

MEJO 141.04 - Media Ethics: Fall 2022

Hussman School of Journalism and Media

Course Times: Tuesdays & Thursdays 3:30-4:45 p.m.

Classroom: CA 58

Instructor: [Rhema Bland](#), Adjunct, M.S. Broadcast Journalism

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Phone (M): 401-556-2540

Office Hours: By appointment

Office: Primarily by Zoom (but in-person meetings in Carroll can be arranged when needed)

COURSE DESCRIPTION

This course is about tools, not answers. Throughout this semester, we'll be looking at the ways professionals think about and navigate the ethics of their work, why they're needed, and the processes by which ethical decisions are made. We'll take a look at the foundations and philosophical principles behind them and work through the model of ethical decision-making.

Each class session will explore theories, themes and tools that are relevant to media ethics. It won't cover everything – that would take a lifetime. But it should help you improve your conceptual grasp of media ethics and its importance in today's media landscape.

Prerequisites and Gen Ed Requirements:

Actually, there are none. This course is required for all MEJO majors and meets the Gen Ed requirements for the philosophical and moral reasoning.

What does that mean? Each student in this course will be required to complete a minimum of 10 pages of writing. We'll get into that more in the schedule further down.

COURSE OBJECTIVES

This class is designed to help you better navigate the ethical decisions of your own professional life by:

1. Understanding why professional ethics in journalism matters.
2. Identifying the philosophical principles and processes that go into ethical decision-making.
3. Applying professional ethical codes and standards to ethical dilemmas.
4. Analyzing ethical expectations and challenges in our profession by examining current and emerging issues of discussion in the industry.

A NOTE ABOUT THE CONTENT

This course, at times, may 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 the classroom/log out of Zoom, you may do so without penalty. However, *you still are responsible for any material covered during time that you miss, and you should make arrangements to get notes from a classmate.* I am 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 through Counseling and Psychological Services (aka CAPS): <https://campushealth.unc.edu/services/counseling-and-psychological-services>.

CLASS COMMUNICATION

Other than this syllabus, important information can be found on [Sakai](#) and will also be emailed to you. *Updates will be frequent, so check the announcements section of Sakai often and your email for important course information.* You are responsible for any course changes that may be made on **Sakai** or via **email**, including changes to the syllabus or assignments. Your grades are posted in Sakai only so that you can stay updated on your progress; overall grades on Sakai are rough approximations of your overall grade in the course.

REQUIRED TEXTBOOK, READINGS AND LIBRARY GUIDE

While much of the class discussion will revolve around articles and reading assignments from various media trade publications and professional associations, we will spend some time reviewing sections of the following textbook:

- **Media Ethics: Issues and Cases**, 10th edition, by Philip Patterson, Chad Painter and Lee Wilkins.

Additionally, the class will use resources from the following library guide created by Hussman School Librarian Stephanie Brown and her wonderful Park Library Staff - <https://guides.lib.unc.edu/mejo141>.

OPTIONAL RECOMMENDED RESOURCES

Two resources I also highly recommend regularly checking for emerging and critical issues in the media industry as well as fodder for the Sakai forum are: [The Poynter Institute](#) and the [NeimanReports](#).

Please note: All assigned readings should be completed **before** the class sessions for which they are assigned (See schedule below for reference) to ensure that you're ready to discuss, ask questions, offer opinions, disagree, argue, share knowledge, etc. and all-around ace that participation grade.

Speaking of grades...

GRADING

In accordance with University grading policy, your grade will be based on a 100-point scale:

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

Grades may be assigned plusses and minuses; using this scale: A numerical grade of 80-81.9 is a B-; 82-87.9 is a B; and 88-89.9 is a B+. The same applies to all letter grade except there is no A+ or D-.

Your final grade in this class will be based on:

- | | |
|---|-----|
| • Attendance | 10% |
| • Participation (in-class discussions and Sakai forums) | 20% |
| • Homework | 15% |
| • Quizzes/In-Class Assignments/Presentations | 15% |
| • Midterm Exam | 15% |
| • Final Group Project | 25% |

Gradebook: Your grades will be posted in Sakai. If you have questions about them, don't wait until the end of the semester to ask about them, but more on that in a moment...

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

Grade Questions/Challenges: If you have concerns about a grade, you may reach out to me via email, but I ask that you wait 24 hours after receiving your grade. Please outline your concerns and provide *supporting evidence* for your claim (a high GPA average or higher grade mark in a comparable course are not adequate grounds for appeal). You have ONE week from the date that your grade is posted on Sakai to appeal it (this does not apply to grades posted during finals). NOTE: I do not discuss grades over email. So, after you contact me about a grade I will set-up a time to meet with me so we can discuss the grade. This is to protect your grade information.

And just friendly reminder: *A grade is simply an assessment of your work...not an evaluation of your worth.*

Seeking Help:

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve 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.

ATTENDANCE (10%)

This course this semester is in-person – and barring exceptional, extenuating circumstances – you will be expected to report in-person to this class. Just as professionals in the real-world go to work each day, you as students in our professional school are expected to come to class on time and prepared to work. With few exceptions - such as illness - you will not be able to attend class virtually, unless the day's lesson has already been designated as a virtual class in the schedule below.

Here's some more on that from the University:

No right or privilege exists that permits a student to be absent from any class meetings, except for these **University Approved Absences:**

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Two freebies: You will be allowed *TWO unexcused absences* (as in an absence that does not meet the above University Approved exceptions.) After that, all other unexcused and unapproved absences will result in **docked points to your final grade**. *Same rule applies to lateness* – if you're more than five minutes late to class more than once, you're getting docked.

Excused or unexcused, *it is still your responsibility to gather the information you missed*. Missing in-class assessments or other graded activities cannot be made up unless you were absent due to a University Approved reason.

BUT while attendance and punctuality are *baseline* expectations of the class, they alone do NOT guarantee you an outstanding grade. That's where class participation comes in...

PARTICIPATION (20%)

Your participation in this course counts towards the second largest portion of your final grade. That's because it's essential to making this class worthwhile. And by "participation" I mean ACTIVE participation, as in, asking/answering questions, offering opinions and submitting thoughtful and thought-provoking posts. So here's how your participation will be assessed.

- **A (16-20)** = Consistent participation in class, small groups and/or online twice a week throughout the semester. Demonstrates knowledge/retention of course materials by asking/posting relevant questions, thought-provoking ideas/opinions and raising related emerging issues.
- **B (11-15)** = Consistent participation at least once a week throughout the semester. Demonstrates knowledge of materials through informed questions, good ideas and questions.

- **C (5-10)** = Occasionally participation in class and/or online conversations. Good, thoughtful input, however, does not engage or contribute consistently. Input may not integrate much knowledge or application of course materials.
- **D & F (<5)** = Lack of consistent involvement or contribution in class. Not very engaged or attentive in class or online. Does not demonstrate much knowledge or retention of course material. Responds only when called on. Little to no posts/feedback on Sakai.

Sakai forums: Starting in September, I will be posting a discussion prompt on this forum about two times a month for class input (see the syllabus for exactly when). These forum discussions will count toward your participation grade so do not ignore them. Use them to apply concepts we're discussing in class or illuminate new issues – you don't actually even have to wait for my prompts to do that last part. (And if you are an introspective introvert with a tendency to shy away from in-class discussions, this is a great opportunity to earn back those participation points!)

HOMEWORK (15%)

Assignments will be announced in class AND posted in Sakai under the Assignments tab. Each assignment is due BEFORE the subsequent class (in other words – no later than **3:29 p.m. ET Tuesday**, in most cases). Late assignments will receive a reduced grade. Assignments turned in more than 24 hours after deadline will get a ZERO. You will notice that most of the writing assignments will fall in the first half of the semester. That's because the latter half you'll be expected to dedicate time to researching and formulating a masterpiece of a final project with your group.

Without a legitimate, *documented* excuse of a truly exceptional nature (see University Approved Absences), there will be no make-ups for missed in-class assignments. Moreover, no extra time given to complete them if you are tardy to class. For exceptional cases, make-up assignments and tests need to be done *within two weeks of the original date* and it is your responsibility to reach out to me to set up the appointment.

Content quality: Your writing assignments will be graded on a rubric scale for **1. Attention to instructions, 2. grammar/spelling, 3. accuracy, 4. clarity/organization 5. supporting evidence/sources** (demonstrating knowledge of lesson and reading). All work turned in should *be typed and submitted in Word.doc* form. If at any point in your work you use information from other sources – including from the textbook, you must attribute or cite it. Additionally, in the spirit of media professionalism, your work is expected to be grammatically and factually sound and each factual or grammatical/spelling error will negatively impact your score. Failure to properly follow other instructions specified for each assignment will result in loss of points as well.

QUIZZES AND IN-CLASS ASSIGNMENTS/PRESENTATIONS (15%)

Reading Quizzes (40 pts max): Throughout the semester, you will get four reading quizzes at 10 points each (multiple choice and True/False).

In-class exercises (30 pts max): Your score will be determined by your engagement and contribution to in-class exercises in small groups and/or independently related to the case studies and current events issues brought up in discussion and reading.

In-class group presentation - Ethics in the News (30 pts. max): Finally, a little later this fall, you will be assigned to a group responsible for creating a presentation on a contemporary ethical dilemma or issue and then leading an in-depth discussion. The presentation should take approximately at least 25-30 minutes and the discussion should take at least another 15-20 minutes. You must choose a topic that has an ethical dimension to discuss (the case should be from the past ten years), submit one or more readings in advance about the topic (via email to me), having 4-6 statements/questions to prompt class discussion (such as: "who can think of a reason why..."), facilitate the ensuing discussion, and summarize your own position. *Your final score will be determined based on demonstrated level of preparation, the quality of the material, the actual presentation (it doesn't have to be in PowerPoint but should be presented in a way that is compelling and engaging) and the ability to successfully stimulate a discussion.*

MIDTERM EXAM (15%)

The midterm exam will be a test of everything learned from the book, my lectures, guest speakers and in-class discussions to that point. Questions will be in multiple choice, true/false and short answer format.

GROUP PROJECT (25%)

Summary and Critique of a Code of Ethics (Paper & Presentation)

Working in groups, you will prepare a written summary and presentation, analyzing and critiquing a code of ethics from a professional, reputable media organization of your choice (i.e. Society for Professional Journalists, Associated Press, New York Times, Public Relations Society of America, etc.)

In your paper, be sure to address why you selected these organizational codes, the main tenets of these codes, the ethical framework (if provided), why there is a need for these guidelines, any shortcomings, gaps, or problematic statements that your group perceives. Once you discuss these things, provide at least one real-world example of an ethical issue/dilemma these codes can be applied. Explain a) why it constitutes an ethical problem, b) whether or not the code of ethics adequately addresses the issue, c.) how your group would handle it, including the steps in your decision-making process, and c) what accountability in this situation should look like.

Papers should be 10-12 pages double-spaced. The same grammar, spelling, sourcing and accuracy rules that apply to homework and in-class assignments, apply here. Proof your work before submitting it.

In addition to the paper, each group should prepare to do a 5-minute synopsis of the code of ethics you chose and why followed by a 5-minute Q&A with the class. Groups should come prepared with at least three question prompts to facilitate discussion.

Each team will be graded on rubric evaluating their level of preparation, enterprise, research and engagement displayed in the paper and presentation. Each student will receive peer evaluations from the other members of their group which will also count toward the final project grade.

There will be no final exam. Your group paper and presentation will count as a final project.

EVALUATIONS

During the semester, you also will have two opportunities to provide your own assessment of the course with both a mid-semester evaluation and an end-of-the year evaluation. While these can be completed anonymously and won't count toward your final grade, they will be conducted during class to ensure a high participation rate. Hearing from you helps the class get better.

OTHER IMPORTANT COURSE POLICIES

HONOR CODE

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). 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. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

SYLLABUS CHANGES

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of 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. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.
(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

COUNSELING AND PSYCHOLOGICAL SERVICES

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY

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 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, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

ACCREDITATION:

The Hussman School of Journalism and Media's accrediting body outlines a number of 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: <http://hussman.unc.edu/accreditation>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies associated with this course include being able to:

- Demonstrate an understanding of gender, race ethnicity, sexual orientations and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- 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 tools and technologies appropriate for the communications professions.

FALL SCHEDULE

Please note: This schedule is subject to change. I will advise (so keep an eye on your emails and Sakai)

Dates	Lesson	Assignments (Due before the NEXT class)
Aug. 16	<p>Introduction: Syllabus breakdown – grading, reading, expectations, etc.</p> <p>Intro discussion to ethics: What does it mean to be ethical...in media? ...TODAY?</p>	<p>Read: Why KVUE and the Austin American-Statesman released video of the Uvalde school shooting</p> <p>Come prepared: To discuss what ethical dilemma this posed? Which professional ethical codes do you think they did/didn't apply here?</p>
Aug. 18	<p>The origins of the ethical decision-making process (Bok's model)</p> <p>Small group exercise: Thinking through ethics of the KVUE and the Austin American-Statesman decision.</p>	<p>Read: Media Ethics Ch 1. Intro to Ethical Decision-Making, pgs. 1-21</p> <p>Write: Place yourself in the role of Austin American-Statesman editor and walk through your decision-making process using Bok's method, including a hypothetical dialogue with everyone involved in this story. (1-2 pgs. double-spaced)</p>
Aug. 23	<p>The philosophers: Aristotle, Confucius, Kant, Bentham and beyond</p> <p>Small group exercise: Case 1-A (pg. 24) – Work together to write out a script of the public ethical dialogue for this story – characters, perspectives, arguments. <i>And be prepared to act it out. I will be randomly calling on groups.</i> 😊</p>	<p>Read: Media Ethics Ch 2. Information Ethics pgs. 29-37</p> <p>Come prepared: To discuss the Enlightenment and pragmatic notions of truth, the pros and cons of objectivity.</p>
Aug. 25	<p>1st Reading Quiz – Ch. 1</p> <p>Truth as a construct: Writing and discussion on theories. What does it mean today?</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Digital Media Ethics 2. Ch. 2 Media Ethics Ch 2. Information Ethics pgs. 38-49 <p>(More on next page...)</p>

	<p>Class discussion: Case Study on Core Values (yes, we're going there.)</p> <p>In-class exercise: Divide into groups of two and create a list of pros and cons to the <i>Hussman Core Values</i>.</p>	<p>Write: Using the historical context of Ch. 2, please share your thoughts on whether the ideal of objectivity still holds any relevance today in journalism? Why or why not? (1-2 pgs. double-spaced)</p>
Aug. 30	<p>When is it OK to lie as a journalist? Review of elements of newsworthiness & ethical news values.</p> <p>Special guest: Bill Church, Exec. Editor of the News & Observer</p>	<p>Read: Ch. 2 Information Ethics pgs. 50-65</p> <p>Come prepared: To discuss the case studies and questions posed in each section.</p>
Sept. 1	<p>2nd Reading Quiz – Ch. 2</p> <p>Small group exercise: Case Studies 2A-2F - Divide into six groups, assigned to one of each six cases.</p> <p>Group presentation assignments – Review of instructions and assigning groups.</p>	<p><i>No reading...enjoy the long weekend!</i></p>
Sept. 6	<p><i>Well-being Day – No class (Rest up!)</i></p>	
Sept. 8	<p>A look at media literacy and why it matters.</p> <p>In-class assignment: Time to play...fake news or real news!!! factitious (augamestudio.com) How'd you do? Review scores as a class.</p> <p>Class Discussion: What can we do? Combatting misinformation and disinformation.</p>	<p>Read:</p> <ol style="list-style-type: none"> Anatomy of a Controversy Poynter's Newsletter poll <p>Also: Look out for prompt on Sakai Forum this week!</p>
Sept. 13	<p>Agree or disagree: When it comes to the newsroom, journalists need to leave their identities at the door?</p> <p>In-class assignment: Read and discuss Neiman Reports article</p> <p>Special Guest: Erica Beshears Perel, Director for UNC Center for Innovation & Sustainability in Local News</p>	<p>Read: Ch. 6 Informing a Just Society, pgs. 173-186</p> <p>Also: Look out for a prompt in the Sakai forum this week!</p>
Sept. 15	<p>Review of philosophical understanding & approaching of social justice</p> <p>Small group exercise: Case Studies 6A-6F - Divide into six groups, assigned to one of each six cases.</p>	<p>Read:</p> <ol style="list-style-type: none"> Ch. 6 Informing a Just Society, pgs. 187-204 The Kansas City Star apology <p>Write: Think of a news article, segment, feature you've come across recently and briefly summarize it. Then, provide a breakdown of how the work stacks up to Wood's four questions "that journalists need to ask" (pgs. 185-186) Answer each question in relation to the piece and why or why not. (1 pg. double-spaced).</p>

Sept. 20	<p>3rd Reading Quiz: Ch. 6</p> <p>Review of the Kansas City Star apology – Was it appropriate?</p> <p>Special Guest: TBD</p>	<p>Read: AAJA Voices Study</p>
Sept. 22	<p>PLEASE NOTE: This class will be via Zoom (Link to be sent out prior to class)</p> <p>The media’s relationship with marginalized communities</p> <p>Plus: Pulitzers-so-white? Review AAJA study and discuss.</p> <p>Discussion of final group projects – How it will work and who you’ll be working with.</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Ch. 3 Looking for Solitude in the Global Village, pgs. 67-72 2. Addressing The Daily's Coverage of Sessions Protests <p>Write: Reflect on the editorial above. Do you think this was an appropriate move by The Daily Northwestern? Why or why not? (Bonus point for citing the professional ethical codes and philosophical theories for or against it.) (1 pg. double-spaced)</p>
Sept. 27	<p>Special Guest: Rick Hirsch, former Managing Editor of the Miami Herald</p> <p>Student paper small group case study exercise.</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Ch. 3 Looking for Solitude in the Global Village, pgs. 73-81 2. Naming Survivors of Sexual Assault Case Study
Sept. 29	<p>Time to play...Right to know? Need to know? Want to know?</p> <p>Small group discussion: How can journalists who use social media to promote their stories and build a following protect against perceptions of bias or influence peddling?</p> <p>Presentation preparation: Groups will have time to brainstorming topics to present on. Discuss ideas as a class.</p>	<p>Read: Ch. 3 Looking for Solitude in the Global Village, pgs. 82-95</p> <p>Also: Look out for a prompt in the Sakai forum this week!</p>
Oct. 4	<p>4th Reading Quiz – Ch. 3</p> <p>Review and discussion of privacy as an ethical construct – Bok, Kant and the Communitarian view.</p> <p>Review Video: Logan Smith, Activist Behind @YesYoureRacist, Outs Charlottesville White Nationalists on Twitter (nbcnews.com)</p> <p>Follow up small group exercise: Case 3-D – Was it ethical? Review the micro to macro issues.</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Conflict of Interest Case Study 2. It’s possible to be a journalist and be human <p>Write: Your responses to the discussion questions posed at the end of the case study above. (1 pg double-spaced)</p>
Oct. 6	<p>Catching feelings or being human? – Class discussion of the conflict of interest case.</p>	<p>Read: Ch. 11 Becoming a Moral Adult, pgs. 349-361</p> <p>Also: Look out for a prompt in the Sakai forum this week!</p>

	<p>In class assignment: Journalist quits the Kenosha paper in protest of Jacob Blake coverage – Was this journalist justified, did he get too close to the story, was he being human?</p> <p>Mid-Semester Evaluation – It’s cliché but...your feedback is important to us!</p>	
Oct. 11	<p>Growing up moral – Piaget & Kohlberg’s stages of moral development</p> <p>Time to Play...Who’s stage is it? Piaget or Kohlberg???</p> <p>In-class exercise: UCLA cops taser ID-less student • The Register UCLA incident – Kohlberg Stages exercise</p>	
Oct. 13	Midterm Review – The best of Ch. 1, 2, 3, 6 & 11	Study and prepare for that midterm!
Oct. 18	MIDTERM!	
Oct. 20	Fall Break – No class	
Oct. 25	In-class assignment: Time for last-minute work on group presentations.	<p>Read: A former journalist’s nonprofit helps survivors of high-profile tragedies</p> <p>Also: Look out for a prompt in the Sakai forum this week!</p>
Oct. 27	Group 1 Presentation and discussion	
Nov. 1	Group 2 Presentation and discussion	
Nov. 3	Group 3 Presentation and discussion	Also: Look out for a prompt in the Sakai forum this week!
Nov. 8	Group 5 Presentation and discussion	
Nov. 10	Group 6 Presentation and discussion	
Nov. 15	Group 7 Presentation and discussion	
Nov. 17	Group 8 Presentation and discussion	Also: Look out for a prompt in the Sakai forum this week!
Nov. 22	In-class assignment: Time to work with your group on your final project	
Nov. 24	Thanksgiving – No class	
Nov. 29	<p><i>Last day of classes!</i></p> <p>Final Course Evaluation – Again, your feedback is important.</p> <p>Class project presentations – Groups 1-4</p>	

EXAM DAY Dec. 4 – 4 p.m.	Group papers due! Class project presentations – Groups 4-8	
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CONGRATULATIONS! You made it! Go forth as a more enlightened being!