

JOU 4700: Problems and Ethics of Journalism in Society – Section 1E12

Spring 2014

Academic Dates

Class Meeting Times

Periods 7-9: 1:55-4:55 p.m. Wednesday

Weimer Room 1070

Ronald R. Rodgers, Ph.D.

Office: Weimer 3058

Phone: 392-8847

Email: rr194602@gmail.com

Link to syllabus: <http://conductcontent.wordpress.com/>

More about moi if you are interested

Office Hours: I am available to you this semester – and beyond – to talk about this class, to talk about journalism and communications, to talk about your career, or to just talk. My office hours are listed on my schedule: [Link to my schedule](#). Or just stop by – my door is pretty much always open, and if I am in and I am free, we can talk.

A Note about Office Hours: If you cannot meet with me during my office hours, please make an appointment.

Be proactive, not reactive: Here is a quote from a fellow prof at another university that went viral on FB because it is such a common – and for profs who want to see you succeed a frustrating – problem: This is her boiler-plate response to students who want to come at the very end of the semester to talk about what they can do about their grade:

*“Unfortunately, at this point the course has ended and final grades have been submitted. In the future, be sure to meet with faculty members **way** before Finals Week if you have concerns about your grades. We want to help you; however, we can’t do that if you do not give us that opportunity.”*

A Note about email, Facebook page and Twitter: I will respond within 24 hours Monday through Friday. I check my email, FB and Twitter at least once in the morning and once in the evening.

Meeting Times: Periods 7-9: 1:55-4:55 p.m. Wednesday in Weimer 1070

Overview of Class

*The survival of democracy depends on the ability of large numbers of people to make realistic choices in the light of adequate information. A dictatorship, on the other hand, maintains itself by censoring or distorting the facts, and by appealing, not to reason, not to enlightened self-interest, but to passion and prejudice. – [Aldous Huxley](#), *From Brave New World Revisited**

Bill Kovach and Tom Rosenstiel write in *The Elements of Journalism*: “The primary purpose of journalism is to provide citizens with the information they need to be free and self-governing.” That has always been the ideal to one degree or another for the past couple of centuries and more. Still, as a historian whose research interests include the historical formation of journalistic norms, I have an abiding interest in how we have come to a fairly common ground understanding – though the earth still be a bit shaky – as to what constitutes proper journalistic conduct and content in a democratic society. The answers are not clear, the rules are often not black and white, and the ground – especially in this digital age – is constantly shifting. I would point, for example, to the ethical debate about [checkbook journalism](#) and the startling change from accepted practice in the early 20th century to the castigation of the practice as unethical in the late 20th and early 21st century.

The point, then, is that the common sense understanding about journalistic ethics – about what is right and what is wrong – is tectonic. That is notions about what is ethical can slide a bit along a continuum, often under the pressure of powerful interests. Those include – but are certainly not limited to – the goals of news organizations’ corporate owners, financial powers both within and outside the news organization, political accusations about so-called media bias from both the right and the left, legal threats by the government, the constant demand to monetize media content such as the latest debates about [native advertising](#) (See this [link](#) and this [link](#)) and the mysticism surrounding website analytics and subsequent non-nutritional but tasty stories about LOL cats and a growing emphasis on celebrity news that make the standard described by Kovach and Rosenstiel difficult for journalists to achieve.

General description of Class: Skull work – Not School work

[Writing is an act of discovery](#). Good writing, writing that is the product of deep thinking about a subject requires the writer to intellectually chew on ideas – whether they be clear or confusing – and ruminate on them in the “lair of the skull.”[¶] Thus this class has just a handful of quizzes. There are no bubbles to fill in. This class involves skull work – not school work. It stresses reading, thinking, discussion and writing. The reading will cover the wider issues of doing journalism whose foundations is news ethics. The other reading will cover issues of ethics and many complementary case studies that you will read, digest and argue from. We will admit up front that this requires more work of both you and your professor. But with a subject like ethics, which is often as difficult to grapple with as a cloud, struggling with the tension between often debatable ideas of right and wrong in the process of writing is the only way to reach some tentative, but defensible, conclusions.

Indeed, if you take nothing else away from this class, I hope you can in your communication careers always strive to never acting rashly by following this dicta:

Act, but always be ready to have a well-thought-out, reasoned, and evidenced argument ready to defend your actions.

Course Objective

The most essential gift for a good writer is a built-in, shockproof, shit detector. This is the writer’s radar and all great writers have had it. – [Ernest Hemingway](#)

People are much less interested in what you are trying to show them than in what you are trying to hide. – [Nassim Taleb](#)

Here is our objective: To develop the intellectual muscles to make connections between different ideas in the fog of communication, synthesize concepts, develop a healthy questioning skepticism, become aware and wide awake to untoward conduct and content, and develop and use your critical-thinking skills to evaluate ethical issues and then successfully resolve them.

Here is my hope: You leave this class with an appreciation of both the challenge of and the need for ethical reasoning by you – the individual – and by the organizations you work in or deal with, and in the society you live in. This will include:

- The ability to analyze moral norms and values, as well as ethical problems and cases in journalism and the media – and note here I make a distinction between the two.
- The ability to employ analytical tools to make ethical decisions in whatever communicative circumstance.
- Developing an understanding of the historical roots of the notion of the social responsibility of the press and its application to the present.
- Ready you to take on and seek resolution to ethical conflicts in whatever communicative field you find yourself.
- Achieving an actionable understanding of the elements of journalism outlined by Kovach and Rosenstiel:
 1. Journalism's first obligation is to the truth.
 2. Its first loyalty is to citizens.
 3. Its essence is a discipline of verification.
 4. Its practitioners must maintain an independence from those they cover.
 5. It must serve as an independent monitor of power.
 6. It must provide a forum for public criticism and compromise.
 7. It must strive to make the significant interesting and relevant.
 8. It must keep the news comprehensive and proportional.
 9. Its practitioners must be allowed to exercise their personal conscience.

Required Textbooks & Supplies

The Elements of Journalism, by Bill Kovach & Tom Rosenstiel (2007, paperback edition) (referred to in the schedule as "EJ"). **Do not use any earlier edition.** Link to book: <http://bit.ly/1ahv1mt>

Media Ethics: Issues and Cases, by Philip Patterson and Lee Wilkins (2013, 8th edition – paperback) (referred to in the schedule as "ME"). **Do not use any earlier edition.** Link to book: <http://bit.ly/1ahvAwQ>

A package of 100 ruled index cards – 5" by 8" only: <http://bit.ly/HllcXP>

Other Required Materials in the Cloud

- Set up a [WordPress](#) blog for JOU4700 using the [The Able Theme](#). Send me the url for your blog to me at rr194602@gmail.com Your blog's name should be your last name followed by your first name. Be sure to activate the link. **I am sorry, but I take off points for failing to follow instructions – here and with other instructions.**
- Also, file a first post with (1) a bio, (2) some indication of your future plans career-wise, (3) your definition of ethics and (4) an issue of ethics you have confronted some time in your life. Also, (5)

Include a mugshot with this post. **Note: This first post will be graded just as I would later essay posts. So make the deadline of 11:30 p.m. the first day of class.**

- Here is an excellent WordPress worksheet from Prof. Mindy McAdams on the basics of setting up a blog: http://www.jtoolkit.com/blogging/wp_tips.html
- **Log in to Sakai** at <http://lss.at.ufl.edu> If you are unfamiliar with Sakai or have any questions, check out the [e-Learning FAQs](#). If you encounter a problem while using e-Learning, you should immediately contact the Help Desk to get assistance.
- Follow the Tumblr blog for this class **Conduct & Content** at <http://j-ethics.tumblr.com/> This is where I deposit my monitoring of media regarding ethics in journalism and the media.
- Set up your own [Twitter](#) account and send me the link. Hashtag for this class is **#ufeds**
- Go to [my Twitter](#) (ronrodgers) and follow me. For notes on and links to readings and resources and about possible jobs or internships, review my tweets daily. And no, I will not in turn follow you. **Both these Twitter assignments will be graded just as I would a weekly essay post to your blog, so be sure to make the deadline of 11:30 p.m. the first day of class.**
- Follow the media coverage of a major metropolitan newspaper such as the New York Times, the Washington Post or the Wall Street Journal, either in print or online.
- Bookmark the class blog [Conduct & Content](#). Here you will find a growing list of links about journalistic ethics and links to relevant websites. I will also occasionally post to this blog. If you're not already doing so, you should subscribe to all your favorite blogs with an RSS reader such as [Feedly](#).

Class Attendance, Participation and Demeanor

"Eighty percent of success is showing up." – Woody Allen

We only meet once a week, and attendance is required. All students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, regardless of whether they are present. Students who fail to attend class regularly and who have excessive unexcused absences will lose points toward their final grades at the end of the semester. More than one unexcused absences will be considered excessive. After one unexcused absence, a 50-point deduction will be assessed for each absence.

The instructor will consider absences meeting the following reasons as excused / approved:

1. Participation in an activity appearing on the University authorized list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedure that require a student's presence.
5. Religious holy day.
6. Professional activities (e.g., interview, conference).

Note: University-approved absences must be documented (in advance, if for an approved university activity) according to official university policy. Obtaining written verification for an excused absence is your responsibility.

Academic Integrity

University of Florida students live by an [honor code](#) that prohibits academic dishonesty such as cheating, engaging in unauthorized collaboration and plagiarism. Read it. Students have an affirmative obligation to know what those policies prohibit. If you are unsure, ask me in advance. I will proceed on the assumption you have read the code.

When I discover a violation of academic integrity, my default practice is to fail the student for the entire course and send the details of the case to the Dean of Students Office.

Accommodations

Please let me know immediately if you have any kind of problem or disability that would hinder your work in this course. I will do my best to help you. Students requesting classroom accommodation must first register with the [Disability Resource Center](#) as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall, 392-8565.

BE GOOD

And, finally, I have to say this as part of our contract: You need to conduct yourself in a courteous manner both in and out of class when it comes to dealing with fellow students or your instructor. That means any rude, obstructive or aggressive behavior will not be tolerated, and manifestations of same will mean your ouster from the class. I have a zero-tolerance policy on this.

Here is a link to the UF Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/default.aspx>
The Center is at 3190 Radio Road and the phone number for Appointments and After-Hour Assistance is (352) 392-1575.

Grading: Anything below 700 is not a passing score

5-Minute Take-Aways:	100
Weekly Quizzes	100
Issue Presentation Proposal	50
Issue Presentation	100
Research Essay Proposal	50
Research Essay Rough Draft	50
Research Essay	100
Blog Essays	200
Links to Ethical Issues	50
Case Study Proposal	50
Case Study	150

Total: 1000

Grades	
A	1,000 – 900
B+	899 – 870
B	869 – 830
B-	829 – 800
C+	799 – 770
C	769 – 700

Here is a link to UF grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
Your final grade is based on **(1)** the work listed below and **(2)** on the conclusions the instructor draws from observing your performance. Some of the metrics of that judgment are your attendance, preparation, demeanor, your willingness to work with and collaborate with others, your participation in class or online discussions, your completion of the [peer evaluation](#), your ability to follow instructions and your contributions to our endeavors in whatever form that may take. **Failures in this area can lead to a minus 1 to 100 points.**

Peer Evaluations

At the last class you will turn in a peer evaluation sheet of the members of your cohort. You might want to take a look at this now to understand this class's expectations on collegiality, collaboration and participation. A copy is available on Dropbox at: <https://www.dropbox.com/s/kqxyz7zvmf6dnr/Peer-Evaluation.docx>

Class Evaluations

"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>.

The Assignments for This Semester

No Late Assignments: Late assignments will not be accepted and will receive a zero as a grade. I cannot deal with tardiness with 40 students. Keep in mind that your blog posts have a time stamp when posted.

5-Minute Take-Away

Deadline: End of each Class before you leave.

10 points each

100 points maximum

On 5X8 Index Card

This should include:

1. A brief summary of what you took away from that day's class.
2. Any question you have or any question or issue you want to explore more.

Use a 5X8 index card and include your printed name along with your email address and the date. If I can't read the name, that is a zero. Hand in at end of class. If your take-away is off point, from another universe, or nonsensical gobbledygook, it gets a zero.

Weekly Quizzes

10 points each

100 points maximum

On 5X8 Index Card

You can expect 10 weekly quizzes on the readings for that week and previous screenings and lectures. This

will occur at the beginning of class. **Use a 5X8 index card and include your printed name along with your email address and the date.** If I can't read the name, that is a zero.

Cohort Group Ethical Issue Presentation Proposal

Deadline: Jan. 22

A corresponding author for the group will post on her/his blog a one- to two-page presentation proposal before class on Jan. 22 – and then send me the link to proposal by email. Include the names of all members of the group. I need to vet this before you proceed. The presentation should be informed by many of the elements of ethics and the analytical tools outlined in our readings.

50 points

Cohort Group Ethical Issue Presentation

Deadline: Monday, April 14, by 11:30 p.m.

Corresponding author will send presentation – or link to it – to me by email

100 points

In Weeks 14 and 15 assigned Cohort Groups will present on an ethical issue of their choice – but be sure I vet it before you proceed with research. This can be PowerPoint, dramaturgical, video, etc. – whatever interesting and audience-capturing method you choose. I expect some form of creativity. Limited to 20 minutes followed by class discussion. Include a one-page handout that you will distribute in class before presentation. This is worth 100 points, so do a darn good job.

Cohort Group Research Essay Proposal

Deadline: Jan. 29 at noon

A corresponding author for the group will post on her/his blog a proposal for the group's research essay.

50 points

Cohort Group Research Essay Rough Draft (paper two-thirds done)

Deadline: April 1

The corresponding author will send me a Word document version attached to email.

I will schedule meetings with each group to go over these rough drafts.

50 points

Cohort Group Research Essay

Deadline: Wednesday, April 23 at noon

Word document and PDF version attached to email

100 points

As a group you will write a research essay **of 15 pages of text**, with citations in [Chicago](#) or [APA](#) style, that includes **links** and **visual elements** on an ethical issue of your choice. This can be an issue of your choice, or it can be based on the Group Presentation.

How will I grade this essay?

See: [General Grading Criteria for Research and Analysis Papers](#)

On Research Essays

I call these research essays because to leave off the adjective might imply 10 to 15 pages regurgitated off the top of your head. All good writing requires research. You could use as examples any chapter from *The Elements of Journalism*. Also:

- Get to know our journalism/communications specialist librarian [April Hines](#)
- Check out this library site: [Resources for Journalism research](#)
- See this [Research Essay Worksheet](#) for advice on the research process.

600-Word Weekly Blog Essays With Deep-Thinking Discussion Questions

Deadline: Each Tuesday at noon before next class

200 points

Blog essays are your explorations of the ethical issues and issues of doing journalism that come up in class. They should be informed by the readings for each class, informed by earlier readings inside and outside of class, and informed by your own experience with the media.

These essays need to reflect your deep thinking about the readings. Points off for being superficial; overly long, complex, and convoluted; nonsensical; or redundant to fill space.

Post to your blog. Please title your posts **Blog Essay Week 2 etc.** and sign each of your posts with your full name and email address. That is an instruction you need to follow.

Format of Essay

You will use **bold subheads** to organize and make clear each element of your blog essay. Follow this instruction.

1. **EJ & ME readings:** Discuss the EJ chapter and then the ME reading prior to the case studies. Delineate these with separate subheads – but certainly feel free to incorporate any issues that arise in that week's ME case study – or any from previous weeks, or anything you have run into in your monitoring of the media or my Tumblr posts.
2. **Respond to questions at end of assigned ME case studies:** Fully discuss these with a separate subhead.
3. **Include DQ:** Also, below the above two items with separate subhead, add a discussion/debate question derived from the readings or case studies assigned for the day. The questions should be original to you alone and manifest deep, critical thinking on your part. These are limited to **140 characters** – just as if you were tweeting them. Points off for being either superficial or overly long or complex or convoluted or nonsensical.
4. **Link to Ethical Issue of the Week:** You will be constantly monitoring the media during the semester, and each week below your DQ under a separate subhead you will offer a link to a current ethical issue. Include a short description and discussion of the issue and your view on it. **FYI: Total points for Links to Ethical Issues of the Week: 50**
5. **My Questions to you:** I will also, at times, post some questions with the reading assignments about the readings that you need to briefly answer below your essay under a separate subhead. This will often include a list of vocabulary terms that you are required to define below your essay.
6. **Essay Responses:** Sometimes I will ask you to go look at a particular student's blog essay I find intriguing and ask you to respond in a comment to some element of that essay. Be sure to do so.

How the Blog Essays work

- Your blog essays are your way of struggling with the material.
- These are not essays in the sense that they begin with a thesis statement, etc.
- They should not sound like a book report.
- They should contain very little description of the readings.
- Instead they should reveal your struggle with the material as you interpret the authors' meanings, as you research and make note of terms and concepts you are not familiar with, and as you grind the concepts through the gears of your mind.
- Here, I want you to make connections that may not be so obvious on the surface.
- They should reflect your deep-thinking about the readings and your intellectual struggle with the material.
- You should write about your struggle with right and wrong with ethical issues that often do not have black-and-white-yes-no answers.
- You should write about what you do not understand, or about what you half-understand, or how the material might connect to material from previous weeks or from your experience in whatever form that takes.
- It is best to write these on a Word document first and then paste to your blog. Save the Word doc as a record just in case. **Be sure to click the Word icon in the banner above or your essay will include a bunch of html code.**

Grading

- I will read all the material, but I do not grade it weekly other than keeping track that the work is completed.
- I will give little feedback in comments, but will note if you are not on track by recording in the grade book one of the numbers listed below – or a zero for missing or late essay or if I feel it's completely inadequate.
- Your Essays are a big chunk of your end grade, but they only get that end grade. I will evaluate these in total at end of semester.
- You can come in and talk to me if you are concerned about where your grade is headed on your blog essays, but otherwise I normally give very little feedback unless I see a problem arising.

How I Evaluate the Essays

1. If you produce a sufficient quantity of prose on a weekly basis in the manner requested, it will be hard for you to get below a B–.
2. If, in addition to (1) above, you are engaged, you struggle, you open up and you deal with the difficult, it will be hard for you to get below a B.
3. If, in addition to (1) and (2) above, you demonstrate significant improvement from the beginning of the semester to its end, it will be hard for you to get below a B+.
4. If, in addition to (1), (2), and (3) above, you demonstrate intellectual imagination, it will be hard for you to get below an A–.
5. If you want an A on your essays, do all the above in the extreme.

Take-Home Final Exam Case Study One-Page Proposal

Deadline: March 19

You will post on your blog a one-page case study proposal before class on March 19. I need to vet this before you proceed.

50 points

Take-Home Final Exam Case Study

An in-depth case study of a particular ethical issue dealing with some form of digital media. (a minimum of 5-10 pages excluding notes and title page.)

Deadline: On or before April 30 on email attachment – both Word and PDF

100 points maximum

Times 1.5 for 150 points maximum

About Your Case Study: Digital/online/social media in its various forms is so relatively new it is what I call an undiscovered country when it comes to the formation of agreed-upon ethical norms. Here, you will demonstrate your ability to identify and apply key concepts of media ethics to the digital arena. Here you will synthesize journalistic ethical concepts as you analyze a case that you choose.

Be sure your case study is informed by our work in this semester. This also must include at least five relevant scholarly citations along with citations to relevant popular literature. Use [APA style](#) or [Chicago style](#). Your case cannot come from any edition of ME. You need to do your own research. As we go along in the semester a topic for a case study will undoubtedly come up, so feel free to start on your research at any time. You shall hand in a one-page long case study proposal with a brief case outline before you get too far in your research. The proposal is due on or before March 19.

How I will evaluate for grade

In this case study, you will – at the very least:

- Offer a detailed description of the facts and a timeline or chronology of events
- Describe and analyze the ethical conflict(s), those individuals involved, and how they made their decisions.
- Describe any forces of influence that might have led to this issue – e.g. pressure from publisher or financial or political interests.
- Analyze the media ethical values and norms that were violated.
- Discuss what could have been done differently and how you would have acted in the same situation.
- Discuss what the organization could change to prevent similar ethical issues.
- List any links to online material used in your case study.
- Use headings and write clearly and concisely and use correct grammar, punctuation and words.
- Offer a well-reasoned argument. You do not just declare your views, but also offer evidenced reasons for those views.

Total: 1000 points

[Benedict Anderson](#), *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 2006), 35-36.

Week	Skull Work Before Class	In Class
Week 1 Jan. 8		Introduction and Course Organization Fill out bio card with name – printed – and email address. Create cohort groups Quiz: Cops and Courts 5-Minute Take-away
Week 2 Jan. 15	EJ Preface & Introduction ME Chapt. 1: An Introduction to Ethical Decision Making Case Study Blog Essay	Quiz Lecture Lecture 5-Minute Take-away
Week 3 Jan. 22	DUE Jan. 22: Cohort Group Ethical Issue Presentation Proposal – as post by corresponding author. EJ Chapt. 1: What Is Journalism For? ME Chapt. 2: Information Ethics: A Profession Seeks the Truth Case Study Blog Essay	Quiz Lecture 5-Minute Take-away
Week 4 Jan. 29	DUE Jan 29: Cohort Group Research Essay Proposal at noon as post to corresponding author's blog. EJ Chapt. 2: Truth: The First and Most Confusing Principle ME Chapt. 3: Strategic Communications: Does Client Advocate Mean Consumer Adversary? Case Study Blog Essay	Quiz Lecture 5-Minute Take-away
Week 5 Feb. 5	EJ Chapt. 3: Who Journalists Work For ME Chapt. 4: Loyalty: Choosing Between Competing Allegiances Case Study Blog Essay	Quiz Lecture: 5-Minute Take-away
Week 6 Feb. 12	EJ Chapt. 4: Journalism of Verification ME Chapt. 5: Privacy: Looking for Solitude in the Global Village Case Study Blog Essay	Quiz Lecture 5-Minute Take-away

Week 7 Feb. 19	<p>EJ Chapt. 5: Independence from Faction ME Chapt. 6: Mass Media in a Democratic Society: Keeping a Promise Case Study Blog Essay</p>	<p>Quiz Lecture 5-Minute Take-away</p>
Week 8 Feb. 26	<p>EJ Chapt. 6: Monitor Power and Offer Voice to the Voiceless ME Chapt. 7: Media Economics: The Deadline Meets the Bottom Line Case Study Blog Essay</p>	<p>Quiz Lecture 5-Minute Take-away</p>
MARCH 1-8: SPRING BREAK		
Week 9 March 12	<p>EJ Chapt. 7: Journalism as a Public Forum ME Chapt. 8: Picture This: The Ethics of Photo and Video Journalism Case Study Blog Essay</p>	<p>Quiz Lecture 5-Minute Take-away</p>
Week 10 March 19	<p>DUE March 19 before class: Take-Home Final Exam Case Study Proposal (One Page) as post on your blog.</p> <p>EJ Chapt. 8: Engagement and Relevance ME Chapt. 9: New Media: Continuing Questions and New Roles Case Study Blog Essay</p>	<p>Quiz Lecture 5-Minute Take-away</p>
Week 11 March 26	<p>EJ Chapt. 9: Make the News Comprehensive and Proportional ME Chapt. 10: The Ethical Dimensions of Art and Entertainment Case Study Blog Essay</p>	<p>Quiz Lecture 5-Minute Take-away</p>
Week 12 April 2	<p>DUE April 1: Cohort Group Research Essay Rough Draft (paper two-thirds done). Corresponding author will send me a Word document version attached to email.</p> <p>Schedule confabs meetings with each group to go over rough drafts – in my office – 3058 Weimer. Bring copies of draft.</p> <p>EJ Chapt. 10: Journalists Have a Responsibility to Conscience ME Chapt. 11: Becoming a Moral Adult Case Study Blog Essay</p>	<p>Quiz Lecture 5-Minute Take-away</p>

Week 13 April 9	<p>EJ Chapt. 11: The Rights and Responsibilities of Citizens</p> <p>Blog Essay on the EJ reading – but also view this as a summing up of class.</p> <p>NO CLASS: Replaced by paper confabs to be scheduled in my office a various times – 3058 Weimer.</p>	<p>Quiz</p> <p>Lecture:</p> <p>5-Minute Take-away</p>
Week 14 April 16	<p>DUE April 14 by 11:30 p.m.: Cohort Group Ethical Issue Presentation. Corresponding author will send presentation – or link to it – to me by email.</p>	<p>Cohort Group Ethical Issue Presentation</p> <p>5-Minute Take-away</p>
Week 15 April 23	<p>DUE April 23 at noon: Cohort Research Essay. Corresponding author will send Word document and PDF version attached to email.</p>	<p>Cohort Group Ethical Issue Presentation</p>
Final Week	<p>DUE April 30: Take-Home Final Case Study on email attachment – both Word and PDF</p>	