

# Syllabus

MEJO 141.002 | Media Ethics | Summer II 2017

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UNC  
SCHOOL OF MEDIA  
AND JOURNALISM

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| Course Details | Monday-Friday, 9:45 – 11:15 a.m.<br>Carroll Hall, Room 283                     |
| Instructor     | Deborah Dwyer<br>ddwyer@live.unc.edu   423.994.2840                            |
| Office & Hours | Carroll Hall 367   Tuesdays and Thursdays, 9 – 9:45 a.m.<br>and by appointment |

## Welcome to the fascinating and challenging world of media ethics!

We're here to learn about ethics in the mass media. Media professionals talk a lot about doing the right thing, but they're often criticized for ethical and moral shortcomings. In this class, we will discuss the ethical dilemmas that confront professionals in **print** and **broadcast journalism, visual communication** (photojournalism and graphic design), and **strategic communication** (PR, advertising, and other business communication). We will examine codes of ethics for various media professions and evaluate how these guidelines have and have not been applied in specific settings.

This class explores what constitutes ethical practices, what interferes with ethical practices, and what emerging ethical issues may challenge you as the future leaders of the media and journalism fields. In the end, you should be familiar with the tools needed to make professional ethical decisions in an organized and informed way.

Rather than a course that focuses solely on your retention of specific information, "learning" ethics means adding *critical thinking* and *applied reasoning* to your skills toolbox so you can use them to navigate an unlimited number of challenges you might face during your career.

You'll get out of this course what you put into it. Your success will depend upon your willingness to keep up with the readings, participate in class and on Sakai, and keep an open mind when dealing with issues and others' opinions. So come to class prepared and ready to participate in informed discussions!

## Text/Readings

The required text for this course is *Media Ethics: Issues & Cases* (8th edition) by Philip Patterson and Lee Wilkins. The text will be supplemented by online readings.

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## Course Goals

- Integrate ethical foundations and apply those ideas to professional situations
- Critically analyze current media professional practices through reading and discussing communication topics found in trade journals and other media
- Compare ethical standards of mass communication professions and examine how similarities and differences help or hinder their professional relationships
- Develop, defend, and apply your own set of guidelines to tackle ethical situations

## About the Content

This course may at times include topics, materials, and discussions that could be disturbing or distressing to some people. It is difficult, if not impossible, to anticipate all the directions our conversations may take. If you find it necessary to step out of the classroom, you may do so without penalty. However, you are responsible for any material covered during time that you miss, and you should make arrangements to get an update from a classmate.

The university provides a number of resources and services to help you cope with any difficult challenges you face while part of the Carolina community and beyond through Counseling and Psychological Services (CAPS):  
<https://campushealth.unc.edu/services/counseling-andpsychological-services>.

## Basic Guidelines

- Be on time. This is a basic issue of professionalism, responsibility, and mutual respect (all huge themes of this course).
- Be respectful. We need to hear what everyone has to say. Participation and discussion are keys to this course, and we may have some intense sessions. In other words, we don't all have to agree, but we do have to be respectful in our disagreement.
- Be open minded. This course isn't about what you naturally "think" or "feel" about things; it's about applying new knowledge gained in the class to address the real-world ethical issues we discuss. Try to keep your personal feelings in check and instead rely on informed reasoning and the professional guidelines you will learn. A great way to learn this skill is to take a stab at arguing against your initial reaction!
- No phones, no social media, and no browsing. Please turn off the ringer and put away your phone before class begins. We're only in class 75 minutes at a time; give your electronics (and yourselves!) a break. You may use your laptops for taking notes only, but there will be times when you will be asked to put your laptop away to facilitate discussions. If I see an issue with the use of laptops, we will revisit the use of them during class time.
- Communication is key. Many misunderstandings, issues, problems, and unnecessary situations (crisis communications folks can come up with all sorts

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of names for it) can be solved by open communication. If I don't know there is a problem, I can't help to solve it. If you have an issue I need to be aware of, talk to me sooner rather than later. More time typically equates to more options from which to identify a solution.

### Assignments & Course Requirements

#### Participation

More than many other college courses, the success of this class depends in large part on the quality of class discussion. Quality discussion depends in large part on students coming to class prepared. Protect your participation points! Here's how:

- Pay attention. Good classroom discussion depends on good listening. You will lose participation points for disengaging during in-class presentations or class discussion. This includes talking to your neighbor while someone else is speaking to the class, reading or viewing material not related to the class discussion or activity, sleeping in class, having a computer open during Ethics in the News presentations, or generally being disruptive in a way that prohibits a good learning environment. In the event that any of these happen, you will receive a note in the grade book notifying you of why points (in 5-point increments) are being deducted from your grade.
- I will keep track of who proactively participates in class throughout the semester. Our class size allows for everyone to engage every class period. If you're not participating, expect me to contact you to discuss it. Although class participation is preferred, you can also post responses that address something brought up in that day's class discussion in the Online Discussion Board forum on the course Sakai site (no fewer than 50 words). Failure to complete one of these two activities each class period will result in three points deducted from your final participation grade for each instance.
- At the end of some class periods, you will be asked to fill out a quick questionnaire about the class discussion. The purpose of this is to help participants in the class reflect on their role in the course...and for me to reflect on mine. Working together, this information can improve how discussion in the class develops in the future. Comments are not considered as part of your grade; instead, they are an opportunity for you to provide important information that can improve our mutual experience.

#### Attendance

Woody Allen once said, "Showing up is 80 percent of life." You are permitted three absences from class without penalty. If you are late to class by more than five minutes or leave more than 10 minutes early, you will be counted absent. You do not have to notify the instructor of your reasons for your absences, nor do you have to provide a doctor's note. For each class you miss after three, your final grade will be lowered by three points. For example, if your grade average is a B- (81) and you have four absences, your final grade will be a C+ (78). Please note: Chances are EXCELLENT that you will need all of your absences for sick days or other types of

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emergencies or opportunities. I strongly suggest that you save your absences for these purposes. DO NOT waste your absences on "the weather's too nice (or too lousy) to come to class" and then ask for an exception to the attendance policy when you actually come down with the flu.

ASSIGNMENT 1: Ethics in the News Project (individualized due dates TBD)  
Each student will sign up for a class day during which he/she is responsible for presenting to the class a mass media ethics-related event that has been in the news sometime during the previous seven days. (If it's more than a week old, please pick another topic.) This is a good way to begin "flexing" your critical thinking and applied reasoning skills in response to real-world challenges faced by mass media professionals.

You should sign up for a class day NOW. Go to Sakai under "Sign-Up" and pick a day from the class days offered (just look at the date – don't worry about the times listed). Presentations will begin on July 5 (one presentation per day) and conclude at the end of the semester.

The assignment consists of three components: the information you provide via Sakai to educate your fellow students on your topic, identify appropriate ethics codes to consider, and pose discussion questions; your in-class presentation (using effective visuals such as a few PowerPoint slides); and your assistance guiding the discussion in class.

For your project, you will create a discussion thread in the Ethics in the News forum on Sakai. In your comments, clearly explain the media-related ethical issues involved in your topic and which professional ethics codes apply, and post one or two questions to start class discussion. Provide a link/attachment or two on Sakai for class members to familiarize themselves with the issue (news items, videos, etc.). Don't go overboard; this is just one reading component of that day's class. You will be responsible for leading/managing discussion of the topic on the discussion board throughout your assigned class period.

Remember, YOU DO NOT HAVE TO PROVIDE AN "ANSWER" TO THE DILEMMA. This exercise is to clearly articulate the issue(s) at hand and the tools we might use to inform a proposed plan of action. You will be responsible for helping lead/manage the discussion in class, which is where we'll discuss the ways (and there will be multiple; remember, these decisions aren't black and white!) we might address it.

Some good places to find Ethics in the News topics are Poynter's Everyday Ethics Column at <http://www.poynter.org/tag/everyday-ethics/> and the iMedia Ethics website at <http://www.imediaethics.org/>.

A document containing a sample Ethics in the News student post and potential topics for inspiration is available in the Resources folder on Sakai.

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The following criteria will be used to evaluate your project:

1. Is the topic timely (within the one-week time frame), and does it involve an issue of ethical concern to mass media professionals?
2. Do you clearly explain the situation? Do you clearly outline the ethical issue(s) the situation presents? Do you apply the appropriate ethics codes to analyze the situation and help inform your proposed response?
3. Do you effectively present your topic in class, using appropriate and effective visual aids (presentation slides, etc.)?
4. Do you effectively help guide class discussion, responding as appropriate to classmates' comments and questions?
5. Do you submit your in-class presentation via the Assignment on Sakai by the beginning of class on your assigned day?

Please have your information posted to the discussion board by no later than noon TWO DAYS before your assigned presentation day. This gives your fellow students time to review the information you provide and consider your discussion questions. You should submit your in-class presentation (PowerPoint, handouts, etc.) to me through the Assignment on Sakai NO LATER than before class on the day of your presentation.

ASSIGNMENT 2: Personal Code of Ethics Paper Wednesday, July 26 | 9 a.m.  
For this assignment, you will write a personal code of ethics for an ideal media- or communication-related job you would like to hold in 10 years. You will then apply that ethics code to a hypothetical media or communication-related ethical dilemma you encounter in your job.

The assignment should not exceed 10 double-spaced pages (12-point type) and should include the following elements:

1. At least 150 words describing your ideal media or communication-related job.
2. A detailed code of ethics addressing all (or at least most) of the major ethical issues likely to be faced by someone in this position. For guidance, look to the codes of ethics we've discussed in class or examples on Sakai. Look for ones most related to your chosen job; you may also want to search for other ethics codes that are more appropriate for the specific position you've described. Be sure to include information about which ethics codes you used as guidance. *Approximately 2-3 pages*
3. A detailed hypothetical case study involving an ethical situation likely to arise in this position. Be sure to include yourself in the dilemma; this project involves YOU coming up with a solution to an ethical dilemma you might face in a future job.  
*Approximately 1-2 pages*

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4. An explanation of how someone in this job (in this case, you!) would use your code of ethics and the various ethical philosophies we've discussed in class to determine the correct course of action for this hypothetical situation. The appropriateness of alternative actions should be addressed in this section.

*Approximately 3-4 pages*

Submit your paper using the Assignments tab on Sakai by 7/26 at 9 a.m.

Final Exam Monday, July 31 | 8-11 a.m.

The final exam will test your knowledge of the material from the entire semester and represents 30 percent of your final grade. The text is comprised of two sections: (1) an objective section with true/false, multiple choice, and matching questions, and (2) an essay section. Questions will be taken from the assigned daily readings (textbook, daily instructor comments and other assigned readings). Please note that you will need to bring your laptop to class for the exam. More details about the exam will be provided in class.

Your exam is scheduled for 7/31 from 8-11 a.m. Exams may only be made up in the event of an actual medical emergency (with proof from a doctor's note). Make-up exams will be given at a time and date that is convenient to both the instructor and student.

### Grades and Grading Standards

Course grades will be calculated as follows:

- Personal Code of Ethics Paper 25%
- Ethics in the News Presentation 25%
- Final Exam 30%
- Participation 20%

Please note that late assignments are not accepted without my prior approval. With so few assignments in this course, do not let missing a deadline substantially risk your final grade.

The final course grade will be calculated using the following scale:

|    |   |        |
|----|---|--------|
| A  | = | 93-100 |
| A- | = | 90-92  |
| B+ | = | 87-89  |
| B  | = | 83-86  |
| B- | = | 80-82  |
| C+ | = | 77-79  |

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| C  | = | 73-76       |
| C- | = | 70-72       |
| D+ | = | 67-69       |
| D  | = | 60-66       |
| F  | = | 59 or below |

Although grades are not negotiable, I will give consideration if a legitimate concern arises about an assignment grade. However, you must contact me promptly. If you have questions about or dispute a particular grade, this needs to be taken care of within a week of receiving that grade.

Also, in order to earn a letter grade, you must fully earn that percentage. Grades are not rounded up or down. So, to receive a final course grade of A-, you must earn at least a 90 percent. A final average of 89.7 is a B+.

I follow the University's Grading Standards adopted by the Faculty Council. *More specifics from me are in italics.*

- A: Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The "A" grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue. *Clear and original thinking, thorough analysis, logical assertions supported by significant amounts of evidence, clear writing that is concise and grammatically correct, and strong organization. Very strong class participation.*
- B: Strong performance demonstrating a high level of attainment for a student at a given stage of development. The "B" grade states that the student has shown solid promise in the aspect of the discipline under study. *Clear and original thinking, relatively thorough analysis, logical assertions supported by some amount of evidence, clear writing with very few grammatical errors, and good organization. Strong class participation.*
- C: A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The "C" grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development. *One or two elements of the assignment may be weak or missing, some writing errors, some weakness in organization, and relatively little evidence for assertions. Adequate class participation.*
- D: A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The "D" grade states that the student has given no evidence of prospective growth in the disciplines; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field. *Several*

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*elements of the assignment are weak or missing, poor writing, poor organization, lack of evidence for assertions. Low class participation.*

F: For whatever reason, an unacceptable performance. The "F" grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken. *Most or all of the required elements are missing, the assignment is turned in late, and writing is so bad that it's difficult to understand. Very low or no class participation.*

### **Sakai Course Site**

Course information, including this syllabus, and other resources are available via Sakai. As a student registered in MEJO 141-002, you have automatic access to this site and are expected to use it fully for this class. We will go over the basics of the content in class.

Forums: The Online Discussion Board is the place to post responses to class discussion, make a suggestion, ask a question, etc. You are encouraged to continue and/or spark class discussion at any time – even if it's a topic area that we've already covered. You may come up with some great ideas outside of class or read something you think would be valuable to discuss. Post opinions, brainstorm, afterthoughts or new ideas, links to articles you have read, pose questions, or announcements. All postings must adhere to University policies and standards. Please be respectful of all opinions, whether you agree with them or not.

Resources: PowerPoints and supplemental readings are posted in this section. Many students find it advantageous to access PowerPoints prior to class so in-class participation is easier. My PowerPoints are merely outlines for discussion. I do not provide all the detail; That is what note taking is for.

Assignments: Details about your assignments are posted in this section. This is where you submit your assignments as well.

Gradebook and Attendance: you can see your grades and your attendance record under these sections at any time.

### **Honor Code**

All participants in this course are expected to conduct themselves within the guidelines of the University Honor System (<http://studentconduct.unc.edu/>). All academic work should be completed with the high levels of honesty and integrity that this University demands. All participants in this course are expected to complete their own work and there will be no leniency for cheating. Anyone in this course who has concerns about the Honor Code or the role it plays in this course are encouraged to meet with the instructor, Senior Associate Dean for

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Undergraduate Students Charlie Tuggle, or a representative of the Student Attorney Office or the Office of the Dean of Students.

### **Diversity**

The University's policy statements on Equal Employment Opportunity and Nondiscrimination are outlined at <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>. In summary, UNC does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. Why is this important? We will explore it in this course.

### **Harassment**

UNC does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. If you need assistance with a harassment issue or problem, bring it to the attention of the instructor or The Office of the Dean of Students, [dos@unc.edu](mailto:dos@unc.edu) or (919) 966-4042.

### **Accreditation**

The UNC Chapel Hill School of Media and Journalism's accrediting body outlines a number of professional values and competencies students should be able to demonstrate by the time they graduate. This course touches on a number of the values and competencies, with an emphasis on (1) demonstrating an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; and (2) thinking critically, creatively and independently. Complete accreditation standards are available at <https://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML#std2>.

### **Special Accommodations**

If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about disabilities, visit the Accessibility Services website at <https://accessibility.unc.edu/>.

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## Course Schedule

| Date |         | Topic   | Readings/Activities   |
|------|---------|---|---|
| M    | June 26 | Welcome!<br>Class Overview<br>What Are Ethics?    |   |
| T    | June 27 | Ethical Principles                                | <ul style="list-style-type: none"><li>• Chapter 1, pp. 1-20</li><li>• <a href="#">Ask These 10 Questions to Make Good Ethical Decisions</a></li></ul>   |
| W    | June 28 | Ethical Principles continued                      | <ul style="list-style-type: none"><li>• Chapter 11, pp. 284-293</li><li>• <a href="#">Thinking Ethically</a></li></ul>  |
| TH   | June 29 | Journalism Ethics & Professional Codes            | <ul style="list-style-type: none"><li>• Chapter 2, pp. 21-36</li><li>• <a href="#">SPJ Code of Ethics</a></li><li>• <a href="#">Buzzfeed News Standards and Ethics Guide</a></li></ul>  |
| F    | June 30 | Sensitive Subjects:<br>Talking About Sex and Race | <ul style="list-style-type: none"><li>• Case Study: Opinionated or Offensive? (Column and response on Sakai)</li><li>• <a href="#">Case Study: Anonymity for Rape Victims</a></li></ul>   |
| M    | July 3  | Sensitive Subjects:<br>Covering Victims of Trauma | <ul style="list-style-type: none"><li>• <a href="#">SPJ Position Paper: Reporting on grief, tragedy and victims</a></li><li>• <a href="#">Case study: Henry's Public House shooting</a></li></ul>   |
| T    | July 4  | No class  |   |
| W    | July 5  | Digital Media                                     | <ul style="list-style-type: none"><li>• Chapter 9, pp. 226-237</li><li>• <a href="#">Why Ethical Journalism Needs a Magna Carta for the Web</a></li><li>• <a href="#">Unavoidable Ethical Dilemmas for Digital Journalists</a></li><li>• PR Ethics Advisory – Social Media (Sakai)</li></ul> <p>In class: Ethics in the News presentation</p> |

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| TH | July 6  | Motivations to Publish   | <ul style="list-style-type: none"> <li>• <a href="#">Huffington Post article</a></li> <li>• <a href="#">College Editor Defends Running Uncensored Streaker Photos</a></li> <li>• <a href="#">East Carolina Fires Newspaper Adviser</a></li> <li>• <a href="#">Case Study: Reporting on Suicide</a></li> </ul>  |
| F  | July 7  | Privacy                  | <ul style="list-style-type: none"> <li>• Chapter 5, pp. 108-121</li> <li>• Case Study 5-A, pp. 121-122</li> <li>• <a href="#">RTDNA Code of Ethics</a></li> <li>• <a href="#">RTDNA Social Media &amp; Blogging Guidelines</a></li> <li>• <a href="#">About Billy Sipple</a></li> </ul> <p>In class: Ethics in the News presentation</p>   |
| M  | July 10 | Privacy                  | <ul style="list-style-type: none"> <li>• <a href="#">Case Study: Removing a search result Publishing and 'Unpublishing' in the Digital Age</a></li> <li>• <a href="#">5 Ways News Organizations Respond to 'Unpublishing' Requests</a></li> </ul> <p>In class: Ethics in the News presentation</p>   |
| T  | July 11 | Big Data                 | <ul style="list-style-type: none"> <li>• <a href="#">The Rise of Data Reporting</a></li> <li>• <a href="#">How Data Journalism is Different</a></li> <li>• <a href="#">The Challenges and Possible Pitfalls of Data Journalism</a></li> <li>• <a href="#">Data-Driven Ethics guidelines</a></li> <li>• It Gets Better Project Case Study (Sakai)</li> </ul> <p>In class: Ethics in the News presentation</p> |
| W  | July 12 | Plagiarism               | <ul style="list-style-type: none"> <li>• <a href="#">Case study: Using 'borrowed' material</a></li> <li>• <a href="#">Poynter: How to handle plagiarism</a></li> <li>• <a href="#">Wikipedia: Stephen Glass</a></li> <li>• <a href="#">Interview with Stephen Glass</a></li> </ul> <p>In class: Ethics in the News presentation</p>  |
| TH | July 13 | Partisanship & Fake News | <ul style="list-style-type: none"> <li>• Chapter 6, pp. 130-144</li> <li>• <a href="#">Six types of misinformation</a></li> <li>• <a href="#">When is a false claim a lie?</a></li> <li>• <a href="#">This Analysis Shows How Viral Fake Election News Stories Outperformed Real News On Facebook</a></li> </ul> <p>In class: Ethics in the News presentation</p>  |

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| F  | July 14 | Partisanship & Fake News | <ul style="list-style-type: none"> <li>• <a href="#">Facebook and matters of fact in a post-truth era</a></li> <li>• <a href="#">Case study: Facebook and fake news</a></li> <li>• <a href="#">Tips for spotting fake news</a></li> </ul> <p>In class: Ethics in the News presentation</p>   |
| M  | July 17 | Vis Comm                 | <ul style="list-style-type: none"> <li>• Chapter 8, pp. 187-199</li> <li>• Case Study 8-H, pp. 221-223</li> <li>• <a href="#">American Society of Magazine Editors ethics code</a></li> <li>• <a href="#">Washington Post: Time Magazine Breastfeeding Cover</a></li> <li>• <a href="#">Poynter on Newsweek's Gay Marriage Cover</a></li> </ul> <p>In class: Ethics in the News presentation</p>           |
| T  | July 18 | Vis Comm                 | <ul style="list-style-type: none"> <li>• Case Study 8-D, pp. 205-207</li> <li>• Case Study 8-E, pp. 207-212</li> <li>• <a href="#">National Press Photographers Association Code</a></li> <li>• <a href="#">Washington Post policy on manipulation of photographic images</a></li> <li>• <a href="#">Poynter: How to handle graphic images</a></li> </ul> <p>In class: Ethics in the News presentation</p> |
| W  | July 19 | Advertising              | <ul style="list-style-type: none"> <li>• Chapter 3, pp. 51-64</li> <li>• <a href="#">American Advertising Federation Ethics Code</a></li> <li>• <a href="#">CNN: How is Advertising Influenced by Ethics?</a></li> <li>• Native Advertising reading TBD</li> </ul> <p>In class: Ethics in the News presentation</p>  |
| TH | July 20 | Advertising              | <ul style="list-style-type: none"> <li>• Case Study 3-G, pp. 76-68</li> <li>• <a href="#">Huffington Post Article on Dove Beauty Campaign</a></li> <li>• <a href="#">AdWeek article on campaign</a></li> </ul> <p>In class: Ethics in the News presentation</p>  |

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| F  | July 21 | PR  | <ul style="list-style-type: none"> <li>• Chapter 3, pp. 51-64</li> <li>• <a href="#">PRSA Code of Ethics</a></li> <li>• Case study: Looking the other way (Sakai)</li> <li>• Case study: Enhancing the profession (Sakai)</li> </ul> <p>In class: Ethics in the News presentation</p>  |
| M  | July 24 | PR & Propaganda                                       | <ul style="list-style-type: none"> <li>• <a href="#">PRSA Matrix of Ethical Dilemmas</a></li> <li>• <a href="#">PRSA Ethical Decision Making Guide</a></li> <li>• <a href="#">Shared Values Initiative</a></li> <li>• <a href="#">Article – Shared Values Revisited</a></li> </ul> <p>In class: Ethics in the News presentation</p>  |
| T  | July 25 | Corp Comm   | <ul style="list-style-type: none"> <li>• <a href="#">Fathoming corporate ethics</a></li> <li>• <a href="#">Case study: Uber’s misleading claims</a></li> </ul> <p>In class: Ethics in the News presentation</p>  |
| W  | July 26 | Corp Comm   | <ul style="list-style-type: none"> <li>• Chapter 9, pp. 226-238</li> <li>• Case Study 9-G, pp. 251-253</li> <li>• <a href="#">WSJ article "Paid to Pitch"</a></li> <li>• <a href="#">CNN story about mommy bloggers</a></li> <li>• <a href="#">Word of Mouth Marketing Association Code of Ethics</a></li> <li>• <a href="#">FTC guidelines concerning disclosure of marketing connections</a></li> </ul> <p>In class: Ethics in the News presentation</p> |
| TH | July 27 | Summing Up What We’ve Learned & Review for Final Exam |  |
| F  | July 28 | Reading Day   |  |
| M  | July 31 | Final Exam 8-11 a.m.                                  |  |