

# Media Ethics COMM-2254

Fall 2021 Section E01 3 Credits 08/11/2021 to 12/10/2021 Modified 08/08/2021

## Description

Examination of the major classical and contemporary ethical philosophies. Application of ethical decision-making models to media issues, particularly freedom of speech, economic pressure, invasion of privacy, and the public's rights.

### Requisites

Prerequisites:

COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Corequisites:

## Contact Information

Office hours: By appointment (schedule by email)

Contact # 404 907-3581

## Meeting Times

Asynchronous Online

## Materials

1. Day, L. A. (2006). *Ethics in Media Communications: Cases and Controversies* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth.

2. Additional, required reading may be assigned

## Outcomes

1. Students will know some of the major classical and contemporary ethical philosophies and be able to apply those theories to practical ethical decision-making.
2. Students will demonstrate knowledge of various ethical decision-making models.
3. Students will demonstrate an ability to analyze case studies and employ appropriate creative problem-solving skills to ethical problems.
4. Students will demonstrate knowledge of the manner in which different publics including industry, business and society in general are affected by media decision-makers.
5. Students will analyze real-world ethical dilemmas and arrive at a course of action and justification for news audiences.

## ✓ Evaluation

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 and below

For any errors with an assignment or test grade or if you need clarification about a given grade, please see me within one week of receiving the grade. No grade changes will be considered after this deadline.

**Extra Credit:** Will be given at professor's discretion.

## Breakdown

- Class Exercise I.
- Class Exercise II
- Assignment I – Article Analysis
- Assignment II – Article Analysis
- Discussions I
- Discussions II
- Exam I
- Exam II
- Chapter Online Presentation (Group)
- Mock Trial Project I
- Mock Trial Project II
- Final Exam 5 percent

## ☰ Assignments

Assignment I – Article Analysis

Assignment II – Article Analysis

Discussions I

Discussions II

Mock Trial Project One

Mock Trial Project Two

## Schedule

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## CLASS SCHEDULE - COMM 2254 – Section E01

(The class schedule and assignments are subject to change per the instructor)

Week One	August 11th	<p>Introduction to course including both syllabus and class schedule overview. <b>Class Exercise I take place</b> as each student will complete class exercise regarding ethical and non-ethical decisions made by members of the media. Exercise details are in <b>Content of Course Den</b> and can also be found in the Assignment Submissions folder for this specific exercise. <b>Class Exercise I is due on August 20<sup>th</sup> by 11:59pm in Assignment Submissions folder.</b></p>
Week Two	August 23rd	<p>Submit <b>Class Exercise I</b> on media ethics in Assignment Submission Folders location.</p> <p>Read Chapter 1: Ethics and Moral Development.</p> <p><b>Complete Class Exercise II on Chapter 1 which is due on Friday September 3<sup>rd</sup> in Assignment Submission Folder.</b> Details located in Content and in Assignment Submissions folder.</p>
Week Three	August 30th	<p>Student reading and reflection on Chapter 2: Ethics and Society.</p> <p><b>Discussion. Question 1</b> take place as instructor will upload video in “Discussions” of Course Den pertaining to functions of the media in an ethical system along with moral duties of the mainstream media. <b>The discussion post is due on September 3<sup>rd</sup> by 11:59pm.</b></p> <p><b>Assignment I – Article Analysis:</b> Locate an article—newspaper, magazine, or online, of how a particular media source caused negative harm to a certain company, individual, or other entity along with society’s view of the outcome. Answer the following questions in at least three sentences:</p> <ol style="list-style-type: none"> <li>1. What tactics did the media source use in reporting the story which caused harm to the entity or individual?</li> <li>2. How did the entity or individual respond to media source’s report?</li> <li>3. What was society’s reaction to the story or report?</li> </ol> <p><b>Complete in a Word document and Submit in Assignment Submission Folder by 11:59pm September 17<sup>th</sup>.</b></p>

Week Four	September 6th	<p>Assignment I – Article Analysis Due in Assignment Submission Folders on September 17<sup>th</sup> by 11:59pm.</p> <p>Instructor will upload video of the functions of the media in an ethical system along with moral duties of the mainstream media in the “Discussions” folder of CourseDen.</p> <p>Discussions Question 2 is due September 10<sup>th</sup> by 11:59pm in Discussion folder. Comments should be one full paragraph or should answer any questions given by instructor.</p>
Week Five	September 13th	<p>Student reading and reflection on Chapter 3: Ethics and Moral Reasoning.</p> <p>On Friday, September 17th Exam I – Chapters 1 – 3 takes place online.</p> <p>Exam I – Chapters 1 – 3 takes place online.</p> <p><b>Next Assignment: Chapter Online Presentation</b> – Instructor will assign specific chapters to a group of students in the class as a group assignment. Each group will outline the assigned chapter and submit in a PowerPoint structured format. Instructor will choose the set of students, for instance, first 5 students on roster assigned chapter 6. Each student will then communicate with each other and decide on which sections each group member will outline. This will make it a little easier on each of you. Once all assignments are submitted, we will share the information with each class member as a somewhat viral presentation so that each class member will benefit from the outlines as a study guide for the next exam. More details will be given. <b>This assignment is due on Wednesday October 6th, by 11:59pm.</b></p> <p>Over the next few weeks, each student will read and reflect on chapters 4 through 9 along with preparation of the Chapter Online Presentation which, as mentioned, is a chapter outline of the assigned chapter to each group.</p>
Week Six	September 20th	<p>Read and reflect on Ch 4: Truth and Honesty in Media Communications</p> <p>Read and reflect on Chapter 5. The Media &amp; Privacy</p>
Week Seven	September 27th	<p>Read and reflect on <i>Ch 6 Confidentiality and the Public Interest</i></p> <p>Read and reflect on Ch.7 Conflicts of interest</p>

Week Eight	October 4th	<p>Read and reflect on Ch 8 Economic Pressures and Social Responsibility</p> <p>Read and reflect on Ch 9 The Media and Antisocial Behavior</p> <p>Chapter Online Presentations due in Assignment Submission Folders by 11:59pm.</p> <p>On Tuesday, Exam II – Chapters 4-9 online.</p> <p>Fall break October 7-8</p>
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Week Nine	October 11 <sup>th</sup>	<p>Exam II – Chapters 4 – 9 takes place online on Tuesday October 12<sup>th</sup>.</p> <p>Read and reflect on Chapter 10: Morally Offensive Content: Freedom and Responsibility.</p> <p><b>Discussions Question Three takes place</b> as instructor will upload video on topic of morally offensive content including pornography and other disturbing visuals. <b>Discussions 3 is due on October 19<sup>th</sup> by 11:59pm.</b></p>
Week Ten	October 18 <sup>th</sup>	<p>Discussion Question 3 due by 11:59pm in Discussion folder, October 19<sup>th</sup> as class will view video on topic of morally offensive content including pornography and other disturbing visuals.</p> <p>Read and reflect on Chapter 11: Media Content and Juveniles: Special Ethical Concerns.</p>
Week Eleven	October 25 <sup>th</sup>	<p>Continue reading and reflection on Chapter 11: Media Content and Juveniles: Special Ethical Concerns.</p> <p><b>Assignment II – Article Analysis:</b> In reference to the content found in chapter 11, evaluate media messages and their affect on juveniles. Choose ONLY ONE of the following and discuss the content in it that can be offensive to juveniles: a television commercial aired in a timeslot of children’s programming, an on-air personality’s monolog or dialog on a Top-40, Hip-Hop or other radio station format directed to a teen audience, an album cover and/or popular rap or rock song, a children’s book containing words and/or pictures, a television program catered to a teen audience. In a Word document, write a short essay on your findings, one paragraph to a full page in length.</p> <p><b>Submit in Assignment Submission by Thursday, November 4th at 11:59pm.</b></p>

Week Twelve	November 1st	<p>Assignment II – Article Analysis Due in Assignment Submission at 11:59pm November 4<sup>th</sup>.</p> <p>Class Project I &amp; II: Mock Trial of the Century</p> <p>Using the same group from the Chapter Online Presentation, students will choose two case studies from any of the chapters and give a "Situation Definition," "Analysis" and "Decision." Students will work together as a group as if they are a jury or moral agents making decision about a trial. More details will be given about these two projects.</p> <p>Class Project I is due on Thursday, November 18<sup>th</sup></p> <p>Class Project II is due on Thursday, December 2<sup>nd</sup></p>
Week Thirteen	November 8th	Groups use this week to work on first Mock Trial (case study) project.
Week Fourteen	November 15th	<p>Class Project I: Mock Trial Case study project submitted in Assignment Submission on November 18<sup>th</sup>.</p> <p>Groups use this day to work on second Mock Trial (case study) project.</p>
Week Fifteen	November 22nd	No classes. Thanksgiving Week
Week Sixteen	November 29th	Class Project II: Mock Trial Case study project submitted in Assignment Submission Thursday December 2 <sup>nd</sup> . Professor will administer final exam study guide.
		Final Exam Date will be given

\* I wish to acknowledge Professor Andrew Will for allowing me to use parts of his syllabi to design this one. His material and advice are greatly appreciated.

## \* Course Policies and Resources

This is an online asynchronous course for the fall semester. Students are required to purchase their textbook early and read the syllabus and course summary. Thus, it is encouraged to stay ahead and read all the information that is associated per the course summary.

Please feel free to send the instructor an email to schedule office hours, or if any questions arise with the course material. Additionally, please check your announcements and email on a regular basis.

## 🎯 College/School Policies



## Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

## Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

## Strategic Priorities

### *Invested Teaching*

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

### *Experiential Learning*

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

### *Connectedness*

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

## Mass Communications Degree Program Learning Outcomes

**ACEJMC Professional Values and Competencies:** The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The School has adopted as its Mass Communications degree program learning outcomes ACEJMC's 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview\\_program.php?catoid=11&poid=1991\)](https://catalog.westga.edu/preview_program.php?catoid=11&poid=1991) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

## 6 X 6 MASS COMM SUCCESS

[6 X 6 MASS COMM SUCCESS \(https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6\\_MC\\_Success\\_Graphic.JPG\)](https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)

(click to view image)

1. Freedom of Speech & Press
2. History
3. Diversity
4. Global Impact
5. Theory
6. Ethics
7. Think Critically & Creatively
8. Research & Evaluate
9. Write Effectively
10. Self-Evaluate
11. Apply Numbers & Statistics
12. Apply Technology

## Film & Video Production Degree Program Learning Outcomes

**Overview:** The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

## Institutional Policies

### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects

and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#) ([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

## Additional Items

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