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| U8 |  |  |
|  |  | Spring, 2016M-W 8:00 a.m. to 9:15 a.m. |
| Mass Media EthicsJournalism 431California State University, Long Beach |  | Lecturer: Jeff PerlmanE-Mail: jeffrey.perlman@csulb.eduPhone: (562) 985-5400Office: LA4-206FOffice Hours: 9:30 a.m. - 10:30 a.m. M-W |
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| OverviewThis course explores the ethical quandaries in journalists and public relations, as well as practical strategies for dealing with them. Case studies will be used along with hypotheticals generated in classroom discussions. This class is held in an Active Learning Classroom equipped with multiple big screen displays, white boards and tables with writeable surfaces. These features will be used to the fullest extent possible.GoalsHow do we know when we’re “doing the right thing?” Many news outlets, such as the *Los Angeles Times* and professional organizations, such as the Public Relations Society of America (PRSA), have codes of ethics. Various sources report on ethical issues in the mass media. So why are there so many instances of unethical behavior?By the end of this course, you should have a stronger sense of “the right thing” and develop the following:* An understanding of what it means to act ethically—both professionally and in a broader social justice / community context.
* Tools you can use to help reach the best ethical decisions possible when there may not be a single “correct” solution.
* Knowledge of evolving ethical values for print and broadcast journalism as well as online journalism, public relations and advertising.
* An understanding of the roles played by professional groups such as the Society of Professional Journalists (SPJ) and the PRSA.
 |  | MaterialsThe assigned text:Media Ethics: Issues & Cases, 8th Ed.Philip Patterson, Lee WilkinsMcGraw Hill, 2014ISBN 978-0-3526249Mr. Perlman will supply erasable color markers and other items.Supplemental ResourcesThe New York Times, Los Angeles Times, Chicago Tribune, Washington Post, CNN, NPR, Columbia Journalism Review, Adbusters, [www.onthemedia.org](http://www.onthemedia.org), [www.fair.org](http://www.fair.org), [www.mediaresearch.org](http://www.mediaresearch.org), Pew Research Center, SPJ, PRSA, etc.Midterm ExamMonday, March 14Final ExamMonday, May 9, 8 a.m. to 10 a.m. |

# Methodology

We’ll use a case-method approach. Some cases will come from the textbook. Others will come from contemporary events and various online and offline sources. You may write your own cases and present them to the class. **This syllabus is blended from previous syllabi used by Drs. Emma Daugherty and Chris Burnett.**

*All assigned readings are to be completed prior to class. You must come prepared to participate in class discussions. Failure to participate will reduce your final grade significantly, probably more so than in any class you’ve taken before.*

# Earning Points

Students will be graded according to the standards outlined in the University catalog. But work must reflect in-depth thought, be well written and organized, and be thoroughly researched. There will be numerous in-class and out-of-class exercises. Participation is essential.

* Midterm Exam (100 points).
* Final Exam (100 points).
* Argument / Position Paper (50 points)
* Mini-Assignments (2 @ 50 points each, total 100 points).
* Surprise pop quizzes (2 @ 50 points each, total 100 points).
* Participation (100 points).

**Total Points Possible: 450.** Absences may adversely affect your final grade. Excused absences are due to illness or injury to the student or an immediate family member, death of a family member, religious reasons, jury duty or government obligations, and CSULB-sanctioned or approved activities. Your final letter grade will be based on the number of points you earn.

# Participation rubric, modified from Dr. Emma Daugherty’s version:

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| ***Degree student integrates course readings and concepts into class participation******(20 points)*** | **90-100 points:**Often cites from readings and assignments; uses readings and experiences to support points  | **80-89 points:**Consistently cites from readings and assignments; sometimes uses readings and experiences to support points | **70-79 points:**Rarely able to cite from readings; rarely uses readings and experiences to support points | **0-69 points:**Unable to cite from readings; cannot use readings or experiences to support points |
| ***Interaction/participation in classroom discussions******(20 points)*** | Always a willing participant; responds frequently to questions; routinely volunteers point of view; frequently brings examples to class  | Often a willing participant; often responds to questions; regularly volunteers point of view; regularly brings examples to class  | Rarely a willing participant; rarely able to respond to questions; rarely volunteers point of view; seldom brings examples to class | Never a willing participant; seldom able to respond to direct questions; never volunteers point of view; never brings examples to class |
| ***Interaction/participation in classroom learning activities******(20 points)*** | Always a willing participant; acts appropriately during all exercises; responds frequently to questions; routinely volunteers point of view | Often a willing participant; acts appropriately during all exercises; responds regularly to questions; often volunteers point of view | Rarely a willing participant; occasionally acts inappropriately during exercises; rarely able to respond to direct questions; rarely volunteers point of view | Never a willing participant; often acts inappropriately during exercises; seldom every able to respond to direct questions; never volunteers point of view |
| ***Demonstration of professional attitude and demeanor******(20 points)*** | Always demonstrates commitment through thorough preparation; always arrives on time; volunteers frequently | Rarely unprepared; rarely arrives late; volunteers regularly | Often unprepared; occasionally arrives late; infrequently volunteers | Rarely prepared; often arrives late; seldom if ever volunteers |
| ***Attendance******(20 points)*** | Attends all classes | May miss one or two classes with excused absences | Misses more than two classes; some classes with excused absences | Frequently misses classes; seldom has excused absences |

# Attendance

Students are expected to attend class and arrive on time. Students must attend if they or a guest speaker are scheduled to present that day. Additionally, student must present to take all examinations. Do not miss a class to complete an out-of-class assignment. If you would like to be considered for an excused absence or a late assignment, type a brief paragraph explaining the situation, staple any supporting documentation to it, and submit it to me by the next class period. I use Dropbox on Blackboard for most written assignments. However, there may be instances in which I’ll ask you to submit written or other work to me at the beginning or end of class. *Tardiness is not appreciated, but it’s better to be late than miss a class in a situation such as a SigAlert on the 405*. If you miss a class, you are still responsible for all of the materials presented in class and any adjustments to the syllabus or announcements you may have missed. Obtain the phone numbers and email addresses of at least three classmates. You can use Beachboard to contact all classmates. You are discouraged from emailing me, requesting lecture notes or asking to be briefed about what you missed. Rather, contact a classmate or visit me during office hours.

# Classroom Etiquette

There will be much discussion and listening to the thoughts of others. Students are expected to behave maturely and be polite. Cell phones must be turned off unless I tell you to use them for a specific activity, such as photographing a presentation on a whiteboard or table. Eating won’t be tolerated. Laptops must remain OFF unless I advise otherwise. No late work will be accepted unless approved by me in advance. Keep copies of your work on a thumb drive or on paper. No excuses such as a computer crash are acceptable. Make sure CSULB has your correct email address so you can receive class emails. Make sure it works! **Finally, I reserve the right to collect your electronic device if I see it on, or hear it, during class.**

# Student Feedback and Assistance

Your ideas, thoughts, concerns and level of improvement are extremely important to me. Please make suggestions for improving both my instruction and the course content. If there’s time, you can talk to me during the session, email me, or visit during office hours. This is especially important if you need to review your progress.

# Incompletes

Incompletes are granted only for serious circumstances totally beyond a student’s control. Poor class performance isn’t an adequate reason. Students must have completed two-thirds of the work with a “C” average.

# Adds

There is a wait list for this class. If you’re not on it, please contact the department’s staff. If space is available, I will add students in the order they appear on the wait list. If you are already on the wait list, you may be able to add using MyCSULB by following the instructions outlined in the CSULB Winter Schedule of Classes.

# Withdrawals

Students may withdraw from a class from the third to the 12th week for “serious and compelling reasons.” Poor performance, tardiness and unexcused absences are not sufficient.

# CSULB Cheating/Plagiarism/Fabrication Policy

CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. If you use someone else’s ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work. Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor.

# About Your Lecturer

You deserve to know who is standing in front of you twice a week. I’m a 33-year journalism veteran, mostly with the Los Angeles Times. Ten of those years were in online journalism. I co-wrote the L.A. Times code of ethics. I’ve been a lecturer at UCLA, USC, Cal State Long Beach, Cal Poly Pomona and University of Redlands. I hold a bachelor’s in political science from UCLA and a master’s in journalism from Columbia University in NYC, where I was awarded a Pulitzer Traveling Fellowship. During my career I’ve covered politics, urban affairs, legal affairs, and science. I was a founder of the Los Angeles Times’ online effort. Along the way, I served as board member of a major non-profit here in Long Beach. My hobbies include digital videography, travel and participating in online discussions. My wife and I live in Irvine. She’s a well-known psychologist and author. Although it’s not relevant to this course, I’ve reached the age of 66 thanks to a liver transplant in 2008 at UCLA. I received a liver from Holland Elijah Atkins, 19, of San Bernardino. He fell asleep at the wheel and hit a tree along Interstate 10. Only weeks prior, his dad had convinced him to have his driver’s license marked as a donor. His organs saved four people. I met his parents 18 months later.

# The Work

**Participation (please see Page 2)**

**Surprise Pop Quizzes (100 points)**

You won’t know when they’re coming. They will be multiple-choice, mostly from the readings.

**Mini Assignments (100 points)**

* You will find and examine a political/ethical issue involving news coverage of the 2016 presidential election. Due in Dropbox by midnight 3/21. Two pages, double-spaced.
* You will find and examine an example of how advertising attempts to manipulate our psyche. This one should avoid election ads. Due in Dropbox by midnight 4/18. Two pages, double-spaced.

**Argument / Position Paper (50 points)**

Write a four-page paper (double-spaced) related to a case study from any chapter of the Patterson and Wilkins book and articulate a position supporting or opposing the decision using an ethical-decision making strategy we’ve talked about in class. This excludes topics used for team assignments. Write it as a middle level manager trying to convince the head of the organization. I’ll distribute a separate guide with specific requirements for this paper.

**Team Presentation (100 points)**

You’ll be assigned to a team. As a team, you’ll decide on a media or public relations ethical issue, which could come from one of the cases in the book or a current event. This requires role-playing in front of the class. Have fun! The presentations are scheduled to begin on April 20 and end on May 2. Each presentation should not exceed 10 minutes. I’ll distribute a separate guide with more details for this assignment. How will I know who assisted, how and who didn’t? Team members will tell me.

**Midterm Exam (100 points)**

This exam will cover the first half of the semester, including readings and class discussions. There will be a mixture of multiple choice, true or false and short essay questions. I’ll distribute the exam in paper form in class. You’ll hand it in to me in person as soon as you’re finished.

**Final Exam (100 Points)**

There will be several essay questions. Please bring a green exam booklet. You’ll hand it to me in person as soon as you’re finished.

**Extra Credit (2 @ 10 points each)**

**Any graded activity missed cannot be made up.** However, any student may improve his/her final grade by submitting up to two “reaction” papers, of two pages each (double-spaced), for extra credit. A reaction paper is about a current media or PR-related ethical issue that hasn’t been discussed in the book or in class or in one of the assignments. These are worth a maximum of 10 points each. They are due by midnight, May 2. To earn full credit, these reports must be well reasoned, accurate, clear and grammatically correct. Describe the issue and background clearly.

# Schedule of Classes

# *Please note that this schedule may change because of class discussions, case exercises, and other opportunities that may arise. Therefore, class agendas are flexible and changing.*

**Wednesday 1/20**

* Introduction to class, ethical decision making.

**Monday 1/25**

* Patterson & Wilkins, Chapter 1, “An Introduction to Ethical Decision Making”

**Wednesday 1/27**

* Classroom exercise involving teams. Walk-around gallery. Examination of codes of ethics.

**Monday 2/1**

* Patterson & Wilkins, Chapter 4, “Loyalty: Choosing Between Competing Allegiances”

**Wednesday 2/3**

* Patterson & Wilkins, Chapter 10, “The Ethical Dimensions of Art and Entertainment”

**Monday 2/8**

* **Video: “Covering Columbine”**

**Wednesday 2/10**

* **Finish “Covering Columbine” –** Class activities, discussion

**Monday 2/15**

* Patterson & Wilkins, Chapter 2, “Information Ethics: A Profession Seeks the Truth”

**Wednesday 2/17**

* Patterson & Wilkins, Chapter 8: “Picture this: The Ethics of Photo and Video Journalism”

**Monday 2/22**

* Patterson & Wilkins, Chapter 6, “Mass Media in a Democratic Society: Keeping a Promise”

**Wednesday 2/24**

* Patterson & Wilkins, Chapter 3, “Strategic Communication: Does Client Advocate Mean Consumer Adversary?”

**Monday 2/29**

* **Video: “The Smartest Guys in the Room”**

**Wednesday 3/2**

* **Finish “The Smartest Guys in the Room” –** Class activities, discussion

**Monday 3/7**

* Patterson & Wilkins, Chapter 5, “Privacy: Looking for Solitude in the Global Village”

**Wednesday 3/9**

* Patterson & Wilkins, Chapter 7, “Media Economics: The Deadline Meets the Bottom Line”

**Monday 3/14**

* **MIDTERM EXAM**

**Wednesday 3/16**

* Patterson & Wilkins, Chapter 9, “New Media: Continuing Questions and New Roles”

**Monday 3/21**

* **Video: “Shattered Glass”**
* **First mini assignment due in Dropbox**

**Wednesday 3/23**

* **Finish “Shattered Glass”**
* Class activities, discussion

**Monday 3/28 – 4/3**

* **Spring Break**

**Monday 4/4**

* Advertising: Definition of advertising; deceptive, fraudulent, and misleading advertising; AAF ethical code; AAAA Standards of Practice. Reading materials will be provided.

**Wednesday 4/6**

* Social Justice: Impact of coverage on people of color, disenfranchised groups and disadvantaged individuals; ethical considerations of reporting on people of color; honoring and respecting traditions and outlooks outside of the dominant culture. Reading materials will be provided. **Possible guest speaker.**

**Monday 4/11**

* Public relations: Definition of public relations; subsets of the practice; the importance of diversity in public relations; understanding the demographics, psychographics, and cultural differences of various target audiences or key publics; PRSA Code of Ethics. Reading materials will be provided. **Possible guest speaker.**

**Wednesday 4/13**

* Entertainment: Shock television, reality television, violence on television and video games, the exploitation and treatment of individuals, societal groups, and diverse audiences in broadcast and online media. Reading materials will be provided.

**Monday 4/18 (no class)**

* **Private conferences by appointment (8 a.m. to 11 a.m.).**
* **Teams meet privately as needed.**
* **Private research as needed.**
* **Second mini assignment due in Dropbox.**

**Wednesday 4/20**

* **Team Presentations**
* **Argument-position paper due in Dropbox.**

**Monday 4/25**

* **Team Presentations**

**Wednesday 4/27**

* **Team Presentations**

**Monday 5/2**

* **Team Presentations**

**Monday 5/9**

* ***Final Exam: 8 a.m. to 10 a.m.***

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# Department Information

**Advising**: If you are a journalism major or minor, the department recommends that you see one of our advisers at least once a year. We have two experienced advisers – Professor Jennifer Fleming (Jennifer.Fleming@csulb.edu) and Professor Danny Paskin (Danny.Paskin@csulb.edu) – to assist you with your course selection, answer questions about requirements, help you stay focused on your chosen path to graduation, and offer other relevant advice. Their information and advising hours are posted around the department and available in the department office (LA4-106).

**Internships**: The department recommends that you pursue internships, service-learning experiences, and extra-curricular activities to enhance your career preparedness and marketability when you graduate. Employers will expect to see examples of your work; they prefer applicants with experience. Therefore, you will find all internships and job opportunities that come to the department posted on the department’s BeachBoard site. A binder with hard copies of all internships is also kept in the department office for your review. In addition, internship postings are available online through the CSULB Career Development Center. Students pursuing opportunities through our BeachBoard or CDC sites should be aware that the department and CDC do not screen these opportunities for JOUR 498 credit. If you are seeking JOUR 498 credit, you must attend one of the mandatory orientations conducted the semester prior to your enrollment in JOUR 498. Students enrolled in a section of JOUR 498 will also receive advance notice of the orientations from their instructor.

**Student Media**: The department is home to the *Daily 49er* and *Dig Magazine* and closely tied to *KBeach Radio* and *College Beat TV*. Getting involved in student media will help you hone your skills and give you real-life experiences. Stop by the *Daily 49er* and *Dig Magazine* offices in LA4-201 and talk to the staff. Introduce yourself to the faculty advisers – Professor Barbara Kingsley-Wilson (*Daily 49er*, Barbara.Kingsley-Wilson@csulb.edu), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, Gary.Metzker@csulb.edu), and Professor John Shrader (*KBeach Radio* and *College Beat TV*, John.Shrader@csulb.edu) – who can answer any questions you may have.

**Bateman Case Study Competition**: Consider joining the *Bateman Case Study Competition Team*. The *Bateman Competition* (http://prssa.prsa.org/scholarships\_competitions/bateman/) is a prestigious inter-collegiate contest, often called the Super Bowl of collegiate public relations competitions. It is one of the most intense and rewarding experiences for our students. Participants on the *Bateman Team* receive JOUR 485 credit. See Professor Joni Ramirez (Joni.Ramirez@csulb.edu), our *Bateman* coach, for more information.

**Student Organizations**: The department is home to three active student organizations – the *National Association of Hispanic Journalists*, *Public Relations Student Society of America*, and *Society of Professional Journalists*. Each group has its own leaders and sponsors a variety of activities, including esteemed professionals as guest speakers. These three groups also work closely with the department to co-sponsor special events, such as Journalism and Public Relations Day. Get involved and have a blast with your classmates! Contact the respective faculty advisers for more information: Professor Danny Paskin (Danny.Paskin@csulb.edu) for **NAHJ**, Professor Holly Ferris (Holly@Ferriscomm.com) for **PRSSA**, and Professor Chris Karadjov (Chris.Karadjov@csulb.edu) for **SPJ**.

**Social Media**: Be sure to get connected to the department’s Facebook page (https://www.facebook.com/CSULBJournalism) and website (http://www.cla.csulb.edu/departments/journalism/) for photos and information about department happenings.

**Office Hours**: Each faculty member holds office hours to help you perform well in your classes, answer any of your questions, and offer advice. Take advantage of office hours and get to know your faculty.

**Accreditation**: The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the *Accrediting Council on Education in Journalism and Mass Communication*s (ACEJMC, https://www2.ku.edu/~acejmc/). Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communication. Students in an accredited program can expect to find a challenging curriculum, good facilities, and a competent faculty.

 ACEJMC lists 12 **professional values and competencies** that must be part of the education of all journalism, public relations, and mass communication students. Each one of your required courses in the journalism major addresses at least one of the 12 professional competencies. Therefore, graduates who majored in journalism and public relations should be able to do the following:

* understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
* demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
* demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society;
* understand concepts and apply theories in the use and presentation of images and information;
* demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* think critically, creatively and independently;
* conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* apply basic numerical and statistical concepts;
* apply tools and technologies appropriate for the communications professions in which they work