

**COURSE SYLLABUS**  
**PUR 4203: Ethics and Professional Responsibility in Public Relations**  
**Section 2E35 – Class 17708– Fall 2022**  
**Class Times: Thursdays 12:50 p.m.-3:50 p.m. (Periods 6-8)**  
**Instructor: Tracy Wright, tracyb@ufl.edu**

Office Hours: By appointment

**COURSE OVERVIEW**

This course delves into ethical responsibilities of the public relations professional: identifying the moral dimensions of issues that arise in the practice of public relations, increasing the ability to employ reason as a tool for dealing with moral issues, providing knowledge and skills necessary to reach and justify ethical decisions, and eliciting a sense of personal and professional responsibility. The course will provide an understanding of the role of ethics in public relations, both in historical and current perspective. Based on several real-life scenarios, we will explore the history of ethics and PR, ethical dilemmas for communicators, the business relevance of ethics, ethics and leadership, and the interesting evolving dynamic between ethics and technology. The growing lack of trust in institutions has moved ethical considerations of public relations to center stage. Now more than ever, it is critical that we understand the possibilities and responsibilities for professional communicators.

*\* This syllabus is subject to change as the instructor deems appropriate and necessary.*

**COURSE OBJECTIVES**

- 1) To enhance your awareness of the ethical responsibilities of public relations professionals and of the social responsibilities of corporations and other organizations;
- 2) To increase your ability to identify the moral dimensions of issues that arise in the practice of public relations;
- 3) To enhance your ability to employ reason as a tool for dealing with moral issues;
- 4) To provide you the knowledge and skills necessary to reach and justify ethical decisions;
- 5) To elicit within you a sense of personal and professional responsibility; and
- 6) to teach you leadership theories and principles to enhance ethical leadership and corporate social responsibility.

**COURSE EXPECTATIONS:**

My expectations include the following: read the assigned materials before the class meeting, submit a weekly reaction paper and share your reactions to the readings in our class discussions. You will also research an “issue of the week” exploring an ethical situation in “real-time” and be prepared to discuss. In addition, you are expected to research a case study from the textbook and to give a short oral report

summarizing the case and the public relations strategies used by the organization. Finally, you will be submitting a final report that discusses the case, describes the public relations strategies used in the case and recommends YOUR ethics communication program.

This class requires your full engagement. It is essential that you keep up with the assignments and complete all weekly activities in a timely manner. Not all the materials that you read will be discussed or explained in the lectures, therefore, if you need further explanations or clarifications, please reach out to me as soon as possible. You should come to class each week prepared to justify/defend your own perspectives about ethics situations. Please be aware that while it is important that you absorb and process the provided material, learn about background and history, models and frameworks, etc. I am primarily interested in your perspective of what you are hearing and learning. Put it in context with your own experience, and in discussions, express your own thoughts, make your own voice heard (rather than just repeat the learned material).

**Expectations include the following:**

- Read the assigned materials before the class meeting.
- Submit reaction papers based on the readings as assigned.
- Share your reactions to the readings and/or relevant issues in the news in our class discussions.
- Explore your own “personal code of ethics” using our text as a guide.
- Complete assignments by the stated deadline:
  - Introduction (5%)
  - Personal Code of Ethics (10%)
  - Reaction Papers (20%)
  - Discussion Leaders/Issue of the Week (15%)
  - Class Participation and Attendance (10%)
  - Case Study: (40%)
    - Research a case study approved by the instructor
    - Give a short oral report summarizing the case and the public relations strategies used by the organization (worth 10% of 40%)
    - Submit a final report that discusses the case, describes the public relations strategies used in the case and recommends an ethics communication program (worth 30% of 40%)

**COURSE MATERIALS**

Students must stay current with all reading assignments, which must be completed prior to class. Students should come to class ready to discuss all assigned readings and share their insights, thoughts and questions. This will count toward the student’s class participation grade.

Students may choose to purchase or rent the required course books. Additional required readings may be assigned throughout the course.

No laptops may be used during this class, and cell phones must be silenced and put away unless we have a class assignment that requires the use of these technologies.

**REQUIRED READINGS:**

- **A Practical Guide to Ethics in Public Relations**, Regina Luttrell and Jamie Ward, Rowman and Littlefield, Lanham, Md. 2018.
- **Understanding Business Ethics**, Peter Stanwick and Susan Stanwick, Sage, Thousand Oaks, CA 2016, 3rd Ed. (UBE)
- Selected other web readings assigned by instructor (check CANVAS).

### **Recommended**

Students are encouraged to stay up to date with current events.

You will be expected to read the assigned chapters/pages and be prepared to apply them to discussions and assessments. These readings are crucial to understanding what you will be doing in this course. Do not neglect to do the readings.

### **COURSE PROFESSIONALISM**

The College of Journalism and Communications is a professional school, and professional decorum is expected at all times. I expect you to adhere to workplace norms of collegial and respectful interaction, as will I.

Students will conduct themselves in an honest, ethical and courteous manner with other students and the instructor, abiding by the UF Student Conduct & Honor Codes.

Students are expected to:

- Arrive on time and remain in class for its duration unless the instructor allows for early departure.
- Not speak when another student or the instructor are speaking.
- Not use cell phones, laptops, tablets or other electronic devices, except as part of in-class assignments. All cell phones and electronic devices must be set on silent during class time.
- Welcome and respect the diverse opinions of their peers and instructor.

Violations of these guidelines may result in being asked to leave the classroom and a lower class participation grade.

### **ACADEMIC HONESTY**

The work you submit for this course must be your own. You must never use direct or paraphrased material from any source, including websites, without citation.

Citation means providing attribution within the text for any ideas, insights or facts that are not your own. To clarify, you may not copy anything word for word from any source without putting quotes around it and attributing the source. This includes textbooks, readings, organizations' or companies' websites, internal documents and materials.

For this class, we will use the MLA in-text citation method. You must also list your sources in a bibliography.

All work submitted must be original work for this course. You may not submit anything that you wrote for another class, an internship, as a volunteer or in another academic or professional setting. You may not submit anything that was written for any purpose other than the given assignment. Plagiarizing another student's work or having another student complete the assignment for you is considered academic dishonesty.

I will handle any incident of academic dishonesty in accordance with the UF Honor Code that provides examples of unethical academic behavior, such as cheating, plagiarism, misrepresentation and fabrication. Any case of academic dishonesty will result in a failing grade for this course. I will follow university guidelines for any offense.

You may review the Student Conduct & Honor Codes here:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>.

### **COLLEGE OF JOURNALISM & COMMUNICATIONS OBJECTIVES**

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work

## **RESPECT FOR DIVERSITY**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Recording of Lectures**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **CLASS ATTENDANCE & PARTICIPATION**

The class attendance and late policy is designed to mimic the professional environment. If you miss important meetings or are consistently late, it reflects negatively on your professionalism and commitment. The same will be applied to the classroom.

Missing class will negatively affect your class participation grade. Attendance will be taken every class, except for those designated as working days or one-on-one meeting days.

If you know you will be absent (i.e. due to a religious holiday or extra-curricular, school-related activity), please notify me as early as possible to coordinate making up assignments. Please do not ask me to

review material that I covered when you missed class, unless you missed class due to a serious illness. You may ask your fellow students for class notes and materials at your discretion.

Students should be ready for class by the time class begins. Classes will begin promptly. Any more than two unexcused late arrivals will negatively impact your class participation grade.

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

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

## **SUBMITTING ASSIGNMENTS**

All assignments must be “client-ready,” which means they have been proofread, reviewed and formatted so that they are ready to submit to your instructor.

Everything you write for this course must be coherent, logical and carefully edited. Misspellings, syntax and grammatical errors are unacceptable, especially in work by public relations students, and will greatly affect your grade. AP Style guidelines should be followed for all materials.

You must submit all assignments on Canvas as typed, Word document as a file upload. I will share best practices for submissions in the first weeks of the course.

Public relations professionals are often bound by tight, important deadlines and missing these can damage their and their clients’ credibility. Late assignments are almost always not accepted. If an emergency arises in which you cannot complete your assignment by the deadline, reach out to me ASAP. You may or may not receive partial or full credit. Written documentation is typically needed to excuse any absence.

Lost files are not an acceptable excuse for late or missing work. Remember Murphy’s Law. Please back up all your files; you may choose to do so on Google Drive, iCloud, Dropbox, etc.

### **Assignment/Grade Component Details:**

#### **Introduction-**

Write an introduction of yourself. Who are you? Where are you from? What is your major? Something you’d like to share about yourself. Specifically discuss your interest in the topic of PR and Ethics (illustrated by an example or case study), and your expectations from this class.

#### **Personal Code of Ethics-**

The purpose of this assignment is to provide you with an opportunity to reflect on your own moral development that forms the basis for your ethical behavior. You must put this reflection into words creating a personal code of ethics that reflects what you believe to be important (your values) and how these can find manifestation in action. The code assignment as you will submit it will consist of the following components:

- A personal code of conduct that emanates from your personal values. (Bullets are generally used for delineating the individual tenets of codes of ethics).
- A professional code that elucidates your values related to the requirements of your chosen discipline (bulleted again).
- A brief explanatory paper indicating the thought process in which you engaged to develop these codes. This narrative essay should explain how you came to develop these particular values as an individual and how you think about them now. (How did you get to be the person you are today?)

The narrative essay should be between 900-1100 words. Each of the bulleted codes should be about one-half to one page.

The marks will not be based on whether the professor/instructor believes you to be ethical; rather it is based on the quality of the thought process and congruency between codes and your value system are keys.

### **Issue of the Week-**

Each week, groups of 2-3 students will be asked to identify and summarize a current situation in which an organization is grappling with a legal, ethical and/or social challenge. Conduct a news search for any news items that might involve ethical considerations for an organization or government. Send to Professor Wright by noon each Wednesday and we will add the item to our Thursday class discussion. Note: Some weeks, we may not have time for discussion, but you must send the item in via email for grading and be prepared to discuss if your news item is chosen. *(I will not choose those who are leading class discussion to submit news items!)*

### **Reaction Papers**

Students are expected to submit a minimum of 7 (of a possible 10) two-page reaction papers. The first page of the paper must summarize or outline the main points of the week's readings and the second page should be your personal reaction to or interpretation of the readings. Reaction papers are due by the end of each Wednesday/beginning of class Thursday for the previous week's readings (unless noted otherwise). All papers must be uploaded to Canvas. You have the freedom to choose which weeks you will take off, however, remember that it cannot be a week that you are presenting with your classmates. In addition, I will drop your lowest graded reaction paper and only factor in 6 papers. Please take into consideration illness and other scheduling conflicts when deciding which weeks to "take off" of writing your reaction paper. It benefits you to complete 7 reaction papers so your lowest score will be dropped.

These reaction papers will be graded with the following scale: Barely Adequate = 0-72 points, Average = 73-79 points, Good = 80-86 points, Very Good = 87-94, and Excellent = 95-100 points. An Average reaction paper will have an accurate summary of the readings and will respond thoughtfully to the issues raised in the readings. A Good paper (in addition to summary) will integrate the readings for that week with what you have learned previously about public relations in other classes. A Very Good paper will summarize, integrate the readings and bring in new information from what you're learning about public relations and ethics in this course. An Excellent paper will go beyond summary, reaction and integration and will develop a new idea beyond what you are learning in class. Excellent papers will be rare.

## **Class leadership**

Each designated week, two (or three depending on class roster) students will be assigned to take a class leadership role for the discussion of the readings and the lecture. You have complete freedom in how you elect to approach that leadership role.

The following are some of the ways to approach this:

- Summarize own reaction paper (or share it in its entirety) and then direct discussion around paper.
- Prepare questions to generate thought-provoking discussions,
- Lecture on the topic and bring additional readings or other materials to the lecture,
- Take a critical position on the authors' perspectives and bring evidence as to why you think an author is wrong, and/or
- Show the class current event examples that illustrate the week's readings.

There is no one "right" way to lead; you will be evaluated in terms of how creative you were and how much impact your leadership had on the breadth and depth of the class discussion. This isn't a team "presentation," so it doesn't have to be perfectly coordinated. However, as you will have a partner, it's best to discuss how you plan to share the discussion.

## **Case Study (final project):**

Research a case study approved by the instructor. Give a short oral report summarizing the case and the public relations strategies used by the organization. As your final paper, submit a final report that discusses the case, describes the public relations strategies used in the case and recommends an ethics communication program.

- Program elements should include recommendations for:
  - o Formative research
  - o Planning and design steps
  - o Implementation and execution phases
  - o Evaluation

## **Attendance/Participation**

You are expected to attend class. There are two non-penalized absences for this class. For each recorded absence—beyond the first two—you will lose 15 of your 100 points. To have a non-penalized absence, when you are going to be absent from class, you must let me know by e-mail before the class meets. Failure to do so or arriving late to class will lose you an additional one of your attendance points. (Attendance is taken at the very beginning of class, so if you arrive late you should make sure you are not shown as absent on the attendance sheet. This is your responsibility, so don't ask to have the attendance sheet changed at a later date because you forgot to check in at the end of class. There are no exceptions.)



In addition to taking a leadership role in your assigned week, you will be graded on how thoughtfully you participate in class discussions. I will be making this summary judgment--not on how often you talk—but on the quality of that contribution. **Always be prepared to contribute to the discussion—I may call upon you.**

## **GRADING POLICY**

Your grade will be determined by performance on your assignments throughout the semester.

Final grades will be based on the following scale:

- A 90 – 100 percent
- B 80 – 89 percent
- C 70 – 79 percent
- D 60 – 69 percent
- E 0 – 59 percent

**Each assignment will have a rubric that is detailed on Canvas.**

### **Below is a general rubric:**

**“A” projects** have writing near professional quality; one or no mistakes; clearly proofread and edited material to be clear and concise. All required elements included (good title, solid lead, varied vocabulary; supporting facts/figures and quotes as required that are properly cited). Excellent organization and flow; original thinking. Showed creativity in writing and organization. High end of scale: publishable today as is.

**“B” projects** have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed (i.e., boring title; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. A few facts and figures that are somewhat cited. Some creativity shown. Publishable with medium editing.

**“C” projects** have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included and may be improperly cited. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

**“D” projects** have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. No facts or figures and no citation. Needs to work on writing skills.

**“F” projects** have little required elements and the paper is not rewritable; late or not turned in.

## **OFFICE HOURS, APPOINTMENTS & EMAIL**

Please schedule an appointment with me via email. I am happy to meet after class as needed depending on availability.

I will also be available to answer questions and provide feedback in class, via email and on Canvas. I will do my best to reply as soon as possible, but please allow up to 48 hours for a response. Please do not email me with a question about your assignment within 24 hours of the due date.

## **STUDENTS WITH DISABILITIES**

Students requesting classroom accommodation should first register with the Dean of Students Office's Disability Resource Center. The Dean of Students Office will provide an accommodation letter that must be presented to me when requesting accommodation. Students should follow this procedure as early as possible in the semester.

To contact the Disability Resource Center, visit [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) or call 352-392-8565.

## **ONLINE COURSE EVALUATION POLICY**

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/>

### **Important Dates:**

Classes begin: August 25

Classes end: December 8

### **Holidays:**

September 5: Labor Day

October 7: Homecoming

November 11: Veteran's Day

November 23-25: Thanksgiving

**Dates and readings are referenced below, but the most updated information is on Canvas! Readings and assignments (including additional readings and changed due dates) may be updated as needed and will be on your course's Canvas site.**

## Course Content and Schedule

### Week 1

#### August 25- Introduction to Course

- Instructor introduction
- Course Overview
- Review syllabus and all relevant course materials
- Overview of assignments
- What is ethics and why does it matter?

#### Assignment:

- Complete introduction (per instructions in introductory module on Canvas)

**Due August 31, 2022**

#### Read:

- [A Revolution of Ethics in Public Relations \(Institute for PR\)](#)

#### September 1- MODULE 1- Why Ethics Matter

- Class Lecture and Discussion: Why Ethics Matter/A Revolution of Ethics
- Issue of the Week
- Discuss Personal Code of Ethics assignment
- Assign Discussion Leaders over the semester
- [Watch PR Ethics \(From YouTube\)](#)

#### Read:

- Chapter 1: "Why Ethics Matter" from "A Practical Guide to Ethics in Public Relations" (PGEPR); Luttrell/Ward, pp. 1-21
  - CAREFULLY review Page 21- "Creating Your Personal Code of Ethics"

- Chapter 1: “The Foundation of Ethical Thought” from [“Understanding Business Ethics”](#) (UBE) Stanwick/Stankwick, pp. 2-19

**Assignment:**

- Personal Code of Ethics: **Due September 14, 2022**

**September 8: MODULE 2- Ethics in Public Relations/the Law and PR**

- Class Lecture and Discussion: Ethics in Public Relations
- Review PRSA Code of Ethics and other codes of ethics
- Class Leader Discussion
- Compare and Contrast PRSA Code of Ethics with SPJ Code of Ethics
- Issue of the Week

**Read:**

- PGEPR- Chapter 2- Ethics in Public Relations
- [“PR, Ethics and the First Amendment”- Platform Magazine](#)
- [Law and Ethics in PR- APR](#)

**Assignment:**

- Reaction Papers due Wednesday, September 7 at 11:59 p.m.
- Personal Code of Ethics: **Due September 14, 2022**

**September 15: MODULE 3- Business Ethics Today/Honesty**

- Class Lecture and Discussion: Business Ethics Today and the Law and PR
- Delve deeper on Code of Ethics: Honesty
- Class Leader Discussion
- Issue of the Week

**Read (also posted on Canvas)**

- Chapter 2, “Evolving Complexities of Business Ethics,” from UBE, pp. 20-37
- Chapter 4, “Honesty,” from PGEPR, pp. 65-75

**Assignments:**

- Reaction papers due Wednesday, Sept. 14 at 11:59 p.m.
- Begin looking for a case study to choose for final report. Submit 3 choices in ranked order to Professor Wright. DEADLINE: 9/28/22

**September 22- MODULE 4- Advocacy and Corporate Social Responsibility**

- Class Lecture and Discussion

- Delve deeper on Code of Ethics: Advocacy
- Class Leader Discussion
- Issue of the Week

**Read:**

- Chapter 3, “CSR Stakeholders and Corporate Social Responsibility,” from UBE, pp 36-58
- Chapter 3, “Advocacy,” from PGEPR, pp. 51-63
- [Why CSR is Essential in PR](#)

**Assignments:**

- Reaction papers due Wednesday, September 21 at 11:59 p.m.
- Submit 3 choices of case studies in ranked order to Professor Wright. DEADLINE: 9/28/22

**September 29: MODULE 5: Ethical Leadership and Expertise**

- Class lecture and discussion
- Delve deeper on Code of Ethics: Expertise
- Class Leader Discussion
- Issue of the Week

**Read:**

- Chapter 5, “Ethical Leadership and Corporate Governance,” from UBE, pp. 88-104
- Chapter 5, “Expertise,” from PGEPR, pp. 77-87

**Assignments:**

- Reaction papers due Wednesday, September 28 at 11:59 p.m.

**October 6: MODULE 6- Strategic Planning, Corporate Culture and Corporate Competence/Independence**

- Class Lecture and Discussion
- Delve deeper on Code of Ethics: Independence
- Class Leader Discussion
- Issue of the Week

**Read:**

- Chapter 6, “Strategic Planning, Corporate Culture and Corporate Competence,” from UBE, pp. 106-124.
- Chapter 6, “Independence,” from PGEPR, pp 89-103.

**Assignments:**

- Reaction paper due October 5 at 11:59 p.m.
- Work on oral report and case study

**October 13: MODULE 7- Decision Making and Human Resources/Fairness**

- Class Lecture and Discussion
- Delve deeper on Code of Ethics: Fairness
- Class Leader Discussion
- Issue of the Week

**Read:**

- Chapter 7, "Decision Making and Human Resources," from UBE, pp. 126-147.
- Chapter 8, "Fairness," from PGEPR, pp. 117-126.

**Assignments:**

- Reaction paper due October 12 at 11:59 p.m.
- Work on oral report and case study

**October 20: MODULE 8- Loyalty and Diversity**

- Class Lecture and Discussion
- Delve deeper on Code of Ethics: Loyalty
- Class Leader Discussion
- Issue of the Week

**Read:**

- Chapter 8, "Loyalty," from PGEPR, pp. 117-126.
- [The Value of Loyalty in Public Relations](#)
- [Ethical Dilemmas: Knowing Where Loyalties Lie](#)
- [The Public Relations Industry is Too White and the Solution Starts with Higher Education](#)

**Assignments:**

- Reaction paper due October 19 at 11:59 p.m.
- Work on oral report and case study

**October 27: Module 9: Ethics and the Environment**

- Class Lecture and Discussion

- Class Leader Discussion
- Issue of the Week

**Read:**

- “Ethics and the Environment,” from UBE, pp. 150-167
- [Greenwashing: How Can PR and Comms Clean Up Their ESG Messaging?](#)
- [Green is the New Color of Money](#) (University of Texas at Austin Center for Media Engagement)

**Assignments:**

- Reaction paper due October 26 at 11:59 p.m.
- Work on oral report and case study

**November 3: Module 10: Communications Functions and Ethics/ Marketing and Advertising**

- Class Lecture and Discussion
- Class Leader Discussion
- Issue of the Week

**Read:**

- Chapter 10, “Marketing and Advertising,” from UBE, pp. 190-209
- 16 [Precautions for Companies Using Social Media to Handle a Crisis](#) (Forbes, June 2022)
- [12 Rules for Ethical Social Media Marketing](#) (Out-smarts Marketing)

**Assignments**

- Reaction paper due November 2 at 11:59 p.m.
- Work on oral report and case study

**November 10: Module 11- Developing and Establishing an Ethics Program**

- Class Lecture and Discussion
- Issue of the Week
- Begin Oral Presentations

**Read:**

- Chapter 12, “Establishing a Code of Ethics and Ethical Guidelines,” from UBE, pp. 234-250.

**Assignments**

- Reaction paper due Nov. 9 at 11:59 p.m.
- Work on oral report and case study

**November 17: Oral Presentations**

**November 24- THANKSGIVING-OFF**

**December 1: Oral Presentations**