

COMM 1500 Introduction to Media Business and Ethics

Tuesday
6:00-8:45pm
SANDY 202

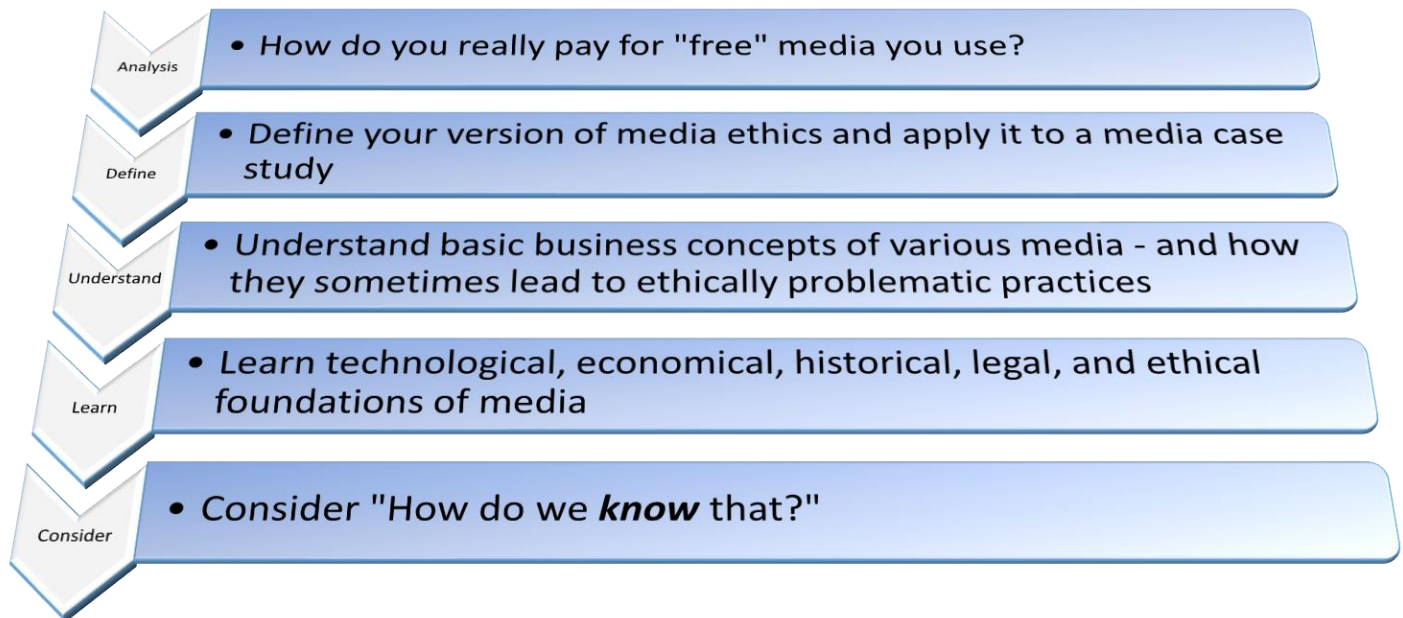


Instructor: Jeremy Freed
Mailbox: 2400 LNCO
Office Hours: By Appointment
Email: jeremy.freed@utah.edu or Canvas

What is this course about

In this course we will explore the business practices and ethical concerns of the media industry. We will survey issues in journalism, tech, advertising, and media law.

What skills will you learn?



Are there prerequisites?

This course has no prerequisites. You should have basic familiarity with a computer, including accessing campus services through your campus information system login

How much time will this take?

This is a 3-credit hour course. **You should expect to spend approximately 9 total hours of your time per week on this course** (3 in class/6 on readings and assignments)

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How many books do I have to buy?

There is no textbook for this course and you do not need to buy any books.

All reading and other materials will be accessible via Canvas or online.

Is there a course website?

I use [Canvas](#) to augment the course. You can find readings that are not in the course textbook and you will turn in assignments using this Canvas site.

General Education attribute

This course fulfills the Intellectual Exploration-Humanities (HF) requirement designation.

Are *content* accommodations available?

This course might expose you to things you find discomforting, offensive, or uncomfortable. I will not make accommodations in course content, requirements, or expectations. I suggest that you keep an open mind and be willing to face challenging intellectual arguments. I do not suggest that you change your deeply held beliefs. If you believe that exposure to this course will place an undue burden on your sincerely-held core beliefs, I strongly recommend that you drop the class. See the accommodations policy ([Section III.Q](#))



You are responsible

I am responsible

I expect you to...

- **Be on time for class and all assignments**
- Use respectful verbal and nonverbal responses to other students (i.e., avoid eye-rolling)
- Use “I” language rather than “you” language (i.e., “I feel” not “You made me feel”)
- Avoid sexist, racist, etc. types of language and keep swearing to a minimum
- Avoid bullying tactics such as repeating specific students’ comments in order to mock them
- Simply put, **our #1 rule is civility**
- Respect the Sandy Campus policy of **no food or drink in the classroom**

You should expect me to...

- Be available before and after class to answer questions, as well as via email, Canvas, and appointment
- Arrive prepared to facilitate discussion of the readings and guide you to learning outcomes
- Reply to email promptly
- Ensure the class is a respectful place for critical discussion
- Be respectful and model positive interpersonal and intergroup communication

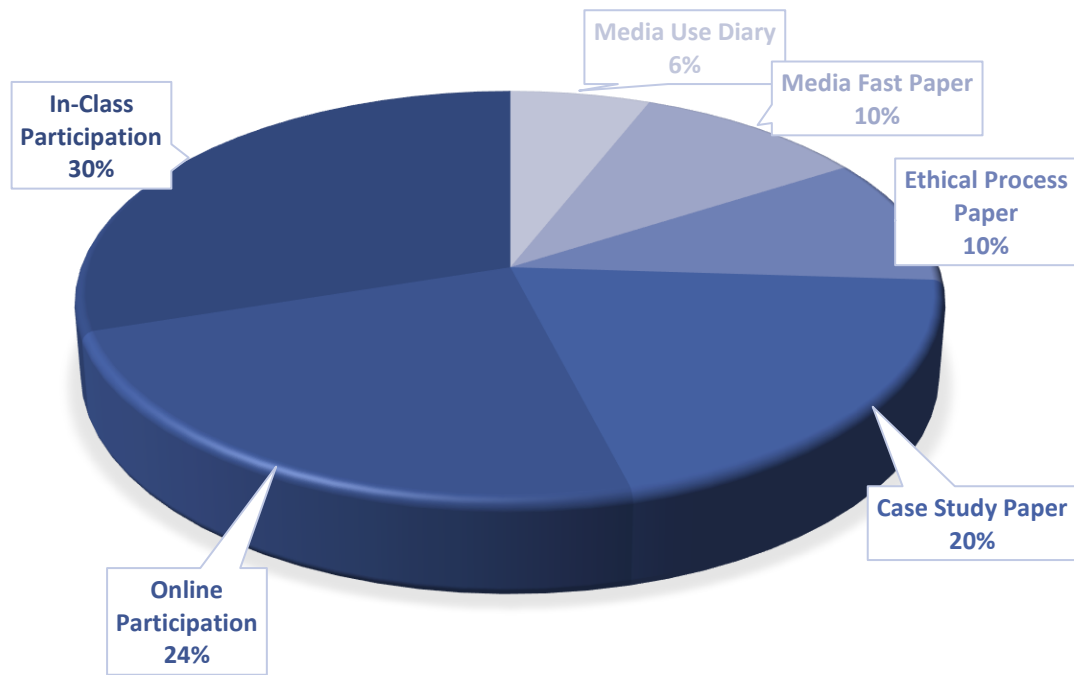
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How are grades determined?

Assignment	Possible Points	Percent of Grade	Grading Scale			
			Grade	Score Range	Grade	Score Range
Media Use Diary	30	6%	A	94-100	C	74-76
Media Fast Paper	50	10%	A-	90-93	C-	70-73
Ethical Process Paper	50	10%	B+	87-89	D+	67-69
Case Study Paper	100	20%	B	84-86	D	64-66
Online Participation	120	24%	B-	80-83	D-	60-63
In-Class Participation	150	30%	C+	77-79	E	0-59
Total	600	100				

Visual map of assignment weights



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Is there a grade dispute policy?

I am open to discussing your grades, but keep in mind that grading is based on specific criteria included in assignment descriptions. If the criteria has not been met, then disputing a grade will not likely result in a change.

If you want to discuss your grade, you should:

- Review my comments and the assignment criteria
- Write an argument advocating for why your grade should be changed. This does not need to be long, but does need to include sufficient evidence to support your claim.
- Email your argument to me.
- Wait at least 24 hours. If you have not heard back in 24 hours, then come see me.

Is late work accepted?

If you will miss class to participate in officially sanctioned university activities (e.g., band, debate, student government, intercollegiate athletics), or government obligations (e.g., military duty), or religious obligations, you must contact me before you will miss the class per [University Policy III.O](#). You must also complete all assignments before you are going to miss class.

If you have a sudden illness or emergency, contact me as soon as possible to discuss making up work.

Assignment Descriptions

Here are brief overviews of the course assignments. For detailed descriptions of each assignment, see the individual assignments listed on [Canvas](#).

- **Turn in papers on the due dates prior to class (6:00pm).**
- *Each assignment will contain a rubric, or explanation of how I will grade the assignment. The rubric includes proper spelling, grammar, and punctuation. Everything you submit must be of professional quality.*

Media Use Diary DUE JANUARY 22 IN CLASS	You will choose a 24-hour period during which you will keep notes on your use of various media. You will write a brief description of what use or gratification you receive from each instance of media use.
Media Fast Paper DUE FEBRUARY 12 IN CLASS	You will choose a 24-hour period and refrain from using at least one social media app on your phone or computer.
Ethical Process Paper DUE MARCH 26 IN CLASS	You will identify an ethical role model who inspires you, explain your ethical or moral principles, and outline an ethical process in specific steps.

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Assignment Descriptions, Continued

Case Study Paper DUE APRIL 23 IN CLASS	You will select a media product, service, or presence which presents a specific ethical dilemma or problem. You will research detailed information on your case, state the problem clearly, and apply your ethical process to resolving the problem.
Online Participation	You will comment on the readings each week on Canvas and contribute to the week's discussion. I will draw on your comments and contributions during our in-class discussions and activities.
In-Class Participation	You must attend all classes. You get zero(0) free days. You earn points for attending and participating. You don't if you don't.

Tentative Schedule

Week 1: Getting Started – Expectations and Overview

January 8th: Read: Carefully read this syllabus. Also read “How to comment and contribute” on Canvas.

Week 2: Words, Media, and Ethics

January 15th: Read: Rose, “Writing on the Wall”; Evensen, “Our Digital Future”; and Johnson, Ch. 1., “Ethical Perspectives.”

January 18th: Last day to add, drop, CR/NC, audit

Week 3: The Big 4 (or Big 5)?

January 21st: **Martin Luther King, Jr. Day**
 January 22nd: Read: Manjoo, “The Great Tech War of 2012”; Meyer, “How to Fight Amazon”

Week 4: Big Tech and Nerd Day

January 29th: Read: Manjoo, “Tech’s Frightful Five”; “How the Internet Was Born”

Week 5: Are You an Addict?

February 5th: Read: Twenge, “Smartphone Natives”; Alter, Prologue to *Irresistible*

Week 6: Surveillance and Privacy, Part 1

February 12th: Read: Wood, “Cambridge Analytica, Facebook, and the New Data War”; “Apple Denies Conspiracy Theory”

Week 7: Surveillance and Privacy, Part 2

February 18th: **Presidents Day**
 February 19th: Watch: Reason TV, “The NSA Wouldn’t Let Us in This Building” (5:04)
 Read: Slefo, “Sell Your Data”

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Tentative Schedule, continued

Week 8: News

February 26th

Read: Sullivan, "Who's a Journalist?" and Richardson, "The Value of Dissent"
Watch: Gray TV, "Our Story—You're a Broadcaster" (2:27) and Grist magazine, "About Grist" (1:29)

Week 9: Fake News and Media Myths

March 5th

Read: Politico, "The Long and Brutal History of Fake News"; BBC, "The (Almost) Complete History of Fake News"

Week 10: Spring Break

March 10th-March 17th

NO CLASS

March 19th

Watch: BBC Trending, "How to Fake a Trend on Twitter: (2:56)
Read: Stocking, "Buddhist Ethics"

Week 12: Individuals, Communities, and Trolling

March 26th

Read: Ingram, "YouTube Finally Decides It Should Care About Misinformation"

Week 12 : Strategic Communication

April 2nd

Read: Twitchell, "The Volkswagen Beetle" from Twenty Ads That Shook the World; Wu, "A Long Lucky Run" from The Attention Merchants

Week 13: Video Games and Addiction

April 9th

Read: Grubb, "How Puzzles and Dragons Coerces Players to Pay Big Bucks"; Bycer, "The Origin of Loot Boxes and Why They are a Form of Gambling"

Week 14: What Can We Do? Media Law

April 16th

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

Watch: "Wanna Work Together?" (3:00)

April 19th

Last day to withdraw from classes

Week 15: What Should We Do? Media Ethics

April 23rd

Finish Your Case Study Paper

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University policies

The following university policies apply to this course:

The Americans with Disabilities Act



The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Addressing Sexual Misconduct



Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Drop/Withdrawal



The last day to drop is Friday, January 18th. Students may add or drop any course in a regular 15-week University semester without penalty through this date. After January 18th you may withdraw from the course before Friday, March 9th without permission, but a "W" will be recorded on your academic record and applicable tuition and fees will be assessed.

Academic Code of Conduct



You are responsible for reading, understanding, and following the Academic Code of Conduct. A major component of the Academic Code of Conduct is plagiarism. **All work submitted for this course must be original work, must incorporate appropriate citations of others' work, and must not have been previously submitted for credit in another course. Submitting work that was used for previous courses, representing material prepared as another as one's own, unacknowledged use or incorporation of any other person's work in, or as a basis for, one's work, and falsifying data are all forms of academic misconduct. Also, you may not submit work for this course simultaneously for a different course without prior approval from both instructors.** I have elected to use a plagiarism detection service (Turn It In) in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

Wellness Statement



Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural, etc., can interfere with a students' ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or (801) 581-7776.

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University policies continued

The following university policies apply to this course:

LGBT Resource Center/Student Names & Personal Pronouns



The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays. Let me know if you need any additional support in this class for any reason.

Learners of English as an Additional/Second Language



ELI

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include the Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (<http://writing-program.utah.edu/>), and the English Language Institute (<http://continue.utah.edu/eli/>).

Please let me know if there is any additional support you would like to discuss for this class.



Writing Center

Veterans Center



If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. The Veterans Support Center hours are M-F 8am-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please let me know if there is any additional support you would like to discuss for this class.