

SOCIAL MEDIA ETHICS

University of Florida
MMC 6205
3 CREDIT HOURS
SPRING 2016

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OFFICE HOURS: *Because this is an online course and we all may live in different parts of the country and/or world, office hours are virtual by appointment through Skype, phone, or Google hangout.*

COURSE WEBSITE: *<http://ss.at.ufl.edu>*

COURSE COMMUNICATIONS:

The best way to get in touch with me is via my UFL email. If you have general course-related questions, please post them on the "Course Café" Discussion Board. If you questions are grade related or of a private/personal matter please email me directly. You can expect responses to all emails and Discussion Café Posts within 24 hours Monday-Friday. Feedback on assignments will be given one week after the due date unless otherwise noted. Feedback will be provided in posted in CANVAS.

REQUIRED TEXT & RESOURCES:

There is no textbook for this course, however there are many required readings all of which will be provided either in PDF format, as links to websites and articles via CANVAS, or through the course packet.

COURSE PACKET available from Target Copy, 1412 W. University Avenue, Gainesville, FL 352-376-3826
OR online at: <http://target-copy.com/e-packs/>

The online ordering process is simple. Click on the link (or copy/paste it into your browser) and follow the address to the "Red Shelf" website. There, you can add the materials to your cart and create an account to input shipping and billing information.

All assignments (reading responses, discussion boards, outlines, case studies, etc.) are **required** for this course. There are many **required** readings for this course. You will see which readings are **required** and which are *optional* on the COURSE SCHEDULE. If you have questions, please ask me via email or the course café discussion board immediately.

COURSE DESCRIPTION:

Social media is enhancing the relationships between media organizations and their audiences but these new relationships raise a host of ethical issues. This course introduces students to these critical issues, including accuracy, privacy and trust. Students will be able to articulate important principles of ethics and apply these to social media contexts. Issues are explored using real life case studies.

PREREQUISITE KNOWLEDGE AND SKILLS:

Students are expected to communicate in a professional manner with other students as well as with the instructor. Students should be versed in: Microsoft Word, PowerPoint, email, CANVAS, Adobe Acrobat, Adobe Reader, a media player to view online videos, Google hangouts and various social media platforms.

PURPOSE OF COURSE:

Ethical dilemma analysis and decision-making skills are vital in today's marketplace. Developing, following, and/or enforcing a code of ethics in a media workplace can mean the difference between a media organization's success or failure. Professionals who are confident in their own code of ethics will not only be building and managing organizations, but they will also comprise the workforce that will help lead these organizations to success. The course will give students professional level skills to think critically through ethical dilemmas and consider their own code of professional media ethics.

COURSE GOALS AND/OR OBJECTIVES:

By the end of this course:

- Students will be able to recognize ethical issues related to social media and mass communication.
- Students will be able to analyze and discuss social media messages in terms of their ethical implications.
- Students will be able to compare and contrast major ethical approaches/philosophies, critical thinking techniques, and decision-making strategies as related to social media and mass communication.
- Students will analyze and produce a professional code of ethics.

INSTRUCTIONAL METHODS:

This is a 12-week online course that will be divided into four “modules” or parts. Each module will be approximately 3 weeks long and will have a specific focus. Students will learn through a variety of methods including, but not limited to, reading, discussion, various assignments, videos and recorded lectures.

COURSE POLICIES:

ATTENDANCE/COURSE PURPOSE:

Attendance or online engagement is key to the success of any course. This course is delivered completely online. You will want to log into the course at least 4 out of 7 days of the week. I would recommend daily, but one of the benefits of an online course is flexibility. Please review the course schedule found at the end of this syllabus and on CANVAS for more information on the course structure, assignments, due dates and purpose.

LATE ASSIGNMENTS & EXTRA CREDIT:

NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR FULL CREDIT without prior arrangements made that are acceptable to the instructor, unless the lateness is due to an excused absence such as illness or catastrophic emergency that can be documented. This is true for all assignments, discussion boards, case studies, etc. Assignments less than one hour late will be docked 20%. Assignments more than an hour late, but less than 24 hours late will be docked 50%. Assignments more than 24 hours late will receive the score of “0.”

There may or may not be extra credit offered in this course (this is at the discretion of the instructor).

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies and can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

COURSE TECHNOLOGY:

- Microsoft Word, PowerPoint
- Email
- CANVAS
- Access to Adobe Acrobat or Adobe Reader to read .pdf files
- Access to Windows Media Player, QuickTime, or another program that will allow you to access and view videos for this course
- Google Hangouts and various social media platforms

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

University counseling services and mental health services:

Counseling and Wellness resources

<http://www.counseling.ufl.edu/cwc/Default.aspx>

352-392-1575

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

Please review the following "Netiquettes" before you begin this course.

1. Avoid language that may come across as strong or offensive.
2. Keep writing to a point and stay on topic.
3. Read first and write later, you don't want to repeat what someone else has said or ask the same question.
4. Write, review, then send.
5. An online classroom is still a classroom. Be respectful.

6. The language for this course should be professional not resemble text messages. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :(), but avoid overusing them.

7. Consider the privacy of others. Do not just assume you can share classmate's comments or email addresses with others.

8. No inappropriate material - this includes chain letters, jokes, etc. to classmates or instructors.

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

GETTING HELP:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES:

Students will be evaluated as individuals and as a small group in a variety of ways.

Assignment	Percentage
Discussion Boards (8)	20%
Reading Responses (7)	20%
Structured Debates (2)	20%
Case Studies (2)	20%
Final Ethical Guideline Project (1)	20%
TOTAL	100%

GRADING SCALE:

A = 93-100%

A: Exceptional performance: Consistent superior work.

A- = 92.9% - 90%

B+ = 89.9% - 87%

B = 86.9% - 83%

B: Competent performance: Reasonable grasp of material.

B- = 82.9% - 80%

C+ = 79.9% - 77%

C = 76.9% - 73%

C: Average performance: Basic understanding of material.

C- = 72.9% - 70%

D+ = 69.9% - 67%

D = 66.9% - 63%

D: Unacceptable performance: Lack of understanding.

D- = 62.9% - 60%

F=Below 60%

F: Lack of competence: Unable to complete minimal work.

General University policies regarding grades can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE DETAILS

DISCUSSION BOARD ASSIGNMENTS

Discussion Boards are a key part of this online course. After completing all of the readings and other assignments for this week (if applicable), review the discussion board scenario/questions and respond. You are also required to read all, and comment on or reply to a minimum of two student posts (per discussion board).

Discussion Boards will be graded on the following criteria:

Content, Contribution of Original Thought, Connection to Course Material, Mechanics, and Deadline.

You must post your initial post before you will your classmates contributions. You will not be able to edit your post, so take time to ensure your post is complete for submission before you officially post.

Content: Post addresses all questions asked; is appropriate length to stimulate further discussion (200-250 words). Information clearly relates to the main topic. It includes several supporting details and/or examples.

Contribution: Contribution is thoughtful, analytical, and original

Connection: Author makes connections between course content, readings, and personal reflection, current events, etc.

Mechanics: Response is well structured, logical, and free of grammatical/spelling errors PLEASE PROOFREAD before posting.

Deadline: First post (addressing the instructor posed questions) was submitted by **WEDNESDAY** at midnight (EST) and the minimum two meaningful responses were submitted before **SUNDAY** at midnight (EST).

Discussion Board Rubric:

Your discussion grades is 2 parts: 50 total points for your initial post, 50 points for your responses. Both initial post and responses will be graded on the same criteria. However, total possible points awarded for responses will be based off of you posting 2 responses. If you do not post any responses, you will not receive any points for that section. If you only post 1 reply, your total possible points will be out of 25 points.

CRITERIA	EXCELLENT	GOOD	LESS THAN SATISFACTORY
<p>CONTENT</p> <p>30%</p>	<p>POST ADDRESSES ALL QUESTIONS ASKED; IS APPROPRIATE LENGTH AND INCLUDES ONE ORIGINAL AND TWO REPLY POSTS TO STIMULATE FURTHER DISCUSSION. INFORMATION CLEARLY RELATES TO THE MAIN TOPIC. INCLUDES SEVERAL SUPPORTING DETAILS AND/OR EXAMPLES.</p>	<p>ORIGINAL POST IS APPROPRIATE LENGTH, BUT IDEAS DEVELOPED FOR DISCUSSION ARE MINIMAL OR VAGUELY DEVELOPED. INFORMATION MARGINALLY RELATES TO THE MAIN TOPIC. NO DETAILS AND/OR EXAMPLES ARE GIVEN.</p>	<p>POST IS SHORT, DOES NOT ADDRESS ALL QUESTIONS ASKED, AND REPLY POSTS ARE MISSING OR DOES NOT DEVELOP IDEAS. OR - RESPONSE HAS LITTLE OR NOTHING TO DO WITH THE MAIN TOPIC.</p>
<p>CONTRIBUTION OF ORIGINAL THOUGHT</p> <p>30%</p>	<p>CONTRIBUTION IS THOUGHTFUL, ANALYTICAL, AND ORIGINAL.</p>	<p>CONTRIBUTION SHOWS ADEQUATE EVIDENCE OF ORIGINAL THOUGHT, BUT LACKS IN ORIGINALITY.</p>	<p>CONTRIBUTION RELIES ON OTHERS' POSTS OR LACKS ORIGINAL INSIGHT INTO/ SHOWS LITTLE UNDERSTANDING OF THE QUESTIONS ASKED.</p>
<p>POST CONNECTS TO COURSE MATERIALS</p> <p>30%</p>	<p>AUTHOR MAKES CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION, CURRENT EVENTS, ETC.</p>	<p>AUTHOR MAKES SOME CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION OR CURRENT EVENTS, BUT CONNECTIONS ARE NOT SUFFICIENT OR CLEARLY EXPLAINED.</p>	<p>AUTHOR DOES NOT CONNECT COURSE CONTENT TO PERSONAL REFLECTION OR CURRENT EVENTS.</p>
<p>SPELLING AND GRAMMAR</p> <p>10%</p>	<p>PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE</p>	<p>SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE</p>	<p>SYNTAX IS SOMETIMES GARBLED AND ERRORS IN GRAMMAR, PUNCTUATION AND SPELLING DISRUPT UNDERSTANDING.</p>

	RESPONSE.	UNDERSTANDING.	
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READING OR LECTURE RESPONSE/REACTION ASSIGNMENTS

This activity will help you organize and share your reactions, perspectives, opinions and evaluations of readings and/or lectures throughout the course.

After completing the required reading for the week, and watching the recorded lecture identify at least one element that you agree with, at least one element that you disagree with, and at least one element you find to be interesting.

Write a 350-400 word response describing your reactions to the required reading (including a description of what you agreed with, disagreed with and found interesting).

Be sure to proofread your assignment for proper use of grammar, spelling and syntax.

You will submit your reaction to the Assignments section of Canvas for grading purposes. You will also post a version of your response to the discussions board to share your views with the class. You are not required to comment on reactions in the discussion boards, but you are encouraged to interact and continue the conversation with your classmates.

Reading/Lecture Response Rubric:

CRITERIA	100-90 EXCELLENT	89-80 GOOD	80 AND BELOW LESS THAN SATISFACTORY
<p>UNDERSTANDING/ INTERPRETATION</p> <p>40%</p>	<p>THE STUDENT DEMONSTRATES A SUPERIOR UNDERSTANDING OF THE TEXT BY MAKING STRONG PREDICTIONS, CONCLUSIONS AND/OR COMPARISONS AND FULLY INCLUDES SUPPORTING DETAILS.</p>	<p>THE STUDENT DEMONSTRATES SOME UNDERSTANDING OF THE TEXT BY MAKING AN APPROPRIATE PREDICTION, CONCLUSION AND/OR COMPARISON BUT LACKS SUPPORTING DETAILS FROM THE TEXT THAT DEMONSTRATE FULL</p>	<p>THE STUDENT MAKES INCOMPLETE OR INADEQUATE PREDICTIONS, CONCLUSIONS AND/OR COMPARISONS AND ALSO LACKS SUPPORTING DETAILS FROM THE TEXT THAT DEMONSTRATE UNDERSTANDING.</p>

		UNDERSTANDING.	
PERSONAL RESPONSE 30%	THE STUDENT CONNECTS SPECIFIC EXAMPLES FROM THE TEXT TO PERSONAL EXPERIENCES, OTHER TEXTS AND/OR BACKGROUND KNOWLEDGE.	THE STUDENT MAKES CONNECTIONS THAT ARE FRAGMENTED, LIMITED AND/OR NOT RELEVANT OR TIED TO THE TEXT.	THE STUDENT MAKES A PERSONAL COMMENT THAT IS UNRELATED TO THE TEXT, OR PROVIDES LITTLE TO NO CONNECTION TO PERSONAL EXPERIENCE.
RESPONSE PROTOCOL 20%	RESPONSE FOLLOWS ASSIGNMENT PROTOCOL: WORD LENGTH, ONE POINT AGREEMENT, ONE POINT DISAGREEMENT, ONE ITEM THAT IS INTERESTING. AND -THE RESPONSE IS ORGANIZED WITH PROPER STRUCTURE.	RESPONSE MEETS SOME OF THE ASSIGNMENT PROTOCOL BUT NOT ALL, BUT IS INCOMPLETE. OR - THE RESPONSE IS DISORGANIZED THUS HINDERING THE OVERALL VALUE OF THE RESPONSE.	RESPONSE DOES NOT FOLLOW THE ASSIGNMENT PROTOCOL. OR – THE RESPONSE IS COMPLETELY DISORGANIZED AND FAILS TO ADDRESS THE PROTOCOLS REQUIRED.
GRAMMAR/SPELLING/SYNTAX 10%	PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE RESPONSE.	SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE UNDERSTANDING.	SYNTAX IS SOMETIMES GARBLED AND ERRORS IN GRAMMAR, PUNCTUATION AND SPELLING DISRUPT UNDERSTANDING.

CASE STUDY ASSIGNMENTS

Students will be assigned to small groups of two or three people and will “meet” online to discuss one current ethical misstep or success by an organization related to their social accounts. Working

synchronously together in Google Docs (or another tool that allows synchronous collaborative writing if there is one you would prefer to use) groups will meet to analyze the case and to write a four to five page report that is an analysis/critique of the case.

The final written report should contain:

- Characters (for example, organization, supervisor, employee, client, customer, etc.)
- Time frame (last month, in June of 2015, etc.)
- A clear description of the ethical dilemma or issue to be solved including necessary background information. Ensure that the ethical dilemma is related to social media—not a general ethical or moral dilemma. If you are unsure—ask.
- Screenshots of the social media communications/posts (if available)
- Identification and explanation of specific ethical issues at stake (privacy, conflict of interest, data mining, truth, social responsibility, accuracy, etc.). Again, ensure it is a social media ethical dilemma—not a general moral dilemma. If you are unsure—ask.
- Analysis of the steps that the organization took in an effort to solve or address the dilemma.
- Your critique of the situation. Did the organization handle the dilemma wisely? Effectively? Completely? What did the organization do well? What did the organization do poorly? What would you have done if you were in the same situation?
- A cover page that includes the group member names, a title for your case study, and a 150-200 word abstract of the case.

Please work with your group to evolve a single, shared document then submit your case study in the Assignments section of Canvas. You will also post a version of your case study to the discussions board to share your views with the class. You are not required to comment on reactions in the discussion boards, but you are encouraged to interact and continue the conversation with your classmates.

Peer Evaluations will be used to determine the contributions of the group. All members of the group will receive the same grade unless peer evaluations present cases of non-participation by a member.

Case Study Rubric:

CRITERIA	100-90 EXCELLENT	89-80 GOOD	80 AND BELOW LESS THAN SATISFACTORY
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<p>IDENTIFICATION OF MAIN ISSUES/PROBLEMS</p> <p>15%</p>	<p>IDENTIFIES AND DEMONSTRATES A SOPHISTICATED UNDERSTANDING OF THE MAIN ISSUES/PROBLEMS IN THE CASE STUDY.</p>	<p>IDENTIFIES AND DEMONSTRATES AN ADEQUATE UNDERSTANDING OF THE ISSUES/PROBLEMS.</p>	<p>LACKS AN UNDERSTANDING OF THE ISSUES/PROBLEMS IN THE CASE STUDY.</p>
<p>ANALYSIS AND EVALUATION OF ISSUES/PROBLEMS</p> <p>40%</p>	<p>PRESENTS AN INSIGHTFUL AND THOROUGH ANALYSIS OF ALL IDENTIFIED ISSUES/PROBLEMS.</p>	<p>PRESENTS AN ACCEPTABLE ANALYSIS OF MOST OF THE ISSUES IDENTIFIED.</p>	<p>PRESENTS A SUPERFICIAL OR INCOMPLETE ANALYSIS OF THE ISSUES.</p>
<p>RECOMMENDATIONS ON EFFECTIVE SOLUTIONS/STRATEGIES</p> <p>20%</p>	<p>SUPPORTS DIAGNOSIS AND OPINIONS WITH STRONG ARGUMENTS AND WELL DOCUMENTED EVIDENCE; PRESENTS A BALANCED AND CRITICAL VIEW; INTERPRETATION IS BOTH REASONABLE AND OBJECTIVE.</p>	<p>DIAGNOSIS LACKS STRONG SUPPORT AND PROVIDES OPINIONS WITH LIMITED REASONING AND EVIDENCE, AND PRESENTS A SOMEWHAT ONE-SIDED ARGUMENT OR - DEMONSTRATES LITTLE ENGAGEMENT WITH IDEAS PRESENTED.</p>	<p>LITTLE OR NO ACTION SUGGESTED OR - INAPPROPRIATE SOLUTIONS PROPOSED TO THE ISSUES IN THE CASE STUDY.</p>
<p>LINKS TO COURSE READINGS AND ADDITIONAL RESEARCH</p> <p>15%</p>	<p>MAKES APPROPRIATE AND POWERFUL CONNECTIONS BETWEEN IDENTIFIED ISSUES/ PROBLEMS AND THE STRATEGIC CONCEPTS STUDIED IN THE COURSE READINGS AND LECTURES; SUPPLEMENTS CASE STUDY WITH RELEVANT AND THOUGHTFUL RESEARCH AND DOCUMENTS ALL SOURCES OF INFORMATION.</p>	<p>MAKES APPROPRIATE BUT SOMEWHAT VAGUE CONNECTIONS BETWEEN IDENTIFIED ISSUES/PROBLEMS AND CONCEPTS STUDIED IN READINGS AND LECTURES; DEMONSTRATES LIMITED COMMAND OF THE ANALYTICAL TOOLS STUDIED; SUPPLEMENTS CASE STUDY WITH LIMITED RESEARCH.</p>	<p>MAKES INAPPROPRIATE OR LITTLE CONNECTION BETWEEN ISSUES IDENTIFIED AND THE CONCEPTS STUDIED IN THE READINGS; SUPPLEMENTS CASE STUDY, IF AT ALL, WITH INCOMPLETE RESEARCH AND DOCUMENTATION.</p>

<p>WRITING MECHANICS AND FORMATTING GUIDELINES</p> <p>10%</p>	<p>DEMONSTRATES CLARITY, CONCISENESS AND CORRECTNESS; FORMATTING IS APPROPRIATE AND WRITING IS FREE OF GRAMMAR AND SPELLING ERRORS.</p>	<p>OCCASIONAL GRAMMAR OR SPELLING ERRORS, BUT STILL A CLEAR PRESENTATION OF IDEAS; LACKS ORGANIZATION.</p>	<p>WRITING IS UNFOCUSED, RAMBLING, OR CONTAINS SERIOUS ERRORS; POORLY ORGANIZED AND DOES NOT FOLLOW SPECIFIED GUIDELINES.</p>
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STRUCTURED DEBATE ASSIGNMENTS

During this structured debate, students will participate in asynchronous debate on an issue related to social media ethics. Students will make a case for positions that may challenge their presumptions prior to the debate. Students will be assigned by the instructor to their debate team, and to the pro/con side of the debate.

This debate will take place using the discussion board tool over the entire week with required activity on each day. Students will be paired forming teams of two. The issue to be debated will be communicated to all students in detail. Each team will then be assigned to a position on the issue (pro/con or affirmative/negative).

Day One: The pro/affirmative team members will work together (via Google Docs or any other synchronous collaborative writing tool) to develop a statement (minimum of 750 words) that supports their position(s) on the issue. The pro team will post its statement as a single reply to the discussion forum. In the position paper the team should include the following elements:

- Define the issue
- Endorse that the status quo isn't going to resolve the issue
- Offer a specific proposal as to what should be done
- Defend their plan to solve the issue
- Use data and references to support their statements

Day Two: The con/negative team members will work together to develop three to five questions for the pro team as well as a statement supporting their position on the issue. The con team will post its statement as a single reply to the discussion forum. The total postings by the team (including the

questions and the statement) can be no more than 1500 words (minimum of 750 words). In their statement the con team should include the following elements:

- Question the data or references used by the pro team
- Question the logic of the plan proposed by the pro team
- Refute the parameters established by the pro team to define the issue
- Challenge the specifics of the pro team’s statements and plan
- Offer an alternative proposal as to what should be done
- Defend their alternative plan to solve the issue
- Use data and references to support their statements

Day Three: The pro team is to post a single response in the discussion forum to the con team’s questions and position statement posted on the second day. All of the questions posted by the con team must be addressed by the pro team. In addition, the pro team can add 3-5 questions challenging the statements of the con team and/or offer additional statements supporting their position on the issue. A single posting of no more than 500 words should be developed by the pro team.

Day Four: The con team is to post a single response in the discussion forum to the pro team’s questions and additional position statements posted on the third day. All of the questions posted by the pro team must be addressed by the con team. In addition, the con team can add 3-5 questions challenging the statements of the pro team and/or offering another statement supporting their position on the issue. A single posting of no more than 500 words should be developed by the con team.

Day Five: The pro team should develop a closing argument supporting its position of no more than 500 words. The statement should be posted as a single reply to the discussion forum.

Day Six: The con team should develop a closing argument supporting its position of no more than 500 words. The statement should be posted as a single reply to the discussion forum.

All discussion posts must be complete when submitted. You will not be able to edit your post once posted

All students will participate in two debates throughout the course.

Structured Debate Rubric:

CRITERIA	100-90	89-80	80 AND BELOW LESS THAN
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	EXCELLENT	GOOD	SATISFACTORY
<p>ORGANIZATION</p> <p>20%</p>	ALL ARGUMENTS ARE CLEARLY TIED TO AN IDEA (PREMISE) AND ORGANIZED IN A TIGHT AND LOGICAL FASHION.	MOST ARGUMENTS ARE TIED TO AN IDEA (PREMISE) OR - THE ORGANIZATION WAS SOMETIMES NOT CLEAR OR LOGICAL.	ARGUMENTS ARE NOT CLEARLY TIED TO AN IDEA (PREMISE). OR – ORGANIZATION WAS DISJOINTED THUS HINDERING THE OVERALL VALUE OF THE RESPONSE.
<p>USE OF FACTS/STATISTICS</p> <p>20%</p>	MAJOR POINTS ARE WELL SUPPORTED WITH SEVERAL RELEVANT FACTS, STATISTICS AND/OR EXAMPLES FROM REPUTABLE RESOURCES AND THE ACCURATELY CITED.	MOST POINTS ARE SUPPORTED WITH FACTS, STATISTICS AND/OR EXAMPLES, BUT THE RELEVANCE OF SOME ARE QUESTIONABLE.	MOST POINTS ARE NOT SUPPORTED WITH RELEVANT FACTS. OR - NO RELEVANT FACTS ARE PROVIDED.
<p>UNDERSTANDING OF TOPIC</p> <p>20%</p>	DEMONSTRATES A CLEAR UNDERSTANDING OF ISSUE WITH INFORMATION PRESENTED FORCEFULLY AND CONVINCINGLY.	DEMONSTRATES AN ADEQUATE UNDERSTANDING OF THE MAIN POINTS AND ISSUES ARE PRESENTED IN A RELATIVELY CONVINCING MANNER.	DOES NOT DEMONSTRATE AN ADEQUATE UNDERSTANDING OF THE ISSUE.
<p>REBUTTAL</p> <p>30%</p>	ALL COUNTER-ARGUMENTS WERE ACCURATE, RELEVANT AND STRONG.	MOST COUNTER-ARGUMENTS WERE ACCURATE AND RELEVANT, BUT MANY WERE WEAK OR UNCONVINCING.	COUNTER-ARGUMENTS WERE NOT ACCURATE AND/OR RELEVANT. OR – ARGUMENT WAS ENTIRELY UNCONVINCING.
<p>SPELLING AND GRAMMAR</p>	PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A	SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO	SYNTAX IS SOMETIMES GARBLED AND ERRORS IN GRAMMAR, PUNCTUATION AND SPELLING DISRUPT

10%	COHERENT AND INTELLIGIBLE RESPONSE.	NOT IMPEDE UNDERSTANDING.	UNDERSTANDING.
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FINAL ETHICAL GUIDELINE PROJECT

In this final ethical guideline project, students will write a set of **Ethical Guidelines for Social Media** or a **Social Media Code of Ethics** for 1) the organization/company they currently work for, 2) for an organization/company that they hope to work for in the future or 3) more generally for the field to which you belong or have a strong interest (advertising, public relations, journalism, photography, internal communication, etc. .

Here are the steps that you will take in drafting a **social media** code of ethics or ethical guideline for your organization or company:

» First, research. Talk with people in the organization or field. Read the organization’s current policies, mission and goals (if they have any). Review their current communications on various social media platforms (if applicable). Since the ethical guidelines/code of ethics influences company operations broadly, it is important to talk with a variety of employees from different areas of the company to make sure the code is comprehensive. If it is not possible to talk with current employees of the organization you wish to write a guideline for, talk with people who work for a similar organization or those who work in the specific field. Use and practice your networking skills, in person and through social media, to start a conversation about social media ethics and collect insights that you can use in writing your guideline/code of ethics.

» Establish values. Most organizations have values that support their mission. Those writing the ethical guidelines/code of ethics may use those values to inform it or, if relevant, consider whether or not those values need to be revised. If values do not exist, you may want to develop them. Your ethical guideline or code of ethics should address a minimum of six company values, with a maximum of 12 values. These values should be those that you feel fundamentally inform the organization or company’s identity, action and beliefs or if you’re writing for the general field should be fundamental to the field. Be sure to explain and defend each value within your code. Give one or more examples of each value and how it ties into social media. (Many values were addressed during this course: accuracy, truth, transparency, privacy, etc. and through your research you may find additional values that your organization/company deems as important).

» Draft an outline of the guideline/code. Your draft is due at the end of Week 11.

» Week 12, draft the code. The final draft is due at the end of Week 12.

You submit your project in the Assignments section of Canvas.

The anatomy of an ethical guideline or code of ethics will vary from company to company. Yours should be 4-6 pages in length. Things that you should include:

- » Definition of a code of ethics including why it is important for an organization to have one. Be sure to include specifics about social media.
- » A list of specific social media values that the guideline/code applies to.
- » The list of 6-12 company values, identified, defined and explained (including examples) to which the guideline/code is built on.
- » Consideration for general rules (as a human), personal rules (as an employee), and work rules (not only as a company but also to your audience, customers, stakeholders, and/or publics).
- » Expectations for general conduct at work and/or as an employee of the organization as well as examples of unethical behavior—specifically related to social media.
- » Identification of who will be responsible for dealing with conflicts of interest or infractions of the code when they arise.
- » Details of what type of disciplinary action will result from violation of the code. Be specific.
- » How the code of ethics will be enforced.
- » Clear language and organization to make the guideline/code user friendly. Use headings, subheads, and/or design to make your code easy to read. This is not an essay. It should not look like an essay when you are finished.
- » A cover page that includes your name, the organization or company’s name and a title for your project.
- » Your guideline/code of ethics needs to be in a sharable format. Meaning, you should be able to remove the course cover page and then be able to share it with the organization or field that you have written it for. It should be written and organized in a practical and professional format. Refer to the various formats of the sample codes provided in your weekly reading or research additional guidelines/codes online.

The Final Ethical Guideline Project Rubric:

CRITERIA	100-90 EXCELLENT	89-80 GOOD	80 AND BELOW LESS THAN
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			SATISFACTORY
<p>IDENTIFICATION & EXPLANATION OF KEY VALUES</p> <p>30%</p>	<p>IDENTIFIES AND DEMONSTRATES A SOPHISTICATED EXPLANATION OF THE KEY VALUES COVERED IN THE ETHICAL GUIDELINE/CODE OF ETHICS. INCLUDING ONE OR MORE SOCIAL MEDIA EXAMPLE FOR EACH.</p>	<p>IDENTIFIES AND DEMONSTRATES ADEQUATE EXPLANATION OF SOME OF THE KEY VALUES COVERED IN THE ETHICAL GUIDELINE/CODE OF ETHICS.</p>	<p>PROVIDES A POOR EXPLANATION OF SOME OF THE KEY VALUES COVERED IN THE ETHICAL GUIDELINE/CODE OF ETHICS.</p>
<p>DEFINITION & EXPLANATION OF GUIDELINE/CODE OF ETHICS</p> <p>20%</p>	<p>PRESENTS AN INSIGHTFUL AND THOROUGH DESCRIPTION OF THE PURPOSE OF A CODE, INCORPORATING KEY TERMS & CONCEPTS FROM THE COURSE.</p>	<p>PRESENTS A DESCRIPTION OF MOST OF THE NECESSARY PARTS OF THE GUIDELINE/CODE OF ETHICS.</p>	<p>PRESENTS A SUPERFICIAL OR INCOMPLETE DESCRIPTION OF THE REQUIRED PARTS OF THE GUIDELINE/CODE OF ETHICS. OR - OMITTS NECESSARY EXPLANATIONS.</p>
<p>LOGISTICS OF GUIDELINE/CODE OF ETHICS</p> <p>20%</p>	<p>RESPONSIBILITY, CONSEQUENCES AND ENFORCEMENT OF THE CODE ARE ALL SPECIFIC, REALISTIC AND DESCRIBED IN DETAIL. CLEAR EXAMPLES OF UNETHICAL BEHAVIOR ARE ALSO PROVIDED.</p>	<p>MOST OF THE LOGISTICS ARE SPECIFIED, REALISTIC AND/OR DESCRIBED IN DETAIL. VAGUE EXAMPLES OF UNETHICAL BEHAVIOR ARE PROVIDED.</p>	<p>INCOMPLETE INFORMATION IS PROVIDED REGARDING RESPONSIBILITY, CONSEQUENCES AND/OR ENFORCEMENT OF THE CODE. SPECIFICS, REALISM AND/OR DESCRIPTION ARE LACKING OR ENTIRELY MISSING.</p>
<p>OUTLINE</p> <p>20%</p>	<p>ALL REQUIRED POINTS FOR THE GUIDELINE/CODE OF ETHICS ARE OUTLINED IN DETAIL.</p>	<p>OUTLINE INCLUDES APPROPRIATE BUT SOMEWHAT VAGUE POINTS. MOST OF THE REQUIRED POINTS FOR THE GUIDELINE/CODE OF ETHICS ARE</p>	<p>LITTLE OR MINIMAL THOUGHT WAS PUT INTO THE OUTLINE. KEY ITEMS ARE MISSING OR INCOMPLETE. OUTLINE HAS NO DECIPHERABLE FORMAT.</p>

		OUTLINED.	
WRITING MECHANICS AND FORMATTING GUIDELINES	DEMONSTRATES ORGANIZATION, CLARITY, AND CONCISENESS; FORMATTING IS APPROPRIATE (INCLUDING APPROPRIATE LENGTH) AND WRITING IS FREE OF GRAMMAR AND SPELLING ERRORS.	OCCASIONAL GRAMMAR OR SPELLING ERRORS, BUT STILL A CLEAR PRESENTATION OF IDEAS; MAY LACK ORGANIZATION OR AESTHETICS.	WRITING IS UNFOCUSED, RAMBLING, OR CONTAINS SERIOUS ERRORS; POORLY ORGANIZED AND DOES NOT FOLLOW SPECIFIED GUIDELINES.
10%			

COURSE SCHEDULE:

This schedule is the current plan for the course. If changes to the schedule are made, you will be notified immediately via email and CANVAS. You will have the most success in the course if you complete the READINGS, watch the LECTURES, and view any videos BEFORE you attempt the assignments and discussion boards.

OVERVIEW

Each week begins on MONDAY.

Discussions: First post due by **WEDNESDAY** at midnight. **Responses** due **SUNDAY** at midnight.

Required Readings: Completed **WEEKLY**

Recorded Lectures: Watch as noted on weeks: **1, 2, 3, 4, 5, 7, 8, 10, 11, 12**

Online Videos: Watch as noted on weeks: **3, 6, 7, 10**

Assignments: All assignments are due on **SUNDAY** at midnight.

Items	Weeks
Discussion Boards (8)	1, 2, 3, 4, 7, 8, 11, 12
Reading or Lecture Response Assignments (7)	1, 2, 3, 4, 7, 8, 11

Recorded Lectures	1, 2, 3, 4, 5, 7, 8, 10, 11, 12
Online Videos	3, 6, 7, 10
Structured Debate Assignments	6, 9
Case Study Assignments	5, 10
Final Ethical Guideline Project Assignment	11-12

WEEK 1: FOUNDATIONS

Introduction to the course including virtue ethics, utilitarianism, Kantianism, egoism, contract theory, altruism and more.

Learning Objectives:

- Students will be able to define ethics.
- Students will be able to summarize key classical and modern ethical philosophies/theories.
- Students will discuss key ethical philosophies/theories.

Required Readings:

Snapshot of key ethical theories: <http://www.dummies.com/how-to/content/a-snapshot-of-key-ethical-theories.html>

What is ethics?: <http://www.scu.edu/ethics/practicing/decision/whatisethics.html>

Overall Ethics Defined: http://www.philosophybasics.com/branch_ethics.html

Recorded Lecture:

Introduction to the course

Assignments:

Reading/lecture Response
Discussion Board

Discussion:

What is ethics?

Is what is ethical that which is believed by a large majority of the people? Or what the significant opinion leaders believe? Or—whatever the person feels is best for the human needs of a person or a group? Or—whatever conscience, instinct, or religious belief says is ethical?

WEEK 2: FOUNDATIONS

Pairing key ethical philosophies with social media.

Learning Objectives:

- Students will identify which key ethical philosophies theories are relevant to social media.
- Students will discuss an ethical decision making process.

Required Readings:

Ethical Questions about Social Networking: <http://www.scu.edu/ethics/publications/submitted/social-networking.html>

Ethical Decision Making: <http://www.scu.edu/ethics/practicing/decision/making.pdf>

Bowen, S.A. (2013). Using Classic Social Media Cases to Distill Ethical Guidelines for Digital Engagement. *Journal of Mass Media Ethics*. 28(2). 119-133. (PDF)

Forward: Social Media is Lost without a Moral Compass by Brian Solis, in *Ethical Practice of Social Media in Public Relations*, edited by Marcia W. DiStaso and Denise Sevick Bortree, (2015). (reading packet)

Recorded Lecture:

Ethical Philosophies as applied to Social Media Ethics

Assignments:

Reading/lecture Response

Discussion Board

Discussion:

Think about your experiences on social media—both personally and professionally. Have you ever experienced an ethical dilemma on social media personally? Professionally? (“Professionally” could be defined as you as a professional individual/employee or as the company that you work for in general). What was the decision making process that was followed in order to solve the dilemma? Were you happy with the resolution/results? What ethical philosophy was followed? How would you handle the situation differently next time? (If you don’t have your own personal or professional example, answer the above questions in relation to one of the cases that Bowen discussed in your assigned reading this week).

WEEK 3: TERMS & CONDITIONS

Learning Objectives:

- Students will analyze the ethics of social media terms and conditions.
- Students will discuss terms of service for various social media.

Required Readings:

Clicking through to the ethics of social media terms of service

<http://www.scu.edu/ethics/practicing/focusareas/technology/internet/terms-of-service.html>

Facebook: I want my friends back

http://dangerousminds.net/comments/facebook_i_want_my_friends_back

Facebook faces criticism

<http://www.theguardian.com/technology/2014/jun/30/facebook-internet>

LinkedIn User Agreement

<https://www.linkedin.com/legal/user-agreement>

Instagram's Terms of Use

<https://help.instagram.com/478745558852511>

Online Video:

Jacob Silverman: "Terms of Service: Social Media and the Price of Constant Connection"

<https://www.youtube.com/watch?v=jhaMtnjGhhc>

Recorded Lecture:

Social Media Terms & Conditions

Assignments:

Reading/lecture Response

Discussion Board

Discussion:

Are TOS agreements like the ones discussed in the "Clicking Through to the Ethics of Social Media" article unethical in their treatment of consumers who use those companies' services? Why, or why not? Does the answer change in cases where the user is a corporation, not an individual?

Also, as noted in the same article, some TOS/T&Cs include the claim that the company that drafted the TOS/T&C has the right to incorporate changes to those terms even after a user has agreed to a particular set of terms-and that the user would be bound by the revised terms. Would that practice be ethical? Why, or why not?

(Questions from <http://www.scu.edu/ethics/practicing/focusareas/technology/internet/terms-of-service.html>)

WEEK 4: PRIVACY

Learning Objectives:

- Students will describe and explain various ethical dilemmas related to social media and privacy.
- Students will discuss concerns regarding privacy and social media.

Required Readings:

7 ethical dilemmas faced in content marketing (PDF)

Social Media research raises privacy and ethics issues

<http://www.usatoday.com/story/news/nation/2014/03/08/data-online-behavior-research/5781447/>

Chapter 9, Privacy, in Media Ethics: Key Principles for Responsible Practice, 2nd edition, Patrick Lee Plaisance, 2014, p. 175-200. (reading packet)

Chapter 5, Private Conversations on Public Forums: How Organizations are Strategically Monitoring Conversations and Engaging Stakeholders, in Ethical Practice of Social Media in Public Relations, edited by Marcia W. DiStaso and Denise Sevick Bortree, (2015) p. 65-81. (reading packet)

Assignments:

Reading/lecture Response

Discussion Board

Discussion:

After reading the article “7 ethical dilemmas faced in content marketing” which of the seven ethical dilemmas concerns you the most? Why?

OR

Should individuals bear the responsibility of protecting their own privacy? In your experience, do most people understand the way in which their information is accessed, collected, or otherwise used online?

Recorded Lecture:

Privacy as an ethical dilemma

WEEK 5: TRUTH/TRUST/TRANSPARENCY

Learning Objectives:

- Students will analyze and describe different perspectives on truth and trust on social media.
- Students will discuss trust on social media related from an individual and a corporate perspective.

Required Readings:

Chapter 5, OMG! The Band is SOOO GR8! The Case of the Phony Teenager, in Media Ethics at Work, Lee Anne Peck and Guy S. Reel, editors, 2013, p. 55-66. (reading packet)

Whole Foods CEO

http://www.nbcnews.com/id/19718742/ns/business-us_business/t/whole-foods-ceos-anonymous-online-life/#.VeTLlVikp

3 Steps to Ethical Social Media Marketing

<http://www.socialmediaexaminer.com/3-steps-to-ethical-social-media-marketing/>

Recorded Lecture:

Truth/Trust/Transparency in Social Media

Assignments:

Case Study

WEEK 6: TRUTH/TRUST/TRANSPARENCY

Learning Objectives:

- Students will identify ethical dilemmas in realistic social media situations.
- Students will describe and debate different approaches to solving ethical dilemmas related to truth, trust and transparency.

Required Readings:

Chapter 5, Transparency, in Media Ethics: Key Principles for Responsible Practice, 2nd edition, Patrick Lee Plaisance, 2014, p. 71-96. (reading packet)

Peebles, M.E. (2003). And Now, a Word from Our Sponsor. Harvard Business Review, 81(10), 31-42. (PDF)

Videos:

Social Media Disclosure and Ethics for Big Brands

<https://vimeo.com/131121144>

Assignments:

Structured Debate: Issues of Truth, Trust & Transparency

WEEK 7: DATA MINING

Learning Objectives:

- Students will be able to identify and discuss the ethical implications of data mining.

Required Readings:

Big Data, Big Problems: Emerging Issues in the Ethics of Data Science and Journalism by Joshua Fairfield and Hannah Shtein. (PDF)

Videos:

The Curly Fry Conundrum: Why Social Media Likes Say More than You Think

https://www.ted.com/talks/jennifer_golbeck_the_curly_fry_conundrum_why_social_media_likes_say_more_than_you_might_think

Assignments:

Reading/lecture Response

Discussion

Recorded Lecture:

Data Mining

Discussion:

What are the ethical implications of Data Mining? How do the ethical philosophies engage with data mining? How do you feel about data mining from a personal perspective? Organizational perspective?

WEEK 8: ACCURACY

Learning Objectives:

- Students will describe the ethics of social media accuracy.
- Students will discuss the ethical implications related to accuracy in social media.

Required Readings:

The Ethics of Social Media Accuracy by Jeremy Harris Lipschultz

http://www.huffingtonpost.com/jeremy-harris-lipschultz/the-ethics-of-social-media_b_7489280.html

NPR Ethics Handbook: Accuracy

<http://ethics.npr.org/category/a1-accuracy/>

Assignments:

Reading/lecture Response

Discussion Board

Discussion:

Imagine that you are preparing a news release and social media launch about a new company product, and you want to quote your CEO about its benefits. You have heard the CEO explain these benefits on several occasions, and you helped draft her statement to the board of directors. However, the CEO is on a trade mission to China and is not reachable by cell phone or e-mail for several days, and you want to post the release on the company's online newsroom and social media outlets as soon as possible. One of the company vice presidents suggest that you make up some quotes and put them in the release and SM campaign, attributing them to the CEO.

- What practical considerations apply?
- What do the ethical guidelines/codes/philosophies advise?
- What is your ethical judgment about this?
- What would you do?

Recorded Lecture:

Accuracy: Accuracy: Clickbait, unfair reviews, accurate reporting

WEEK 9: MODERATING & REPUTATIONS**Learning Objectives:**

- Students will identify, describe and debate the ethics of various techniques for monitoring social media and managing reputations on social media.

Required Readings:

The Dos and Don'ts of moderating your firm's social network pages

<http://www.mycustomer.com/topic/social-crm/dos-and-donts-moderating-your-firms-social-network-pages/111486>

How to effectively moderate social media

<https://www.cmscritic.com/how-to-effectively-moderate-social-media/>

Online Comment Moderation: Emerging Best Practices-WAN-IFRA (PDF)

Moderation Guidelines for Social Media—OIC. (PDF)

How Facebook Moderates Content

<http://www.adweek.com/socialtimes/infographic-whoishostingthis-facebook-moderation/618698>

Assignments:

Structured Debate: Moderating social media commentary.

WEEK 10: SOCIAL RESPONSIBILITY

Learning Objectives:

- Students will identify ethical dilemmas in realistic situations.
- Students will analyze and discuss different approaches to solving ethical dilemmas related to social responsibility.

Required Readings:

Chapter 7, Social Media as a CSR Communication Channel: The Current State of Practice, by Kati Tusinski Berg and Kim Bargel Sheehan, in *Ethical Practice of Social Media in Public Relations*, edited by Marcia W. DiStaso and Denise Sevick Bortree, (2015) p. 99-110. (reading packet)

Chapter 9, Nestle and Greenpeace: The Battle in Social Media for Ethical Palm Oil Sourcing, by W. Timothy Coombs, in *Ethical Practice of Social Media in Public Relations*, edited by Marcia W. DiStaso and Denise Sevick Bortree, (2015) p. 126-137. (reading packet)

Video:

Online Social Change: Easy to Organize, Hard to Win

https://www.ted.com/talks/zeynep_tufekci_how_the_internet_has_made_social_change_easy_to_organize_hard_to_win

Assignments:

Case Study

Recorded Lecture:

Corporate Social Responsibility (CSR) and social media

WEEK 11: WORKPLACE ETHICS

Learning Objectives:

- Students will summarize ideas of workplace codes of ethics
- Students will outline a social media ethical guide for a company or organization.
- Students will discuss an organizations code of ethics along with the purpose and validity of such codes.

Required Readings:

Ethics Management in Public Relations: Practitioner Conceptualizations of Ethical Leadership, Knowledge, Training and Compliance by Seow Ting Lee and I-Huei Cheng. (PDF)

Ethics Resource Center National Business Ethics Survey of the US Workforce (PDF)

Assignments:

Reading/lecture Response
Final Ethical Guideline Project
Discussion Board

Recorded Lecture:

Workplace Ethics

Discussion:

Locate and analyze your organizations code of ethics (or an organization that you have worked for in the past or would like to work for in the future). What key ethical philosophy do they appear to follow? If possible, identify an example from your personal experience with the organization where you saw the code of ethics either enforced or violated. Does the organizations code of ethics match your own personal code of ethics? Do you think organizations should have a code of ethics? Why or why not? If so, who is responsible for writing it? Who is responsible for enforcing it?

WEEK 12: PUTTING IT ALL TOGETHER**Learning Objectives:**

- Students will write a social media ethical guide for a company or organization.

Required Readings:

Identifying and Defining Values in Media Codes of Ethics by Chris Roberts (PDF).

Ethics Codes and Codes of Conduct as Tools for Promoting an Ethical and Professional Public Service: Comparative Successes and Lessons by Stuart C. Gilman (PDF).

Corporate Governance and Business Ethical Values by Constantin Zaharia and Ioana Zaharia (PDF).

Assignments:

Final Ethical Guideline Project
Discussion Board

Recorded Lecture:

Putting it all Together

Discussion:

Is it more ethical for an employee to do what he or she is told to do—even if it is thought to be unethical—or to do what he or she thinks is the right thing to do? Which is more important, freedom or obedience to authority? Or in other words, what do you do when your personal ethics conflict with your workplace ethics? Have you ever found yourself in this situation?

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, these plans may need to change to enhance the class learning opportunity. If changes are necessary they will be communicated clearly.