

# Course Syllabus for MMC6213 Strategic Communications and Ethics

## Course Information

**Course:** MMC6213 Strategic Communications and Ethics

**Semester:** Spring 2020

**Credits:** 03

**Meeting Time:** Distance Asynchronous and Online Classroom—Select Tuesdays during the semester at 7PM EST. Please see course calendar for dates.

**Office Hours:** By appointment. Please email instructor to schedule a Zoom meeting. Zoom meetings are held in the instructor's Zoom room: <https://ufl.zoom.us/j/910433317>

**Course site:** <https://ufl.instructure.com/courses/386027>

## Instructor

Robert (Bob) Hughes MA

[rjhughes@jou.ufl.edu](mailto:rjhughes@jou.ufl.edu)

970-368-2021

Please see my Bio—and a place for yours—under the Discussions tab in Canvas.

## How to Contact Me

Note—please use my [rjhughes@jou.ufl.edu](mailto:rjhughes@jou.ufl.edu) email address for all communication. Email is the quickest way to get a message to me as it hits my phone, which I always have with me! Please include your class name in the subject line.

**Please DO NOT use the email option/tab in the Canvas shell. This does not hit my iPhone on a timely basis and I cannot reply using my iPhone.** Please only use my [rjhughes@jou.ufl.edu](mailto:rjhughes@jou.ufl.edu) email address to reach me.

**IMPORTANT! Follow this syllabus ONLY for your class information. Print it out and check things off as completed. There may be information included here that is not fully explained/included on canvas pages!!!**

## Announcements

Be sure to check the Announcements tab in the Canvas shell regularly for information on class assignments, changes and other class information. In addition, important information (but not all Announcements) will be sent via email when it is posted in this tab.

## Course Description

Professions in communications and marketing communications integrate knowledge from many areas: aesthetics, branding, coding, marketing, and overall strategies. This course focuses on branding and marketing concepts, while integrating ethical reasoning throughout. The value of ethical reasoning can be justified in many ways. For example, as creators of content accessible through the globe, communicators have special obligation to be thoughtful, sensitive, and responsible about the impact of their messages. Additionally, consideration of what actions are proper and ethical is central to being a decent and responsible person. At a broader level, the ability to reason ethically can help you to avoid shortcuts and anticipate situations that can harm your brand, your company, your employees, your customers and yourself.

### Course Goals

By the end of this course, you will:

1	Gain familiarity with the elements of an Integrated Marketing Communication Plan
2	Learn how to develop a Situation Analysis for a brand
3	Identify ethical dilemmas in strategic communication, including determining how to anticipate and consider different stakeholders' perspectives on those dilemmas
4	Identify and describe a variety of alternative responses to strategic communication ethics problems
5	Make and justify decisions about which responses are most ethically sound
6	Describe the value and purpose of strategic communication and ethical dilemmas therein.

## Course Design/Expectations

This course will combine both live sessions and recorded lectures. Live class sessions will be held select Tuesday nights of the semester starting at 7pm EST.

### Lectures

The recorded materials will help you to understand key concepts and assignments. These are reinforced in an online homework system and in written submissions.

**Please note: Follow only the syllabus for assignments, due dates and other relevant information. Some may have changed since the lectures were recorded.**

### Assignments

You will have regular assignments, and these will be the basis for your final grade.

During the first half of the class you will read the assigned materials, view online lectures, demonstrate your understanding via discussion questions and homework, and discuss a

critical ethical issue related to the material you studied.

During our class you will watch a series of videos that help you begin to create a situation analysis for a publicly traded firm or business. You will email your instructor for approval of the company you have chosen for your situation analysis by the end of Week 8 and submit your situation analysis to him during week 16.

The second half of the class gives you a chance to apply ethical reasoning to situations you may encounter or hear/read about, and help you prepare for real-world ethical decision-making. You will read the assigned materials, view online lectures, complete online homework through Canvas and write a discussion post on an assigned case study.

You will be required to turn in one ethics memo. You must submit this memo in Week 14. This memo should be at least two pages long, single-spaced and deal with a communications ethics topic you choose.

You are also expected to attach any relevant background information to the assignment. **The case you choose for the Week 14 Ethics memo must be a real-life strategic communications situation, not a hypothetical situation.** You will find more specific instructions in a separate document. This assignment will be submitted through Canvas.

There will also be several in-class team exercises. For these I will be assigning teams and results will be presented in class by a member of each team. These exercises will be discussed in class.

Your semester-long project is to develop a situation analysis for a publicly traded firm or organization. Your focus should be on the marketing or communication challenges faced by the company.

## **Homework**

In addition to your readings you will have two kinds of homework:

First, under the Discussion tab, you will find a discussion question. You should post a thoughtful response to this key topic question and respond to at least two posts from your fellow students. All responses should be placed in the "Discussion" section of your Canvas shell.

Second, you will complete homework dealing with your assigned readings in Canvas.

## **Weekly Discussion Posts**

Discussion is an integral part of any ethics course. This class will be no exception. You will be expected to read the assigned chapter and accompanying readings and actively participate in weekly discussions through the "Discussions" tab in the Canvas e-learning site. You will be expected to demonstrate that you are thinking about the issues by asking questions, offering your own opinions and share justifications for those opinions, participating in class debate, posting comments and questions to the e-learning site and keeping your eyes and ears open for current events that may relate to class discussions. Please be respectful of the contributions of others and help create a class environment that is welcoming and inclusive.

## **Course Prerequisite Knowledge**

Students will be expected to understand communication theory basics, be able to work on a virtual team and be able to make virtual presentations during class.

## **Grades and Feedback Timing**

It is the goal of the instructor to post grades and assignment feedback within three days of the due date. Please note at times unforeseen circumstances may not make this possible.

## **Ownership Education**

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

## **Textbook and Technology Requirements**

### **Textbook**

We will use the McGraw-Hill Create™ eBook:

ISBN: 9781307500226

Title: *Strategic Communications and Ethics*

Students can locate and purchase the book online by following these simple steps:

- 1) Go to <https://create.mheducation.com/shop/>
- 2) Search for and select book by Title, ISBN, Author, or State/School.
- 3) Add the book to your cart and pay using a credit card.

Readings for the second half of the semester are found in the syllabus.

### **Technical Requirements**

You will need an Internet connection to access your text, view the lectures, attend online class sessions, and complete your assignments.

You must be able to communicate with the instructor. Most communications can be done via email and the discussion board, but you may be asked to join Dropbox.com (a free online service) to share large files.

## **Course Policies**

### **Late Work and Make-up Policy**

You are expected to prepare and submit your assignments on a timely basis. Due dates are

clearly laid out in this syllabus and in the attendant class calendar.

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

Less than an hour late	05 points off
More than an hour late but less than 24 hours late	10 points off
More than 24 hours late but less than 48 hours late	15 points off
More than 48 hours late	25 points off
49 hours and greater late	Not accepted at all

Issues with uploading work for a grade is not an excuse. If you have technical difficulties with Canvas, there are other means to submit completed work. You may email .zip files or even links to Dropbox folders to Instructor via UF email. Another suggestion to compensate for technical difficulties by not waiting until the last minute to submit work.

Work turned in late will not be accepted except for extreme circumstances (i.e. family emergencies.) If you anticipate not making a project deadline, please contact the instructor. Every day a project is late, you will lose a letter grade. No make-up options will be provided.

### **Technical Issue Policy**

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. Contact UF helpdesk (352) 392-HELP.

### **Emergency and Extenuating Circumstances Policy**

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the [medical withdrawal or drop process](#).

**Students MUST inform their academic advisor before dropping a course**, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [attendance policies section](#) of the online catalogue.

### **Coursework Submissions**

In general, as noted throughout this syllabus, most coursework should be submitted through the Assignments tab in the Canvas classroom.

## General Deadlines

This class, like others, involves many deadlines. Here is a summary reminder.

- View lectures on Monday
- Post homework on select Tuesday
- In-Class Presentations on select Tuesdays
- Initial Discussion post on select Thursdays
- Discussion post classmate reply on select Saturdays
- Situation Analysis Company/Brand Saturday Week 8
- Ethics Memo Saturday Week 14
- Final Situation Analysis Monday Week 16

## Grading

Grading parameters for the class projects are provided in the form of rubrics. These rubrics are detailed in Canvas and this syllabus Your work will be evaluated according to this distribution:

Discussions	20%
Homework	20%
Assignments	45%
In-class Presentations	15%
<b>TOTAL</b>	<b>100%</b>

And grades will be determined as follows

A	332-360 points	93-100%
A-	324-331 points	90-92%
B+	313-323 points	87-89%
B	299-312 points	83-86%
B-	288-298 points	80-82%
C+	277-287 points	77-79%
C	263-276 points	73-76%
C-	252-262 points	70-72%
D+	241-251 points	67-69%
D	216-240 points	60-66%
E	0-215 points	0-54%

Note: Rounding: I round when assigning grades. The grade of 92.62 is A- . The grade of 92.34 is B+. When the grade Springs at a .5, I will carry the grade to the next decimal point for rounding purposes.

## Course Assignments

### Discussion Assignments

During select weeks of the semester you will need to provide a thoughtful analysis of an ethical issue. Each week you will also post a response to two student's post that you either agree or disagree with. You will write these posts as someone relatively untrained in ethical reasoning, which is the focus of part 2 of the course. It is felt that wrestling with

ethical issues before you have had such training will help you to see the value of ethical reasoning skills.

You will find each discussion topic under each respective week in the syllabus.

You will be expected to reference ethical guidelines and perspectives in your responses (and in your responses and create a meaningful discussion with your classmates.

Please keep these guidelines in mind as you create your weekly posts:

- 1) Your writing should be thoughtful, reflective, and focused. You should also attempt to be persuasive, by which I mean you should try to convince others, especially others who disagree with you, that you have a valid and credible perspective. You may find the following piece helpful as a guide: [The Shadow Lobbyist](#).
- 2) At a minimum, your discussion posts should average 400 words. You are strongly encouraged to document any facts you bring to bear in making your arguments. In general, when you provide factual information, it should be referenced.
- 3) At a minimum, your comments on the postings of others should run between 200 and 300 words.
- 4) Your initial Discussion posts are due by Thursday at 11pm ET of each week of the class. Comments on the posts of two classmates are due by Saturday at 11pm ET. Late submissions will be penalized.

Personal attacks or disrespect towards others is inappropriate and will cost you points on the assignment. I will watch and determine if I feel a discussion is inappropriate if needed. Your goal should be to help the author of the post you are commenting on see another perspective.

Here is an example of a response to the essay in the link above that does a good job of accomplishing this:

The average American, thanks to a substantial educational and social deficit, simply doesn't understand politics or public policy. The interesting question, then, is how does the political class govern in the name of The People when The People are missing in action? For many decades, the political class maintained the self-delusion of running a democracy by creating their own echo chamber--issues and ideas would echo among elites in D.C. or other capitals of the country until enough steam would build up behind a policy that it seemed like there was a consensus on the issue. As a member of the political elite, if you heard the same story from multiple quarters, you could perhaps convince yourself that what you were hearing reflected the true interests of the public, even if that public was rarely involved in such surges of elite opinion. It was perhaps inevitable that as the technology and capacity to micro-target small portions of the real public have advanced that political lobbyists would eventually realize that they could insert themselves into the political elite echo chamber by manufacturing a ground-swell of 'public opinion' by whipping up opinions on particular policies by enlisting some ideological or ignorant fraction of the public. The real question is whether the political class will eventually tire of the absurdity of this situation and actually enlist the public in meaningful deliberation of issues, though this would mean a loss of control.

Here is another:

Back on July 12, 2002, during a Bill Moyers "Now" interview ( transcript here:[http://www.pbs.org/now/transcript/transcript\\_lewis.html](http://www.pbs.org/now/transcript/transcript_lewis.html) ) with Chuck Lewis of the Center for Public Integrity, I heard that in 1968 there were a mere 62 registered lobbyists in D.C. - but that this figure had risen to 20,000 by the date of that program.

Three years later, there was a June 22, 2005 Washington Post article, "The Road To Riches Is Called K Street" (still posted online and easily found with a search of that headline), which told how :

"The number of registered lobbyists in Washington has more than doubled since 2000 to more than 34,750," that hiring was booming, and that fees and retainers had risen substantially.

Yet a Ross Douthat column from September 22, 2012, "Washington Versus America" - an intriguing commentary which noted that in 2011, seven of the ten most affluent counties in the U.S. were in the D.C. area, stated that:

"For Mitt Romney and the Republican Party, what's happened in Washington these last 10 years should be a natural part of the case against Obamanomics" - seemingly implying that a surge in influence- buying in D.C. was the fault of the president, and not the Washington Post-noted boom of the Bush years.

Mr. Edsall's column explains how the number of registered lobbyists could drop, while a corruption-generating industry still thrives at the heart of the federal government.

And one more:

It is the 4th branch of government and it showed its power during the gun debate. This branch is in the shadows and it is controlled by money coming from special interest groups such as the National Rifle Association, Organize For Action, the Koch brothers, Sheldon Adelson, Citizens United, all labor union PACS and approximately 4,600 other political action committees.

In the case of PAC's, they in theory represent a group of voters who are supporting the PAC. This creates a problem that: 1). Not every voter belongs to a PAC and 2) Not all PAC's are created equal. The more money the PAC has, the more influence they have. Further, the more one contributes to a PAC, the more influence that person has over the PAC.

Making things worse, these organizations have control over the other three branches of our, tongue in cheek, government. Most of these PAC'S are controlled by a small group of individuals making the decisions. In addition to these Political Action Committees, our elected officials spend much of their time soliciting money from very wealthy individuals in the following industries: Wall Street, Banking, Entertainment, Energy, Home Building, Technology and others.

Politics is the only industry I am aware of that allows its employees to take a paid leave of absence from performing their duties to look for another job; their reelection. I am very pessimistic. If we do not end this corruption the country will continue in its slow decline.... <http://lstrn.us/12kXsML>

### Rubric for Weekly Topic Posts and responses

	<b>Exemplary 2.5 points</b>	<b>Meet Expectations 2 points</b>	<b>Needs Improvement 1 point</b>	<b>Not Evident 0 points</b>	<b>Points</b>
Comprehension	Post represents outstanding thinking and logical reasoning.	Post represents good thinking and logical reasoning.	Post shows some weakness in thinking and logical reasoning. It lacks an informed perspective and/or ignores opposing sides.	Missing significant sections or information.	2.5
Timeliness		Submits both initial and classmate replies on time.	Submits initial post one day late.	Submits initial post two or more days late.	2.5
Engagement	Writing is clear, compelling, organized, powerful and grammatically correct.	Writing is straightforward, understandable and avoids most grammar or spelling errors.	Provides somewhat relevant posts with some explanations and detail.	Provides response posts that are generic with little explanation or detail.	2.5
Responses to the posts of other	Responded to more than the required two replies.	Posted one initial reply and at least two classmate replies.	Only replied to one classmate.	Did not post any classmate replies.	2.5
				<b>Total Points</b>	<b>10</b>

### Team In-Class Presentations

Most weeks you will be assigned to a team with other class members and teams will be given an assignment. The results of this work will be presented by one team member each week in our live class. Please rotate the presenter. Weekly assignments will be made in the Announcements tab.

Students are expected to be active participants in all team assignments and participation in live classes. Please let your instructor know if you will not be attending a live class and watch recorded class as soon as possible.

### Rubric for Team Presentations

	<b>Exemplary 5 points</b>	<b>Meet Expectations 3 points</b>	<b>Needs Improvement 1 point</b>	<b>Not Evident 0 points</b>	<b>Points</b>
Comprehension	Presentation represents outstanding thinking and logical reasoning.	Presentation represents good thinking and logical reasoning.	Presentation shows some weakness in thinking and logical reasoning. It lacks an informed perspective and/or ignores opposing sides.	Missing significant sections or information.	5
Team Effort	Was a student leader on the team	Participated in team activities on a timely manner	Participation was not on a timely manner	No team engagement or effort	5
Presentation	PowerPoint is clear, compelling, organized, powerful and grammatically correct.	PowerPoint is straightforward, understandable and avoids most grammar or spelling errors.	Provides somewhat relevant slides with some explanations and detail.	Slides are generic with little explanation or detail.	5
				<b>Total Points</b>	<b>15</b>

### Ethics Memo

You will write an ethics memo in the second part of the semester that must be submitted through the “Assignments” tab in Canvas. The memo, due in Week 14, can be about **any real-world strategic communications ethics case you choose**. This memo should be about a concrete, specific decision you or another media professional has to make. In other words, don’t write about the general issue of the ethical standards of PR or HR professionals; rather, write about a specific case (you may NOT use cases discussed as part of this class or those found in the text).

Write this memo as if you’re the key player (i.e. you are the person encountering the ethical dilemma), and write as if you haven’t yet taken action on the key ethical dilemma – you are still in the process of making your decision and the purpose of the memo is to inform your boss and offer an ethical course of action. (An example of an ethics memo will

be available on the Canvas site).

You should follow this basic format:

- Identify and explain the ethical dilemma. Please keep your description brief – provide only the most critical information. Identify what decision the organization has to make and briefly explain WHY the decision represents a dilemma. What right-vs.-right choice does the decision-maker have to make? (If a media professional is choosing between right and wrong, there's really no dilemma, only a question of courage.)
- Weigh the alternatives available. Few ethical situations present ONLY either/or options, so don't limit yourself to two alternatives. Can/should any alternatives be dismissed immediately as unethical? What are the strengths and weaknesses of the remaining alternatives? How would each choice advance your journalistic goal of serving the public? Conversely, what problems would be created by adopting that alternative?
- Cite the ethical rationale for the decision you make. In the memo, come to a decision about what the decision-maker (i.e. you) should do. Explain what you believe the BEST choice would be, even if that choice still isn't perfect. But remember – you're writing to your boss, who may not remember who Kant was. So translate, demonstrating that you understand duty-based and consequence-based ethical principles, but making your arguments in the language of the real world. Make reference to any ethical principle or decision-making model we've discussed, but use language any reasonably educated adult could understand.

### Rubric for Ethics Memos

Rating	Characteristics
21-25	Exceeds Expectations. The memo is focused and integrates examples with explanations or analysis. The memo demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The memo reflects in-depth engagement with the topic.
16-20	Meets Expectations. The memo is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The memo reflects moderate engagement with the topic.
11-15	Needs Improvement. The memo is most description or summary, without consideration of alternate perspectives, and few connections are made between ideas. The memo reflects passing engagement with the topic. The memo may indicate student “feelings” about the issue without sufficient development of a moral framework.
1-10	Does Not Meet Expectations The memo is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement in the topic.
0	No credit. The memo is missing.

### Semester Long Project

Your semester-long project is to develop a situation analysis for a publicly traded firm or organization. Your focus should be on the marketing or communication challenges faced by the company. You should propose the company that you will work on to your instructor by Saturday, 11pm EST of Week 8 of the class. In proposing a company, be sure to indicate why you have chosen that company. You should also be sure there is sufficient public information available on the company to do the situation analysis.

You have several weeks to do the Situation Analysis. You can give yourself extra time by viewing the lecture on a Situation Analysis early and reading chapter 7 ‘Marketing and IMC Planning’ in the Contemporary Advertising e-book. ***For your analysis, use the outline on page 202 of the e-text titled “My IMC Campaign 8-A: Developing the Situation Analysis.”***

### Rubric for Grading the Situation Analysis (SA)

	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	No Credit
	72-80 (total)	64-71	56-63	<56	0
Completeness (25%)	SA has material related to all parts of the template selected. Sections are	SA has material related to most parts of the template selected. Sections are mostly	SA has some sections that are missing material related to all parts of the template	Missing significant sections or information.	

	complete.	complete.	selected or some sections are incomplete.		
Quality (25%)	Information is of outstanding quality (recent, useful, relevant).	Information is of good quality (recent, useful, relevant).	Information is of adequate quality (somewhat dated, occasionally not useful or relevant).	Information is of poor quality (dated, not useful or relevant).	
Coherent, clear, persuasive (25%)	Writing is clear, compelling and with no spelling or grammar errors.	Writing is straightforward, understandable and avoids most grammar or spelling errors.	Writing has significant problems.	Writing quality is poor, difficult to read.	
Analysis (25%)	SWOT analysis is exceptional, and clearly details the company or brand's paramount issues	SWOT analysis is good, identified company or brand's important issues.	SWOT analysis is fair, identifies straightforward issues.	SWOT analysis is poor, issues identified seem unrelated to the rest of the SA.	

### **Assignment Schedule/Due Dates**

Your initial discussion posts are due on Thursday, by 11pm EST, and your comments/discussion responses on Saturday, by 11pm EST. Your weekly homework is due by Tuesday at 11pm EST.

For week 8 you should submit your publicly traded company that will serve as the focus of the situation analysis by Saturday at 11pm EST. For the Ethics Memos, it is due Saturday at 11pm EST of Week 14; The Situation Analysis is due Saturday at 11pm EST of Week 16.

## **University Policies**

### **University Policy on Accommodating Students with Disabilities**

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

### **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 read this netiquette guide for online courses.](#)

### **Class Demeanor:**

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### **Getting Help**

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/>

Note: 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.

## **Additional Resources**

The following resources are available at UF Distance Learning's [Getting Help page](#) for:

- [Counseling and Wellness resources](#) (352-392-1575)
- 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 email your Academic Advisor. You may find your advisor at

<https://onlinemasters.jou.ufl.edu/program-administration/>.

### **Course Evaluation:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available

at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **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 and Student Conduct Code](#).

The University of Florida Honor Code was voted on and passed by the Student Body in the Spring 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.

"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](#).

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