

COMM 6302 – Media Ethics

Course Syllabus/Outline

Instructor: Dr. Teresa M. Lao

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"The difference between life and school is that in school you get the lesson first and then you get the test. In life you get the test first and then you get the lesson!" (Famous Dave Anderson – Founder Famous Dave's Restaurants)

"An act has no ethical quality whatever unless it be chosen out of several all equally possible." (William James – The Principles of Psychology 1890)

Course Description:

This course will analyze media accountability, media problems, and changing roles of the media. Relationship of the media and various societal groups, i.e., family, government, community, women, and minorities will also be explored. This course will be heavy on the discussion and reading. There will be a significant amount of writing, but learning how others approach these topics will be the most valuable part of the course.

Objectives:

Upon completing this course, the student should be able to:

- Identify the role of ethics in media professions;
- Explain how media ethics impacts our global society;
- Identify and express personal ethics;
- Integrate ethical reasoning in personal and professional settings;
- Evaluate and use moral reasoning skills.

Readings:

We have one book for this class. The assignments will be directly related to the book. I have also listed several links to web sites and learners are encouraged to share any resources they may have with their colleagues. There will be a great deal of reading required for this class. You will be analyzing several case studies and issues.

Texts:

Day, L. A. (2006). *Ethics in media communications: Cases and controversies* (5th ed). Belmont, CA: Wadsworth Publishing.

Web Resources – I have listed some web resources concerning ethics in general and some specific to media and ethics. I have also included a section on writing skills.

Ethics (Please help me identify any links that may be broken)

Journal of Mass Media Ethics (Note, without a subscription, you will only be able to view abstracts of articles)

<http://jmme.byu.edu/index.php>

Association of Newspaper Editors Codes of Ethics

http://www.asne.org/key_initiatives/ethics/ethics_codes.aspx

Associated Press National Credibility Roundtables

<http://www.asne.org/ideas/codes/codes.htm>

Can you improve your code of ethics? (From the Association of Newspaper Editors)

<http://www.asne.org/kiosk/editor/99.feb/steele1.htm>

Markkula Center for Applied Ethics

<http://www.scu.edu/ethics/>

Ethics in Public Broadcasting

<http://www.current.org/ethics/>

Excerpts from the Ethics Code on Plagiarism

<http://www.journalism.org/resources/tools/ethics/plagiarism/excerpts.asp?from=print>

Poynter Online – Poynter Ethics Journal

<http://poynteronline.org/column.asp?id=53>

Fairness & Accuracy In Reporting (FAIR)

<http://www.fair.org/>

The Television Code of Ethics (From the U.S. Congress)

http://www.congress.gov.ph/download/researches/rrb_0303_4.pdf

Poynter Online – Media Ethics Bibliography (You can find links to most of the other sources here)

http://www.poynter.org/content/content_view.asp?id=1208

Society of Professional Journalists Code of Ethics

<http://www.spj.org/ethicscode.asp>

Writing Skills *(Please help me identify any links that may be broken)*

Strunk and White Elements of Style – Online

<http://www.bartleby.com/141/>

Capital Community College Foundation's Guide to Grammar and Writing

<http://ccc.commnet.edu/grammar/#>

Purdue's Online Writing Lab

<http://owl.english.purdue.edu/handouts/index2.html>

Purdue's Online Writing Lab – Using APA

http://owl.english.purdue.edu/handouts/research/r_apa.html

APA Style.Org

<http://www.apastyle.org/>

Writing Research Papers – University of Arizona

<http://www.library.arizona.edu/rio/write1.html>

E-Mail Note:

Prior to embarking on this tour of Media Ethics, ensure that you have a working e-mail and that you check it on a regular basis. I will post messages that will be also sent via e-mail. I will send you a discussion grade each week via e-mail along with what I feel you are doing right or need to improve upon. I will also send back your papers via e-mail with my comments on them. If you are missing assignments I will notify you via e-mail. If you have an account you check regularly for this class, but will be away and unable to check it, open an alternative account via Yahoo or Hotmail (or any number of free e-mail programs...those two just came to my mind) and provide that e-mail address to me so I can stay in contact with you.

Lecturettes:

Each week you will be provided with a lecturette. What is a lecturette? Good question, it is approximately three pages that will supplement the reading that you are doing for a particular week. I will try to ensure that these lecturettes are value added to you and in addition to not a regurgitation of what's in your weekly reading. Also, I provide for you at the end of each lecturette what the questions for the week will be. It is my intention to post the lecturette on Friday and to post the questions on Sunday evening. I also try to interject some humor into the lecturettes, so maybe you'll get a smile while learning something!

Grading:

Area	Percent
Class Discussion and Participation	40% (See Below for Details)
Personal Code of Ethics	15% (Due End Week 2 - Discussion During Week 3)
Final Analysis	45% (Final Due Week 7)

Note: **All assignments are expected to be turned in on time.** If you are experiencing difficulty in keeping up, please let me know as soon as possible. If you are unable to turn in a paper on time you must contact me to make arrangements. Keep in contact with me throughout the process. Papers turned in late will have a letter grade deduction for each week it is overdue.

Please remember I am here to help you through this course. I wish to see everyone in the class succeed. If something is in your way please let me know and I will work with you.

Another note about the assignments: The assignments in this class are not as lengthy as you been used to, but the trade off is you will be required to do a bit more in the discussion forum. Both the Personal Code of Ethics and The Group Presentation require discussion **above and beyond the required six significant posts per week.**

Grading Standards:

It is expected that you will be able to take the information that is provided in the lectures and books and apply it in your responses to the weekly questions and other assignments. It is my philosophy that at this point in your academic careers you should not be required to exhibit the ability to memorize information (and then promptly forget it when the test is over). You should be able to demonstrate the ability to locate and apply the appropriate information, which means you must be able comprehend, apply, analyze, synthesize, and evaluate. These concepts are integral to quality graduate level work. Grades will be earned on your ability to do these things.

From the perspective of percentages the following apply:

A – 100% – 89%
B – 88% – 79%
C – 78% – 65%

F – Below 65%

What the Grades Mean

A, A-

Work that goes above and beyond the requirements of the assignment. Work that is creative, well organized, and is clear. It's free or nearly free of mechanical errors.

B+, B, B-

Work that goes beyond the requirements of the assignment. This work shows some creativity, has a readily apparent organizational structure, and is clear. It has few mechanical errors.

C

Work that fulfills the assignment and which is free of glaring mechanical errors.

F

Work that does not address the assignment or which has serious deficiencies.

Class Discussion (40%):

This is the most important aspect of the class and will make or break the course. In any class, but especially one of graduate level, much of the learning comes from interaction not only with the instructor but also with your colleagues in the class. In this class, discussion is **extremely** important. Much of the work we do in this class will be set before your classmates to allow them to ask questions and react (but **not to criticize others' moral philosophies**). Our codes of ethics have been developed with (up to now) mostly informal interaction with others. We may have had informal discussions about ethics with friends and family and quite possibly more formal ones with members of the clergy, other trusted confidants or maybe even a formal class, but this is a bit different. When we are discussing our colleagues codes of ethics it is **not to criticize**, but to ask questions, to help stimulate thinking about our personal codes. **Day (2006) notes, "[t]here are not always right or wrong answers, but there should always be 'well-reasoned' ones" (p. 5). Sit back and enjoy the intellectual stimulation think about your and your colleagues answers, this is an excellent chance for us to all learn together.**

RESPONSE TO QUESTIONS

You may find there are more questions to address than you may be used to finding in class. Normally, there will be an announcement each week providing the minimum number of and which questions you must weigh in on. Certain questions may be required; if so, they will be noted. For example, you will be required to contribute to a minimum of one of the Issue Questions (Of which there will be two each week). A sample response to the Issue Questions will be

posted with the first week's announcement. You will also be required to comment on one of two Case Questions. A sample response to the Case Question will be posted in the first or second week's announcement. You will also find your answers to these questions to be longer and much more thought out than may have been required in other classes. The questions will normally be available, in the lecturette, on the Friday before the week they are due. They will be officially posted to the discussion forum on Sunday. You will want to post your responses to the Issue and Case questions early in the week; this means that 'catching up' at the end of the week is less desirable or possible than in other classes. While 'catching up' is more desirable than not posting, you should be checking in at least once a day for three to five of the seven days each week. Once you've posted your response, ideally by Wednesday, you will want to respond to your colleagues in the class in order to achieve the SIX significant contributions goal.

With that in mind, here are the minimum guidelines that will be part of the Class Participation grade:

1. For the best discussion, it is advised that you log on and read/respond to several times a week. **You are required to have all of your original posts to the required questions (this is generally three posts) completed by midnight Thursday each week.** This leaves Friday, Saturday, and Sunday for responses to colleagues. It is best to set a schedule and stick to it. Remember it is easy to "keep up" and tough to "catch up". This is a very important point because logging in at 3:00 PM on Sunday afternoon and posting five posts is within the letter of the guidelines, but not within the spirit of them. It would be like showing up for the last five minutes of your face-to-face class and turning in your assignments. You've technically met the requirements, but missed out on the true learning. With that in mind there are weeks that get away from you and you will find yourself in a situation where you have to post at the last minute. First, tell me this is happening to you, a quick e-mail will do and second, this should be the exception and **not** the rule. In order to get full credit for your posts you must log in and read and post during the week. ***

2. You must have at least 5 significant contributions to the discussion each week. If you do not have at least 5 significant contributions you will not receive a discussion grade for that week. A significant contribution does one (or more) of the following:

A. Answers a discussion question providing detail and support for the answer. **In a Master's Level class a significant well thought out response should be no less than 150 words. For reference, the last two paragraphs in this section (Starting with Woody Allen and ending with following week) are 162 words long.**

B. Responds to a post from a classmate, once again providing detail and support for your response. **Your response to a classmate should also be well thought out and meaningful. Single sentence responses are rarely that meaningful.**

C. Asks a question concerning the ongoing discussion with a basis provided for the question.

3. Responses such as 'Me too', 'I agree', 'I disagree', and the like will not be counted as a significant contribution.

4. Off-topic discussions should be taken to the Questions From You Thread that will be posted each week. There you can talk about sports, movies, or anything else as long as it is in good taste and would be acceptable to say in a face-to-face classroom. I will also post a weekly "Just for Fun" question which will deal with some trivia associated (possibly a tenuous connection at times) with the class

Woody Allen once said "80% of success is just showing up," so get in the habit of showing up. If you find you are having trouble connecting to the classroom, please contact the tech group. You should have their e-mail address readily available for emergencies. You should also have my e-mail address (lao@uiwtx.edu) readily available to notify me in case you are unable to access the classroom for an extended period of time. **I will also notify the class on the discussion forum if I will be away from a computer for an extended period of time or if I will be traveling and may be changing my routine.**

Your discussion grades will be posted and sent via e-mail to you sometime on Sunday except for the final week. Then your discussion, final paper, and final grades will be sent to you via e-mail along with your final paper, during the weekend following the end of class or early the following week. The rubric I will use to evaluate the discussion follows on the next page.

Discussion Grade Rubric

Criteria	0 Points	1 Point	5 Points
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Timeliness of Original Posts

- No original posts are completed by the Thursday deadline. (0 point)
- Only one original post is completed by Thursday deadline. (1 point)
- All original posts are completed by the Thursday deadline. (2 points)

Quantity of Posts

- Only submitted one or two posts during the week. (Just for Fun!! posts DO NOT count toward the total post count.) (.5 to 1 point)
- Three to Four posts submitted during the week. (Just for Fun!! posts DO NOT count toward the total post count.) (1.5 to 2 points)
- Five to Six or more posts submitted during the week. (Just for Fun!! posts DO NOT count toward the total post count.) (2.5 to 3 points)

Quality of Posts

- Posts failed to accomplish two of the following:

1. answer the question;
2. answer all parts of a multi-part question;
3. did not meet minimum word requirement.

the

following:

1. answer the question;
2. answer all parts of a multi-part question;
3. did not meet minimum word requirement.

- Posts accomplished all of the following:

1. answer the question;
2. answer all parts of a multi-part question;
3. met minimum word requirement.

Posts failed to accomplish one of

Support

- Posts did not provide any outside references where required or offer any reasonable argument for the position taken.
- Posts did not provide references for all outside resources or offered weak arguments for the position taken.
- Posts provided references and had used valid reasoning for the position taken.

Responses to colleagues

- Responses failed to accomplish two of the following:
 1. Responded with sufficient detail;
 2. Responded with logical arguments;
 3. Were within the guidelines of proper netiquette. (being consistently abusive will result in loss of any credit for the week).
- Responses failed to accomplish one of the following:
 1. Responded with sufficient detail;
 2. Responded with logical arguments;
 3. Were within the guidelines of proper netiquette. (being consistently abusive will result in loss of any credit for the week).
- Responses accomplished all of the following:
 1. Responded with sufficient detail;
 2. Responded with logical arguments;
 3. Were within the guidelines of proper netiquette.

Personal Code of Ethics (Due Week 2) and Discussion (Due Week 3) (15%):

During week one, we will discuss ethics and moral development. During this week you should begin considering your own personal code of ethics. By the end of the second week you will have your personal code of ethics on paper.

The paper will be 2 to 3 pages (600 to 900 words) and will be posted to the discussion room and submitted to me via Izio at the end of week two. During week three, you will comment on the papers your colleagues' posts as well as respond to comments from your classmates. **NOTE: THIS DISCUSSION IS IN ADDITION TO THE NORMAL DISCUSSION FORUM. YOUR POSTS WILL NOT COUNT TOWARD THE SIX POSTS FOR THE WEEK. THEY WILL BE PART OF THE GRADE FOR THE CODE OF ETHICS ASSIGNMENT.**

A note, I will be grading the content or the format of this assignment. This is an easy way to get started on the right foot. I will judge the honest effort to complete this assignment within the spirit of it. I will also take into consideration your discussion with your colleagues, but this is a great opportunity to take advantage of a relatively easy assignment and to get off to a good start in the class.

Final Paper (45%) (Due Week 7):

Select 1 of the 18 issues in the Ethics in Media Communications: Cases 5th Edition (You need to select issues we did not address in class). Using a modification of the SAD Formula develop and express your opinion on this issue, your paper will include the following:

- An introduction (**Introduction**)
- A detailed summary of the issue (**Situation**) including the important aspects of the issue and why you consider this issue to be important in regard to media ethics;
- Supporting documentation for your position (**Analysis**) (**include at least 4 sources other than those found in** Ethics in Media Communications: Cases 5th Edition
- **– You may use the works cited in the articles if there are any or those mentioned in the 'Postscript' section as additional support**);
- A statement of your position on the issue (**Decision**);
- A short list of arguments opposed to your position (**Opposition Arguments**);
- A rebuttal of those arguments (**Rebuttal**);
- A conclusion. (**Conclusion**)

Your paper will be broken into the sections noted above. The section headings will be those noted in the parentheses and will be included in your paper. Please include a title page according to APA style. Pages should also have a running head. Use the header option in Word to insert the header and page number on each page. Please do not type the header at the top of each page. When I make comments that will throw off the pagination, which I will then fix, because it will bother me if the header is in the middle of the page. Your paper should be double spaced using Arial, Times New Roman, or Courier font size 11 or 12, no less than 9 pages (2700 words), and no more than 12 pages (3600 words) long.

This paper should be free of logical fallacies for details on fallacies check this website (Dr. Michael C. Labossiere is the author of these pages and lists 42 fallacies. <http://www.nizkor.org/features/fallacies/index.html#index>).

All of your sources will be properly cited according to APA style.

One nice thing is you can begin working on your paper early in the class by identifying the issue and doing a bit of research about it.

Academic Honesty

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community.

Academic Integrity Policy (Important Please Read)

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. Any student who is proved to be found dishonest can be given 0 points for that assignment, failure of the course, or expulsion from the program.

The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

Forms of Academic Dishonesty include, but are not limited to:

- 1. Cheating on tests, examinations, or other class or laboratory work.**
- 2. Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).**
- 3. Counterfeit Work - including turning in as one's own, work which was created, researched, or produced by someone else.**
- 4. Falsification of Academic Records - knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.**
- 5. Unauthorized Reuse of Work - the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.**
- 6. Theft - unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.**
- 7. Collusion - Involvement in Collusion -unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.**
- 8. Facilitating Academic Dishonesty - intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.**

OK, this is a class about ethics, so it is expected that you will practice academic honesty and integrity. It is further expected that you will do your own work and know what plagiarism is and how to avoid it. (If you are uncertain here is a link to the plagiarism page on the Purdue Online Writing Lab (OWL) http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

If it is determined that you cheated in some manner you will automatically receive a 0 (Zero) for the assignment. If it is determined that you cheated a second time in the class you will automatically fail the course.

General Comments Regarding Assignments:

All assignments must be in APA format. Appropriate citations must be used when you quote or paraphrase anyone else's work. To not cite is to plagiarize. You will want to cite in the discussion area if you know the source. If you are talking about a website, include the link in the text (or a works cited section if you are so inclined) and a title as well so your colleagues can check out the site at their leisure. (I know where does a college student with a full time job find leisure...sorry can't answer that one.)

Grammar and spelling do count. I do not have a hard and fast rule, such as three misspellings equal 1 percent or anything like that. People are human and make mistakes, that is understood, but we should strive for perfection in the final product. See above for "*What the Grades Mean*". Here are some tips to help you alleviate mistakes:

- Have a friend or family member (that's not to say your family member can't be your friend as well) proofread your work. Another set of eyes on your paper can do nothing but help.
- A corollary is to not depend on your word processor's grammar and spelling suggestions. The grammar check means well, but sometimes a sentence is best in past tense. Sometimes I want "to boldly go where no one has gone before". So take it with a grain of salt, but pay attention to it when you have a subject and verb disagreement (he are going to the movies, they is all going too). As far as spell checkers they cannot distinguish between homophones (there, their, they're or to, too, two) and they will not identify correctly spelled words misplaced in a sentence (Bill couldn't decide between the tow trucks. Was Bill looking to buy a new tow truck or had he narrowed down his decision between two trucks?). This is one of the problems I have fallen victim to time and again. That is why whenever possible I apply suggestion one.
- Set your work aside for a period of time and then re-read it. Laugh hysterically (Bill bought a toe truck) and then make your corrections.

Questions from You

Each week I will put an extra thread in the weekly discussion. This will be a Questions from You thread. Use this thread to ask questions about assignments or other questions that come up and if you think the class is going in the right direction and if it looks as if we'll meet our objectives. I've found that not being able to see folks face to face, that I want to know how folks are doing and what they are thinking about the class, so I have used this technique in this class to see how things are going. So jump in from time to time and let me know how you are doing. It may be as simple as that just a "I'm doing fine and but would like to see you address Y a bit more" will suffice or you may choose to e-mail me if you

are having trouble. Also, feel free to let us know if you are going to be away for a short period of time or if something good has happened in your life.

Overall Atmosphere:

My personality is such that I believe that learning should be fun. Those of you who have been in other classes know (I hope) that I like to keep things light, but that you do learn something (once again I hope). The discussion questions will tend to be just that, questions with no right or wrong answers with the goal of making everyone think. However, please do not assume my casual approach to this class reflects a casual attitude to this class, this class means a great deal to me. I will maintain high standards and expectations. I expect your best effort at all times. That does not mean you can't enjoy the class. So relax, have fun, and learn! A class about ethics is a serious topic, but I will try to keep it light in the appropriate places.

In this class you will find you are doing a bit more work in the discussion questions. In the first two weeks of the class we will go over the basic concepts and theories of media ethics. For final six weeks you will be applying those concepts and theories. In a graduate class it is not enough to know the difference between, for example deontological and teleological, but to know how they apply to the cases you will be studying. Sounds like fun, huh??

Instructor Bio:

My name is Dr. Teresa M. Lao. I just want to let you know that I am truly excited to be your instructor/facilitator for the next 8 weeks of this course. I am sure that there will be a lot of wonderful insights to be learned from everyone in this class!

What do I like to do for fun? I love to swim, ski, exercise, travel to different places, play the piano, and read books and magazines. I love spending my free time with my husband and two sons, Taylor, 13, and Gregory, 10.

Let me now tell you about my educational background. I have a Ph.D. in Curriculum and Instruction with a specialization in Learning Technology at New Mexico State University. I also have a Master of Arts degree in Public Relations with a minor in Journalism and a Bachelor of Arts degree in Communications at Ball State University.

My professional experience includes working as a News Copy Editor for the El Paso Times newspaper and Public Relations exposures for a non-profit organization when I was living in Indiana. I have taught an Adult Basic Education class and English as a Second Language to mostly displaced factory workers in El Paso. Some of the courses that I have taught are the following: Public Relations, Written Communication for Career Growth, Advertising, Skills for Lifelong Learning, Managerial Communication, Professional Communication, Legal and Ethical Issues for Managers, Advanced Writing, Technical Communication, Organizational Behavior, and Organizational Communication.

I also worked as an Equal Employment Investigator for a law firm where I am certified to investigate discrimination complaints filed by federal government employees. From time to time, I serve as a faculty evaluator/consultant for the Academic Council on Education's Military and Credit programs where we evaluate military and civilian courses for college credits.

It is my hope and desire that we complete this course full of positive outcomes and positive I.D.E.A.S. -- Positive in our I=Ideas, D=Desires, E=Emotions, A=Actions, and S=Sense of Values.

I will make sure that this class will be a fun and fulfilling experience for everyone. Of course, I need your help to make this course as interactive as possible. Good luck and I look forward to interacting with you all!

Dr. Lao

Course Outline:

Week One: Defining Ethics and Moral Development and Media's Role

Readings:

Day:

Table of Contents/Preface/Introduction (vii-xviii), Chapter 1 (1 – 22) & Chapter 2 (23 – 53)

Review Codes of Ethics (Appendices 1 – 3 455 – 462)

Review Codes of Ethics in Lecturette (Website Links in Text)

Objectives:

- Learn about each member of the class through a short introduction.
- Review the Syllabus and Course Outline and answer any questions from the class.
- Define and explain what is meant by Ethics and Moral Development.
- Discuss the concepts regarding ethics.
- Explore Media's role in society.
- Begin to develop your personal code of ethics.
- Participate in this week's discussion with at least 6 significant posts.

Week 2: Ethics and Moral Reasoning, Truth and Honesty in Media Communications

Readings:

Day:

Chapter 3 (54 – 75) & Chapter 4 (77 - 104 Case Studies Begin on Page 105)

Objectives:

- Complete and submit Personal Code of Ethics by Sunday at midnight your timezone
- Define Moral Reasoning and apply the SAD formula of moral reasoning;
- Evaluate the concept of truth as it applies to media;
- Analyze cases as they apply to the media ethics;
- Participate in this week's discussion with at least 6 significant posts

Week Three: Privacy and Confidentiality

Readings:

Day (2006):

Chapter 5 (132 – 154 Case Studies Begin on Page 155)

Chapter 6 (178 – 188 Case Studies Begin on Page 189)

Objectives and Assignments:

- Review and discuss Personal Codes of Ethics (In addition to regular discussion participation);
- Explain the concepts of privacy and confidentiality as they relate to the media;
- Participate in this week's discussion with at least 6 significant posts

Week Four: Conflicts of Interest, Economics and Social Responsibility

Readings:

Day (2006):

Chapter 7 (211 – 246 Case Studies begin on Page 226)

Chapter 8 (247 – 281 Case Studies begin on Page 260)

Objectives and Assignments:

- Explore the concept of conflict of interest in the media and the issues related to it;
- Examine how media ownership relates to the theory of social responsibility;
- Participate in this week's discussion with at least 5 significant posts.

Week Five: Antisocial Behavior, Morally Offensive Content

Readings:

Day (2006):

Chapter 9 (282 – 297 Case Studies begin on Page 297)

Chapter 10 (319 – 333 Case Studies begin on Page 333)

Objectives and Assignments:

- Identify the components of the moral responsibility of the media;

- Explore the concepts surrounding the moral limits in relation to offensive content;
- Participate in this week's discussion with at least 6 significant posts.

Week Six: Content and Juveniles, Social Justice

Readings:

Chapter 11 (353 – 361 Case Studies begin on Page 362)

Chapter 12 (381 – 396 Case Studies begin on Page 396)

Objectives and Assignments:

- Explore the responsibilities of media to the juvenile audience and relate it to the Ethics in Media Communications: Cases 5th Edition issue from week 1 (or our topic of discussion);
- Examine the views regarding social justice and identify the one you can most relate with;
- Participate in this week's discussion with at least 6 significant posts.

Week Seven: Stereotypes

Readings:

Day (2006)

Chapter 13 (417 – 430 Case Studies begin on Page 430)

Objectives and Assignments:

- Examine stereotypes in media;
- Relate these cases to the issues we discussed earlier in the class;
- Participate in this week's discussion with at least 6 significant posts.
- Complete and submit final papers;

Week Eight: Wrap Up/Final Questions

-- The discussion questions responses are due by Wednesday.

(Shortened Final Week)

Readings:

Day (2006):

Epilogue and Appendices (449 – 462)

Objectives and Assignments:

- Identify most important thing learned in this class;
- Explore the lessons from Day text;
- Participate in this week's discussion with at least 6 significant posts.

IMPORTANT "DROP COURSE" INFORMATION:

It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday at 5pm (CST) of the first week of the term to be within the 100% refund period. You may do so by visiting <http://online.uiw.edu/dropwithdrawal-policy>. A \$50 administrative fee is applied for all drops from courses offered through the UIW Online. ARMY Students must drop their course(s) through GoArmyEd and the drop fee will be waived.

Class Syllabus Statement regarding Disability and Title IX

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 286
Administration Building – Suite 105
San Antonio, TX 78209
(210) 829-3997

(210) 829-6078
www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.

Course Number and Section: COMM6302 Semester: UIW Online 2016
Course Title: **COMM 6302 – Principles of Writing for the Media**
Instructor: Dr. Teresa Lao

Week	Alternative Instructional Equivalent (AIE) for Activity	Estimated Hours
<i>In-class Hours (if applicable)</i>		
<i>#1</i>	Week's original post to General Discussion (1). Week One Readings (1). Review and read the Personal Code of Ethics(1) Take part in Week One General Discussion (1.5)	4.5
<i>#2</i>	Week's original post to General Discussion (1). Week One Readings (1). Write the Personal Code of Ethics(2) Take part in this week's General Discussion (1.5)	5.5
<i>#3</i>	Week's original post to General Discussion (1). Week One Readings (1). Take part in this week's General Discussion (1.5) Review the Final Analysis Paper requirements (2)	5.5
<i>#4</i>	Week's original post to General Discussion (1). Week One Readings (1). Work on the Final Analysis assignment due in Week 7 (2) Take part in this week's General Discussion (1.5)	5.5

#5	<p>Week's original post to General Discussion (.5).</p> <p>Week One Readings (1).</p> <p>Research the contents of the Final Analysis Assignment (2)</p> <p>Take part in this week's General Discussion (2)</p>	5.5
#6	<p>Week's original post to General Discussion (1).</p> <p>Week One Readings (1).</p> <p>Finalize the Final Analysis due in Week 7 (2.5)</p> <p>Take part in this week's General Discussion (2)</p>	6.5
#7	<p>Week's original post to General Discussion (1).</p> <p>Week One Readings (1).</p> <p>Proofread the contents of the Final Analysis before submission (3).</p> <p>Take part in this week's General Discussion (1.5)</p>	6.5
#8	<p>Week's original post to General Discussion (1).</p> <p>Week One Readings (1).</p> <p>Take part in this week's General Discussion (2.5)</p>	4.5
	Total	45

