PURPOSE OF COURSE:

RTV 4931 is a senior level course, which encourages you to think critically about media, ethics and society. This is accomplished through reading, writing, lectures, discussion, viewing of video clips, research and presentation on topics of interest.

In this course, the objective is to develop your ability to think about, analyze, discuss and write critically about ethics, media and society. Your development of these skills is achieved through class reading, discussions, research, writing, analysis of case studies, team presentations, debates, and quizzes.

COURSE REQUIREMENTS:

You are required to have a Gatorlink user name, to register yourself in the course on the E-Learning site for this class and to receive mail via the course listserv.

REQUIRED TEXTBOOKS

The core subject matter for the ethics portion of this course is found in the following textbooks: The Elements of Moral Philosophy, 5th edition or later, by James Rachels; Race/Gender/Class/Media: Considering Diversity Across Audiences, Content, and Producers, 3rd edition, by Rebecca Ann Lind; and Media Ethics: Issues and Cases, 8th edition or later, by Phillip Paterson and Lee Wilkins. You can rent the first two books online at www.coursesmart.com. You can also buy inexpensive used or new copies of these books on Amazon.com or Half.com.
Most of my lecture notes and PowerPoint presentations are drawn from **Ethics in Media Communications: Cases and Controversies** by Louis A. Day. Get a used copy of this book, any edition.

Additional resources to help you excel in this class will be announced in class, sent to you via the class listserv, or posted in E-learning.

**COURSE ACTIVITIES:**

- **Lecture and discussion** on the assigned readings/topics is the backbone of this course. Some sessions will feature guest speakers or topical videos. You will have the opportunity to discuss contemporary media content related to the objectives of the course. Some class periods will be devoted to discussion or presentations on assigned topics.

- **Debate and discussion are central to this course.** You are expected to read or view assigned materials **before** class and to participate in online activities and class discussions. Please interact with courtesy with other students during these discussions, whether or not you agree with their views.

- You can **expect** to be called upon in class to answer questions related to the course assignments, readings and discussions. Please come to class prepared to participate in discussions by having completed the required reading, writing, thinking or viewing assignments.

**ASSESSMENT TOOLS**

1. **Individual Assignments (20%)**:

   There will be regular online assignments based on the readings, topics, case studies, videos or guest speakers. **Please watch for announcements and due dates in Sakai.**

2. **Group Presentations (20%)**:

   You will be assigned to a team responsible for summarizing and presenting the weekly readings, with a current illustration. You will find it useful to collect relevant materials from journals, newspapers, magazines and the Web, and to keep notes on television and radio programs you watch which have content you can use to illustrate the book concepts in your presentation. These materials may also help you later on in the term, when you analyze case studies and complete other assignments, and allow you to contribute to class discussions in an informed manner with fact-supported, compelling arguments. Reference to books, articles, news reports, interviews, surveys, videos, audio recordings, etc., is expected in these presentations, as well as your discussions, debates, and other assignments.

3. **Quizzes (20%)**

   These may be in a short answer or multiple-choice format. There will be at least two of these during the term.

4. **Group Case Study Debate (20%)**

   You will be required to prepare a case study debate, following the approved format for this
class. Your debate will be evaluated based on both form and content. Form refers to proper appearance and length, in accord with assignment instructions, as well as cogency and organization. Content refers to quality of analysis, correct application of the moral reasoning model and principles, coherence in reasoning, and thoroughness.

5. Attendance (20%)
This will be randomly recorded. You must be in the classroom when attendance is recorded.

6. Extra Credit will be awarded for research participation through CJC’s SONA research management system (https://ufl-cjc.sona-systems.com). Please register a SONA account and choose studies to participate in to receive extra credits for this class. Check SONA regularly to see what studies have become available. Typically, it is not until around the third week of the semester that studies will become available. You should NOT wait until the last minute to sign up for participation because people tend to procrastinate and research opportunities will be limited by the end of the semester. In fact, it is probably wise to participate early in the semester when your course loads are the lightest. Please see this video below for how to set up your SONA account: https://youtu.be/1OnT2ZU6QQ
If you have any questions, please contact the CJC SONA administrator through this email: uf-cjc-sonasystems@jou.ufl.edu

COURSE ACTIVITY AND ASSIGNMENT SCORING
I employ a base-10 grading scale, as follows:

10= Extraordinary performance in the course
9= Very good
8= Above average (minor deficiencies)
7= Average (mixed performance)
6= Below average with major deficiencies
5 or less = Unsatisfactory

Final Grades will be assigned according to the following scale (I reserve the option to curve final grades):
A (Excellent) 95-100 percent
B (Good) 80-89 percent
C (Average) 70-79 percent
D (Marginal) 60-69 percent
E (Insufficient)<60 percent

Minus and plus grades will be awarded according to current University of Florida grading policies.

COURSE POLICIES, INSTRUCTOR EXPECTATIONS AND METHODS OF EVALUATION:
Submissions: **Handwritten submissions, except for tests and quizzes, will not be accepted.** I suggest you make a copy of any written work before you submit it, just in case an assignment is lost or misplaced. **Most of your assignments will be posted in and submitted electronically.** Please **proofread** your assignment before you turn it in and make sure your spelling is accurate and the content is coherent. Submissions that do not meet these standards will incur a grading penalty. Late submissions will also be penalized.

**General Evaluation Criteria**
All assignments, debates and presentations will be evaluated based on both form and content. *Form* refers to professional and timely presentation in accordance with assignment instructions, as well as cogency and organization. *Content* refers to quality of analysis, correct application of principles, coherence in reasoning, and thoroughness of research. You grade will indicate your success in meeting these standards.

**Attendance/Online Participation**
You are **expected** to attend all classes, presentations/debates, video showings, discussions, and other class activities. **Your grade for this course will be negatively affected if you do not participate online and/or are frequently absent from class.** Covering news for any of the stations, no matter how significant the story, is not a valid excuse for missing quizzes, assignment due dates, failing to complete assigned reading/viewings, or failing to participate in group projects.

**Classroom Decorum**
No reading of newspapers, eating, drinking, loud talking, work on assignments for other classes, web surfing, texting, etc. is permitted during lectures, presentations, group discussions, or other class activities. If you are discovered engaging in these activities, you will be asked to leave the classroom.

**Students with special challenges:** I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standards of fairness and confidentiality. In order to address your academic needs, I must be informed of your circumstances at the beginning of the semester **before** performance becomes a factor. Reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to your ability to succeed in this course. You should provide me with an official statement from the Office of Student Services explaining the accommodation required, if you face such a challenge.

**OTHER MATTERS:**
- I reserve the right to make changes, if necessary, to the grading system, assignments, schedule, or other matters pertaining to the class.
- I can be reached preferably via e-mail, and the telephone, but please be aware that I will not be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response. Therefore, barring an emergency situation, it is advisable to contact me well in advance of any deadline in order to give me adequate time to respond.
- Students are not permitted to bring guests to class unless arrangements have been made with me prior to class.
- Please feel free to approach me about any concerns or comments you might have about this
class.
    I will be happy to meet with you during my office hours, or by appointment.
• You are expected to arrive promptly for class, fully prepared to discuss the assigned readings.
    While I understand the problems created by a large campus, it is your responsibility to arrive in class in a timely manner.
• You are responsible for signing the attendance sheet every class.
• Any evidence of plagiarism or cheating will result in an “E” for the assignment and possible disciplinary action.
• Regarding plagiarism: Do not submit the same work to more than one class without prior written permission from both instructors. Do not adapt work from another class for this class without my prior written permission. Do not adapt someone else's work and submit it as your own. This course requires original work, created at this time, for this purpose.
• Spelling counts. So do grammar, punctuation and professional presentation.
• In addition to the required or recommended readings, you are encouraged to take class notes because classroom sessions often reveal information that is not contained in the readings.

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 will neither give nor receive unauthorized aid in doing my assignments.”

For more information about academic honesty, contact, Student Judicial Affairs, P202 Peabody Hall, 392-1261. You can review UF’s academic honesty guidelines in detail at: http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php
RTV4931 Spring 2018

Tentative Schedule

January 8
Week One
Introduction to the course (teaching approach, materials and expectations)
Ethics and Moral Development, Ethics and Society (Day) Chapter 1
What is Morality? Rachels, Chapter 1
The Foundations of Ethical Leadership

January 15
Week Two
Martin Luther King, Jr.
Holiday (no class)

January 24
Week Three
Group 1 Ethics Topic
Subjectivism in Ethics, Rachels, Chapter 3
Does Morality Depend on Religion? Rachels, Chapter 4

January 29
Week Four
Group 2 Ethics Topic
The Utilitarian Approach, Rachels, Chapter 7
The Debate Over Utilitarianism, Rachels, Chapter 8
Are There Absolute Moral Rules? Rachels, Chapter 9

February 5
Week Five
Group 3 Ethics Topic
Media Ethics: Truth
(Patterson, Chapter 2
The Challenge of Cultural Relativism, Rachels, Chapter 2
Video/Guest Speaker: TBA

February 12
Week 6
Group 4 Ethics Topic
Stereotypes (Rebecca Lind)
Harm (Day)
Video or Speaker TBA
February 19
Week 7
Group 5 Ethics Topic
Making Ethical Decisions:
Moral Reasoning Models I
Patterson, Chapter 1
Video or Speaker: TBA

February 26
Week Eight
Group 6 Ethics Topic
Moral Reasoning Models II
The Potter Box Moral Reasoning Model
Video or Speaker TBA

March 5
No Class- Spring Break

March 12
Week Nine
Group 7 Ethics Topic
Mass Media in a Democratic Society
Confidentiality Debate 1

March 19
Week Ten
Group 8 Ethics Topic
Privacy
Feminism and the Ethics of Care, Rachels, Chapter 11
Debate 2

March 26
Week Eleven
Group 9 Ethics Topic
The Challenge of New Communications Technology
Debate 3
April 2
Week Twelve
Group 10 Ethics Topic
The Idea of the Social Contract, Rachels, Chapter 6
Psychological and Ethical Egoism, Rachels, Chapter 5
Debate 4

April 9, Week Thirteen
Debate 5

April 16
Week Fourteen
Individual Cases Studies Due

End of
Course