

# COMM 1500 Introduction to Media Business and Ethics

Hybrid with in-class meeting Wednesdays 1:25-2:45 p.m., LNCO 1110

Instructor: Jason Jordan

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**Office hours: Wednesdays, 3:30PM-4:30PM (and by appointment)**

**Office:** LNCO 2514

Teaching Assistants:

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## Overview

### Materials

All readings and materials will be accessible via Canvas or online.  
There is no textbook.

### General Education attribute

To help prepare you as engaged 21st-century global citizens, this course fulfills the Intellectual Explorations-Humanities (HF) requirement designation.

### What is this class?

This course is open to all majors. It is required for Communication majors in the Strategic Communication and Journalism sequences.

### Course Objectives

- **Analyze** how you really pay for “free” media.
- **Define** your media ethics and apply them to a case study.
- **Understand** basic business concepts in various media.
- **Learn** the technological, economic, historical, legal, and ethical foundations of media.
- **Contextualize** social media as extensions of earlier media.
- **Consider** how media affect us as individuals and as a society.
- **Engage** in hybrid education, which relies on you to contribute online as well as in class.

## Policies

### Be Professional:

- ▶ **Be on time** for class and turn in all assignments on time.
- ▶ **No eating and drinking** in the auditorium. Finish lunch in the lobby.
- ▶ **This is a safe zone for discussions.** That means our primary rule is civility.

### Accommodation:

- ▶ **ADA:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need such accommodation in this class, please provide reasonable prior notice to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020 (V/TDD), <http://disability.utah.edu/>.
- ▶ **Content:** This course might expose you to things you find discomforting. I will not make accommodations in course content, requirements, or expectations. <http://regulations.utah.edu/academics/6-100.php> (See Section Q)

### Policies and Deadlines:

- ▶ **Attendance:** <http://regulations.utah.edu/academics/6-100.php> (See Section O)
- ▶ You must attend all Wednesday classes. You get **zero (0)** free days. *You earn points for attending and participating. You don't if you don't. (If you have a genuine emergency, contact me within 24 hours.)*
- ▶ **Academic integrity:** <http://www.regulations.utah.edu/academics/6-400.html> (See Section IV)
- ▶ **Grading, Registration, and Incompletes:** [http://catalog.utah.edu/content.php?catoid=8&navoid=633#I\\_Grade](http://catalog.utah.edu/content.php?catoid=8&navoid=633#I_Grade)
- ▶ **Semester calendar:** <http://registrar.utah.edu/academic-calendars/fall2017.php>

## Grades

Where your course grade comes from:

Day 1 Information Sheet . . . . .	9 points
Media You Own/Media Use Diary (25 pts. for each form) . . . . .	50 points
Media Fast paper . . . . .	75 points
Ethical Process paper . . . . .	75 points
Case Study paper . . . . .	115 points
Online participation (12 pts. x 12 weeks) . . . . .	144 points
In-class attendance/participation (11 pts. x 12 weeks) . . . . .	132 points
<b>Total: . . . . .</b>	<b>600 possible points</b>

Paper assignments:

- ▶ Paper assignments *must be submitted **on paper, not** Canvas or e-mail*. All papers must be your original work for this class, not repurposed papers from other classes.
- ▶ Bring papers on the due dates *at the beginning of class*—1:25 p.m.
- ▶ *Because this is a large class, I cannot accept late papers.*
- ▶ Each paper assignment will explain how I'll grade it. This includes proper spelling, grammar, and punctuation. *Everything you submit must be of professional quality.*

Grading scale:

100-94 A	89-87 B+	79-77 C+	69-67 D+	59-0 E
93-90 A-	86-84 B	76-74 C	66-64 D	
	83-80 B-	73-70 C-	63-60 D-	

WEEKLY SCHEDULE  
*All readings are posted on Canvas.*

Week 1 (January 10<sup>th</sup>)

EXPECTATIONS AND OVERVIEW

**Read:** This syllabus; “How to Comment and Contribute.”

**Update:** Your Canvas profile

**Assignments given:** Media You Own and Media Use Diary.

Week 2 (January 17<sup>th</sup>)

THE MEDIA WORLD & OUR ETHICAL ROLES

**Read:** “Inside Amazon”; Johnson, Ch. 1, “Ethical Perspectives.”

**Comment:** On both readings.

**Contribute:** A *specific* example of an ethical problem in the media.

**In class:** A first look at ethical perspectives. Exercise: To lie or not to lie? To act or not to act?

**Assignments due:** Media You Own and Media Use Diary (*in class, on paper*).

Week 3 (January 24<sup>th</sup>)

No CLASS

**No Class:** Class does not meet this week, nor is online participation due.

Week 4 (January 31<sup>st</sup>)

READING — LANGUAGE, CULTURE, & COPYRIGHT

**Read:** Manjoo, “The Great Tech War of 2012”; Biagi, Ch. 2, “Books.”

**Comment:** On both readings. The Manjoo reading is old! That’s for a reason. Name 1 specific thing that has changed. Is this article still relevant? If so, why? If not, why not?

**Contribute:** The title of a book that is important to you—*and* why.

**In class:** What books mean—textbook controversies, copyrights, and pricing. Exercise: Name that quote.

**Assignment given:** Media Fast paper.

Week 5 (February 7<sup>th</sup>)

NEWS, PART 1 — INFORMATION & VALUES

**Read:** McGhee, “Who is a Journalist”; “Journalism Values.”

**Comment:** On both readings.

**Contribute:** The name of the news source you **mistrust** the most—*and* why.

**In class:** Exercises: Analyzing small-town newspapers; applying the SPJ Code of Ethics.

Week 6 (February 14<sup>th</sup>)

NEWS, PART 2 — NARRATIVES & COUNTER-NARRATIVES

**Read:** “Facebook\_Is\_Biasing\_News”; “Fake\_News\_101.”

**Comment:** On both readings.

**Contribute:** The name of the news source you **trust** the most. Carefully explain *why*, with *1 specific example*.

**In class:** Exercise: News entity analysis.

**Assignment due:** **Media Fast paper (in class, on paper).**

Week 7 (February 21<sup>st</sup>)

APPLIED ETHICS — MAKING DECISIONS YOU CAN DEFEND.

**Read:** “Buddhist\_Ethics”; “NPR Ethics Handbook / Social Media”

**Comment:** On both readings.

**Contribute:** An example of a specific ethical problem in social media and *why* it’s a problem.

**In class:** Exercise: Ethical guidelines for social media.

**Assignment given:** Ethical Process paper.

Week 8 (February 28<sup>th</sup>)

AUDIO — SCARY STORIES & PERSONAL VOICES

**Read:** Bueler, “The beauty of radio”; Campbell, Ch. 5, “Popular Radio.”

**Comment:** On both readings.

**Contribute:** The name of your favorite radio program or podcast—*and why*.

**In class:** Exercise: Listen to the radio.

*(Hand back Media Fast papers.)*

Week 9 (March 7<sup>th</sup>)

MUSIC — MECHANICAL, DIGITAL, AND STREAMING

**Read:** “Music\_Campbell”; “Taylor Strikes a Chord.”

**Comment:** On both readings. *(Sorry if you’re not a Swiftie.)*

**Contribute:** The *purpose* of your favorite playlist (e.g., wakeup, workout, commute).

**In class:** Exercise: Music analysis.

**Assignment due:** **Ethical Process paper (in class, on paper).**

Week 10 (March 14<sup>th</sup>)

TELEVISION — I LOVE LUCY & ORANGE IS THE NEW BLACK

**Read:** Campbell, Ch. 6, “Television and Cable”; “The\_Cable\_Boss.”

**Comment:** On both readings.

**Contribute:** The name of a TV show you watch while *not* multitasking—*and why*.

**In class:** Exercise: TV pitch.

Week 11 (March 21<sup>st</sup>)  
No CLASS — SPRING BREAK

**No Class:** Class does not meet this week, nor is online participation due.

Week 12 (March 28<sup>th</sup>)  
No CLASS

Earn your weekly online participation points by writing a *detailed* paragraph proposing a topic for your Case Study. *I will give you individual feedback on Canvas. You must read my feedback on Canvas before completing your Case Study.*

**NO CLASS** on Wednesday.

Week 13 (April 4<sup>th</sup>)

PERSUASIVE COMMUNICATION — STRATEGIC COMMUNICATION AND ADVERTISING

**Read:** Guth and Marsh, Ch. 1, “What Is Public Relations?”; Biagi, Ch. 10, “Advertising.”

**Comment:** On both readings.

**Contribute:** An example of an ad you like (or hate)—*and* why.

**In class:** Discussion: The TARES test and advertising.

Exercise: Public health ad campaign.

Week 14 (April 11<sup>th</sup>)

OUR ONLINE SELVES — PERSONALITIES, COMMUNITIES, AND DANGERS

**Read:** “Oversharing”; “How to Win Friends and Influence People.”

**Comment:** On both readings. For “Oversharing,” do you see any ethical problems here?

**Contribute:** At least 2-3 sentences answering this question: Is your online self different from your “real” self? Or are they the same? Why or why not?

**In class:** Discussion: What you pay for “free”; the dark side of social media.

**Assignment given:** Case Study paper.

*(Hand back Ethical Process papers.)*

Week 15 (April 18<sup>th</sup>)

WHAT CAN WE (LEGALLY) DO? COPYRIGHT VS. CREATIVE COMMONS

**Read:** Pember and Calvert, *Media Law* (excerpt from Ch. 14, “Copyright”).

**Watch:** “Wanna Work Together?” (3 mins. 0 sec.) embedded in this page:

<https://creativecommons.org/share-your-work/>

**Comment:** On the reading and the video.

**Contribute:** An example of a great remix.

**In class:** Exercise: Where’s the line between sharing and piracy?

**Assignment due:** Case Study paper (*in class, on paper*).