Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: COMM 480 - Seminar in Communications Media

Instructor(s) of Record: B. Gail Wilson

Phone: 7-3210   **Email:** bgwilson

Step Two: Departmental/Dean Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____   11/20/14
Signature of Department Designee   Date

Endorsed: _____   12/11/14
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail Sechrist   1-22-15
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☒ Approved as distance education course   ☐ Rejected as distance education course

_____   1/23/15
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

Distance Education Proposal

COMM 480 Seminar in Communications Media

A. Brief narrative rationale

1. **How is the instructor qualified in the distance education delivery method as well as the discipline?**

   Dr. B. Gail Wilson authored the syllabus of record for COMM 480 (included with this proposal) and has taught the course described in that syllabus, Media Ethics on the undergraduate and graduate levels. The topic in the sample topic online syllabus, Crisis Communication, is also a course Dr. Wilson authored for the CMIT doctoral program and was the topic of her doctoral dissertation. The content of the graduate level course has been modified for this potential undergraduate offering.

   Dr. Wilson is using D2L for various components of courses she currently teaches including quizzes, communication about deadlines, online lectures, discussion boards, assignment submission and a course grade book. She is currently using iTube for recording of online lectures. She is presently working with a graduate student to record components of other using Adobe Captivate, a program that permits live-action video recording and interactive lessons for students. Dr. Wilson has participated in an online workshop presented by IUP IT services on the use of Blackboard Collaborate for virtual presentations.

2. **How will each objective in the course be met using distance education technologies?**

   The response to this question is approached from two perspectives, first the general objectives written for the COMM 480 course and then the objectives for the sample course, Crisis Communication.

   COMM 480 Objectives from Syllabus of Record:

   1. Students will do in-depth study of an issue or problem pertinent to the communications industry.

   This objective will be addressed through course readings, discussions prompts, article readings, case study paper, quizzes and examinations. As indicated in the sample syllabus on crisis communication, a communication seminar lends itself well to online delivery because of the constantly evolving nature of communication. The students will be afforded numerous online resources to analyze contemporary communication issues. Through regular online discussions, a research paper and a virtual presentation, students will be actively engaged in a lively discussion. It is anticipated that discussion threads will lead to an animated conversation.

1

2. Students will read and discuss the relevant literature pertaining to the issues being studied and incorporate this material into their research.

This objective will be addressed through course lectures, readings, discussions prompts, article readings, case study paper, quizzes and examinations. In the field of communication, textbooks quickly become obsolete. Course content is supplemented with articles from peer-reviewed journals as well as popular media. The discussion of these articles, textbook readings and other literature will occur through regular discussion prompts. The content of the required readings will also be included in the online quizzes and examinations.

3. Students will lead class discussions after being assigned specific topics for the seminar.

The facilitation of discussion will be completed through the case study presentation, presentation review and presentation review follow-up assignments. Blackboard Collaborate will be used to accomplish this with virtual presentations of case study research papers. It will be incumbent upon the instructor to coordinate a schedule for delivery of the presentations and attendance in the virtual environment by other students. The instructor will work closely with students to determine when and how access for synchronous meetings can occur.

4. Students will analyze issues and problems relevant to the seminar topics.
The course content for the sample course focuses on the issues of crisis communication. Online discussions, review of relevant cases, textbook and article readings, quizzes and examinations will all be used to accomplish this objective. As indicated in the sample course syllabus, students will be responsible for a major research paper that will be developed in stages and include discussion with the instructor. These discussions can be accomplished via a number of online media, including Skype, Facetime, Google+ Hangouts, and Google Docs, in addition to the resources provided by IUP.

5. Students will be expected to subscribe to and read a variety of Websites and Listservs.

This objective will be met through reading of relevant research articles, online sites and services. A number of organizations that specialize in crisis communication have subscription services to online newsletters. Additionally, blogs and discussion groups can be identified that relate specifically to the course content.

COMM 480 Crisis Communication Course Objectives (sample topic)

At the conclusion of the course students will be able to:

1. Identify the stages of crisis and crisis communication

This fundamental aspect of understanding crisis communication will be covered throughout the course in various formats.

Class readings, lectures, articles, discussion prompts and assignments will all involve the understanding of crisis states and crisis communication in various ways. Students will be required to complete assigned readings, view online lectures and read assigned case studies. Course readings will be supplemented by virtual lectures the instructor will record and make available on D2L. Students will be required to watch these lectures as part of the course requirements. As noted on the online course syllabus example, the instructor will post discussion prompts to which students will be required to respond. Crisis coverage by media organizations happens on virtually a daily basis. In many situations these prompts will be based on "breaking news" coverage so will further require students to be aware of current events. Students will be able to address the stages of crisis and crisis communication essentially, as they are occurring.

2. Explain the role of media in crisis communication

The role of the media and social media will be examined in textbook readings, articles, case studies and discussions. Similar to the techniques stated above, students will be directed to specific media outlines to observe how crises are covered by those outlets. The intense scrutiny of crises by local, national and international media (both broadcast and new media) provide ample material for these online discussions.

3. Identify effective and ineffective crisis communication

Case studies in the textbook and selected cases for discussion will address this objective. Additionally, review and discussion of crisis communication plans will be included. Students will be directed to online videos of media spokespeople to address this issue and to provide analysis of crisis communication. For example, numerous online videos exist of New Jersey Governor Chris Christy and his news conferences following "bridgegate." This and similar examples can be used to evaluate communication style and to identify crisis theories utilized during these situations.

4. Identify the essential elements of a crisis communication plan

Samples of crisis communication plans will be incorporated into the discussion and in the discussion prompt assignments. The course textbook and several online resources provide examples of crisis communication plans. Through our regular class discussion prompts, students will be directed to analyze specific aspects of different crisis plans. Through the research on the case study paper, students will be expected to determine whether or not the organization they are investigating had previously developed a crisis plan.

5. Analyze crisis case studies

Throughout the term, relevant chapters in the textbook as well as breaking crises will be part of the discussion and included in the discussion prompt assignments.

Conduct research on crisis communication

This objective will be met with the case study research paper assignment, presentation and presentation follow-up. The research for the paper will be developed in stages, reviewed and discussed with the instructor. Using available online meeting tools such as Skype, the instructor will work with students to develop the research paper in much the same way as a face-to-face course (research, outline, thesis development, etc.)

- In previous offerings of this course on the graduate level, guest speakers were utilized to augment the discussions. Past speakers have included the owner of a public relations agency in Pittsburgh, a Tulane University administrator, a television station news director and a corporate executive responsible for crisis communication. I anticipate being able to incorporate that aspect again, however have not listed those on the proposed syllabus as availability of speakers is always subject to change. These presentations can be recorded interviews between the instructor and the guest speaker and then can be posted on D2L for students.

3. **How will instructor-student and student-student interaction take place**

D2L, Blackboard Collaborate and Skype all permit real-time virtual discussions. For the research presentation and ancillary assignments as well as the discussion prompts, students and the instructor will be engaged in regular interaction.

In addition to the resources provided by IUP, students will be able to interact via Google+ Hangouts, Skype, Facetime or several popular social media sites.

It is my intention to begin the class (and any online class I teach) with a recorded welcome lecture. I want students to see me, know my face and hear my voice. Pending enrollment numbers in the course, I would also anticipate a short "introduction" conversation with each student via Skype. In the same way that I want students to see me, I want to see them, understand why they are taking the course and talk to them about what they hope to gain from the course.

To facilitate the synchronous attendance for the case study presentation, the instructor will coordinate various times based on student schedules and options will be provided for attendance. Additionally, the instructor will provide training for use of Blackboard Collaborate early in the term.

4. **How will student achievement be evaluated?**

    Student achievement will be evaluated through the successful completion of all assignments, quizzes and examinations.

5. **How will academic honesty for tests and assignments be addressed?**

    The nature of the topic makes plagiarism difficult. Students will be required to identify topics for their research that are specific and unique. As there is no way to police the use of the text, notes, articles or other documents while online quizzes and examinations are being taken, no such requirement will be indicated.

Sample Lesson

The sample lesson included is the PowerPoint presentation in which I will review and discuss categories and types of crisis. This content corresponds with Week #1 of the online syllabus included in this proposal. This content would also be incorporated into the students' case study paper for which they will be required to identify the level and type of crisis that is the subject of their case study. The lecture has been recorded and is available on iTube. This recorded lecture can be made available to the curriculum committee as needed.

Online Syllabus – COMM 480 Seminar in Communications Media
Sample Topic Crisis Communication

I. Course Description

This course explores the field of crisis communication through the use of case studies and contemporary media events. It emphasizes the practical and theoretical applications of communications strategies used by organizations during crises. The course will provide an overview of the crisis communication challenges, widely used crisis communication techniques and the technologies associated with crisis and crisis communication.

II. Course Objectives (approved syllabus of record objectives)
1. Students will do in-depth study of an issue or problem pertinent to the communications industry.
2. Students will read and discuss the relevant literature pertaining to the issues being studied and incorporate this material into their research.
3. Students will lead class discussions after being assigned specific topics for the seminar.
4. Students will analyze issues and problems relevant to the seminar topics.
5. Students will be expected to subscribe to and read a variety of Websites and Listservs.

Course Objectives (sample topic – Crisis Communication)

At the conclusion of the course the students will be able to:
1. Identify the stages of crisis and crisis communication
2. Explain the role of media in crisis communication
3. Identify effective and ineffective crisis communication
4. Identify the essential elements of a crisis communication plan
5. Analyze crisis case studies
6. Conduct and present research on crisis communication

Student Outcomes Assessment Matrix (Syllabus of Record)

COE&ET Conceptual Framework	Program Objectives	Syllabus of Record Course Objectives	Assessment Technique
1-2-3-4	1-2-3-4-5	1	Case Study Paper Case Study Presentation
1-2-3-4	1-2-3-4-5	2	Readings/Textbook Quizzes Article Readings/Presentation/Quizzes
1-2-3-4	1-2-3-4-5	3	Case Study Presentation Article Presentation Presentation Review
1-2-3-4	1-2-3-4-5	4	Case Study Paper Discussion Prompts Article Presentation Presentation Review
1-2-3-4	1-2-3-4-5	5	Article Presentation Article Quizzes Required Readings

Student Outcomes Assessment Matrix (Crisis Communication)

COE&ET Conceptual Framework	Program Objectives	Crisis Comm Course Objectives	Assessment Technique
1-2-3-4	1-2-3-4-5	1	Case Study Paper Discussion Prompts Article Presentations & Quizzes Examinations
1-2-3-4	1-2-3-4-5	2	Case Study Paper Case Study Presentation Discussion Prompts Article Presentations & Quizzes Examinations
1-2-3-4	1-2-3-4-5	3	Case Study Paper Presentation Review & Follow-up Discussion Prompts Chapter Work Sheets Article Presentations & Quizzes Examinations
1-2-3-4	1-2-3-4-5	4	Discussion Prompts Article Presentations & Quizzes Examinations
1-2-3-4	1-2-3-4-5	5	Case Study Paper Discussion Prompts Article Presentations & Quizzes Examinations
1-2-3-4	1-2-3-4-5	6	Case Study Paper Presentation Review & Follow-up Article Presentations & Quizzes

III. **Detailed Course Outline (based on a typical 14 week semester and anticipating 20 students enrolled in the course)**

Week	Online Lecture Viewing Requirement	Reading Requirement	Assignment Requirement	Test/Quiz
Week #1	Introductory Lecture Overview of the Course			
	Defining Crisis and terminology			
	Categories and Types of Crises		Discussion Prompt #1	
Week #2	Crisis Models and Stages of Crisis	F-B Chapter 1		
		F-B Chapter 2	Discussion Prompt #2	

Week #3		Case Study #1	Article Presentations 1-5	
	Theories of Communication and Crisis Outcomes		Discussion Prompt #3	
Week #4	Media and Crisis		Discussion Prompt #4	
	Social Media and Crisis	F-B Chapter 5	Article Presentations 6-10	
Week #5		Case Study #2		Article Quiz #1
	Situational Crisis Communication Theory		Discussion Prompt #5	
Week #6	Pre-Crisis Communication			Examination #1
		F-B Chapter 3	Discussion Prompt #6	
Week #7	Theories of Influence and Crisis Communication	Case Study #3	Article Presentations 11-15	
	Communication when the Crisis Strikes	F-B Chapter 4	Discussion Prompt #7	
Week #8	Theories of Crisis Communication and Ethics		Case Study Topic Identification	
	Post-Crisis Communication		Article Presentations 12-20	
				Article Quiz #2
Week #9	Writing a Case Study		Discussion Prompt #8	
	Crisis in Public Companies	Case Study #4		
Week #10		F-B Chapter 9	Discussion Prompt #9	
	Crisis in Public Service/Government			
Week #11		F-B Chapter 11	Discussion Prompt #10	
	Crisis in Non-Profits		Case Study Outline	
Week #12		F-B Chapter 12	Discussion Prompt #11	
Week #13			Case Study Presentations	
	Crisis Communication Plans	F-B Chapter 15	Presentation Reviews	
Week #14	Media Training for Company Spokespersons		Presentation Follow up discussions	Examination #2

IV. Evaluation Methods

Discussion Prompts: Prompts/questions will be provided for assigned readings, lectures and case studies. Relevant case studies will be provided for this discussion. Contemporary situations will be used as available however case studies will include seminal cases such as Tylenol, Bhopal, Hurricane Katrina and 9/11. Students will be assigned to respond to the prompts and post comments for 11 discussion prompts throughout the semester.

Case Study Paper: Each student will write a 10-15 page case study analysis of a crisis event, without duplication of topics. The paper will be organized along the lines of one of the primary crisis types and models discussed throughout the semester. This research paper will be completed in various steps with components due throughout the semester.

Case Study Presentation: Following the completion of the Case Study Paper, students will do a 10-15 minute presentation of their research via Blackboard Collaborate. An attendance requirement will be part of this assignment with each student required to attend a specific number of presentations. Additionally, students will record a 10-15 minute presentation of their research and make that recording available to the entire class through iTube.

Presentation Review: Following the completion of the Case Study Presentation, students who attend each virtual presentation done by their classmates, will participate in discussion of the presentation, write a review of the presentation and post comments and questions about the research.

Presentation Review Follow-up: Following the review of presentations in the previous assignment, each student will address the questions and comments about his or her research and respond to those questions to further facilitate discussion about the research.

Article Discussions: Relevant articles will be assigned for reading and discussion. Each student will be assigned to locate a relevant research article, create an online presentation about the content of the article and facilitate class discussion about the article.

Article Quizzes: Two quizzes will cover the content of each article presented from the previous assignment.

Examinations: Two examinations will cover the course material including lectures, case study discussions, discussion prompts and textbook readings.

Evaluation Breakdown:

Discussion Prompts (11x20)	220 (28.2%)
Case Study Paper	100 (13%)
Case Study Presentation	50 (6.5%)
Presentation Review (3x20)	60 (7.6%)
Article Presentation	30 (3.8 %)
Article Quizzes (2x60)	120 (15.3%)
Examinations (2x100)	200 (25.6%)
Total Course Points	780

V. Example Grading Scale

Grades are calculated by totaling the points received on all assignments, quizzes and tests and by dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

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

VI. Undergraduate Course Attendance Policy

The attendance policy for this course will be consistent with IUP's undergraduate attendance policy.

VII. Required Textbooks

Fearn-Banks, K. (2011). Crisis Communications: a casebook approach. New York: Routledge

Sample Required Online Reading:

- Braud Communications online blog http://braudcommunications.com/crisis-communications/
- Center for Risk Communication http://centerforriskcommunication.org/crisis-communication-training-workshops/
- Centers for Disease Control Crisis & Emergency Risk Communication http://emergency.cdc.gov/cerc/
- International Crisis and Risk Communication Conference Network http://communication.cos.ucf.edu/icrc/

Sample Articles for Assigned Reading, Discussion and Quizzes

Fatima, M.O. (2013, July) Multicultural environments and their challenges to crisis communication. *Journal of Business Communication,* 50 (3) 253-277.

Heide, M. (2014). Developing internal crisis communication: new roles and practices of communication professionals, *Corporate Communications,* 19 (2) 128-146.

Koerger, D. (2014). Crisis communication response and political communities: the unusual case of Toronto Mayor Rob Ford. *Canadian Journal of Communication,* 39 (3), 311-331.

Jordan, T & Smith D. (2013, Fall). Crisis communication in sport management: research aides in crisis response selection. Kentucky Newsletter for Health, Physical Education, Recreation & Dance, 51 (1), 1-8.

VIII. Special Resource Requirements

Technology Requirements: Students are required to have access to technology that will permit the appropriate use of IUP's Learning Management System (D2L), Blackboard Collaborate, IUP's private iTube repository for video recordings, and Skype. These systems will be used for communication about the course, assignment instructions, assignment submissions, lectures, quizzes and discussions. Students will be required to access iTube to upload recordings of presentations and to complete required reviews of presentations. Blackboard Collaborate may be used for the presentation and discussion component of the research project. Students are also required to have access to video recording technology such as a video recorder or mobile phone with recording capability.

IX. Bibliography

Adams, W. C. (2000). Responding to the *media* during a *crisis*: it's what you say and when you say it. *Public Relations Quarterly*, 45(1), pp26-28.

Anthonissen, Peter. (2008). *Crisis Communication: practical PR strategies for reputation management and company survival*. Philadelphia: Kogan Page, Limited.

Argenti, P. (2002, December). Crisis communication: Lessons from 9/11. *Harvard Business Review*, 80(12), pp 103-109.

Argenti, P. (2007). *Corporate Communication*. New York: McGraw-Hill.

Baron, G. and Philbin, J. (2009). Social media in crisis communication: Start with a drill. *PR Tactics*. Retrieved from:
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Bello, M. (2012). Hurricane Sandy shows dark side of social media. USA Today. Retrieved from: http://www.usatoday.com/story/news/nation/2012/10/30/hurricane-sandy-social-media-errors/1668911/.

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Colorado Nonprofit Association (n.d.) *Crisis Communication Plan: a nonprofit toolkit*. Retrieved November 4, 2014 from: http://www.coloradononprofits.org/crisiscomm.pdf

Coombs, W.T. & Holladay, S.J. (2009). "Further explorations of post-*crisis communication*: effects of *media* and response strategies on perceptions and intentions." *Public Relations Review*, 35(1), pp1-6.

Coombs, W.T. (2012). *Ongoing Crisis Communication: planning, managing, and responding*. Los Angeles: Sage.

Coombs, W. T. (2007). Protecting organization reputations during a crisis: The development and application of situational crisis communication theory. *Corporate Reputation Review*, 10, pp 1-14.

Coombs, W.T. & Holladay, S.J. (2012). *The Handbook of Crisis Communication*. Malden, MA: Wiley-Blackwell.

Fearn-Banks, K. (2011). *Crisis Communication: a casebook approach*. New York: Lawrence Erlbaum.

Freeo, S.K. (n.d.). *Crisis Communication Plan: a PR blue print*. Retrieved November 4, 2014 from: http://www3.niu.edu/newsplace/crisis.html.

George, A.M. & Pratt, C.B. (2012). *Case Studies in Crisis Communication*. New York: Routledge.

Heath, R. & O'Hair, D. (2009). *Handbook of Risk and Crisis Communication*. New York: Routledge.

Huang, Y. (2006). *Crisis* situations, *communication* strategies, and *media* coverage. *Communication Research*, 33(3), pp180-205.

Jaume, J. (2013). *Using Social Media Monitoring for Crisis Management.* Brandwatch. Retrieved from: http://www.brandwatch.com/2013/02/using-social-media-monitoring-for-crisis-management-draft/

Jordan-Meier, J. (2011). *The Four Stages of Highly Effective Crisis Manage: How to Manage the Media in the Digital Age.* Boca Raton, FL: CRC Press.

Millar, D. & Heath, R. (2003). *Responding to Crisis: a rhetorical approach to crisis communication.* New York: Lawrence Erlbaum.

Morgan, M. G., Fischhoff, B., Bostrom, A., & Atman, C. J. (2002). *Risk communication: A mental models approach.* Cambridge: Cambridge University Press.

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Syme, C. (2014). Monitoring Social Media to Prevent a Crisis. *Social Media Today.* Retrieved from: http://www.socialmediatoday.com/content/monitoring-social-media-prevent-crisis.

Ulmer, R., Sellnow, T. & Seeger, M (2015). *Effective Crisis Communication: moving from crisis to opportunity.* Thousand Oaks, CA: Sage.

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Wallace, J.D., Ferguson, D.P & Chandler, R. C. (2007). *A Transformative Typology of Pragmatic and Ethical Responses to Common Corporate Crises: Interaction of rhetorical strategies, situational contingencies, and influential stakeholders.* Retrieved September 25, 2009 from: http://www.businesscommunication.org/conventions/Proceedings/2007/Washington/26ABC07.pdf

Wester, M. (2009). Cause and consequences of crisis: how perception can influence communication. *Journal of Contingencies and Crisis Management,* v17 (n2), p118-125.

Winerman, L. (2009). Social networking: crisis communication. *Nature,* v457 (n7228), p376-378.

Zaremba, A.J. (2010). *Crisis Communication Theory and Practice.* Armonk, NY: M.E. Sharpe.

Syllabus of Record

    I.   **Catalog Description**

COMM 480 Seminar in Communications Media
                3 credits
                3 lecture hours
                0 lab hours
                (3c-0l-3sh)

Prerequisites: Junior or senior standing, other prerequisites as appropriate to course content.

A seminar in selected communications issues or problems. Includes the reading and review of the current literature as appropriate to the major topic presented in the seminar.

II. Course Objectives (general)

1. Students will do in-depth study of an issue or problem pertinent to the communications industry.
2. Students will read and discuss the relevant literature pertaining to the issues being studied and incorporate this material into their research.
3. Students will lead class discussions after being assigned specific topics for the seminar.
4. Students will analyze issues and problems relevant to the seminar topics.
5. Students will be expected to subscribe to and read a variety of Websites and Listservs.

Course Objectives (for sample topic)

At the conclusion of the course the student will be able to:
- recognize an ethical problem as differentiated from a clear case of wrongdoing
- identify and analyze ethical issues
- understand the role of the media in a free society
- analyze various media outlets and programs and recognize ethical issues
- understand the underlying ethical theories and principles that apply to the media
- apply various decision-making strategies to ethical problems
- apply ethical standards to professional situations
- interpret media codes of ethics
- research, write and participate in discussion on topics related to media ethics
- defend opinions and research in class discussions and presentations

III. Course Outline (sample topic – Media Ethics)

Week #1 (3 class hours)
Discussion of course requirements, assignment of discussion topics, distribution and discussion of reading list
Why Study Ethics?
What is Ethics?

Week #2 (3 class hours)
Ethics and Moral Development
Ethics and Society
Stereotypes and Communications Media

Week #3 (3 class hours)
The Juvenile Audience: Special Ethical Concerns
Withholding and Disclosing Information
In-Class Discussion of Selected Film

Week #4 (3 class hours)
Confidentiality and the Public Interest
Reporters and Sources Cases

Week #5 (3 class hours)
Truth in Communications Media
Truth telling Cases

Week #6 (3 class hours)
Mid Term Test
Individual and Group Decision Making

Week #7 (3 class hours)
Ethics in Organizations
Economic Pressures and Social Responsibility
Business Pressures Cases
In-Class Discussion of Selected Film

Week #8 (3 class hours)
The Media and Privacy
Invasion of Privacy Cases

Week #9 (3 class hours)
Conflicts of Interest

Week #10 (3 class hours)
The Media and Antisocial Behavior

Week #11 (3 class hours)
Morally Offensive Content, Freedom and Responsibility
The Media and Popular Culture: Aesthetic Tastes and Morality
In-Class discussion of selected Film

Week #12 (3 class hours)
Presentation of book reviews

Week #13 (3 class hours)
Presentation of book reviews

Week #14 (3 class hours)
Presentation of book reviews

Final Exam as scheduled

IV. Evaluation Methods

Students will demonstrate their understanding of the course objectives and discussion topics through the successful completion of the following course requirements:

Additional instructions will be distributed in class for each assignment.

Completion of assigned textbook readings
   Cases from the textbook will be assigned prior to class. Students are required to have read the cases and come to class prepared to discuss the ethical issues posed.
Participation in class discussions and activities
   Class participation is required for the successful completion of the course. Students will be expected to stay current on the state of the communications industries and discuss current events in class as they relate to the seminar topic.
Position Papers
   Students will write four essays that will take the form of position papers. These assignments will involve the students selecting from the cases in the course textbook and explaining to what degree they agree or disagree with the decisions made in these cases.
Successful completion of two examinations
   One mid-term and one final exam will be given
Book Review and Class Presentation
   Each student will read one book from the reading list provided and make a presentation to the class about the book.
Movie Reviews and Class Discussion
   Students will be assigned to view selected films and videos on the list provided. The class will discuss the film and its ethical implications. Students will write a short reaction paper for each film viewed.

Assignments:
Class participation (25 points)
Mid Term Exam (100 points)
Final Exam (100 points)
Four Position Papers (20 points each)
Book Review and Presentation (100 points)
Movie Review, Reaction Paper and Class Discussion (50 points each)
Total Points Possible =250

Grading Scale: Grades are calculated by totaling the points received on all assignments and tests and dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

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

VI. Required Textbooks

Required Textbook: Media Ethics by Christians, Fackler, Rotzoll and McKee

Required Web Reading:
Journal of Media Ethics   http://jmme.byu.edu/
Indiana University School of Journalism Ethics Cases http://www.journalism.indiana.edu/Ethics/
Media Ethics Course – University of Tennessee
http://excellent.com.utk.edu/~mdharmon/ethicsmain.html

Other Web Resources:
American Society of Newspaper Editors   http://www.asne.org/kiosk/archive/principl.htm
American Marketing Association http://www.ama.org/about/ama/fulleth.asp
National Press Photographers http://www.asne.org/ideas/codes/nppa.htm
Radio Television News Directors http://www.rtnda.org/ethics/coe.shtml
Society of American Business Editors and Writers
http://www.sabew.org/sabew.nsf/ethics?OpenView
Society of Professional Journalists http://spj.org/ethics/code.htm
Pittsburgh Post Gazette http://www.asne.org/ideas/codes/pittsburghpostgazette.htm

Movie and Video List: (Movies will be rented by students from local video stores for out of class viewing. Some titles are available at the library. The class will choose two movies or videos to be viewed by the entire class.)

Absence of Malice (1981)
Ad and the Ego, The (1997)
Bamboozled (2000)
Black Press: soldiers without swords (1998)
Broadcast News (1987)
Cold Fish (2000)
Dying to Tell the Story (1998)
Empire of the Air: the men who made radio (1992)
Free Speech for Sale (1999)
Guilty by Suspicion (1991)
Insider, The (1999)
Killing Fields, The (1984)
Manufacturing Content: Noam Chomsky and the Media (1992)
Merchants of Cool, The (2001)
Myth of the Liberal Media, The (1998)
Natural Born Killers (1994)
Network (1976)
Paper, The (1994)
People vs. Larry Flynt, The (1996)
Player, The (1992)
Quiz Show (1994)
Reckless Disregard (1985)
Wag the Dog (1997)

VII. Special Resource Requirements

Students will be required to rent no more than three movies or videos over the course of the semester. In addition to the textbook, students will be required to obtain one additional book from the reading list to complete the book review assignment.

VIII. Bibliography (suitable for the sample topic. May also be used as a reading list for the book review assignment.)

Cohn, Marjorie and David Dow (1998) Cameras in the Courtroom: Television and the Pursuit of Justice. McFarland and Company.

Day, Louis (2001) Ethics in Media Communications: Cases and Controversies. Wadsworth, Inc. Belmont, CA

Day, Nancy (1999) Advertising: Information or Manipulation? (Issues in Focus) Enslow Publishers, Inc.

Day, Nancy (1996) Sensational TV: Trash or Journalism. Enslow Publishers, Inc.

De Beauvoir, Simone (2000). The Ethics of Ambiguity, Citadel Press.

Fann, Joey and George Lindsey (2001) The Way Back to Mayberry: Lessons from Simpler Times. Broadman and Holman Publishers.

Goldberg, Bernard (2001) Bias: A CBS Insider Exposes How the Media Distort the News. Regency Publishers

Goldstein, Tom (1985) The News at Any Cost: How Journalists Compromise Their Ethics to Shape the News. Simon and Schuster.

Gross, Larry (1991) Image Ethics: the Moral Rights of Subjects in Photography, Film, and Television. Oxford University Press.

Jaska, James and Michael Pritchard (1994) Communication Ethics: Methods of Analysis. Wadsworth, Inc. BelcoMt, CA.

Kearns, Burt (1999) Tabloid Baby. Celebrity Books.

Kebbel, Matthew R. (2000) If it Bleeds, It Leads: An Anatomy of Television News. Westview Press.

Kick, Russ (2000) You Are Being Lied To: The Disinformation Guide To Media Distortion, Historical Whitewashes and Cultural Myths. The Disinformation Company Ed. Volume 1.

Kovach, Bill and Tom Kosenstiel (2001) The Elements of Journalism: What News People Should Know and the Public Should Expect. Crown Publishers.

McGowan, William (2001) Coloring the News: How Crusading for Diversity Has Corrupted American Journalism. Encounter Books.

Miracle, Gordon E. and Terence Nevett (1987) Advertising Self-Regulation: A Global Perspective (Communication Arts Books). Lexington Books.

Morgen, Sharon Drew (1999) Selling with Integrity: Reinventing Sales through Collaboration, Respect, and Serving. Berkley Publishing Group.

Murray, David and Joel Schwartz and Robert S. Lichter (2001) It Ain't Necessarily So: How Media Make and Unmake the Scientific Picture of Reality. Rowman and Littlefield.

Parker, Richard (1995) Mixed Signals: The Prospects for Global Television News. Twentieth Century Fund.

Pritchard, David (2000) Holding the Media Accountable: Citizens, Ethics, and the Law. Indiana University Press.

Rowse, Arthur (2000) <u>Drive-By Journalism: The Assault on Your Need to Know.</u> Common Courage Press.

Slater, Robert and Jeffery A. Krames (2001) <u>Get Better or Get Beaten</u>. McGraw – Hill Professional Publishing.

Solomon, Norman (1999) <u>The Habits of Highly Deceptive Media: Decoding Spin and Lies in Mainstream News</u>. Common Courage Press.

Stevenson, Robert Joseph (1998) <u>The Boiler Room and Other Telephone Sales Scams</u>. University of Illinois Press.

Valenti, Miguel (2000) <u>More than a Movie: Ethical Decision Making in the Entertainment Industry</u>. Westview Press.

Wimmer, Roger and Joseph Dominick (1994) <u>Mass Media Research</u>. Wadsworth, Inc. Belmont, CA.