

Jour 608: Ethics and Professional Practice

Spring 2017

9:30 – 10:45, Tues. & Thurs.
204 Stauffer-Flint
Professor Charles Marsh

Office Hours

11-noon; 3-4:30 Tues./Thurs.
& by appt
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Course Description

Ethics and Professional Practice is a course about integrity. In its fullest sense, integrity means an *integration* – a fusion – of values and actions. Integrity means that our values consistently come to life in our actions. Integrity means that our values drive our actions and that our actions reflect our values. In this course, we'll examine the role of ethics in different journalism and mass communication professions, including mainstream journalism, advertising, public relations, and sales & marketing. This course will not tell you what your personal values should be – but, ideally, it will help you identify those values and teach you new ways to ensure that you act on your values.

Course Objectives for Students

1. To learn ethics theories and ethics codes.
2. To increase sensitivity to the presence of ethics issues, problems and dilemmas in journalism, advertising, public relations, and sales & marketing.
3. To learn decision-making models for ethics dilemmas.
4. To increase the ability to think critically and clearly by applying the decision-making models to case studies.
5. To prepare students to deal effectively with the ethics dilemmas they'll face in their lives and careers.

Required Materials

- Access to KU's Blackboard website
- (The course has no textbook). Attendance during the first few weeks of lecture will be very important to your success in this course and your semester grade.

Grading and Assignments

1. Midterm Exam 20 percent
2. Final Exam 30 percent
The final exam will be comprehensive. With my permission, a student may write a new case study instead of taking the final exam. The case study must be real, not hypothetical. It must be a dilemma, not simply a problem, and I must approve the student's choice. The student must have access to the decision-maker in the case. The case must incorporate firsthand, original research.
3. Your Book 30 percent
You'll write the textbook for this course by providing written answers to a series of questions. (Please type your answers using

the document posted on Blackboard. Please type each answer under the relevant question; that is, don't delete the questions.)

4. Take Home Ethics Codes Quiz 5 percent
 This open-book quiz will cover the published ethics codes of
 - a. The Society of Professional Journalists
<http://www.spj.org/ethicscode.asp>
 - b. The Public Relations Society of America
<https://www.prsa.org/aboutprsa/ethics/codeenglish#.WHfgm5IhpN0>
 - c. The American Advertising Federation (Principles and Practices for Advertising Ethics)
https://www.aaf.org/PDF/AAF%20Website%20Content/513_Ethics/IAE_Principles_Practices.pdf
 - d. The Radio Television Digital News Association
https://www.rtdna.org/content/rtdna_code_of_ethics
 - e. The American Marketing Association
<https://www.ama.org/AboutAMA/Pages/Statement-of-Ethics.aspx>
 - f. The Mobile Marketing Association
<http://www.mmaglobal.com/files/codeofconduct.pdf>

5. Values Essay 15 percent
 This will be a brief essay (2 - 2.5 pages, double-spaced) specifying the personal values that you want to guide your actions.

The grading scale for the examinations is A = 92-100; A- = 91; B+ = 90; B = 84-89; B- = 83; C+ = 82; C = 76-81; C- = 75; D+ = 74; D = 68-73; D- = 67; F = 0-66.

All assignments, except for the exams, are due at the beginning of class on the assigned date.

Late assignments will be accepted (all assignments must be completed to pass the course). Unless there is an acceptable explanation for the lateness, the paper will be graded in view of its extended deadline; that is, the grading standards will be higher.

Grading Standards

- Each written assignment will be graded on
- **Content:** Does the assignment meet its assigned purpose?
 - **Organization:** Does organization enhance content? Does each part of the paper lead logically and gracefully to the next? Do case analyses clearly follow one of the models?
 - **Grammar:** Is the paper free, for the most part, of unintended grammatical, spelling, punctuation and style errors?
 - **Format:** Does the paper look the way it should? Are case analyses legible?

Each assignment also includes a **professional component**. A student's failure to behave professionally in the completion of an assignment can result in the reduction of the assignment's grade. This includes doing your own work and turning the assignment in on time.

How This Course Works

Your success in this course depends on your

- preparing for and attending each session
- participating with meaningful contributions to group discussions and class discussions
- completing assigned readings and projects with punctuality and excellence

During the first few weeks, I'll explain the ethics theories and decision-making models that we'll use throughout the course. After that, we'll move to discussion of case studies. Here's how those case-study discussion sessions generally will work:

1. I'll post a short case study on Blackboard. The study will be like a short story that lacks an ending. It will present an ethics dilemma that you'll need to solve using one of our critical-thinking decision-making models.
2. You'll have until the next class session to decide what your solution is. You'll make notes, showing how you used one of our decision-making models. Occasionally, I'll ask you to turn in those notes to me at the beginning of the next class session. (For example, if I give you the case on Tuesday, I'll need your notes and decision at the start of class on Thursday – before our class discussion.) All case analyses must be written legibly or typed on standard-sized paper.
3. We'll use one of our critical thinking decision-making models to choose what we think is the best course of action for the case study. In other words, what should the main character in the case study do? And, more important, why should he or she do that – what is the ethical justification? (If you want to use your notes for these group discussions, you'll need an extra copy; you'll already have turned in your notes to me.)
4. When, as a class, we've decided what course of action we should follow in the case study, I'll then tell you what the real decision-maker in real life did – and what the consequences were.
5. Occasionally, we'll break into groups and use class time for smaller discussions – giving you more of an opportunity to participate.

Usually, there will not be one "right" answer for the case study. For you to present an acceptable answer, you should demonstrate that you clearly understand the relevant issues and that you used a decision-making model appropriately. (Basically, can you show that your decision honors important values, principles and loyalties?) Thus, it's possible for two (or more) students to choose ethical solutions while defending incompatible points of view. You should be able to justify your decision to yourself and to others using time-honored ethics

principles – something more than “Well, I can still sleep at night” or “I can still look at myself in the mirror.”

Required Reading

To prepare for most class sessions, you will read and analyze (in writing) one written case study, distributed via Blackboard. Again, this course does not have a required or suggested textbook. (Instead, you’ll create the book with your answers to the questions, your copies of the professional ethics codes, your values essay and the PowerPoint-slide handouts that I’ll post.

Communications

Any requests for absences, make-up assignments or other special considerations must be submitted to me via e-mail (marsh@ku.edu)

Attendance

Attendance in the course is mandatory. Sometimes, however, an absence is unavoidable. If an explanation (in advance, if possible) is reasonable and the absence is rare, the course grade will not be affected. Three unexcused absences will lower the course grade by one letter. Five late appearances will have the same effect.

School of Journalism Statement on Attendance

No student may add a journalism class after the 20th day of a semester (this semester, Feb. 13 is the 20th day).

Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting.

The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid.

Inclement Weather - In the event of inclement weather, the decision to cancel classes is made by KU officials: “A delayed start or class cancellation on the Lawrence campus will be announced after 6 a.m. Check alert.ku.edu or the [KU homepage](http://KUhomepage); check twitter.com/KUNews; call KU's Inclement Weather Policy Line, 864-SNOW, or KU Info, 864-3506; or listen to local broadcast media.”

Academic Misconduct

This class will observe the university's policy on academic misconduct -- both for students and for the instructor -- as published in the online "Student Rights and Responsibilities" (<http://www.policy.ku.edu/student-affairs/student-rights-responsibilities-code>).

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts and research. In a work setting, if a person chooses to violate professional standards, he or she will be fired. In this class, if someone chooses to violate the standards for academic integrity, he or she will fail the course and might be expelled from or denied admission to the School of Journalism and Mass Communications.

Here is the journalism school's official policy statement:

Policy on Plagiarism and Fabrication/Falsification -- *Adopted May 7, 2004:*

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

Here's some clarification of academic misconduct:

If someone uses or attempts to use any unauthorized materials during a test, or if someone gives any unauthorized materials or assistance to someone else during a test, this is cheating. Unauthorized materials

include written materials, such as notes. and any forms of information sharing (written, oral or nonverbal).

Plagiarism is stealing. Someone takes someone else’s ideas, thoughts, research or words and presents them as his or her own original work. This includes taking (without attribution) ideas or research from written sources, such as books, as well as from the Internet. There may be times when you want to incorporate another person’s ideas, opinions and words into the papers you write to support a point or to provide background. If you do so, it is essential that you attribute that information—that you specify where the information came from and give credit where credit is due.

Fabrication and falsification mean that the information was made up. Fabrication includes making up an entire interview or embellishing a fact, quote or statistic to make it sound better. Don’t do it.

We will discuss these matters further in class. If you have any questions, please contact your professor

Students with Individual Needs

If you have any learning disability that may affect your performance in this course, please see your professor during the first week of class.

Student Access Services, 22 Strong Hall, 785-864-4064 (achieve@ku.edu), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted Student Access Services, please do so as soon as possible. Information about services can be found at <http://www.disability.ku.edu/>. Please also contact me privately in regard to this course.

Copying or Recording of Classroom Lectures

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the university’s property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to audiotape lectures, on the condition that these audiotapes are used only as a study aid by the individual making the recording. Unless the instructor gives written permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Class Schedule

The information below may change. Should that happen, I’ll provide as much notice as possible.

Tu, 1/17	Introduction to Course
Th, 1/19	Lecture: Theories and decision-making models
Tu, 1/24	Lecture: Theories and decision-making models

Th, 1/26	Lecture: Theories and decision-making models
Tu, 1/31	Lecture: Theories and decision-making models
Th, 2/2	Lecture: Theories and decision-making models
Tu, 2/7	Lecture: Theories and decision-making models
Th, 2/9	Lecture: Theories and decision-making models Questions 1-30 Due Open Book Ethics Code Quiz Assigned
Tu, 2/14	Case study, if done with opening lectures
Th, 2/16	Case study, if done with opening lectures
Tu, 2/21	Case study
Th, 2/23	Review session
Tu, 2/28	Midterm Examination
Th, 3/2	Case study
Tu, 3/7	Case study
Th, 3/9	Case study
Tu, 3/14	Case study Questions 31-62 Due
Th, 3/16	Case study
	SPRING BREAK
Tu, 3/28	Case study
Th, 3/30	Case study
Tu, 4/4	Case study (group)
Th, 4/6	Case study (group)
Tu, 4/11	Case study (group)
Th, 4/13	Ethics Codes Quiz Due Case study (group)
Tu, 4/18	Case study
Th, 4/20	Case study
Tu, 4/25	Movie case study
Th, 4/27	Values Essay Due Movie case study
Tu, 5/2	Discussion of movie case study
Th, 5/4	Course summary

Final Examination: Thursday morning, May 11, 7:30 – 10:00 a.m.

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