

**JOUR 608**  
**Ethics and the Media**  
**Spring 2017**  
**Online (Line No. 61268)**

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### **Course Goals**

It would be great if solving ethical dilemmas were like solving a mathematical problem: apply an equation and get an answer. Unfortunately, life doesn't work that way. We are often confronted with difficult decisions and no one correct solution. This course is designed to give you some tools to help you navigate through the landmines of real life. Specifically, the goals of this course are to:

1. Critically analyze philosophies, models, cases and codes.
2. Recognize ethical issues, problems and dilemmas in all facets of communications.
3. Use models effectively to resolve ethical dilemmas.
4. The exploration of diverse thoughts and philosophical models.
5. Think critically and clearly in applying models to case studies and current events.
6. Clearly and creatively present case studies and debates.
7. Ground yourself in American media standards and practices.

You and your classmates are going to be the leaders of 21st century journalism and its various disciplines. How you respond to ethical challenges will set the tone and direction for those who follow.

### **Course Resources**

The course is structured around Rushworth M. Kidder's *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living* (Harper, New York, 2010). The good news: As textbooks come, it is relatively inexpensive. Even better news: It is well written and easy to read! It is available at the KU Bookstore, as well as various online sources.

The case studies discussed in this class and additional reading assignments are on this course's Blackboard site: <https://courseware.ku.edu/>. While you have a large number of reading assignments, most of these consist of only two-to-three pages.

### **A Special Note About This Online Course**

This Intersession marks the sixth time this course has been offered online. This is the faculty's response to the needs of our students. Offering this class in the winter presents two distinct challenges: Covering in just over four weeks what normally is covered in 17 weeks and finding a suitable substitute for the high quality interaction that usually occurs in the classroom-delivered version of this course. These two challenges must be met while adhering to a fundamental value of the faculty, that this course has the same depth of any three-credit hour course. We believe this can be done – otherwise, we would not have offered this course online. This is also why this class will have several features not seen in a classroom-delivered course. For the purposes of this class, the instructional week begins and ends at 10:00 a.m. Sunday morning [except the first and last week]. Please pay attention to the due dates! **There are Two (2) Week 4 Folders! You need to complete both folders!!**

For all written assignments, if you turn them in early, you can get my critique and then make corrections, if you would like to improve the original score.

### **Special Note For Students With Winter Travel Conflicts**

Several students have indicated that winter travel plans may require alternative scheduling of assignments. (I am not referring to vacations. If am referring to foreign travel that may, for a short period of time, limit student access to the Internet.) One of the goals of online education is to give students flexibility. So, in this matter your professor is willing to work with you. **However, all deadlines must be met unless you have made alternative arrangements with your professor in advance.** The sooner we establish these ground rules, the less likely there will be any misunderstandings.

### **Grading, Assignments and Policies**

Each student's final grade in this course will be based on the following assessments:

#### **Weekly Online Tests (50 points each/ 200 points total)**

There will be four online quizzes, each based on that week's video lectures and assigned reading. You will be allowed to take the quiz only once, so you should complete viewing that week's videos and assigned reading prior to taking the exam. Once you begin the exam, you may not exit it until completed. Otherwise, you will be locked out of the exam. There will be 10 questions in each exam, and you will have a maximum of 20 minutes to complete it. It is also suggested that you take the quizzes on a wired connection to avoid an inadvertent dropout of a wireless connection. Each week's quiz must be completed by the end of the instructional week, 10:00 a.m. Sunday morning. Your score will be posted in the Blackboard *Grade Center*.

### **Weekly Online Journal (25 points each/ 100 points total)**

You will be asked to post a 200-400-word entry (There is NO penalty for going over in word count. If you need more, write more!) in an online journal located at the *Weekly Ethics Journal* button on the course Blackboard site. There will be specific instructions on each week's topic – usually related to that week's assigned reading. This will be a private journal – only you and your professor will see what you have written. Each entry is worth a maximum of 25 points, based on its relevance (0-5 points), detail (0-15 points) and spelling, grammar and clarity of thought (0-5 points). You may want to draft your comments in a WORD document and then paste them into Blackboard. Each week's journal post must be completed by the end of the instructional week, 10:00 a.m. Sunday morning. Your score will be posted in the Blackboard *Grade Center*.

### **Personal Code of Ethics (250 points)**

Each student will create his or her own personal code of ethics based upon criteria announced at the time of the assignment. Think about the diversity of cases, thoughts and philosophies as you craft your code. If you turn this in early enough during the week, you can correct any critique I will provide and resubmit.

### **Ethics Case Study Analysis (250 points)**

Students will be assigned to write a report about an assigned case study based upon criteria announced at the time of the assignment. You are required to fully utilize our course material for this. If you turn this in early enough during the week, you can correct any critique I will provide and resubmit.

### **Weekly Discussion Board (Including Nebraska board) (50 points)**

Students will be asked to participate in an online discussion each week using Blackboard's *Discussion Board* feature. Unlike the *Weekly Ethics Journal*, this discussion will be public with everyone in the class able to see each other's comments. Each week, you will be awarded a maximum of five discussion points for your posts. These are not grade points – they are participation points that will create an index upon which this grade will be based. (Each student will be ranked within the class, after which the final discussion board grade will be based on a curve of the class.) There will be specific instructions on each week's topic. Grading will be based on the relevance and clarity of the post. Your participation index points will be posted in the Blackboard *Grade Center*.

**Grade Scale** (percentage): A=92-100, A-=90-92, B+=88-90, B=82-88, B-=80-82, C+=78-80, C=72-78, C-=70-72, D+=68-70, D=62-68, D-=60-62, F=0-60.

**Special Note for Graduate Students:** In order to receive graduate credit for this course, graduate students are expected to complete an extra assignment. While the specifics of the assignment will be developed in consultation with your professor, it will likely involve the creation of an ethics case study that demonstrates graduate-level research and writing. Please communicate with Professor Crawford for more information on this assignment.

**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.

**Students with Special Needs** - The Office of Disability Resources (DR), 22 Strong Hall, (785) 864-2620 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 DR, please do so as soon as possible. Please also contact your professor privately in regard to this course.

# JOUR 608 – Ethics and the Media

## Schedule of Lectures, Readings and Assignments

Subject to Change

Kidder=*How Good People Make Tough Choices*

Thoreau=*On Civil Disobedience* (Found on Blackboard/Reading material folder)

Codes=Various professional ethics codes (Found on Blackboard/Reading material folder)

Week*	Video Lecture Modules	Assigned Readings/Assignments
<b>Week 1</b> <i>Dec.26-Dec. 31</i>	1 – Introduction 2 – Why ethics matter	Kidder – Chapters 1 and 2 Casebook – Sandy Hook
<b>Week 2</b> <i>Dec.31-Jan. 7</i>	3 - Ethical fitness 4 – Henry David Thoreau	Kidder – Chapter 3 Casebook – On Civil Disobedience Casebook – Wikileaks <b>Professional Codes of Ethics (Due Jan. 14<sup>th</sup>)</b>
<b>Week 3</b> <i>Jan.7-Jan. 14</i>	5 – Core Values 6 – Professional Codes	Kidder – Chapter 4 Casebook – Citizens for a Free Kuwait Casebook – <b>Professional Codes of Ethics (Due Jan. 14<sup>th</sup>)</b> <b>Personal Case Study Due Jan. 19<sup>th</sup></b>
<b>Week 4 - Final</b> <i>Jan.14 –Jan. 19</i>	7 – Ethical Checkpoints 8 – The Potter Box 9 – 21 <sup>st</sup> Century Ethics Final Thoughts	Kidder – Chapter 8 Casebook – Argosy Casino Casebook – Arthur Ashe <b>Personal Case Study Due Jan. 19<sup>th</sup></b>

*In this class, the instructional week begins and ends at 10:00 a.m. Sunday (CDT). However, our **first week** officially starts on a Tuesday (I am starting it the previous Sunday) and ends the next Sunday. The **last week** Starts on a Sunday and ends on a Friday. Please follow the dates on the assignments. There are two folders for Week 4!*

**Reminder:** *After viewing each week’s video lectures and completing each week’s reading assignments, you are expected to make an Ethics Journal entry, participate in the Discussion Board forum and take the weekly quiz. The scores for these exercises will be recorded in the Blackboard Grade Center.*