real-world ethical challenge in media. The more recent the case, the better.

Your paper's structure should be as follows:

1. **Introduce your case. Title it – and describe the event or issue you are going to explore.**

Example: *Plagiarism at the Podium: It was to have been a key moment of the Republican National Convention. Melania Trump, wife of the presumptive nominee, delivered a speech designed to provide personal insights into her life and her husband. But shortly after she delivered it, an unemployed journalist tweeted out the observation that part of the speech may have been plagiarized from Michelle Obama. What followed was an adventure in ethics.*

2. **After describing the situation in detail, indicate the ethical challenges involved.**

Example: *The story of Melania Trump's speech raises key ethical issues: The problem of plagiarism, the veracity of the Trump communication team's responses, the quality of the media coverage of the event and transparency as a value.*

3. **After listing the ethical challenges, describe each and how it was handled, for better or worse.** Cite the opinions of others who have weighed in on the situation, if they exist.

Example: *Notre Dame University professor Susan Blum, an expert on plagiarism, told the Christian Science Monitor....*

4. **Add your own evaluation of the situation.**

Example: *This appeared to be a classic case of carelessness that resulted in an ethical lapse.*

5. **Suggest other alternatives if you are describing flawed decision-making or, if the decision-making was done effectively, outline what contributed to the effectiveness.**

Example: *The Trump campaign could have done several things differently. First, there should have been a stronger system in place for vetting all speeches before they were delivered....*

6. **Identify the key lessons for producers and consumers of content that can be learned from this case study.**

Example: *What are the key takeaways from this case for all of us? It would be easy to say, don't plagiarize. But it's clear that we need to do more; better note-taking, record keeping and even cross checking our own work. We've also learned that social media allows the world to crowd source and publicize our mistakes immediately.*

**This paper should be a minimum of 5 pages, double-spaced, using regular (12 point) font. Use multiple sources and cite them with footnotes. Submit it via Sakai.**

## **#6 - UPGRADE Option Paper: The Ethics of Pokémon Go**

**Due any time during the semester, no later than December 12, 6:45pm - submitted via Sakai**

Eligible class members may complete the **UPGRADE** assignment to potentially boost their grade. This assignment will provide **up to 50 additional points**.

### **To be eligible, you must have:**

1. Missed no more than one class in the semester.
2. Participated actively in class
3. Completed all other class assignments.

### **The Paper Assignment:**

In the summer of 2016, the virtual reality game Pokémon Go was released and became immediately popular. It was praised for getting people off their couches and out into the world, playing the game. But there are ethical challenges, real and potential, with this virtual reality phenomenon. Your paper explores them.

### **The structure of your paper should be as follows:**

- **Introduce the reader to Pokémon Go.**
- **Identify 5 ethical issues** related to Pokémon Go.
- **Describe each issue in detail, with advice** for how to deal with that ethical issue. (The issues may be related to the players, the producers, or society.)
- **Cite sources**, using footnotes. Multiple, high-quality sources enrich a paper.

**This paper should be a minimum of 3 pages, double-spaced, using regular (12 point) font. Cite sources with footnotes. Submit it via Sakai.**

# Class Schedule

This class is long – two and a half hours. Although we live in a world of short attention spans, I’m confident we can use this time so well it will fly by. I believe you deserve more than a lecture-a-thon. During each class, you can expect to do some combination of the following:

• Listen	• Speak
• Watch	• Write
• Read silently	• Read aloud
• Challenge	• Collaborate
• Laugh	• Imagine
• Present to the class	• Provide feedback to others

## The Class

### Week-by-Week Rundown:

Here’s a look at the topics we’ll cover along with related assignments. **Note: the class may shift focus in response to current events, serendipity, and the availability of guest speakers. Expect changes.**

#### Week 1 – August 29: Who Are We and What Do We Stand For?

Our focus will be the ethical foundations of our lives and of this class. We’ll look inward and at the weeks ahead. We’ll start building this class as a community of learners who are committed to critical thinking and a clear process for making ethical decisions as people who consume, create and act upon information in its many forms. We will also talk about the importance of writing to your academic and professional success – and, you’re welcome to ask me anything as we get to know each other!

##### Assignments for next class, September 12:

- Read Media Ethics Chapters 1 & 2.
- Write and submit your **Assignment: #1: My Code of Ethics** via Sakai before 4:15pm Monday, September 12.
- Bring your selected quote to present to class.

#### Week 2 – September 5: Labor Day – No Class

##### Assignments for next class, September 12:

- Read *Media Ethics* Chapters 1 & 2.
- Write and submit your **Assignment: #1 - My Code of Ethics** via Sakai before 4:15pm Monday, September 12.
- Bring your selected quote to present to class

**Week 3 – September 12:  
The Ethics of Corporate Communication – The View from Both Sides  
And: The Quotes that Guide Us**

Businesses have always had an interest in getting their messages out, via advertising, marketing and corporate communications. Today, social media enhances all of those capabilities. What are the most important ethical standards for those who communicate on behalf of private industry, in good times and bad? What craft skills are essential and what values should guide us? We hear from an expert with experience in a traditional newsroom and now, the world of corporate communication.

Guest: **Teresa Schmedding, Managing Editor, Rotary International.**

*Teresa oversees the content strategy for Rotary International, which brings business and civic leaders together in communities large and small to work on community projects and stay informed on issues. Rotary boasts 1.2 million members, who meet at the club level in their cities and towns, often weekly. Teresa recently joined Rotary after a lengthy career in journalism, most recently as Deputy Managing Editor for Digital Operations at the Daily Herald here in Illinois. She also serves as the President of the Association of Copy Editors.*

Class members will also share their Guiding Quotes with the class, with a brief explanation of their choice

**Assignments for next week:**

- Read *Media Ethics* Chapter 8. Pay special attention to the “Tips for Avoiding Plagiarism” section.
- Read: Society of Professional Journalists on Plagiarism:  
<http://www.spj.org/ethics-papers-plagiarism.asp>

**Week 4 – September 19:  
Plagiarism and Giving Credit Where It is Due  
And: Chapter Conversation – Chapter 8, Led by Team One**

Today, anyone can create and publish content. It can be completely original or derivative of the work of others. But when does content based on materials already developed by others cross the line into plagiarism? How can plagiarism be prevented and what should the consequences for a plagiarist and that individual’s employer – or academic institution?

Guest: **Julie Moos, Shared News Director, The McClatchy Corporation**

From her LinkedIn profile:

*As Shared News Director for McClatchy, Julie works across 30 newsrooms to spread editorial innovation. Julie created Morning from McClatchy, a daily newsletter enjoyed by thousands of readers, and manages a national news team, a breaking news team and a data team. Julie is a Sulzberger Leadership Fellow and a Georgetown adjunct faculty member. Previously, Julie was editor the Poynter Institute’s website and one of the earliest leaders in digital media at WRAL-TV in Raleigh, NC.*

**Chapter conversation, led by Team One: *Media Ethics* Chapter 8: “The Importance of Fact-Checking: The Case of the Self-Plagiarist.”**

**Assignments for next week:**

- Read: “Four Ways Newsrooms Can Address a Lack of Diversity” – Columbia Journalism Review: [http://www.cjr.org/b-roll/4\\_ways\\_newsrooms\\_can\\_address\\_a\\_lack\\_of\\_diversity.php](http://www.cjr.org/b-roll/4_ways_newsrooms_can_address_a_lack_of_diversity.php)
- Check out the Diversity Style Guide. Make sure you’ve seen enough of it to discuss. <http://www.diversitystyleguide.com/>

**Week 5 – September 26: Why Ethics and Diversity Are Inseparable**

To be an effective and ethical communicator, you have to present a complete picture. But some people are left out of the picture, often because there’s no one like them in the room when decisions are made about content. It’s how advertisements, news stories, committees, panels and programs lose credibility. They don’t reflect reality – and worse, can misinform. We hear from an expert who has vast experience in helping organizations understand that diverse voices make better decisions, and what anyone who wants to be an ethical communicator can do to make diversity second nature to their work.

Guest: **Eloiza Altoro, Executive Director, UNITY – Journalists for Diversity.**

From her LinkedIn profile:

*Eloiza Altoro is currently the Principal Consultant of Mind Redesign Consulting, a business that she founded seventeen years ago to provide Board governance and transition management and organizational development services.*

*Eloiza’s association and nonprofit management experience includes the current Executive Director of UNITY: Journalists for Diversity, past Administrator for the Association of Fundraising Professionals Southeastern WI Chapter and Interim Executive Director of English Language Partners of WI (ELPW) and Relationships First. She also served as Executive Director of the Society for Clinical Data Management (SCDM), Council of Accreditation in Occupational Hearing Conservation (CAOHC) and the Wisconsin Certification Board (WCB).*

**Teams will also meet during this class to work on their Team Project Assignment, which is due November 7.** Teams are encouraged to take advantage of Eloiza’s vast experience in developing programs to ask her advice.

**Assignments for next week:**

- Read: “On The Media’s Breaking News Consumer’s Handbook” <http://www.onthemedial.org/story/breaking-news-consumers-handbook-pdf/>
- Read: “What Breaking News Reveals about Your Newsroom Culture,” by Jill Geisler <http://www.poynter.org/2014/what-breaking-news-reveals-about-your-newsroom-culture/263907/>
- Read: Chapter 17, *Media Ethics*.

**Week 6 – October 3:  
The Ethics of Breaking News  
And: Chapter Conversation – Chapter 17, Led by Team Two**

When the story is big and happens without warning, accuracy and speed are critical. People want to know what’s happening as soon as possible. They turn to whatever medium serves them best, from traditional to social – and often all of the above. Breaking news is littered with ethical land mines. And today, any one of us can broadcast an event as it happens, using social media functions like Facebook Live and Periscope. Professionals and citizens like

**Guest: Leah Hope, Reporter, WLS-TV**

From her WLS bio:

*Leah Hope is an award-winning reporter for ABC 7 News, Chicago’s Number One station for news. She focuses on special investigations and other important stories affecting the lives of Chicagoans. She joined ABC 7 in 1997. Prior to joining ABC 7, she worked as an anchor and reporter at stations in Portland, Oregon, Indianapolis and Salisbury, Maryland. She has too many awards to count, ranging from the prestigious Emmy to honors from a full spectrum of local and national media organizations.*

**Chapter conversation, led by Team Two: Media Ethics Chapter 17: “Contacting the Family of a Killer: The Case of the Sensitive Reporter.”**

**Assignments for October 17**

- Read: Emily Bell: “Facebook is Eating the World” - Columbia Journalism Review [http://www.cjr.org/analysis/facebook\\_and\\_media.php](http://www.cjr.org/analysis/facebook_and_media.php)
- Read: NPR Ethics Handbook: Social Media: <http://ethics.npr.org/tag/social-media/>
- Read: Chapter 15, *Media Ethics*

**Week 7 – October 10: No Class – Semester Break**

**Week 8 – October 17: Ethics in a Digital World  
And Chapter Conversation, Chapter 15, Led by Team Three**

**Guest: Chip Mahaney, National Director of News Recruitment, E.W.Scripps Co.**

From his LinkedIn profile:

*35 years in media, with a focus on new technologies for news-gathering and for publishing to multiple platforms (TV, web, mobile, social media). Previously for Scripps, I led staff, operations and/or content for Scripps local-market digital businesses.*

*From 2007-2008, I was News Director at WTVR-TV (CBS/Raycom) in Richmond, VA. Under my leadership, our CBS6 newsroom won an Edward R. Murrow regional award for Overall Excellence. Prior to that, from 1996-2007, I held various news leadership/management responsibilities at KDFW/FOX in Dallas, Texas. In 2005, I won an Emmy for Outstanding Specialty Report, for a computer-assisted story that analyzed 50 years of tornado tracks to try to estimate which locations in Texas were most susceptible to being struck by a tornado.*

**Chapter conversation, led by Team Three:** *Media Ethics* Chapter 15: “Source Remorse: The Case of the Requests to ‘Unpublish.’”

**Assignments for next week:**

- Read: National Press Photographers Association Code of Ethics: [https://nppa.org/code\\_of\\_ethics](https://nppa.org/code_of_ethics)
- Read: Chapter 3, *Media Ethics*

**Week 9 – October 24: The Ethics of Visual Imagery  
And Chapter Conversation, Chapter 3, led by Team Four**

Visual images can be powerful, creative – and can also be unethical. What do professional communicators, from visual journalists to marketing pros to social media users need to know about the ethical use of images?

**Guest: Natalie Battaglia, Staff Photographer/Visual Editor, Loyola University Chicago  
Marketing and Communication Department**

From her Loyola bio:

*Natalie Battaglia documents life at Loyola for the university website, as well as for print materials, including Inside Loyola and Loyola Magazine. Natalie joined Loyola in 2013. Previously she was an award winning staff photojournalist at The Times of Northwest Indiana, in Munster, IN., using still photography and multimedia to cover daily news, sports, and features. She also worked as a freelance photographer for various Chicago publications, including the Chicago Daily Law Bulletin, Chicago Lawyer Magazine, and the Catholic New World.*

**Chapter conversation, led by Team Four:** *Media Ethics* Chapter 3: “Confronting Others’ Violations: The Case of the Manipulated Photo.”

**Week 10 – October 31: The Ethics of Innovation**

Whatever form of communication you choose – it is changing as we speak. Formats, products, platforms, profit models, interactions with users are all taking new forms. They must, in order to survive. Organizations engage in brainstorming to stay competitive, they engage in “empathy interviews” to find out what problems consumers want solved. And with all this comes risk, not just of failure, but also of making bad ethical decisions. This session is going to help you think like an ethical innovator.

**Guest: Tran Ha – Design & Media Strategist**

*When organizations want to break out of conventional thinking, working and product development, they call on Tran Ha. Now an independent consultant, Tran most recently served as a lecturer and managing director of media experiments at Stanford University’s Hasso Plattner Institute of Design. She served as the General Manager and Editor of RedEye/Metromix for the Tribune Company in Chicago, a web producer for the Detroit Free Press and a Naughton Fellow at the Poynter Institute.*

**Assignment for next week:**

- Next week is the Team Project Presentation session. Teams, complete your paper and presentations. Be ready to answer questions about the event and the ethical decisions

your team made in the process of developing it. Bring the paper, the presentation, and your team member evaluations to class to turn in to me.

## **Week 11 – November 7: Team Project Presentations Designing an Ethical Event on a Critical Topic: Gun Violence**

Teams will share their presentations with the class and engage in a question and answer session about their event and the ethical decisions involved in developing it.

### **Assignments for next week:**

- Read: Public Relations Society of America Member Code of Ethics: <https://www.prsa.org/aboutprsa/ethics/codeenglish/#.VpFpuZMrJ-U>

## **Week 12 – November 14: Ethics of Non-Profit and Government Communications**

When your role is to represent the best interests of your organization, what ethical obligations do you have? Who are your primary stakeholders? How do you balance transparency with privacy or other values such as safety or business success?

Guests: **Patti Gorsky, President & CEO, Make-A-Wish of Wisconsin** and **Roseann St. Aubin, Public Education Communication Specialist**

*Patti Gorsky has led Make-A-Wish since 1999, with previous service as director of community affairs for a television station and press secretary to a county executive. She is a recent graduate of the Harvard Business School Executive Education program in nonprofit management.*

*Roseann St. Aubin is an independent communications consultant. She has served as communications director for school districts, government and private industry, after her first career as a television reporter and anchor. In March of 2016 she spent two weeks in the Kingdom of Bhutan, leading training for on-air TV and radio journalists. In October of this year, she was inducted into the Milwaukee Press Club Hall of Fame.*

### **Assignments for next week:**

- Read: Global Investigative Journalism Network, Bruno Ingemann & Nils Mulvad, “25 Tips for Everyday Digging.” <http://gijn.org/2016/05/06/25-tips-for-everyday-digging/>
- Read: Chapter 9, *Media Ethics*.

## **Week 13 – November 21: The Ethics of Investigative Journalism And Chapter Conversation, Chapter 9, led by Team 5**

Watchdog journalism is essential to an informed and free society. It is also expensive, risky and replete with ethical land mines: among them are anonymous sources, hidden cameras, leaked documents, data analysis and economic pressures. That’s why it must be practiced by journalists of highest integrity, who have a process for handling the many ethical challenges they face. Marty Kaiser has led the way in investigative journalism in the US – with a strong ethical compass.



Guest: **Marty Kaiser, editor emeritus, *Milwaukee Journal Sentinel***

*Marty Kaiser is one of America's most celebrated newspaper editors, with experience at papers of all sizes, multiple Pulitzers earned on his watch, and a passion for ethical watchdog journalism. He is a past president of the American Society of News Editors*

**Chapter conversation, led by Team Five:** *Media Ethics* Chapter 9: "Seeking Answers for Students: The Case of the Undercover Reporter."

**Assignments for next week:**

- Complete your Bias & Fallacy presentation. Bring a hard copy to class.
- Final Paper alert: Due before 6:45pm Monday, December 12.
- UPGRADE paper alert: Due before 6:45pm Monday, December 12

### **Week 14 – November 28: Bias and Fallacy Forum Presentations**

**Assignments for next week:**

- Read: Chapter 24, *Media Ethics*.
- *Additional reading to be determined*

### **Week 15 – December 5: injustice in Our Daily Lives: How Leaders Respond And Chapter Conversation, Chapter 24, Led by Team 6**

When faced with racism, sexism, harassment, bullying or other individual or systematic injustice, how do ethical individuals respond? What is our ethical responsibility to challenge the wrong, even in the face of risk?

**Guest: To be determined**

**Chapter conversation, led by Team Four:** *Media Ethics* Chapter 24: "The Case of the Client with a Hidden Agenda."

### **Week 16 – December 12: Final Exam week**

Final papers due before 6:45pm today

UPGRADE papers due before 6:45pm today

## Academic integrity

An ethics class should be the last place any of us needs to be concerned about personal and academic integrity. But to be clear about the rules of the road, let me quote from Dean Don Heider's syllabi:

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

**1.** 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 naïve is not an acceptable excuse for not properly referencing sources.

**2. It is dishonest to:**

Turn in the same work for two classes

Turn in a paper you have not written yourself; or

Copy from another student or use a "cheat sheet" during an exam.

*Turning in work that is not your own will result in failure on the assignment and possible dismissal from the class.*

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). "

## Students with disabilities

Loyola's information:

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities (SSWD) confidentially to me, early in the semester. I will accommodate those 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.

For specifics on services and eligibility, see Loyola's SSWD website:

<http://www.luc.edu/sswd/index.shtml>.

## Instructor bio:

Jill Geisler holds the Bill Plante Chair in Leadership and Media Integrity at Loyola University Chicago. She earned her master's degree in leadership studies from Duquesne University and bachelor's degree in journalism from the University of Wisconsin. She teaches and coaches teaches leaders across the globe.

Her book: ***Work Happy: What Great Bosses Know*** has been hailed as "an accessible, useful encyclopedia of managerial guidance artfully drawn from Jill Geisler's years as a master boss, learner, teacher and coach." It has been published in English, Portuguese and Korean, with Vietnamese and Russian versions pending. Her "What Great Bosses Know" podcasts on iTunes U have been downloaded millions of times worldwide.

Jill's earliest journalism work was as a reporter, photographer, producer and anchor. She was among the country's first women to lead a major market TV newsroom when she became news director of WITI-TV in Milwaukee in 1978, at the age of 27. Jill led an award-winning team for several decades – a newsroom built on the twin pillars of ethics and enterprise.

In 1998, she joined the faculty of the Poynter Institute, where she guided its leadership and management programs for sixteen years. There, she developed her reputation as a master teacher who turns theory into practical application and action, guiding classes with a healthy touch of humor and humanity. It explains why today she is invited to newsrooms from Boston to Bhutan to help build stronger leaders, teams and journalism.

Jill has been honored by multiple media halls of fame. She was inducted into the Silver Circle of the National Academy of Television Arts and Sciences and presented the University of Wisconsin's "Distinguished Service to Journalism" award. She serves on the advisory board of the Journalism and Women Symposium and as lead faculty for the American Society of News Editors Minority Leadership Institutes.

Jill lives in Bayside, Wisconsin with her husband Neil Jaehnert. They have two sons: Noah, a manager in the field of cyber security and MacNeil, who owns a social media marketing consultancy. Tugboat, an aging canine shelter adoptee, owns them all.