

ETHICS AND COMMUNICATION

Dr. Fletcher (cfletch@luc.edu),

T/TH 8:30-9:45 a.m.

Mundelein 303

SYLLABUS

HOW TO USE THIS SYLLABUS:

- **Part One** shows all deadlines and the grade percentages for each.
- **Part Two** has information on textbooks, course objectives, and office hours.
- **Part Three** presents the class schedule, consisting of dates readings are to be completed, assignments are due, and when guidelines will be posted to Sakai Announcements.

NOTE: You might want to copy Part One and Part Three to your computer or other device.

IMPORTANT: You are responsible for knowing the contents of the syllabus. The rules and regulations apply whether you have reviewed them or not. You should also check Sakai each week and before each class (under “Announcements”) to keep up with assignments/any changes to schedule.

PART ONE: DEADLINES, IMPORTANT DATES, and GRADING BREAKDOWN:

9/27 “ASK AN EXPERT REPORT.” PRESENTATION AND WRITTEN SUMMARY DUE. (10 percent of grade)

10/4 NO CLASS. Professor at conference

10/9 FALL BREAK

10/11 QUIZ ON 1984 (counts as two quizzes)

10/18 MIDTERM EXAM (20 percent of the grade)

10/23 FIRST CASE STUDY TEACH-OUT. WRITTEN SUMMARY ALSO DUE. (10 percent of grade).

11/2 DEADLINE TO WITHDRAW WITHOUT “WF” PENALTY

11/8 UNIT TEST ONE (10 percent of the grade)

11/15 SECOND CASE STUDY TEACH-OUT. WRITTEN SUMMARY DUE. (10 percent of grade)

12/6 LAST DAY OF CLASS. UNIT TEST TWO (10 percent of the grade)

QUIZZES ON READINGS (20 PERCENT)

NOTE: YOUR THREE LOWEST GRADES ON QUIZZES WILL BE DROPPED.

CLASS PARTICIPATION AND LAB WORK (10 PERCENT)

GRADING OF INDIVIDUAL ASSIGNMENTS:

You'll be given a certain amount of points for each element of assignments, quizzes, and tests (like the midterm and the two unit tests in the period following the midterm). These points will be put on a curve and then converted to a letter grade. The curve will be posted after each assignment or test.

Your final grade will be an average of all your letter grades on assignments, plus participation in class and lab.

HOW ATTENDANCE/PARTICIPATION/CONDUCT IN CLASS CAN AFFECT YOUR GRADE

I. ATTENDANCE

I don't formally take points off for missing class. **However, you should know that missing classes is likely to have a negative impact that will affect your performance on presentations, written assignments, and tests. It also will affect your participation grade.**

You are responsible for all the material in lectures and labs. Much of the material on the midterm and the two unit tests will be from the lectures and labs. It's in your best interest to take copious notes on these. If you miss a class, it is your responsibility to get the notes from another student. You cannot make up missed quizzes. However, I drop your three lowest quiz grades at the end of the semester (This does not include the quiz on 1984).

NOTE: OUTSIDE ASSIGNMENT RE-DO

You'll have the option of re-doing one or two of your presentations and synopses for a potentially higher grade by 12/4. This must consist of new material.

II. CLASS PARTICIPATION/CONDUCT

Participation/conduct counts for 10 percent of your grade. This consists of regular, constructive contributions in class and attentive, non-distracting conduct in class. The following behaviors can lower your grade by as much as 10 percent: repeatedly being late, leaving during class without a documented reason (See note following this), doing other work in class, texting or viewing texts in class, using a laptop or other device without a documented reason, or being rude to others in class.

NOTE: LOYOLA POLICY:

IF YOU HAVE A CHRONIC CONDITION THAT MAY REQUIRE YOUR LEAVING DURING CLASS, OR A CONDITION REQUIRING SOME ASSISTANCE, YOU MUST OBTAIN AND BRING THE FORM FROM SSWD (SERVICES FOR STUDENTS WITH DISABILITIES) TO THE PROFESSOR BY WEEK THREE. YOU MUST HAVE AN SSWD FORM TO BE ALLOWED TO LEAVE DURING CLASS, OR TO RECEIVE SPECIAL ASSISTANCE. YOU CANNOT CLAIM TO NEED TO LEAVE CLASS, OR DELAY ASSIGNMENTS IF YOU HAVE A CHRONIC CONDITION (LIKE MIGRAINES) WITHOUT AN SSWD FORM. PERMISSION TO LEAVE DURING CLASS DATES FORWARD FROM THE SSWD DATE. IT CANNOT BE APPLIED RETROACTIVELY. ASK ME IF YOU'RE UNSURE HOW TO OBTAIN SSWD ASSISTANCE.

Academic Dishonesty Policy:

Plagiarism of any form and of any length on assignments will be reported to the Dean immediately and the student will receive a grade of "F" for the course. According to Loyola University guidelines (SOC website):

“Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. Plagiarism involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to submitting as one's own material copied from a published source, such as Internet, print, audio, video, etc.”

NOTE: Plagiarism does not have to be verbatim copying. It includes substituting one or more of your own words for the source's words within a passage and changing the order of words. It also includes giving a source after one passage, but not for material from that source in the passages following.

Beware of inadvertently plagiarizing from the Internet. Never use someone else's PowerPoint or Prezi as your own. Make sure to give credit to any image or source you use in your own PowerPoint. It's always easier to credit sources and adds to the credibility of your work.

Fabrication of a whole assignment, or any part of an assignment, will result in an “F” for this course.

Cheating on a quiz or exam will result in an "F" for this course.

PART TWO: COURSE DESCRIPTION

Textbooks:

- Living Ethics Across Media Platforms, Bugeja
- Lying, Bok
- 1984, Orwell (Signet Classics edition)

These are available at Loyola's Bookstore on Sheridan Road near the LSC campus. You can, of course, rent or buy this from any seller, but

you should have Bugeja and Bok by Week Two of class. You must have the Signet Classics edition of 1984, but you won't need it till the end of September.

Course Objectives:

Ethics represents the choices we make when no one is looking, when we think no one will learn of our decisions, or when the decision goes against our personal interests or convenience. It represents both what we do and what we don't do. We may not even be aware that there is an ethical choice to be made, or that we have made one. We may agonize over an ethical choice, making the very best we can under the circumstances, but still be unsure of whether we have made the right decision.

This course will make you aware of ethics, especially as it relates to three dimensions of communication: personal communication (what you say and don't say, your privacy, pressures/choices you may face to lie and deceive); professional communication, as in advertising, public relations, and journalism; and civic communication, as in what government officials say, don't say, lie about, and take back or deny. It will familiarize students with underlying ethical values that guide communication processes.

You should develop a critical appreciation of what goes into ethical decision-making, the tough calls that communication professionals are often forced to make, and the ethical lapses that also abound in these professions.

You should further develop your own ethical compass as a result of this course. Throughout this course, you'll develop an "ethical toolbox" for students: a set of principles, philosophies, ethical decision-making tools, and relevant questions that you'll be able to apply in the choices and dilemmas that will arise throughout your lives.

Class Format:

This class meets twice a week.

Both classes will generally focus on the readings for that week. The second class will sometimes consist of more applied work, as in giving presentations, or viewing and discussing clips or documentaries.

This class will rely heavily on class discussion, based on readings and other materials (e.g., documentaries or student interviews) brought forward in class. Make sure you have done the readings before coming to class.

Quizzes will be given at the start of class on days when there are readings. These quizzes cannot be made up, unless you have an authorized, documented absence (as in sports travel) They cannot be made up if you're late, since we will have discussed the readings by the end of class. **Your lowest three grades on the quizzes will be dropped at the end of the semester; this excludes the 1984 quiz.**

LU Classroom Rules:

- ✓ No eating is allowed in class. (unless it is for a documented medical reason)
- ✓ Beverages are allowed.
- ✓ Make sure your phones are off before class begins.
- ✓ You may not use a laptop to take notes, unless you can provide documentation that says you are required to do so.

Office hours: I'm available to meet with you on Tuesdays and Thursdays from 10:15 to 1, and then from 2:15 to 3:30 p.m. (I have another class right after ours, so can only answer quick questions after our class). My office is at WTC, but I'm based at LSC this semester, so ask me after class or email me to set up a meeting. I usually can be found just outside the IC café from 10:30 to 1 for a drop-by visit. No question or concern is too big or small.

I'm also happy to answer any questions by email (cfletch@luc.edu).

PART THREE: CLASS SCHEDULE

NOTE: Changes may be made in this schedule, depending on our progress through the material. New articles may be added during the semester. You'll be notified of any changes via SAKAI Announcements. All readings, of chapters and internet material, are due on the day of class.

Each class with readings will start with a brief quiz (beginning 9/4).

8/28 Introduction Overview of syllabus and assignments, including midterm and two unit tests after the midterm.

8/30 Before class, read:

NOTE: As you read these articles, jot down your thoughts on what you believe is the main issue reflected in each. Also jot down any questions/reactions you have.

- http://articles.chicagotribune.com/2011-06-10/business/ct-biz-0610-phil-wiser-20110610_1_elton-john-concert-complete-review-concert-review
- <https://www.nytimes.com/1998/06/19/us/boston-columnist-is-ousted-for-fabricated-articles.html>
- <http://www.cbc.ca/news/canada/manitoba/stellas-photo-stolen-winnipeg-1.4498591>
- https://www.washingtonpost.com/news/morning-mix/wp/2018/06/15/clarinetist-discovers-his-ex-girlfriend-faked-a-rejection-letter-from-his-dream-school/?noredirect=on&utm_term=.1cb5fb0dbe42
- <https://www.nytimes.com/2018/06/20/world/europe/uk-hospital-deaths.html>

9/4-9/6: THIS WEEK'S FOCUS: DEFINING ETHICS AND DECEPTION.

9/4 **Before class:** Read the following. **NOTE:** There will be a quiz on these readings at the start of class.

In Bok:

- “Preface to the 1999 Edition,” pp. xv-xxvi.
- Chapter 1

➤ Chapter 2

ALSO READ (Scroll down about 12 paragraphs to graf starting:
“Like other traits. . . “

<https://www.psychologytoday.com/us/articles/201807/the-moments-make-us-who-we-are> (STOP at paragraph starting with “One set of her studies. . . “

In class:

- Talk about “Ask an Expert” interview and presentation (due 9/27)

9/6 Before class:

Read Bugeja:

- Intro: italicized sentence, lines 2-3, top of p. 5
- p. 10, paragraph 1 (“At the heart of moral convergence . . .”) through bullet points on p. 12
- Bugeja, Chapter 4, from beginning to bottom of p. 151.
- Bugeja, Chapter 5, p. 159-160 AND p 168-170 AND p. 176, from “Hoaxbusting Methods” through p. 177.
- <https://www.nytimes.com/2018/01/27/opinion/larry-nassar-monster.html?rref=collection%2Fsectioncollection%2Fopinion-columnists>
- <https://www.nytimes.com/2018/05/21/books/review/bad-blood-john-carreyrou.html>

9/11 THIS WEEK’S FOCUS: SYSTEMS FOR MAKING ETHICAL CHOICES. HOW COMMON LIES HARM BOTH LIAR AND LIED-TO.

Before class, read :

- **Bugeja, Chapter 1:**
- p.17-19. Stop at end of quotation, paragraph 2.
- p. 23, paragraph 4 to p. 31. Stop at “Basic Influences.”
- **Chapter 10**, start of chapter through p. 302 (Stop before last paragraph).

AND READ:

- **Bok, Chapter 3** to p. 39 (Stop at “Conflicts of Duty”).
CONTINUE READING WITH p.43. Read first graf and quote
re Dante’s “Inferno”
- **Bok, Chapter 4**
- <https://plato.stanford.edu/entries/utilitarianism-history/>

“The Trolley Problem”

“Harder Than We Thought” videos

9/12 Guidelines for “Ask an Expert” interview, presentation, and
synopsis will be posted on Sakai Announcements. (Due 9/27)

**9/13 APPLIED ETHICS: THE COST OF COMMON LIES.
PLAGIARISM.**

Before class, read:

- **Bok**, Chapters 5 and 6
- <http://time.com/money/4413480/melania-trump-plagiarism-high-profile/>
- NOTE: Also go to the link under the Katie Couric video called
“Read Next: How Not to Get Accused of Plagiarism. . . “
- **Bugeja**, Chapter 6, pp. 184-195 STOP before last paragraph,
p. 195.

9/18 THIS WEEK’S FOCUS: CAN LIES EVER BE JUSTIFIED?

9/18 Before class, read:

- **Bok**, Chapters 7 and 8.

In class: Holocaust documentary begins. TAKE NOTES.

**NOTE: As with everything shown in class, questions on this
documentary will appear on the midterm.**

9/20 ETHICS APPLIED TO MEDIA: TRUTH IN ADVERTISING? OBJECTIVITY IN JOURNALISM? WHAT IS FAKE NEWS?

Before class, read:

- **Bugeja**, Chapter 3, p. 103 (“Objectivity As A Process”) to p. 116 (Stop at “Visual Judgment Calls”).
- https://www.chronicle.com/article/A-Professor-Once-Targeted-by/238742?cid=gn&elq=f3256aab23ed4a539216e4a729cb0be2&elqCampaignId=4835&elqTrackId=ba00a89ba55a42dda93a058ce32548b4&elqaid=12008&elqat=1&utm_medium=en&utm_source=gn
- <https://www.nytimes.com/2018/03/08/technology/twitter-fake-news-research.html?ref=collection%2Fsectioncollection%2Fbusiness&action=click&contentCollection=business®ion=rank&module=package&version=highlights&contentPlacement=5&pgtype=sectionfront>

In class: Talk about how to read a case study – finding the issue. This will prepare you for your “Teach Out” of a case study starting 10/23.

Finish documentary. View “Fact-Checking Trump,” MSNBC.

9/25 THIS WEEK’S FOCUS: HOW DO YOU REPRESENT THE TRUTH WITHOUT VIOLATING PRIVACY? WHAT ROLE DOES SATIRE HAVE IN TRUTH-TELLING?

9/25 Before class, read:

- Bugeja, Chapter 3, p. 116 (“Visual Judgment Calls”) to p. 127 (Stop reading before first indented paragraph)
- Bugeja, Chapter 4, “Visual Lies,” p. 152-p.155 (Stop at “Questionable Lies”)

In class: Talk about first Case Study Teach-Out. (due 10/23). View NAPPA CODE. View Colbert on child/parent(s) separation.

9/26 GO TO SAKAI ANNOUNCEMENTS FOR PROMPTS FOR READING 1984

9/27 “**ASK AN EXPERT**” PRESENTATIONS. HAND IN WRITTEN SUMMARY AT END OF CLASS TODAY.

NOTE:

THE MIDTERM WILL INCLUDE QUESTIONS ON THE PRESENTATIONS, SO BE SURE TO TAKE NOTES

9/28 IMPORTANT ANNOUNCEMENTS:

- **CHECK EMAIL FOR YOUR CASE STUDY ASSIGNMENT.**
- **THEN GO TO SAKAI ANNOUNCEMENTS --GUIDELINES FOR PRESENTING AND WRITING UP SUMMARIES OF THESE CASE STUDIES WILL BE POSTED ON SAKAI ANNOUNCEMENTS (DUE 10/23)**

10/2 “ASK AN EXPERT” PRESENTATIONS CONTINUE

10/4 NO CLASS (Professor at Society of Environmental Journalists conference)

10/9 FALL BREAK

10/10 STUDY GUIDE FOR MIDTERM WILL BE POSTED ON SAKAI ANNOUNCEMENTS

10/11 **THIS WEEK’S FOCUS: 1984. CONTEMPORARY THOUGHT CONTROL IMPLICIT BIAS, BIAS AND OBJECTIVITY IN MEDIA**

- 1984 There will be a quiz, based on guidelines given before break. This quiz will count as two quiz grades.
- https://www.nytimes.com/2017/12/18/opinion/thought-control-trump-style.html?_r=0

In class: Discuss the above.

10/16 **Before class, read:**

- Bugeja, Chapter 7, pp. 222 (starting with “Exploring Stereotypes”) to top of p. 235 (Stop at “Journal Exercise)
- <https://www.nytimes.com/2018/04/18/business/starbucks-racial-bias-training.html>
- <https://www.nytimes.com/2018/05/05/opinion/sunday/trump-obsession.html>

10/18 **MIDTERM EXAM**

10/23 **TEACH-OUTS OF CASE STUDIES BEGIN**

NOTE:

HAND IN A HARD COPY OF YOUR WRITTEN SUMMARY AT END OF CLASS TODAY. I WON'T ACCEPT LATE SUMMARIES, UNLESS YOU HAVE AUTHORIZED ABSENCE.

NOTE: Take notes on the case studies. Questions on these will be included on the Unit Test One (11/8).

10/24 **GUIDELINES FOR STUDYING FOR UNIT TEST ONE ON 11/8 WILL APPEAR ON SAKAI ANNOUNCEMENTS.**

10/26 **RECEIVE SECOND CASE STUDY VIA EMAIL GUIDELINES FOR PRESENTING AND WRITING UP THESE CASE STUDIES ARE THE SAME AS FOR THIS WEEK'S CASE STUDIES (Presentations begin 11/15)**

10/30 THIS WEEK'S FOCUS: THE RIGHT TO BE LET ALONE. CONFIDENTIALITY. SOCIAL SCIENCE EXPERIMENTS AND MANIPULATION.

10/30 **Before class, read:**

- <https://www.nytimes.com/2018/06/06/opinion/facebook-privacy-civil-rights-data-huawei-cambridge-analytica.html>
- <https://www.nytimes.com/2018/04/24/business/economy/facebook-privacy.html>
- <https://www.nytimes.com/2018/04/24/magazine/facebook-and-the-dead-body-problem.html>
- <https://www.nytimes.com/2018/04/18/business/media/facebook-advertisers-privacy-data.html>

In class: Privacy: Discuss right to know vs. need to know. Laws protecting privacy outlined.

11/1 **Before class, read:**

- Bok, Chapter 11 and Chapter 13

In class: Talk about optional re-do of one class presentation (due 12/4).

11/2 DEADLINE TO WITHDRAW FROM CLASS WITHOUT PENALTY GRADE OF “WF” (5 p.m.)

NOTE: GUIDELINES FOR OPTIONAL RE-DO OF ONE CLASS PRESENTATION (ON 12/4) WILL BE POSTED ON SAKAI ANNOUNCEMENTS.

11/6 TBA

11/8 **UNIT TEST ONE** (10 percent of grade)

11/15 **SECOND TEACH-OUT OF CASE STUDIES STARTS. HAND IN A HARD COPY OF SYNOPSIS. TEN POINTS OFF IF LATE (NO EXCUSES)**

NOTE: Take notes on each case study. **UNIT TEST TWO** will include questions on these. **NOTE:** If you’re working on something else during

presentations, or checking your phone, I'll take ten points off your own presentation grade.

11/20 CASE STUDY TEACH-OUTS (CONT)

11/22 THANKSGIVING. NO CLASS

11/27 Documentary (TAKE NOTES; QUESTIONS ON THIS WILL BE ON UNIT TEST TWO)

11/28 STUDY GUIDE FOR UNIT TEST TWO WILL BE POSTED ON SAKAI ANNOUNCEMENTS

11/29 Finish documentary and discussion.

12/4 OPTIONAL RE-DO OF ONE CLASS PRESENTATION FOR HIGHER GRADE.

12/6 LAST DAY OF CLASS. UNIT TEST TWO (10 percent of grade)