

Global Strategic Communications and Ethics

Designed for Global Strategic Communications Specialization of the MAMC program at UF

COURSE SYLLABUS

COURSE

Number MMC 6936

Credits 03

Meeting time Distance Asynchronous

Office Hours Virtual

INSTRUCTOR

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WHAT YOU WILL LEARN

Web designers integrate knowledge from many areas: aesthetics, branding, coding, marketing, and communicating. 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 around the globe, designers have a 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.

By the end of this course you will be able to describe the value and purpose of strategic communication. Based on this foundation, you will also learn to:

- Identify ethical dilemmas in strategic communication, including determining how to anticipate and consider different stakeholders' perspectives on those dilemmas
- Identify and describe a variety of alternative responses to strategic communication ethics problems
- Use an ethical decision-making model to reason through these ethics dilemmas
- Make and justify decisions about which responses are most ethically sound

EXPECTATIONS

Lectures: There are no live lectures for this course. The recorded materials will help you to understand key concepts and assignments. These are reinforced in an online homework system and in written submissions.

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

During the first half of the class (weeks 1-5) you will read the assigned materials, view online lectures, demonstrate your understanding in McGraw-Hill's online center, and discuss a critical ethical issue related to the material you studied. Week 6 you will watch a lecture that helps you to begin to create a situation analysis for a publicly traded firm or business. Email Dr. Weigold for approval of the company you've chosen in week 6, and submit your situation analysis to him during week 12.

The second half of the class (weeks 7-12) gives you a chance to apply ethical reasoning to situations you may encounter or hear/read about – and to help you prepare for real-world ethical decision-making – you will be required to turn in two pairs of ethics memos. You must submit two memos for each assignment – one assigned case, and one case of your choosing. Each memo should be at least two pages long (4 pages per assignment). You are also expected to attach any relevant background information to the assignment. The case you choose must be a real-life situation, not a hypothetical situation. You'll find more specific instructions in a separate document. The ethics memos are due in Week 10 and Week 12. Assignments will be submitted through Sakai.

Weeks 7-12 also feature homework and required discussion.

Homework: For weeks 1-5

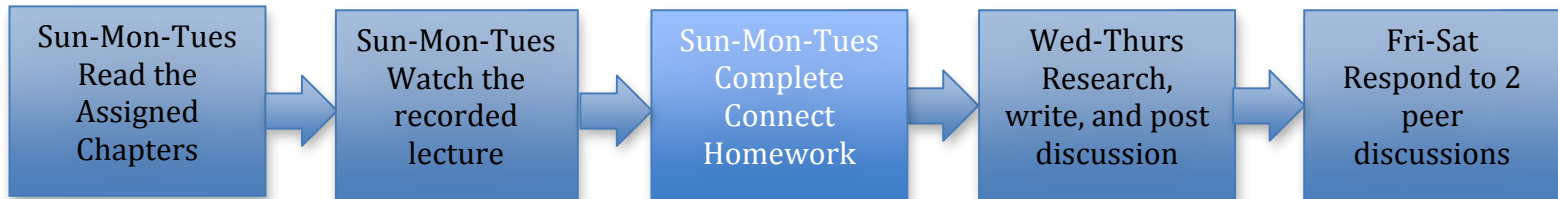
In addition to your readings, during weeks 1-5 you have two kinds of homework. First, you should post a thoughtful response to a key topic question and respond to two posts from your fellow students. These should be placed in the "discussion" section of your Sakai shell. Please answer these questions before the discussion and submit online. These questions are used to demonstrate your understanding of the week's readings. Second, you will complete homework dealing with your assigned readings in McGraw Hill's Connect. Submit your homework through McGraw-Hill Connect.

For weeks 7-12 you will submit your homework questions through Sakai.

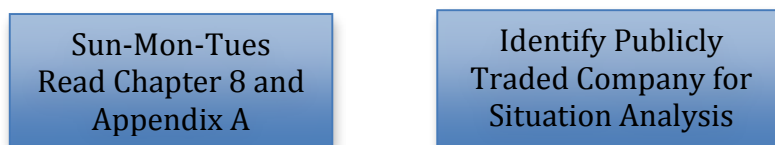
Rubric for grading Weekly Topic Posts and Responses (note: all late work is penalized):


	Excellent	Good	Fair	Poor
Thoughtfulness (25%)	Post represents outstanding thinking and logical reasoning. The presentation is opinionated but balanced and fair to opposing sides	Post represents good thinking and logical reasoning. The presentation is opinionated with mentions of opposing sides.	Post shows some weakness in thinking and logical reasoning. It lacks an informed perspective and/or ignores opposing sides.	Missing significant sections or information
Documentation (25%)	All facts in the post are documented with links to relevant sources. Many sources were consulted and easy sources (Wikipedia) are used sparingly.	All facts in the post are documented with links to relevant sources. Adequate sources consulted and easy sources (Wikipedia) are used repeatedly.	Most facts in the post are documented but few sources are used.	Unclear where facts came from or facts or few sources were consulted.
Coherent, clear, persuasive (25%)	Writing is clear, compelling, organized, powerful, and grammatically correct.	Writing is straightforward, understandable, avoids most grammatical or spelling errors.	Writing has significant problems	Writing quality is poor, difficult to read
Responses to the posts of others (25%)	Responses are engaging, challenge the peer's post without demeaning it. Responses show key areas in which the original post is flawed, limited, or short-sighted.	Responses are respectful in challenging the peer's post. Key areas of disagreement are identified.	Response is opinionated but somewhat lacking in respect. Response fails to clarify the point of difference or the limits of the original post.	Response is opinionated but ignores the strengths or weaknesses of the original post.

Summary of Week 1-5 Sequence



Week 6:





Discussion: 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 Sakai. You will be assigned specific case studies each week. You will be expected to demonstrate that you're thinking about the issues by asking questions, offering your own opinions and 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.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

REQUIREMENTS

- 1) You will need an internet connection to access your text, view the lectures, and complete assignments.
- 2) 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 (free) to share especially large files.

REQUIRED TEXTBOOKS

Your textbook is a custom book available at <https://create.mcgraw-hill.com/shop/#/catalog/details/?isbn=9781121842854> The book is titled Contemporary Advertising (14e). By purchasing the ebook you will also have access to the homework assignments in Connect.

STUDENTS WITH DISABILITIES

Students requesting class accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the students, who must then provide this documentation to the Instructor when requesting accommodation. For more information about the Dean of Students Office, please visit <http://www.dso.ufl.edu/>

GRADING

Pending holidays, there are approximately 30 classes in the semester and twelve weeks of classes. Grading parameters for the class projects are provided in the form of rubrics. Your work will be evaluated according to this distribution:

Weeks 1-6

Online homework	50 points
Discussion assignments	50 points
Situation Analysis	80 points

Weeks 7-12

Online homework	50 points
Discussion assignments	60 points
Ethics Memos	70 points

Total 360 points 100%

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%

GRADING POLICY

General University policies regarding grading are found [here](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

PROJECTS

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 Dr. Weigold during Week 6 of the class. You will also indicate at that time which approach, listed below, you will follow. The situation analysis is due at the end of Week 12.

You have six weeks to do the situation analysis. You can give yourself extra time by viewing the lecture on a situation analysis early and reading Chapter 8 in your Arens, Weigold, Arens text. For your analysis, use the outline on page 242 titled “My IMC Campaign 8-A: Developing the Situation Analysis.” Be sure to inform Dr. Weigold by Week 6 about the company you will analyze. Also make sure it is a publicly traded company (i.e., it trades stock on a U.S. stock market).

Rubric for grading the situation analysis (SA):

	Excellent	Good	Fair	Poor	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 complete.	SA has material related to most parts of the template selected. Sections are mostly complete.	SA has some sections that are missing material related to all parts of the template selected or some sections are incomplete.	Missing significant sections or information	
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 grammatically correct.	Writing is straightforward, understandable, avoids most grammatical or spelling errors.	Writing has significant problems	Writing quality is poor, difficult to read	
Analysis (25%)	SWOT analysis is exceptional, pinpoints company's or brand's paramount issues	SWOT analysis is good, identifies company's 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	

POLICY ON LATE WORK

Work in the class 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.

DISCUSSION ASSIGNMENTS

For the first five 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 another student's post that

you 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 our belief that wrestling with ethical issues before you've had such training will help you to see the value of ethical reasoning skills.

During weeks 7-12 you will read a case study related to the week's readings and write a discussion post based on the case study and questions accompanying the case study. The aim of case studies is to apply concepts/theories discussed in readings and lectures to real-life situations. You will be expected to demonstrate that you're thinking about the issues by asking questions, offering your own opinions and justifications for those opinions, and posting comments and questions to your classmates' posts.

Please keep these guidelines in mind as you create these.

- 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: <http://opinionator.blogs.nytimes.com/2012/07/22/the-moral-hazard-of-drones/?hp>
- 2) Your discussion posts should average about 500 words. You should provide links or references to all sources you've consulted. In general, when you provide factual information, it should be referenced. Be sure to use only your own ideas and writing. If you are unsure what plagiarism is, read [THIS](#) and [THIS](#). Ignorance of plagiarism will not excuse a grade of zero on any assignment where it is found.
- 3) Rubric for your discussion post—I will use the following scale to grade your post:

Rating	Characteristics
9-10	<i>Exceptional.</i> The discussion post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.
7-8	<i>Satisfactory.</i> The discussion post 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 post reflects moderate engagement with the topic.

5-6	<i>Underdeveloped.</i> The discussion post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic. The post may indicate student “feelings” about the issue without sufficient development of a moral framework.
1-4	<i>Limited.</i> The discussion post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.
0	<i>No Credit.</i> The discussion post is missing or consists of one or two disconnected sentences.

- 4) Your comments on the postings of others should run between 200 and 300 words. Personal attacks or disrespect towards others is inappropriate and will cost you points on the assignment. 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:

What does the technological advance that allows for warfare conducted by unmanned drones have to do with the supposed slipperiness of our definition of enemy combatants? Nothing. They're completely separate issues. Americans can be going after enemy combatants with our bare fists and still get increasingly loose with this definition (you might think of the hate crimes committed against Arab- and South Asian-Americans after 9/11 as an example of this). Likewise, Americans can make use of this technology while adhering to consistent, strict standards of use (as we have done with our nuclear arsenal for over six decades).

The technology offers new options, some moral and some immoral. Immoral options may be tempting (they always are), but it's the options that are created by the technological advance, not the willingness to give in to the temptation to immorality.

Here is another:

This article appears to reflect a misunderstanding of the War Powers Resolution (WPR).

In short, the WPR imposes (or purports to impose, as its constitutionality has always been debated) certain requirements on the President that are triggered by the commencement of "hostilities." Thus, when Presidents are asked to explain why a particular military campaign does not run afoul of the WPR, their response will argue why the resources used do not constitute "hostilities" under those circumstances. No "hostilities," no problem under the WPR.

The author here attributes significance to the fact that the President's response to a WPR question failed to address whether the military actions at issue were "justified" in some moral sense. Since the Resolution contains no such requirement, the absence of this element from the President's response is unsurprising.

And another:

There is a kind of proportionality in the use of drones against terrorists. The terrorists have been using suicide bombers against civilian populations and I.E.D.'s against the military set to combat them. The use of drones matches the anonymous action of terrorists and it gets them where they live, which is the point.

There are four points in the essay that question the morality of using drones. It suggests 1) that drones may develop into continuous asymmetric wars. It might but so far it hasn't. 2) It is cheap and easy and causes civilian casualties. This is true, but then so have the terrorists targeted civilians, and ever since Sherman's march through Georgia, civilians, who support military actions have been legitimate targets. 3) There can be laxity in targeting terrorists. Since there appears to be a system of vetting the targets this might eventually be a problem, but doesn't appear to be so far. 4) There could be judicial review of drone operations. Some mechanism for accounting for operations would be ideal, but like the systems to prevent nuclear war within the military and civilian leadership, the judiciary may not be the best option for these reviews.

Why does this essay go right to our actions without considering the challenge and hostility of the terrorists?

5) Discussion posts are due by Thursday at 11pm ET of each week of class. Comments on the posts of two classmates are due by Saturday at 11pm ET. Late submissions will be penalized.

SCHEDULE

Lecture content for each week is available on Sunday. Discussion posts are due on Thursday, and your comments on Saturday. You should complete the readings and online homework before you write your discussion post.

For week 6 you should submit your publicly traded company that will serve as the focus of the situation analysis.

Ethics memos (2 memos per set) are due on Week 10 and Week 12.

WEEK ONE: May 12 to May 18

Course introduction and understanding the business of strategic communication

Readings

Ch. 1 Advertising and IMC Today

Ch. 2 The Big Picture: The Evolution of IMC

Discussion topic

Read “Web Ethics,” which you can find here:

<http://www.nnigma.com/WebEthics.html>

The article raises a number of issues about marketing on the Web. Choose two of these issues explain why you believe they are ethically troubling (or, if you wish, why you do not find them ethically troubling). Then, please comment on the responses of at least two classmates. In expressing your own opinion, do so critically (i.e., finding both commonalities and differences) but also respectfully and thoughtfully.

Read, watch lecture, complete Connect homework: May 14 by 11pm EDT

Discussion assignment posted: May 16th by 11pm EDT

Respond to 2 classmates: May 18th by 11pm ET

WEEK TWO: May 19 to May 25

Strategic identification of audiences and tools for strategic communication and understand the value of planning

Focus on

- Why do companies segment markets and what tools are available for strategic communication?
- What is planning for strategic communication?

Readings

Ch. 6: Segmentation, Targeting, and the Marketing Mix

Ch. 7: Research: Gathering Information for INC Planning

Discussion topic

Read this posting: <http://business-ethics.com/2011/05/31/1441-marketing-to-children-accepting-responsibility/>

One of the experts quoted in the piece argues that “There is no ethical, moral, social, or spiritual justification for targeting children in advertising and marketing.” Do you agree or disagree. Why?

Read, watch lecture, complete Connect homework: May 21 by 11pm EDT

Discussion assignment posted: May 23 by 11pm EDT

Respond to 2 classmates: May 25 by 11pm ET

WEEK THREE: May 26 to June 1

The Audience

Focus on

- Understanding audiences of strategic communication
- Understanding influences on consumer responses to strategic communication

Readings

Ch. 5: Marketing and Consumer Behavior

Ch. 8: Marketing and IMC Planning

Discussion topic

A perennial controversy in audience effects is behavioral targeting on the Web. If you are not certain you know what that is, then read this article:

http://en.wikipedia.org/wiki/Behavioral_targeting

Then read this post: <http://www.adexchanger.com/the-debate/3rd-party-behavioral-tracking/>

Choose one of the author's 3 points in favor of tracking and challenge it in your discussion this week.

Read, watch lecture, complete Connect homework: May 28 by 11pm EDT

Discussion assignment posted: May 30 by 11pm EDT

Respond to 2 classmates: June 1 by 11pm ET

WEEK FOUR: June 2 to June 8

The big picture: Economics, social issues, and regulation in strategic communication

Focus on

- The relationship of brand messages to economics
- Criticisms of strategic communication
- Regulatory issues in the U.S.

Readings

Ch. 3: The Big Picture: Economic and Regulatory Aspects

Discussion topic

Read [Tobacco Marketing on the Internet](#) then support or refute the following proposition:

- a) Given the broad access that minors have to pornography on the Web, it is hypocritical to have laws that are more restrictive for access to tobacco-promoting sites.

As always, please respectfully weigh in on someone else's discussion as well.

Read, watch lecture, complete Connect homework: June 4 by 11pm EDT
Discussion assignment posted: June 6 by 11pm EDT
Respond to 2 classmates: June 8 by 11pm ET

WEEK FIVE: June 9 to June 15

Planning for where the message should appear

Focus on

- Media Planning
- Criteria for Selecting Media

Readings

Ch. 6 Media Planning and Buying

Ch. 15: Using Digital Interactive Media

Discussion topic

Consumer privacy is an enduring concern on the Web. Read these privacy statements:

- [Principle Financial Group](#)
- [Barackobama.com](#)
- [Disney.go.com](#)

As you compare and contrast them, please indicate

- Which is clearest (informs consumers in simple, easy to understand language)
- Which offers consumers the greatest protection
- Which is most ethical and which is least ethical. Be sure to indicate what you mean by “ethical” in making these judgments.

Read, watch lecture, complete Connect homework: June 11 by 11pm EDT
Discussion assignment posted: June 13 by 11pm EDT
Respond to 2 classmates: June 15 by 11pm ET

WEEK SIX: June 16 to June 22

Analyzing the Strategic Communication Environment

Focus on

- External factors that affect a firm
- Internal factors that affect a firm

Readings

Reread Ch. 8: Marketing and IMC Planning and Appendix A: Marketing Plan

Discussion topic

No Discussion this week. Students must identify the publicly traded company used for their situation analysis. Please provide a rationale for choosing that company as well.

Situation Analysis Brand emailed to Dr. Weigold by June 22. Use email mweigold@gmail.com

WEEK SEVEN: June 23 to June 29

Introduction to Ethics – why it is important to behave ethically in business

Read for this week: Ch. 9 Ethical Business Strategies, Social Responsibility, and Environmental Sustainability

Online homework: Go to Assurance of Learning exercises at end of Chapter 9. Answer questions 1-3. Do not answer Simulation Participant exercises. Submit your responses in Sakai.

Discussion topic: Behaving ethically in business: Silvercrest Foods. No reading required. Case study in Discussions shell of Sakai.

Read, watch lecture, complete homework: June 25 by 11pm EDT

Discussion assignment posted: June 27 by 11pm EDT

Respond to 2 classmates: June 29 by 11pm ET

WEEK EIGHT: June 30 to July 6

Decision-making models – how to systematically make ethical decisions

Read for this week:

1. Ch. 10 Ethical Decision Making: Personal and Professional Contexts
2. PRSA Code of Ethics: <http://www.prsa.org/AboutPRSA/Ethics/>
3. International Chamber of Commerce (ICC) International Code of Advertising Practice: <http://www.iccwbo.org/id905/index.html>

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 5, 6, and 8. Submit responses through Sakai.

Discussion topic:

READ: Bernie Madoff case

- New York Time biography of Bernie Madoff:

http://topics.nytimes.com/top/reference/timestopics/people/m/bernard_l_madoff/index.html?inline=nyt-per

- Madoff fraud's last days recounted in NYC: <http://bigstory.ap.org/article/madoff-frauds-last-days-recounted-nyc-document>

This case will form the discussion topic for this week. Discussion questions will be posted on Sakai.

Read, watch lecture, complete homework: July 2 by 11pm EDT

Discussion assignment posted: July 4 by 11pm EDT

Respond to 2 classmates: July 6 by 11pm ET

WEEK NINE: July 7 to July 13

Philosophical Basis of Ethics – different ethical styles

Read for this week:

1. Ch. 11 Philosophical Ethics and Business
2. Ethical Style Quiz : <http://www.lmu.edu/Page23849.aspx>
3. After the quiz read: <http://www.lmu.edu/Page23070.aspx>

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 2, 7, 8, and 12.

Discussion topic: Conflict of interest case study. No reading required. Case study in Discussions shell of Sakai.

Read, watch lecture, complete homework: July 9 by 11pm EDT

Discussion assignment posted: July 11 by 11pm EDT

Respond to 2 classmates: July 13 by 11pm ET

WEEK TEN: July 14 to July 20

Ethics and Marketing

Read for this week: Ch. 12 Ethics and Marketing

- Ethics Memo Set 1 due this week July 18**

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 4, 8, and 9. Submit responses through Sakai.

Discussion topic: Conduct online research based on questions 2 and 3 in Questions, Projects and Exercises (McDonald's cases). Research background of both cases. These will form the discussion topic for this week.

Read, watch lecture, complete homework: July 16 by 11pm EDT

Discussion assignment posted: July 18 by 11pm EDT

Respond to 2 classmates: July 20 by 11pm ET

WEEK ELEVEN: July 21 to July 27

Corporate Social Responsibility (CSR)

Read for this week: Ch. 13 Corporate Social Responsibility

Online homework: Go to Questions, Projects and Exercises. Answer the following questions: 1, 2, 9, and 10. Submit responses through Sakai.

Discussion topic: Corporate Social Responsibility: BP Oil Spill

READ: What's BP's social responsibility? <http://blogs.reuters.com/chrystia-freeland/2010/07/19/whats-bps-social-responsibility/>

Corporate responsibility in a post-BP Digital Age: <http://blogs.reuters.com/chrystia-freeland/2010/07/19/whats-bps-social-responsibility/>

This case will form the discussion topic for this week. Discussion questions will be posted on Sakai.

Read, watch lecture, complete homework: July 23 by 11pm EDT

Discussion assignment posted: July 25 by 11pm EDT
Respond to 2 classmates: July 27 by 11pm ET

WEEK TWELVE: July 28 to August 3

Ethics Online – future issues for strategic communications

Read for this week (available on Sakai):

Pop-ups, pop-unders, banners and buttons- The ethics of online advertising to primary school children.

Fulfilling the dialogic promise- A ten-year reflective survey on dialogic Internet principles gives a review of the dialogic theory of media relations with publics (in essence creating relationships and two-way flow with publics/customers)

Relationship building and the use of Websites- How Fortune 500 corporations use their Websites to build relationships

Recommended Reading: *Internet Crisis Potential- The Importance of a Strategic Approach to Marketing Communications* (the introduction and literature review are the important parts to read in this study)

Critical Analysis of Blogging in Public Relations

Read, watch lecture, complete homework: July 30 by 11pm EDT
Discussion assignment posted: August 1 by 11pm EDT
Respond to 2 classmates: August 3 by 11pm ET

Discussion topic: Crisis communications online – NCAA players' benefits scandal
READ: Sports fans as crisis communicators on social media websites (available on Sakai).

This case will form the discussion topic for this week. Discussion questions will be posted on Sakai.

Ethics Memo Set 2 due this week- - August 1.

**There is no online homework this week – submit Ethics Memo Set 2
Situation Analysis due to Dr. Weigold (mweigold@gmail.com) on August 3**