

# ~MEJO 141.2 – Media Ethics: The Fall 2022 Edition ~

**Classroom:** 101 Greenlaw

**Time:** TR 2-3:15 p.m.

**Instructor:** Dr. Lois Boynton (she/her/hers)

**Office:** 237 Carroll Hall

**e-mail:** [lboynton@email.unc.edu](mailto:lboynton@email.unc.edu)

**Home phone:** 919/960-6093 (leave message if needed)

## Stop by! Office and Zoom

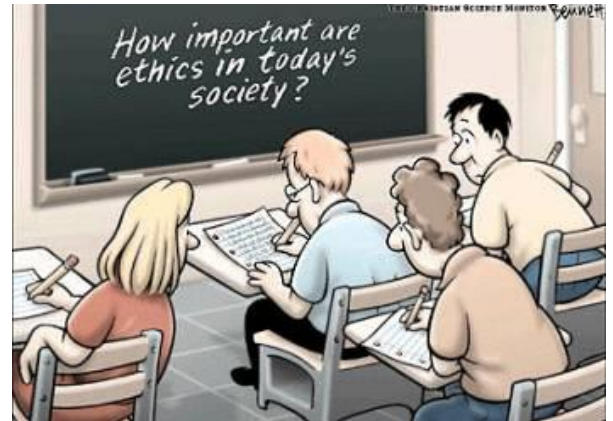
Mondays 10-11:30 am and 2-5 pm

Tuesdays/Thursdays 3:45-5 pm

Wednesday 3-4 pm **on Zoom only**

And, by appointment

*\* see Sakai for office hours Zoom link and password*



## [ABOUT]

We're going to look at the relationships of **professional** ethics, ethical dilemmas, and ethical practices within a variety of media professions – print, broadcast, and online journalism; various visual communications approaches for news, business and social interactions; public relations; advertising; and even hybrids.

This class permits all students opportunities to explore – both in-class discussions and written assignments – what constitutes professional ethical practices, what interferes with acting ethically, and what emerging ethical issues may challenge you as the newest generation of professional communicators.

## Objectives

The purpose of this class is to help you make effective ethical decisions within your profession. Course objectives include:

- ① What goes into making an ethical decision? Explore ethical foundations to apply in professional ethical dilemmas;
- ② The value of having a process: Applying ethical codes and standards of our professions to resolve ethical dilemmas;
- ③ Critically analyze ethical expectations and challenges in our professions through reading, writing and discussing communication topics found in trade journals and other media.

## Prereqs? Nope!

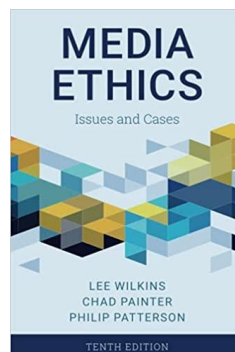
MEJO 141 meets the Gen Ed requirement for philosophical and moral reasoning (PH)!



That means, during the semester, each student will complete at least 10 pages of writing. As you'll see in the week-to-week schedule, there are a few writing assignments that, together, meet this stipulation.

## ⇌ da book:

**Media Ethics: Issues and Cases** by Lee Wilkins, Chad Painter, & Philip Patterson, **10<sup>th</sup> edition**  
Plus, scintillating readings on [Sakai](#) in the **Resources Folder**



All assigned readings should be completed **before** the class starts to ensure that you're ready to discuss, ask questions, offer opinions, disagree, argue, share knowledge, etc. That's what will make this class fun!

## Where it's at in the syllabus

Participation criteria – p. 2

What's on the Sakai site – p. 3

Grades/grading – pp. 3-4

Research requirement – p. 4

Campus resources – p. 5

Accreditation Council – p. 6

Week-by-week schedule – pp. 7-12

**About the content:** This course may at times include topics, materials and discussions that can be disturbing or distressing, and it is difficult, if not impossible, to anticipate all the directions our conversations may take. If you find it necessary to step out of class, you may do so without penalty. However, you still are responsible for any material covered during time that you miss, and you should arrange to get notes from a classmate. I will be happy to meet with you if you have concerns. Please also remember that 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 (see p. 5 below).



## Always Be Curious

This is a real-world class in which we're going to examine the challenges and dilemmas of today's media and communication professions. Please keep up with what's going on in the world and in your profession through regular reading/viewing of traditional and evolving media channels.

One resource I like is [The Skimm](#); you may have others. Find ethical issues that professionals in your field face by taking a look at the trade journals like *PR Week*, *Ad Age*, *Columbia Journalism Review*, among others.

See something interesting? Bring it to class or post it on Sakai! The more the merrier!

**ZITS**  
SCOTT AND  
BROWN



## Attendance and Participation

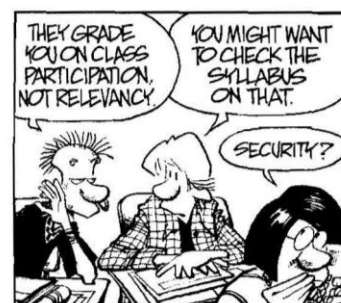
Please be here! You'll find it to be handy. I consider this a professional environment and you to be the professionals (OK, I'll be professional, too!). In the professional world, there's no such thing as not attending a meeting or workday "just because." Treat attendance as an expectation.

The [university's class attendance policy](#) states, "Regular class attendance is a student obligation. Students are responsible for all of their work, including assessments, tests, and written work, and for all class meetings. ... No right or privilege exists that permits a student to be absent from any class meetings." The university considers more than 3 absences to be a concern. You may be absent from class **3 times** before I take points off for missed classes. **For each class you miss after 3**, your final grade will be lowered by 3 points. For example, if your grade average is a B- (81) and you have 4 absences, your final grade will be C+ (78).

**There are exceptions:** University approved absences are authorized university activities, disability, religious observances, or pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#). Also, significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#) and/or EOC.

Please communicate with me early about potential absences. Remember: you are bound by the [Honor Code](#) when making a request for a University-approved [absence](#).

**One more note:** You are responsible for any material covered during classes, and you will lose credit for any **in-class** assignment completed during classes you do not attend unless you make arrangements with me ahead of time.



**Additionally**, I distinguish between attendance and participation. **In short, attendance is expected but not sufficient for an outstanding participation grade.** In addition to attending class twice a week, I expect everyone to be **active** participants in class and small-group discussions and on Sakai forums – ask questions, offer your opinions, and challenge. It'll make learning easier and even more fun. Yes, it's a large class, but interaction makes ethical decision-making more effective through dialogue. Join the fun!

Here are criteria I follow for determining the **participation** portion of your grade. I'll also ask you to assess yourself via these same criteria at the end of the semester.

A (9-10)	B (7-8)	C (5-6)	D and F (≤4)
Consistently participates in class and/or online twice a week. Thought-provoking ideas, asks/posts interesting questions. On time. No absences.	Participates in class and/or online once or twice a week consistently through semester. Good ideas, asks/ posts questions. On time, no absences.	Participates in class and/or online time to time. Mostly prefers to lurk. Pretty good input but doesn't speak up/ contribute online consistently. Attends classes.	Barely says anything all semester whether in class or on Sakai Forums. Mostly lurkers even if has good attendance. May or may not be on time.

Overview
Announcements
Calendar
Syllabus
Resources
Messages
Gradebook
Statistics
Site Info
Course Reserves
Assignments
Attendance
Drop Box
Email Archive
Forums
Library Guide
Podcasts
Roster
Tests & Quizzes
UNC Learning Center
UNC Writing Center
Panopto
Help

## Sakai-ing: Whar's it at?



- ♦ **Syllabus** – You know, this thing you should check every now and then...
- ♦ **Resources** – Topics folders with PowerPoints, readings. PowerPoints are merely outlines for discussion – I do not provide all the detail – that's what listening and note-taking are for. Every career requires you to take good notes to ensure you report accurately, represent your clients accurately, and get the names accurate for photo captions.
- ♦ **Assignments** – in-class and homework. Any homework assignments announced in class will be posted after that class period.
- ♦ **Forums: Yes, participation in Sakai forum discussions counts as class participation.** Continue and/or spark class discussions.
- ♦ **Gradebook:** I will post assignment grades. If you have a question about a grade, please bring it to my attention within a week of it being posted (rather than waiting until the semester ends).



## Assignments and deadlines

All **homework assignments** are due at the beginning of the designated class period (aka, 2 p.m.). Late papers (2:01 p.m. and later) will receive a reduced grade unless you and I agree before the assignment is due that it can be late. No assignment will be accepted if it is turned in more than 24 hours after its deadline – it'll get ya a zero.

**In-class assignments** are just that – you'll work on them in class and turn them in when class ends. Missing an in-class assignment constitutes a zero for that item.

**NOTE: Save/turn in assignments as Word or PDF documents**

**Your final grade** will be based on

*Homework	13%
*Participation (in class and/or on Sakai forums)	10%
*In-class assignments, quizzes ( <i>lowest dropped</i> ), etc.	12%
*TARES group project	15%
*Research participation	5%
*Test	10%
*Midterm exam	15%
*Final exam	20%

**Grading Scale:**

A = 90-100	B = 80-89	C = 70-79
D = 60-69	F = <60	

and +/- as appropriate

**Extra Credit: It's unlikely you will receive extra credit opportunities. In the rare event that they occur, they will be class wide, so please don't ask for individual extra credit assignments**



YOU ≠ YOUR GPA

**A Few Words on Grades:** I follow the [University's Grading Standards](#), adopted by the Faculty Council. *Fabulous* reading, I assure you!!

Grades are not negotiable, but I will give every consideration to concerns you have about a grade, IF the concern is identified **promptly**. If you have questions about or dispute a grade, the issue needs to be taken care of within a week of receiving that grade. The only grades I'll discuss at the end of the semester are those assignments you complete at the end of the semester.

### Assignment highlights – Here's what's happening this semester:

Homework – Posted on Sakai in the Assignments tab. Deadlines are also on the Sakai calendar, and you will receive an email from the Sakai elves 24 hours before an assignment is due.

In-class activities – some will be completed in small groups; others, you'll get to do independently. They will be posted in the Assignments tab and available the day of that activity

Reading quizzes – There will be 6 reading quizzes (multiple choice and T/F), each worth 20 points. I will drop the lowest quiz grade and tally the remaining 5 to count as 1 in-class assignment (you know...  $5 \times 20 = 100!$ ).

TARES group project – You will work with a team (at least 1 other person) to assess a political or issue-based ad using the TARES test to rate its truthfulness, authenticity, respectfulness, equity, and social responsibility. Details will be posted in the Assignments tab.

Sakai forums – I will post weekly prompts for you to share your perspectives by applying the concepts we're discussing in class. **You're required to post once a week, minimum.** More frequently is fine! Posts count as participation along with your involvement during each class period.

Research participation – complete 2 hours of research in one of 3 ways: (1) Sign up to participate in 2 academic research studies in the School of Journalism and Media. (2) Write article summaries of a study topic in [Journalist's Resource](#) or an academic research journal with ethical ramifications. (3) Combo! 1 research study and 1 summary. See Assignments tab for details.

Test 1, midterm, and final will include multiple choice, matching, true/false, short answer and brief chats. I will post study guides in the Resources tab of Sakai about a week before each one.

**See the week-by-week schedule below for assignment due dates and test dates.**

### And....

♦ **Please be on time** – it's a matter of professionalism, responsibility, and mutual respect (all huge themes of this course). Class starts promptly at 2 p.m. – be here!

♦ **Be respectful** – We need to hear what folks have to say. Participation and discussion are keys to this course, and I hope we have some lively sessions. In other words, we don't all have to agree! But I do request that you be respectful in your disagreement.

Your *Beliefs*  
don't make you a  
*better person*;  
your *Behavior*  
does...

♦ **Turn off the ringers** – Please silence your digital toys before class starts.

♦ **Pause the shopping and give social media a rest!** Part of participating is being attentive to what's happenin'

in class and being part of the action. So, use your laptops and other digital tools to take class notes or do in-class assignments (not homework for your other classes, either 😊). BTW, research shows there is a high correlation between cybersurfing and below average course grades [[Education Psychology](#)]. Just sayin' 😊

Since you made it this far, let me know you've read the syllabus by posting a photo of your favorite animal in the 'Syllabus' forum on Sakai by 9 a.m. Aug. 17 to earn some extra credit.

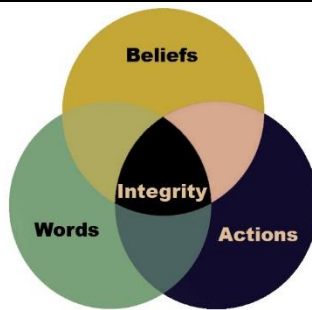
## Diversity, Equity and Inclusion:

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#).

In summary, UNC-Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, ethnicity, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. Additional information is available at the [University of Office for Diversity and Inclusion](#). The Dean of Students handles inquiries regarding the University's nondiscrimination policies. Call [919] 966-4042; NC Relay, 711, email [odos@unc.edu](mailto:odos@unc.edu), or visit Student Academic Services Building, Suite 1106, 450 Ridge Road.

### Student Conduct

You are expected to conduct yourself within the guidelines of the University honor system. All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. You may retrieve the full document, *The instrument of student judicial governance*, [here](#).



The University's Policy on Prohibit Discrimination, Harassment and Related Misconduct is outlined [here](#).

Discrimination violates the university's [Honor Code](#), 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 my attention or The Office of the Dean of Students, [odos@unc.edu](mailto:odos@unc.edu), 919/966-4042 or NC Relay 711.

### Class accommodations

UNC-Chapel Hill provides reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. The Office of Accessibility Resources and Service determines accommodations for individuals with documented, qualifying disabilities according to applicable state and federal laws. For information, visit the ARS Office [website](#), call 919/962-8300, or use NC-Relay 711.

If you need **individual assistance**, it's your responsibility to meet with the instructor (that's me!). If you are serious about improving your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness. Please don't wait!!

### And please take advantage of campus and online resources:

- ♦ [Counseling and Psychological Services](#) (aka, CAPS)
- ♦ [Multicultural Health Program](#) for needs of Black, Indigenous, and Students of Color
- ♦ [Community Clinic](#), UNC Department of Psychology in-person & teletherapy services
- ♦ [Helping Give Away Psychological Science](#) (pronounced "H-Gaps") - resources
- ♦ [Carolina Together](#) – COVID-19 info
- ♦ [Carolina Cupboard](#) on-campus food pantry
- ♦ [Inter-Faith Council for Social Service](#) (Community Market food bank, etc.)
- ♦ [COVID-19 Emergency Grant Funding](#)
- ♦ [Heels Care Network](#) –mental health & well-being resources and assistance
- ♦ National suicide hotline= **988**, and suicide text line= **HOME to 741 741**



**Professional values and competencies:** The School of Journalism and Media's accrediting body outlines values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them [here](#). No single course could possibly give you all these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies in bold are most relevant for this course:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- **Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;**
- **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;**
- Understand concepts and apply theories in the use and presentation of images and information;
- **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;**
- **Think critically, creatively and independently;**
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.


<http://www.acejmc.org/policies-process/principles/>

## Week by Week – MEJO 141-002 for Fall 2022





Please note: this schedule may change if speaker opportunities arise, we have a hurricane, snowstorm, etc. I will advise.




Readings: textbook and in Sakai's Resources tab  
Assignments: in Sakai's Assignment tab. Due 2 p.m.  
Please save/submit assignments in Word or PDF



Date	Topic	Readings and Assignments for this day
Aug. 16	<p><b>Welcome!</b></p> <p>Setting the stage: Why talk about ethics?</p>	<p>☹ Whine about summer break being over ☹</p> 
Aug. 18	Case discussion: What were they thinking?!	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ A British cosmetics brand pressured Asian influencers to promote its skin whiteners. They fought back.</li> <li>▪ What were they thinking? Tribune Publishing bogus email</li> <li>▪ The co-founder of Snopes wrote dozens of plagiarized articles for the fact-checking site</li> <li>▪ The YouTubers who blew the whistle on an anti-vax plot</li> <li>▪ 'Patchwriting' is more common than plagiarism, just as dishonest [for homework] ↓</li> </ul> <p>***Turn in plagiarism exercise***</p>
<b>WHAT GOES INTO MAKING AN ETHICAL DECISION?</b>		
Aug. 23	Foundations – the dead guys!	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 1</li> <li>▪ <i>Philosophy (dead guys) highlights</i> – read about Aristotle, Kant, Mill</li> <li>▪ Ethical communication focus handout</li> </ul> <p>***Turn in Dead Guys – Part 1 ***</p>
Aug. 25	More dead guys ...	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ <i>Philosophy (dead guys) highlights</i> – read about Ross, Communitarians</li> <li>▪ pp. 182-184 – Communitarianism and social justice</li> <li>▪ African ethics - Social, not individualistic, ethics (section 8)</li> <li>▪ 4 Communitarian examples</li> </ul>



Date	Topic	Readings and Assignments for this day
Aug. 30	Moral development, starring Kohlberg and Gilligan	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 11</li> <li>▪ Videos to supplement book chapter: (1) Kohlberg's theory of moral development and (2) Carol Gilligan's theory of moral development</li> <li>▪ Online guide to ethics and moral philosophy [optional]</li> </ul> <p>*** Turn in Dead Guys – Part 2 ***</p> <p>*** Reading quiz 1 – Ch. 11 ***</p>
Sept. 1	Continuing with moral development	<p><b>As you read ... think about the level of moral development these people are in.</b></p> <p><b>PS – the articles are short!</b></p> <p><b>PPS – don't memorize facts from these articles!!</b></p> <ul style="list-style-type: none"> <li>▪ On a long-ago Christmas Eve, an editor understood what we were supposed to do</li> <li>▪ The first career imploding tweet – and the path to redemption. How Justine Sacco destroyed her career in one tweet.</li> <li>▪ PR agency foots Uber bills for New Yorkers skipping the subway after mass shooting</li> <li>▪ Experience: I write fake news</li> <li>▪ The vaccine had to be used. He used it. He was fired.</li> </ul>
Sept. 6	<p><b>Well-being day!</b></p> <p><b>No classes!</b></p>	
Sept. 8	Standpoint-ing, DEI and social justice	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 6 – Informing a just society</li> <li>▪ Standpoint theory basics</li> <li>▪ How Alexandra Bell is disrupting racism in journalism</li> <li>▪ Implicit bias</li> </ul>



Date	Topic	Assignment for this day
Sept. 13	<b>Test #1</b>  Study guide will be posted on Sakai	 
THE VALUE OF HAVING A PROCESS		
Sept. 15	Having a process: Decision-making. Starting with Potter & Bok  	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ pp. 7-10 (Bok model how to)</li> <li>▪ pp. 107-112 (Potter Box how to)</li> <li>▪ <i>What is justice? The veil of ignorance</i></li> <li>▪ Step by step with Potter and Bok</li> <li>▪ Potter Box chart [optional]</li> </ul> <p><b>Be ready to make an informed ethical decision using the Bok model and Potter Box for an in-class assignment.</b></p> <p><b>** Reading quiz 2 –Bok model (pp. 7-10) and Potter Box (pp. 107-112) **</b></p>
Sept. 20	Encore! More decision-making techniques. Wrap up Potter & Bok... Previewing the TARES test	<ul style="list-style-type: none"> <li>▪ Case 3F – <i>Children and framing</i>, pp. 96-97</li> </ul>
Sept. 22	TARES-ing!	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ pp. 214-218: <i>Thinking about the message: A systemic test</i> (aka TARES Test)</li> </ul> <p><b>**Reading quiz 3 – doing TARES**</b></p>
Sept. 27	TARES-ing x 2   <p>Source: <a href="https://themanifest.com/digital-marketing/blog/ethical-marketing-examples">https://themanifest.com/digital-marketing/blog/ethical-marketing-examples</a></p>	<p><b>You'll work with others in class to assess an ad using the TARES test</b></p> <p><b>Won't that be fun!?:</b></p>

Date	Topic	Assignment for this day
Sept. 29 <b>Are ya participatin'??</b>	Professionalism and ethics codes 	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Characteristics of a profession</li> <li>▪ She was a candidate to lead Levi's. Then she started tweeting</li> <li>▪ How dual loyalties created an ethics problem for Chris Cuomo and CNN</li> </ul> <p><b>**TARES Team Project Basics**</b> – who's on your team, and what persuasive <u>political/issue-based</u> message will you take on?</p>
Oct. 4	More professional-ing and codes-ing	<ul style="list-style-type: none"> <li>▪ For Online News Association, the thorny ethics of partnering with 3M</li> <li>▪ PRSA New York condemns 5WPR CEO Ronn Torossian's masked ownership of Everything-PR</li> <li>▪ About the public editor</li> </ul> <p><b>***Ethics Code Scavenger Hunt due***</b></p>
Oct. 6	Guest speaker TBD	Readings TBD
Oct. 11	<p><b>Midterm – ewwww!</b></p> 	That studying thing...?
<b>ETHICAL EXPECTATIONS &amp; CHALLENGES IN OUR PROFESSIONS</b>		
Oct. 13	Truth-tellin'	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 2 – Information ethics</li> </ul> <p><b>**Reading quiz 4 – ch. 2**</b></p>
Oct. 18	Let's be truthful for a bit longer	<ul style="list-style-type: none"> <li>▪ How an AP reporter broke the Tuskegee syphilis story</li> <li>▪ AP exposes the Tuskegee syphilis study: The 50th Anniversary</li> </ul> <p><b>NOTE:</b> These 2 stories include content about egregious actions that may be disturbing to read.</p>
Oct. 20-23	<b>Fall break!!</b>	

Date	Topic	Assignment for this day
Oct. 25  <b>Welcome back!!</b>	Wrapping up truthing	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Truth continuum chart</li> <li>▪ TV pundits praising Suleimani assassination neglect to disclose ties to arms industry</li> <li>▪ Op-ed: Bias is good. It just needs a label</li> </ul>
Oct. 27	Objectivity? Neutrality? Transparency?	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Revisit ch. 2, pp. 26-31</li> <li>▪ False media balance</li> <li>▪ Media bias alert: Reporting differs in incident with St. Louis couple, protesters</li> <li>▪ Are journalists on autopilot when they're determining which sources (or what information) to trust?</li> </ul> <div style="text-align: center;">  </div> <p><b>***TARES Team Project Due***</b></p>
Nov. 1	More objectivity and neutrality	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Snake-handling Pentecostal pastor dies from snake bite</li> <li>▪ Telling it like it is: When writing news requires a distance from neutrality</li> <li>▪ Against objectivity</li> </ul>
Nov. 3	Visual/photo challenges	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 8</li> <li>▪ Meet the Black millennial bringing diversity to stock photography</li> </ul> <p><b>** Reading Quiz 5 – ch. 8**</b></p>
Nov. 8  <b>Election Day!!!!</b> 	<p>More with the visuals and photos</p> <p style="text-align: center;">+</p> <p>A sneak peek into persuading</p>	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Photographers are being called on to stop showing protesters' faces. Should they?</li> <li>▪ After Uvalde shooting, people consider an 'Emmett Till moment' to change gun debate*</li> <li>▪ Pushing the envelope: Photographing war crimes in Ukraine*</li> </ul> <p><b>*NOTE: These 2 stories include content that may be disturbing to read</b></p>
Nov. 10	Persuading	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Unspun chapters</li> <li>▪ Nutrition claims make sugary fruit drinks seem healthier</li> </ul> <p><b>*Be ready to find examples of UnSpun strategies in class*</b></p>

Date	Topic	Assignment for this day
Nov. 15	Persuade some more	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 7 – Strategic communication</li> <li>▪ Verizon pulls misleading ads claiming its 5G service is 'necessary' for firefighters</li> <li>▪ LIV Golf shines spotlight on 'sportswashing' – the nascent term for an age-old strategy</li> </ul>
Nov. 17	Privacy	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 3 - Privacy</li> <li>▪ Case 3D: Doxxer, doxxer, give me the news? (pp. 91-93)</li> </ul> <p><b>**Reading Quiz 6 – ch. 3**</b></p>
Nov. 22	Loyalties	<ul style="list-style-type: none"> <li>▪ <b>Questions to guide reading</b></li> <li>▪ Ch. 4</li> <li>▪ The social contract (short video)</li> <li>▪ One person's tragedy, another person's prize</li> <li>▪ Opinion: Your Loyalties Are Your Life (optional)</li> </ul>
Nov. 23-27	Thanksgiving holiday!!	
Nov. 29 <b>LDOC!!</b>		Finish up, pull it all together and review for final
Tuesday, Dec. 6 noon 	<p><b>Final exam</b> (ewww<sup>2</sup>!!!)</p> <p><u>Please note</u> <u>day and time!</u></p>	 

☺ **And then... ENJOY YOUR WINTER BREAK!!!** ☺