



in class discussions. Second, demonstrate that you've carefully done the readings. Third, follow through with the small homework assignments I give (these are used to make discussions better). And, finally, because I rely on you to help move discussions forward, make sure you're listening carefully to your colleagues and incorporating responses to them in your own comments. What can get in the way of your doing well? Here are a few things: being in class but not contributing much, doing things that detract from the classroom atmosphere, failing to do readings, forgetting homework, and making a habit of missing class.

- Ethics Issue of the Day 100 points

You and a partner will be in charge of “teaching” a current communication ethics issue to the class on your assigned day. You will randomly pick your day at the beginning of the course. In addition, you'll prepare a poster for the classroom that seeks feedback on your issue. More information on this assignment is in the course pack.

- Case Analysis 100 points

For this assignment, you'll write an extended analysis of one ethics bowl case. The analysis will include a review of literature related to the case and an application of tools you've developed in class. More information on this assignment is in the course pack. Due: Thursday, April 21

- Ethics Bowl 200 points

This assignment is a competition that combines the excitement and fun of a game with an innovative approach to ethical analysis. It requires that you work with a team to analyze cases in communication ethics. After preparing your analyses, you then present them in a format similar to a debate. More information on this assignment will be distributed prior to the competition. Ethics Bowl Date: Saturday, April 30

- Ethical Profile 100 points

This assignment will require that you conduct an in-depth interview with a communication professional to explore the kinds of ethical issues that professional has encountered. You'll then write a profile of your professional. More information on this assignment is in the course pack. Due: Thursday, May 5

### **Grading and Deadlines:**

For each major assignment, I'll share grading guidelines that tell you what I'm looking for. Generally, written work will be graded with an emphasis on both content (75 percent of total score) and mechanical accuracy (25 percent of total score).

Grades are figured on a traditional scale (based on 600 total possible points)

A 93-100 percent	A- 90-92 percent	
B+ 87-89 percent	B 83-86 percent	B- 80-82 percent
C+ 77-79 percent	C 73-76 percent	C- 70-72 percent
D+ 67-69 percent	D 63-66 percent	D- 60-62 percent
F Below 60 percent		

Refer to the schedule to see how assignments should be submitted (in class or on Blackboard). Any major assignment (case analysis, ethical profile) not turned in by the deadline will lose a minimum of 10 percent of its point value. If it is 24-47 hours late, it loses 20 percent. If it is 48-71 hours late, it loses 30 percent. Assignments are not accepted after they are 72 hours late. Because they are designed to contribute to the day's discussion, "homework" assignments will not be accepted if they are late.

If you miss class, it is your responsibility to update yourself, either by contacting me or a classmate. Please do not send me an e-mail asking "what we did" in class. It's not realistic to review an entire class in an e-mail.

### **Academic Integrity:**

I expect you to do your own work. With this in mind, please know that I am a big advocate of getting feedback from others. In fact, I rarely distribute a piece I have written without showing it to at least one other person. I don't view this as cheating but rather as an opportunity to improve a piece of work. Some assignments will involve working with a group, and in those cases, everyone in the group should contribute. If an idea isn't yours, make sure you give whomever it is proper credit.

You are expected to know and abide by the University's guidelines for academic honesty. For more information on academic dishonesty and the consequences of such, please refer to the UST Undergraduate Student Life Policy Book.

### **Our Responsibilities to One Another:**

I encourage everyone to speak up I hope, however, not all at once. All of us will have valuable things to say, so to make sure all are heard, please do your best to create an environment of respect. When someone is talking, listen carefully and let the person finish completely before jumping in. I expect all of us in class to do the same for you. Please also make sure you turn your cell phones off before class begins.

I will prepare for class, do my best to introduce stimulating material, respect your thoughts and ideas, provide clear expectations, and return assignments promptly. I ask you to arrive to class on time, come prepared, respect others' views, and turn in assignments on time. If you have a problem with anything that is happening in class, please let me know. I can't resolve problems if I don't know about them. I will do the same for you.

### **Accommodations:**

Please see me during the first week if you need any special accommodations.

## Department of Communication and Journalism Class Expectations

Faculty members in our department are committed to teaching courses that challenge and engage students. We will do our best to introduce stimulating and relevant material. We will also respect students' thoughts and ideas, provide clear expectations, be available for appointments outside class and return assignments promptly.

In return, we expect the following of our students:

### Attendance

An effective classroom experience depends on everyone involved: faculty and students alike. Therefore, attending class is required in all Communication and Journalism courses. Specific attendance policies will be listed on all course syllabi.

### Deadlines

Meeting deadlines is extremely important in all communication fields. Students are expected to turn in assignments on time in the format required by the course. Specific deadline policies will be listed on all course syllabi.

### Respectful behavior

The best learning takes place in an atmosphere of mutual respect and unconditional courtesy. Therefore, we expect students to arrive on time, turn off cell phones and other devices that may distract others, and dispose of their own trash after class. We also expect that students give their full attention to whoever is speaking, to avoid interrupting others, and to respect diverse ideas, experiences, values and communication styles. Students are not required to agree with what everyone says, although they are required to respect every person's right to express her or his opinions as long as they are not harmful or demeaning to others. Students are encouraged to disagree and debate, as long as both are done in a respectful way, characterized by civility and unconditional courtesy.

### Academic integrity

Cheating and plagiarizing have no educational value and will not be tolerated. Our department expects all students to do their own work and give proper credit using an accepted citation style, when speaking or writing where credit is due.

### Communication

Faculty members cannot resolve problems if they don't know about them. Students are encouraged to share concerns with their professors.

### Writing

Good writing is an essential skill in all communication fields. All written work will be graded with an emphasis not only on content but also on mechanical accuracy.

### Grading

All professors in our department view an "A" grade as work that is truly exceptional. A "B" signifies very good, above-average work; and a "C" signifies competence with an appropriate grasp of the subject matter. A "D" is a passing grade despite deficiencies, and an "F" signifies failure.

COJO 480 Spring 2011 Schedule

DATE	TOPIC	READING DUE	ASSIGNMENT DUE
	<b>PART 1: TEACHING ETHICS</b>		
Tuesday, Feb. 1	◆Introduction		
Thursday, Feb. 3	◆Goals for the Semester	◆Callahan, <i>Goals in the Teaching of Ethics</i>	◆Day 2 Case Study (printed copy due in class)
Tuesday, Feb. 8	◆Introducing the Ethical Profile ◆Moral Development Theory	◆Ethical Profile Assignment ◆Wilkins and Coleman, <i>Moral Development Theory: A Psychological Approach to Understanding Ethical Judgment</i>	
	<b>PART 2: DEVELOPING TOOLS</b>		
Thursday, Feb. 10	◆Moral Intuition ◆Recognizing Ethical Issues and Dilemmas	◆ <i>Encyclopedia of Ethics</i> , “Moral Dilemmas” ◆Patterson and Wilkins, <i>An Introduction to Ethical Decision Making</i> ◆Johannesen, <i>Perspectives on Ethics in Persuasion</i>	◆“What’s the conflict?” Worksheet (printed copy due in class)
Tuesday, Feb. 15	◆Codes & Conventions/ Role-related Responsibilities	◆Johannesen, <i>What Should We Teach About Formal Codes of Communication Ethics?</i>	◆“How does your code stack up?” Worksheet (printed copy due in class)
Thursday, Feb. 17	◆Moral Theory		◆“Key Question” for Aristotle, Kant, Mill, Gilligan, and Rawls (printed questions due in class)
Tuesday, Feb. 22	◆Planning Your Issue of the Day ◆Systematic Moral Analysis	◆Issue of the Day Assignment	
Thursday, Feb. 24	◆Applying the Tools	◆Case Study: <i>The PR Professional and the Call-in Show</i>	
Tuesday, March 1	◆Catch-up Day		◆Memo proposing the subject for your ethical profile (posted on BB by 5 p.m.)
Thursday, March 3	◆No Class		
Tuesday, March 8	◆Writing the Case Analysis ◆Issue of the Day Debrief	◆Case Analysis Assignment	◆Issue of the Day 1

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	<b>PART 3: KEY ETHICAL ISSUES</b>		
Thursday, March 10	◆The Argument Culture	◆Tannen, <i>For Argument's Sake; Why Do We Feel Compelled to Fight About Everything?</i>	◆300-word essay: What concrete things can be done to help move us away from the argument culture? (printed essay due in class) ◆Issue of the Day 2
Tuesday, March 15	◆Truthtelling	◆Bok, <i>Is the "Whole Truth" Attainable? –and- Truthfulness, Deceit, and Trust</i>	◆Issue of the Day 3
Thursday, March 17	◆Truthtelling, Day 2		◆Ethical Profile Interview Questions (posted on BB by 5 p.m.)
Tuesday, March 29	◆Privacy	◆Rosen, <i>What is privacy good for?</i>	◆Issue of the Day 4
Thursday, March 31	◆Conflicts of Loyalty/ Casuistry	◆Miner, <i>Reporter's Creed: Keep it to Yourself</i> (NOT IN COURSE PACK ON BLACKBOARD) ◆Steele, <i>Cokie's Conflict of Interest</i> (NOT IN COURSE PACK ONLINE AT <a href="http://www.poynter.org">www.poynter.org</a> Quick Link A19706) ◆Case Study: <i>Patriotism in the Newsroom</i> ◆Caulfield, <i>Reporters suspended for attending concert</i> ◆Karwath, <i>Good journalism requires sacrifice of political life</i> ◆Brown, <i>Journalist suspended for leading gay-rights parade</i> ◆Folkenflik, <i>Critics question reporter's airing of personal views</i>	◆"Who was justified?" Worksheet (printed copy due in class) ◆Issue of the Day 5
Tuesday, April 5	◆Planning for the Ethics Bowl ◆The Branded Universe	◆Ethics Bowl Materials ◆Carvajal, <i>Dancers in the Crowd Bring Back "Thriller"</i> ◆Pennington, <i>Reading, Writing and Corporate Sponsorships</i> ◆Waxman, <i>Hollywood Unions Object to Product Placement on TV</i> ◆The New York Times Magazine, <i>Fashion Bible</i> (NOT IN COURSE PACK ON BLACKBOARD) ◆The Economist, <i>Product Placement: On Broadway</i> ◆Rich, <i>In Books for Young, Two Views on Product Placement</i>	◆Issue of the Day 6
Thursday, April 7	◆Visual Ethics	◆Kimmelman, <i>When a Picture is Worth a Thousand Debates, Give or Take</i>	

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Tuesday, April 12	◆The Ethics of Satire	◆The Dallas Morning News, <i>The Satirist's Dilemma</i> ◆Kennicott, <i>It's Funny How Humor is so Ticklish</i> ◆Minogue, <i>Oh My God, They've Killed Our Childhood</i> (NOT IN COURSE PACK ON BLACKBOARD) ◆Worthington, <i>Laughter is Still the Ultimate Weapon</i> (NOT IN COURSE PACK ON BLACKBOARD) ◆Howell, <i>Why It's Okay to Laugh at Borat</i> ◆Cohen, <i>Borat in Danger of Backfiring</i> (NOT IN COURSE PACK ON BLACKBOARD)	◆"The Dilemma of Satire" Worksheet (printed copy due in class) ◆Issue of the Day 7
Thursday, April 14	◆The Right to Communicate	◆Hamelink, <i>The Right to Communicate and its Violability</i>	◆Issue of the Day 8
Tuesday, April 19	◆Exploitation	◆Sample, <i>What is Bad About Exploitation?</i>	◆Notes on the primary features of exploitation (printed copy due in class) ◆Issue of the Day 9
Thursday, April 21	◆Ethics Bowl Prep		◆Case Analysis (posted on BB by 5 p.m.)
Tuesday, April 26	◆Ethics Bowl Prep		
Thursday, April 28	◆Ethics Bowl Prep		
Saturday, April 30	◆Ethics Bowl		
Tuesday, May 3	◆No Class, Day off from Ethics Bowl		
Thursday, May 5	◆No Class, Final Preparations for Ethical Profile		◆Ethical Profile (Posted on BB by 5 p.m.)
Tuesday, May 10	◆Ethical Profile Oral Reports		◆4-5 Minute In-Class Presentation
Thursday, May 12	◆The Moral of the Story		◆Course Evaluations (done in class) ◆And a few other surprises

You made it!  
Many congratulations.