# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CMN 102</td>
<td>Media Issues and Ethics</td>
<td>3</td>
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<tr>
<th>Hours:</th>
<th>Pre-requisite</th>
<th>Implementation</th>
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<tr>
<td>3 lecture</td>
<td>ENG 101 with a minimum C grade</td>
<td>Summer 2019 sem/year</td>
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**Catalog description:** An examination of current issues and ethical dilemmas in mass media such as sensationalism, press censorship, violence, political coverage, rights of privacy, and photo manipulation. The implications of recent developments in mass media and current regulation of broadcast and cable media are discussed. Students read, evaluate and analyze media ethical case studies.

**Is course New, Revised, or Modified?** Revised

**Required texts/other materials:**


**Revision date:** 2019  
**Course coordinator:** Dylan Wolfe, wolfedv@mccc.edu, 609.570.3332

**Information resources:** Course supported by contemporary magazines, television programs, websites, news articles, films, music, and communication industry journals.
**Course Competencies/Goals:**

_The student will be able to:_

1. Apply critical thinking skills in analyzing and discussing various viewpoints on a media or cultural phenomenon. (ILG 1, 5, 6, 8, 9, 10, 11)
2. Demonstrate oral and written argumentation skills through analyses of ethical approaches and mass media ethical case studies. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
3. Discuss, analyze, and respond to contemporary dilemmas faced by media professionals in areas including journalistic responsibilities; information ethics; the right to privacy; truth in advertising; media and business; news and politics; images in photography, film, and video; media in the digital age; and portrayals of women and minorities in both entertainment and news media. (ILG 1, 4, 5, 6, 7, 8, 9, 10, 11)
4. Research and write a paper analyzing a current ethical dilemma faced by the mass media. (ILG 1, 4, 5, 6, 8, 9, 10, 11)

**Course-specific Institutional Learning Goals (ILGs)/General Education Goals.**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.
Units of study in detail.

Unit I  Ethical Dilemmas
Learning Objectives
The student will be able to...
  • Define and explain the basic terms of media ethics, including ethics, practical ethics, ethical
dilemma, mass media, and media ethics (CG 1, 2, 4)
  • Name and explain the components of an ethical dilemma (CG 2, 4)
  • Identify the agent, act, and outcomes in examples or case studies (CG 2, 4)

Unit II  Ethical Reasoning
Learning Objectives
The student will be able to...
  • Explain and compare the ethical approaches of Socrates, Aristotle, Kant, Bok, Bentham,
and Mill (CG 2, 4)
  • Identify the primary focus of ethical approaches within the dilemna model (CG 1, 2)

Unit III  Ethical Application
Learning Objectives
The student will be able to...
  • Diagram ethical dilemmas from case studies and examples (CG 2, 4)
  • Apply ethical models of virtue ethics, golden mean, categorical imperative, Bok’s model, and
utilitarian valuation to case studies and examples (CG 2, 3)
  • Critically review the use of ethical models in practical decision-making. (CG 2, 4)
  • Discuss the issues of privacy, right to know, and journalistic responsibility (CG 1, 3)

Unit IV  Truth
Learning Objectives
The student will be able to...
  • Explain Plato’s notions of doxa, noesis, and ideal forms in relation to knowledge and truth
(CG 1, 2)
  • Explain and discuss the evolution of truth from Monotheism to the Enlightenment (CG 1, 2)
  • Define and explain concepts of correspondence, empiricism, universality, and individual
reason (CG 1, 2, 3)

Unit V  Objectivity
Learning Objectives
The student will be able to...
  • Define and differentiate concepts of objectivity, subjectivity, and relativism (CG 1, 2)
  • Define journalistic objectivity and explain the historic reasons for its implementation (CG 1,
3)
  • Explain the perspective of Pragmatism and the arguments against universality (CG 1, 2)
  • Discuss the role of the free press in American democracy (CG 1, 3)

Unit VI  Ethics in Advertising, Marketing, and Public Relations
Learning Objectives
The student will be able to...
- Define and explain the place of strategic communication, technology, and the audience in mass media and society (CG 1, 3)
- Define and compare theories of audience including stimulus/response, cognitive dissonance, and social construction of knowledge. (CG 1, 3)
- Discuss the role of advertising and marketing to children (CG 1, 3)
- Explain and apply the TARES model to specific case studies and examples (CG 2, 3, 4)

Unit VII Visual Ethics
Learning Objectives
The student will be able to...
- Explain and discuss the history and influence of photography (CG 1, 3)
- Critically reflect on the ethical implications of image use, image manipulation, and visual representation (CG 1, 2, 3)

Unit VIII Digital Media
Learning Objectives
The student will be able to...
- Define and differentiate the roles of first informer, information verification, source verification, and citizen journalism (CG 1, 3)
- Critically reflect on various perspectives related to digital technologies, information, and citizenship (CG 1, 3)
- Research, explain, and critically engage with case studies related to ethical dilemmas in the digital age (CG 1, 2, 3)

Unit IX Art & Entertainment
Learning Objectives
The student will be able to...
- Discuss the historical and contemporary perspectives on art and aesthetics (CG 1, 3)
- Define and explain the differences between entertainment, infotainment, reporting, and documentary (CG 1, 3)
- Research, explain, and critically engage with case studies related to ethical dilemmas in arts and entertainment (CG 1, 2, 3, 4)

Evaluation of student learning:

Mid Term Exam 200 points
  Combination of short explanatory questions and longer essays requiring application (CG 1, 2, 3)
Quizzes/Short Assignments 100 points
  In-class quizzes on basic concepts; in-class assignments focused on application (CG 2, 3)
Presentation / Group Essay 200 points
  Small groups research, analyze, and present a media ethics case study (CG 1, 2, 3, 4)
Final Exam 200 points
  Combination of short explanatory questions and longer essays requiring application (CG 1, 2, 3)
Research Essay 200 points
  Students research, analyze, and apply ethical model to a media ethics case study (CG 1, 2, 3, 4)
Participation 100 points
Students participate in class discussions and small group activities (CG 1, 2, 3)

Total 1000 points

**Academic Integrity Statement:**
Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website.

**Accommodation for Students with Disabilities**
Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact the Director of Academic Support Services at (609) 570-3525.