

College of Journalism and Communications, Department of Telecommunication
Department Chair: Professor David Ostroff, 2088 Weimer Hall, Tel: 392-0463

RTV4931: SENIOR SEMINAR

Section 3432

Spring 2013

1078 Weimer Hall

Mondays, 3rd to 5th periods

Professor Michael Leslie, Ph.D.

Department of Telecommunication

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COURSE OBJECTIVES:

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

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

COURSE REQUIREMENTS:

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

REQUIRED TEXTBOOKS

The core subject matter for the ethics portion of this course is found in the following textbooks: **The Elements of Moral Philosophy**, 5th edition by James Rachels; **Race/Gender/Class/Media: Considering Diversity Across Audiences, Content, and Producers**, 3rd edition, by Rebecca Ann Lind; and **Doing Ethics in Journalism: A Handbook with Case Studies**, by Jay Black, Bob Steele and Ralph Barney. You can rent the first two books online at www.coursesmart.com. You can also buy inexpensive used or new copies of these books on Amazon.com or Half.com.

Most of my lectures and online PowerPoints are drawn from **Ethics in Media Communications: Cases and Controversies** by Louis A. Day. While you are not required to purchase this book, you will find it useful to do so.

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

COURSE ACTIVITIES:

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

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

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

Assessment Tools:

1. Group Discussions (25%):

You will have online and classroom group discussion assignments on selected readings, topics, case studies, videos or guest speakers. You will receive individual or group feedback on these assignments, as needed.

2. Group Presentations (25%):

You will be assigned to a team responsible for discussing, presenting and debating a topic(s). These discussions, debates and presentations will allow you to critically examine controversial topics that arise in my lectures, in assigned readings, from topical videos and in the mass media. You will find it useful to collect or bookmark relevant materials from journals, newspapers, magazines and the Web, and to keep notes on television and radio programs you watch which have content you can use in your discussions, debates or presentations. These materials may also help you analyze case studies and complete assignments, and allow you to contribute to class discussions in an informed manner with fact-supported, compelling arguments. Reference to books, articles, news reports, interviews, surveys, videos, audio recordings, etc., is expected in your discussions, debates, presentations and other assignments.

3. Midterm Test (25%)

This may take the form of an essay, short answer, multiple choice, or a combination of all three.

4. Individual Case Study (25%):

You will be required to prepare an individual, 3-page ethics case study analysis, following the approved format for this class. Your case study will be evaluated based on both form and content. Form refers to proper appearance and length, in accord with assignment instructions, as well as cogency and organization. Content refers to quality of analysis, correct application of the moral reasoning model and principles, coherence in reasoning, and thoroughness.

COURSE ACTIVITY AND ASSIGNMENT SCORING

I employ a base-10 grading scale, as follows:

10= Above my expectations for top performance in the course

9= Very good

8= Above average (minor deficiencies)

7= Average (mixed performance)

6= Below average with major deficiencies

5 or less = Unsatisfactory

Final Grades will be assigned according to the following scale (I reserve the option to curve final grades):

A (Excellent) 90-100 percent

B (Good) 80-89 percent

C (Average) 70-79 percent

D (Below Average) 60-69 percent

E (Insufficient) <60 percent

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

COURSE POLICIES, INSTRUCTOR EXPECTATIONS AND METHODS OF EVALUATION:

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

General Evaluation Criteria

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

Attendance

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

Classroom Decorum

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

Students with special challenges: I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standards of fairness and confidentiality. In order to address your academic needs, I must be informed of your

circumstances at the beginning of the semester *before* performance becomes a factor. Reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to your ability to succeed in this course. You should provide me with an official statement from the Office of Student Services explaining the accommodation required, if you face such a challenge.

Other matters:

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

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. **Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.** A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I will neither give nor receive unauthorized aid in doing my assignments."

For more information about academic honesty, contact, Student Judicial Affairs, P202 Peabody Hall, 392-1261. You can review UF's academic honesty guidelines in detail at:

<http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>

RTV4931 Spring 2013 Tentative Schedule

Week One

Introduction to the course (teaching approach, materials and expectations)
Ethics and Moral Development, Ethics in Media Communications, Chapter 1
Ethics and Society, Ethics in Media Communications, Chapter 2
Video: bell hooks on Critical Thinking

Week Two

Read: Doing Ethics (Introduction and Chapter 1: Beyond Codes of Ethics
What is Morality? Rachels, Chapter 1
Does Morality Depend on Religion? Rachels, Chapter 4

Week Three

Doing Ethics 1, Beyond Codes of Ethics
What is Morality? Rachels, Chapter 1
Does Morality Depend on Religion? Rachels, Chapter 4
Video or Speaker: TBA

Week Four

Doing Ethics 2, The Role of the Journalist
Media and Society Topic, Group 1
The Challenge of Cultural Relativism, Rachels, Chapter 2
Subjectivism in Ethics, Rachels, Chapter 3
Video or Speaker: TBA

Week Five

Media and Society Topic, Group 2
Doing Ethics 3, Making Ethical Decisions
The Utilitarian Approach, Rachels, Chapter 7
The Debate Over Utilitarianism, Rachels, Chapter 8
Video or Speaker: TBA

Week Six

Media and Society Topic, Group 3
Doing Ethics 4, Accuracy and Fairness
Are There Absolute Moral Rules? Rachels, Chapter 9
Video or Speaker: TBA

Week Seven

Media and Society Topic, Group 4
Doing Ethics 5, Conflicts of Interest
Video or Speaker TBA

Week Eight

Media and Society Topic, Group 5

Doing Ethics 6, Deception

Psychological and Ethical Egoism, Rachels, Chapter 5

Video or Speaker TBA

Week Nine

Doing Ethics 7, Diversity

Media and Society Topic, Group 6

Video or Speaker TBA

Week Ten

Media and Society Topic, Group 7

Doing Ethics 9, Plagiarism

The Idea of the Social Contract, Rachels, Chapter 6

Video or Guest Speaker: TBA

Week Eleven

Media and Society Topic, Group 8

Doing Ethics 10, Privacy

Kant and Respect for Persons, Rachels, Chapter 10

Mid Term

Week Twelve

TBA

Week Thirteen

Doing Ethics 11, Source/Reporter Relationships

Media and Society Topic, Group 9

Confidentiality

Feminism and the Ethics of Care, Rachels, Chapter 11

Video or Guest Speaker: TBA

Week Fourteen

Media and Society Topic, Group 10

The Ethics of Virtue, Rachels, Chapter 12

What Would Be a Satisfactory Moral System? Rachels, Chapter 13

Video or Guest Speaker: TBA

Week Fifteen

Individual Case Study Due

Complete Course Evaluations

End of Course