

General Education Component Matrix

Department: CMTH

Proposed Course Prefix/Number: COMM 400

Course Title: Communication Ethics

What General Education Goal is this course intended to address? Goal 13

Required Outcomes for this Goal	Relevant Course/Institutional Components (refer specifically to syllabus)	Specific Assessment Method for Outcome
Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions	Reading, lectures: ethical issues in interpersonal, small group, organizational, intercultural, and mass communication; issues of loyalty, privacy, and hate speech; becoming a moral adult (Weeks 8 through 12; Course Objectives 1)	Common exam questions -- midterm and final. <i>Tracking/Reporting:</i> Mean score of class out of possible points (e.g., M = 82 out of 100 possible)
Understand various approaches to making informed and principled choices	Ethical responsibilities in human communication; dialogical, situational, religious, utilitarian, legalistic perspectives; (Weeks 1 through 7, Course Objective 2)	Common exam questions -- midterm and final. <i>Tracking/Reporting:</i> Mean score of class out of possible points (e.g., M = 82 out of 100 possible)
Consider how these approaches might be applied to conflicts in their personal and public lives	Weeks 1-12, Course Objectives 1, 2, 3	Case studies presentation. <i>Tracking/Reporting:</i> Using rubrics to assess both oral presentation and application of theory to case analysis. Mean score of class out of possible 100 points.
Understand the impact of individual and collective choices in society	Weeks 1 – 15, course objectives 1, 2, 3	Research paper. <i>Tracking/Reporting:</i> Using rubrics to assess content, style, and critical thinking. Mean score of class out of possible 100 points.

General Education Criteria	Relevant Course Components (refer specifically to course syllabus)
1. Teach a disciplinary mode of inquiry and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.	Historical interpretation, philosophical reasoning, and social scientific method -- students will learn about ethics and moral development; and analyze political, human nature, dialogical, situational, religious, utilitarian, legalistic and economic perspectives on ethics
2. Provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.	Applications of different ethical perspectives in different communication contexts over a period of time – for example, how the Internet has changed privacy and confidentiality issues; how economic and business forces have changed media ownership; how gender equality has affected interpersonal communication issues on matters of marital and relational conflict, the ethics of revealing confidential information about past relationships; how whistle-blower issues have become important in organizational communication contexts, etc.
3. Consider questions of ethical values.	We will discuss the nature of competition in media, individuality and collectivism in interpersonal communication, what role ethics plays (if at all) in political campaigns and debates, etc.
4. Explore past, current, and future implications of disciplinary knowledge.	Knowledge in the course has implications in evaluating media, political discourse, and privacy and confidentiality issues
5. Encourage consideration of course content from diverse perspectives.	Ethical perspectives not only from historical, legal, economic, political perspectives but also from cultural and religious perspectives are components in the course
6. Provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.	The course involves reading a newspaper regularly either in hardcopy form or on the Internet, using communication studies databases to gather material for their research paper, become familiar with the content of a variety of newspaper, public relations, journalism, and business and

	technology websites.
7. Require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words on tests and exams.	Research paper, midterm and final exams.
8. Foster awareness of the common elements among disciplines and the interconnectedness of disciplines.	Communication studies is an interdisciplinary field drawing from history, political science, psychology, economics, sociology and science and technology
9. Provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.	Students learn that discussion and evaluation of communication across contexts – from the interpersonal and organizational to mass and public communication contexts -- enables them to become critical thinkers and moral beings.

COMM 400 – COMMUNICATION ETHICS
10:00 – 10:50, Ruffner G52, Fall 2006

Instructor : **Dr. Ramesh Rao**
Office location : **Jarman 004**
Office hours : **TR 9:00 – 12:00**
Phone : **395-2901**
E-mail : **raorn@longwood.edu**

Course Description

This course is a survey designed to provide an understanding of the ethical and philosophical framework of decision-making. We will examine contemporary and classic case studies from all areas of the communication discipline. Ethics are relevant in all communication arenas: interpersonal communication, organizational communication, mass communication, and related fields, and we shall try and understand the practice and relevance of ethical behavior in all these areas. 3 credits.

Course Objectives

Upon completion of this course, students should be able to:

1. Demonstrate knowledge of historical and theoretical foundations for analyzing ethical issues in communication.
2. Analyze issues by applying theoretical frameworks to case studies.
3. Articulate and apply the language of various philosophies to ethical challenges in communication professions and across a variety of communication contexts.

AND fulfill:

Goal 13 Outcomes

1. Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions
2. Understand various approaches to making informed and principled choices
3. Consider how these approaches might be applied to conflicts in their personal and public lives
4. Understand the impact of individual and collective choices in society

Textbooks

1. R. L. Johannesen (2002, 5th Edition). "Ethics in Human Communication", Waveland Press, ISBN: 1-57766-211-3
2. L. A. Day (2006). "Ethics In Media Communications", Thomson-Wadsworth, ISBN: 0-534-63714-0

Websites

1. The Society of Professional Journalists at <http://www.spj.org/>
2. Journalism Ethics Cases online at <http://www.journalism.indiana.edu/gallery/Ethics/>
3. The Poynter Institute: <http://www.poynter.org/>
4. Public Relations Society of America: <http://www.prsa.org/>
5. International Association of Business Communicators: <http://www.iabc.com/>
6. National Press Photographers Association: <http://www.nppa.org/>
7. American Society of Newspaper Editors: <http://www.asne.org/>
8. Institute of Communication Ethics: <http://www.communication-ethics.org.uk/>
9. Organizational Communication Ethics:
<http://www.acjournal.org/holdings/vol5/iss1/special/decaro.htm>

Attendance

Class attendance is vital to your success in this class. If you are unable to attend class, it is your professional obligation to inform the professor and your group members via e-mail in advance of your impending absence.

You can miss up to 3 classes without penalty. Absences for school-sponsored events (e.g. - athletics, travel for other classes) will be excused with documentation.

In accordance with Longwood University policy, if you miss 10% – 24% of the semester's classes (4 – 9 classes) your course grade will be dropped one letter grade from the score you earned. If you miss more than 25% of the classes during the semester (10 classes) you will receive an "F" in the course, regardless of performance on assignments.

It is your responsibility to **be in class on time** for roll call so that you can be marked present.

Honor Code

Academic integrity is a vital part of the educational mission of any university. Possible violations of the student code of conduct include (but are not limited to) such things as cheating on an exam or plagiarizing a paper. If you are caught in an act of academic misconduct, you will face severe penalties, including assignment failure, possible course failure, and/or expulsion. Any breach of the honor code will result in Honor Board hearings. All exams and written work must be signed with the honor pledge. Assignments without the pledge will not be graded.

Disability Statement

It is the responsibility of any student with a physical or learning disability to contact the instructor during the first week of class to discuss meeting your needs. Students must be registered with Disability Services for Students. Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Dr. Sally Scott, our new Director of Disability Support Services privately. If you have not already done so, please contact the Office for Disability Services (103 Graham Building, 395-2391) to register for services.

Course Assignments

Midterm Exam	--	100
Final Exam	--	100
Case Study	--	100 (50 + 50) (25 = leading discussion, 25 = typed report)
Research Paper	--	100
TOTAL POINTS	--	400

Grading scale

A = 400-350, B = 349-300, C = 299-250, D = 249-200, F = 199 - 0

Papers: Will be typed, double-spaced.

Exams: Will include short answer and essay type questions.

Case Study: There are 67 case studies presented in the Day text. Each student will be assigned two cases. You will make a 15-20 minute presentation explaining the case and offer an analysis on the ethical decisions involved. Follow this format: briefly explain background and details of case; explain ethical decisions utilizing justification systems as proposed in the case study; and lead class discussion on how a good decision can be or should be made. Your summary of the case, decision-making criteria, and rationale for decision should be submitted in a 3-4 page typed, double-spaced report, at the end of your presentation.

Research Paper: You will write a final paper of 12-15 pages. Your topics should address crucial issues in communication ethics. The case you choose should NOT have been discussed in class, OR if already discussed should add significant new material/extension to class discussion. *Submit a one-page proposal, including a bibliography of 8 to 10 sources by October 13, 2006.* Some of the sources could include interviews with experts.

Events on Campus I would like you to attend during the Semester:

Sep 26 – Eric Guitierrez – Difficult Dialogue: Current Immigration Issues, Wygal, 7 p.m.

Oct 4-7 – Longwood Theater: Ubu Roi, Jarman Auditorium 8 p.m.

Oct 8 – Longwood Theater: Ubu Roi, Jarman Auditorium 3 p.m.

Oct 15-18 – Longwood Theater: Picasso at the Lapin Agile, Jarman Auditorium 8 p.m.

Oct 19 -- Longwood Theater: Picasso at the Lapin Agile, Jarman Auditorium 3 p.m.

Oct 25 – Panel on Religious Diversity, Lankford, 6:30 p.m.

Nov 14 – Ambassador Sreenivasan speaks on Democracy and Diversity, Wygal, 7 p.m.

Class Schedule

Aug 28 – Introduction to class

Aug 30 – Ethical Responsibilities in Human Communication, Johannesen -- Chapter 1

Sep 01 – Ethics and Moral Development, Day – Chapter 1

Sep 04 – Labor Day. No classes.

Sep 06 – Political Perspectives, Johannesen – Chapter 2

Sep 08 – Ethics and Society, Day – Chapter 2

Sep 11, 13, 15 – Classes cancelled. Attending Conference.

Sep 18 -- Human Nature Perspectives, Johannesen – Chapter 3

Sep 20 – Ethics and Moral Reasoning, Day – Chapter 3

Sep 22 -- Dialogical Perspectives, Johannesen – Chapter 4
Case Study: Case 4-1 Jay Balser; 4-2 Donna Bolte

Sep 25 – Truth and Honesty in Media Communications, Day – Chapter 4
Case Study: 4-3 Bryan Buchheister; 4-4 Ashley Caruana

Sep 27 – Situational Perspectives, Johannesen – Chapter 5
Case Study: 4-5 Chelsea Cunningham; 4-6 Sarah Gayle

Sep 29 – The Media and Privacy, Day – Chapter 5
Case Study: 5-1 Josh Godsey; 5-2 Carrie Groom

Oct 02 – Religious Perspectives. Johannesen – Chapter 6
Case Study: 5-3 Sarah Hangey; 5-4 Leslie Hartz

Oct 04 – Confidentiality and Public Interest, Day – Chapter 6
Case Study: 5-5 Hope Hollenbeck; 5-6 Ian Johnson

Oct 06 – Utilitarian Perspectives. Johannesen – Chapter 6
Case Study: 6-1 Luke Kinser; 6-2 Jennifer Marks

Oct 09 – Conflict of Interest, Day – Chapter 7
Case Study: 6-3 Christa McArdle; 6-4 Leslie Payton

Oct 11 – Legalistic Perspectives. Johannesen – Chapter 6
Case Study: 6-5 Lauren Petty; 6-6 Rachel Price

Oct 13 – Economic Pressures and Social Responsibility, Day – Chapter 8
Case Study: 7-1 Emily Rodgers; 7-2 John Rosenstock

Oct 16 – No Class. Fall Break.

Oct 18 – Basic Issues. Johannesen – Chapter 7
Case Study: 7-3 Tiffany Schivley; 7-4 Jackie Smith

Oct 20 – **Midterm Exam**

Oct 23 – Interpersonal Communication. Johannesen – Chapter 8
Case Study: 7-5 Parks Smith; 7-6 Jessica Sterrett

Oct 25 – Small Group Discussion. Johannesen – Chapter 8
Case Study: 8-1 Robert Tibbs; 8-2 Mary Torrice

Oct 27 – Organizational Communication. Johannesen – Chapter 9
Case Study: 8-3 Philip Townsend; 8-4 Rachel WanVeer

Oct 30 – The Media and Anti-Social Behavior, Day – Chapter 9
Case Study: 8-5 Megan Warker; 8-6 Jay Balser

Nov 01 – Formal Code of Ethics, Johannesen – Chapter 10
Case Study: 9-1 Donna Bolte; 9-2 Bryan Buchheister

Nov 03 – Morally Offensive Content, Day – Chapter 10
Case Study: 9-3 Ashley Caruana; 9-4 Chelsea Cunningham

Nov 06 – Feminist Contributions. Johannesen – Chapter 11
Case Study: 9-5 Sarah Gayle; 9-6 Josh Godsey

Nov 08 – Media Content and Juveniles, Day – Chapter 11
Case Study: 10-1 Carrie Groome; 10-2 Sarah Hangey

Nov 10 – Intercultural and Multicultural Communication. Johannesen – Chapter 12
Case Study: 10-3 Leslie Hartz; 10-4 Hope Hollenbeck

Nov 13 – Media Practitioners and Social Justice, Day – Chapter 12
Case Study: 10-5 Ian Johnson; 10-6 Luke Kinser

Nov 15 – Reagan Rhetoric. Johannesen. Appendix.
Case Study: 11-1 Jennifer Marks; 11-2 Christa McArdle

Nov 17 – Stereotypes in Media, Day – Chapter 13
Case Study: 11-3 Leslie Payton; 11-4 Lauren Petty

Nov 20 – Epilogue, Day
Case Study: 11-5 Rachel Price; 12-1 Emily Rodgers

Nov 22, 24 – No classes. Thanksgiving.

Nov 27 – Rational vs. Narrative Ethic for Political Communication, Johannesen -- Appendix
Case Study: 12-2 John Rosenstock; 12-3 Tiffany Schivley

Nov 29 – Toward a postmodern communication ethic, Johannesen -- Appendix
Case Study: 12-4 Jackie Smith; 12-5 Parks Smith

Dec 01 –
Case Study: 12-6 Jessica Sterrett ;13-1 Robert Tibbs

Dec 04 –
Case Study: 13-2 Mary Torrice; 13-3 Philip Townsend

Dec 06 –
Case Study: 13-4 Rachel WanVeer; 13-5 Megan Warker

Dec 08 – Class Evaluation

Dec 13 – 3:00 to 5:30, Final Exam