**![C:\Documents and Settings\s_jovano\Local Settings\Temporary Internet Files\Content.IE5\6ORJQEHH\MC900229375[1].wmf]()Communicating Ethically: CST 210-04**

**Spring 2013 Writing Intensive (WI)**

Monday & Wednesday, 3:30 – 4:45 p.m. Ferguson 113

Professor: Dr. Spoma Jovanovic

Office: Ferguson 108

Office Hours: Monday & Wednesday 11 – 12:30. and by appointment

Contact: spomajovanovic@uncg.edu; 336.601-3282 (cell)

# Communication Studies Program Mission Statement

*We research, teach, and practice communication to cultivate the ethical voices of people that speak in critical, constructive, and transformative ways to identities, relationships, and communities.*

### Course Overview

This course is designed to assist you in critically analyzing how ethics and communication intersect in contemporary public issues. The emphasis of our discussions and your assignments will be in exploring the role of the citizen in affecting the social condition through ethical communication. Toward that end, we will read a variety of perspectives upon which ethical communication standards may be based. The required texts do not suggest universal answers or standards, nor do they advocate a relativistic notion of ethics. Rather, in this course, we will interrogate communication ethics as a response and responsibility in interaction. In so doing, we will identify the questions that ethical communication raises as a starting point for practical decision making.

This section of CST 210 is also *writing intensive* (WI) where students regularly use writing to formulate, analyze, interpret, evaluate, process content, and engage with multiple perspectives on important questions and problems related to communication ethics. A key aim in the WI course is for students to learn to use *multiple drafts* of a paper to investigate and organize ideas, consider diverse points of view, and apply feedback from other readers in shaping the form and content of a final draft. Strong writing is understood to be the consequence of thoughtful *re-writing*.

CST 210 addresses three of the department’s scholarly areas of focus, including:

* **Public Voice:** How can communication scholarship help us to understand and improve the quality of public discourse in the world around us?
* **Voices of Change, Diversity and Difference, and Conflict:** How can communication scholarship help people to engage with diversity, differences, and divisions in ways that promote understanding and collaborative/democratic change?
* **Voices of Identity and Relationships:** How can communication scholarship help us understand how people create and sustain desired identities and healthy relationships?

### Course Objectives

1. **Identify ethical practices in communication**  in various contexts,--interpersonal, organizational, and public.
2. Reflect on and refine your bases for **evaluating and judging ethical communication**.
3. Formulate **criteria for communicative action** that can withstand scrutiny from alternative perspectives.
4. Build and maintain your own **ethical voice**.
5. **Write, speak, respond, and decide critically and creatively** when facing ethical challenges.

### Course Readings

Neher, W.W. & Sandin, P.J. (2007). *Communicating ethically: Character, duties,*

 *consequences, and relationships.* Boston: Pearson/Allyn & Bacon.

Sandel, M.J. (2012). *What money can’t buy: The moral limits of markets.* New York: Farrar,

Straus and Giroux.

\*\*Other readings to be posted to Blackboard (BB).

### Course Requirements & Grading

I will use the definitions from the UNCG Undergraduate Bulletin in evaluating your work. As applied to this course, to receive an A you will need to demonstrate an excellent knowledge of the readings and discussion, be able to apply that knowledge to your assignments, address critical questions and issues related to the reading topics, and demonstrate original, creative thought in written and oral forms.

Active Classroom Learning 200 points

Public Issues Assignment 200 points

This I Believe Essay & Project 400 points

Quizzes 200 points

TOTAL 1,000 points

#### Grade Scale

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=below 60%

#### Classroom Learning

**Reading is essential** to this course as the assigned readings are the springboard for our daily class discussions. Be sure to complete the readings prior to the day for which they are assigned so that you may contribute consistently, actively, creatively, and meaningfully during class. I am looking for you to offer relevant insights, interpretations, ideas, conjectures, critical evaluations, responses to questions and more.

**Reading Responses:** Each time we read and meet as a class, you have the opportunity (and requirement) to write a short paper that demonstrates thoughtful engagement with the text featuring a good question that accounts for what the author has written (citing an idea or short passage) and then offers the opportunity to deepen the class discussion to follow. Your response should offer a set up to the question you ask, and be interesting, not merely factual. Be sure to include in your response what does your question cause you to think about and why you decided to ask that question. On days when we read more than one chapter or two articles, your question should be sure to integrate learning from both/all readings for that day. The goal of these writings is for you to learn how to formulate thoughtful *written* questions or observation that constitute a dialogic response to the reading for that day to invigorate the class discussion. You are required to write 10 responses throughout the semester, 5 before spring break and five afterwards.

**On Attendance…**

Our **class discussions both create and reflect opportunities for learning**, thus you need to be present in order to benefit from speaking your ideas and responding to others. Missing one or two classes is never a good idea. However, “stuff happens” during the semester when you may be absent for a necessary doctor’s appointment, a job-related meeting, illness, or other personal business. If you have to be absent, contact me in advance *and* make sure you turn in any due work and/or get notes from a classmate (NOTE: Being absent does not excuse you from the work due!!!!). Please save yourself some embarrassment and do not contact me after an absence to ask, “Did I miss anything important?” **I consider every class meeting important and cumulative in your search for knowledge and meaning**. If your situation is such that you may have to miss more than 2 classes, you should consider taking this course at another time when you can attend regularly. NOTE: **Religious observances** required by your faith are excused class absences but require 2 weeks advance written notification to me. Any assignments or tests due will need to be completed PRIOR to the excused absence.

**Team Based Public Issue Forum**

***Part A: Facilitated Class Discussion*** **(100 points)**

During the semester, we will participate in multilayered discussions in public issue forums that reflect a deep and broad-ranging conversation related to the ethical concerns to the topic under examination. You will be in a group that facilitates one of these discussions. Your group will need to include two case examples in the conversation, both from the public sphere. Your task is to analyze the various discourses surrounding a contemporary concern (see course schedule for themes), drawing upon class discussions and our classroom readings on ethics. You will need to organize yourselves for out of class meetings to accomplish your task, starting with bouncing ideas around, and then engaging in fruitful dialogue before completing your assignment. It is important that you plan several meetings, over time, in order to develop your ideas, thoughts, and plans. Together, you will be asked to take a stand (or several stands) regarding how the communication is ethical or not, citing specific evidence as support, and drawing upon the current week’s theoretical contributions to our learning to construct an argument. Following your team’s presentation, you will facilitate a follow-up discussion with the larger class.

***Part B: Individual Paper* (100 points)**

Some parts of your paper will be taken from your classroom presentation—a discussion of the general topic, ethical issues surrounding two case examples, and your particular stand regarding how we can best communicate ethically, citing the evidence and ethical theories. Additionally, you’ll add your own reflections on “What I learned” to provide insight into your contribution to the group process and what ethical guidelines you followed (or did not) in completing the task. What challenges did you face? Did your own views about ethics change? If so, what contributed to that? Did you influence the views of others How so? The paper length will be determined by you, but should not be any shorter than 5 pages, typed and double spaced. You will be choosing, in advance, the date for which you are writing and presenting and therefore no late papers or presentations will be accepted. I will also ask you to honestly evaluate the contributions of each group member, including yourself.

**This I Believe Essay & Project**

Throughout the semester, you will be working to develop your ethical voice through a series of assignments that are based on the National Public Radio Project, “This I Believe.” Originally launched by Edward Murrow in the 1950s, Americans participated in this project to share insights about individual values that influenced their daily actions.

***Part A: Listening & Responding* (40 points)**—Review and critique of 3 online “This I Believe” essays summarizing the authors’ core beliefs and the ways those beliefs shaped their lives in the past or present.

***Part B: How We Should Live* (40 points)**—A short statement of your views on key tenets of communication ethics.

***Part C: This I Believe Essay Draft* (100 points)**—3-4 page paper bringing your ethical views into the public discourse through story and a personal statement. The draft will be reviewed and critiqued by your peers and by the instructor.

***Part D: Polished This I Believe Essay* (100 points)—**A 2 page statement (500 words) suitable for reading aloud and possible submission to National Public Radio.

***Part E: Reflections on Writing* (100 points)—**A discussion of the relationship between belief and action.

**Quizzes**

Quizzes will consist of one or a series of questions in which you will need to demonstrate knowledge of the reading material and class discussions. The format for these quizzes will be short answers. On quiz days, you will need to bring in a blue book to complete the work.

Course Expectations

* 1. **In-class behavior norms** for a discussion-intensive class such as this dictate that you refrain from use of cell phones, text messaging, computer use, knitting, and other activities that distract you from talking and listening to others in THIS class. Without those distractions, I EXPECT you to talk regularly and listen intently to the class discussion.
	2. Be prepared **to arrive on time and stay for the entire class period**—to do otherwise is simply disrespectful and disruptive.
	3. If at any time you have questions or concern about the course subject matter or assignments, please contact me by phone, during office hours, or through email.
	4. Writing is a process that benefits from rewriting. All written work must be computer-generated and checked carefully for coherence, spelling, and grammar. The Writing Center is a resource for you should you need/want it.
	5. All students are expected to adhere to the University’s Academic Integrity Policy available at <http://saf.dept.unch.edu80/studisp/Honor.html>.
	6. Be sure to keep electronic and hard copies of everything you turn in for a grade.
	7. If you have special needs that require accommodation, please let me know early in the semester. If you have a disability, please provide documentation available from the Disability Services Office (334-5440).
	8. You can expect to disagree with something someone in the class says (me included). Comments shared in the spirit of genuine inquiry reflect differing ideas, views, and backgrounds—this is fertile ground upon which to discuss differing perspective in our society. As this course concerns itself with ethical (and thus, controversial) topics, expect “hot moments” in the classroom and expect to learn how to stay engaged with others in ways that reach for understanding not further polarization of views.

COURSE CALENDAR—Spring 2013

Please note…

* This schedule is subject to revision by the instructor when announced and posted to BB.
* The readings for the assigned day are to be completed BEFORE coming to class.

**Private and public choices: Introduction to the Course**

Week 1: *Monday:* Overview

1/14 & 1/16 *For Wednesday:* Read Sandel’s *What money can’t buy* Intro on Blackboard (BB). EVERYONE writes a reading response.

**Character/Virtue ethics and the Public Sphere**

Week 2: *Monday:* No class, MLK Holiday.

1/21 &1/23 *For Wednesday:* Read Neher & Sandin’s introduction, Ch. 1-2.

7:00 p.m. UNCG’s MLK Day Speaker: Comedian and activist Dick Gregory

**Duties & Consequences—Universalism, Situational Ethics, Utilitarianism**

Week 3: *Monday:* Writing Workshop #1

1/28 & 1/30 *For Wednesday:* Read Neher & Sandin: Chapter 3 & 4

Week 4: *Monday:* Read Hyde, & Lipari (Blackboard); Acknowledgement

2/4 & 2/6 & Listening

 *For Wednesday:* “This I Believe” in class introduction

**Dialogic Ethics: I and Thou; the Other**

Week 5: *For Monday:* Read Neher & Sandin: Chapter 5

2/11 & 2/13 *Wednesday:* Groups meet independently to organize public issue forums with

 report due electronically to instructor by 5:00 p.m.

**Postmodern and Feminist Theories: Contemporary Challenges, Power, Narratives**

Week 6: *Monday:* Public Issue Forums (2 groups)

2/18 & 2/20 *For Wednesday,* Read Neher & Sandin: Chapter 6 & Krog (BB)

Week 7: *Monday:* Public Issue Forums (2 groups)

2/25 & 2/27 *For Wednesday: This I Believe* Listening & Responding (Part A)

**Human Rights—International Benchmarks**

Week 8: *For Monday:* Read UN Declaration of Human rights:

3/4 & 3/6 <http://www.un.org/Overview/rights.html>

  *For Wednesday: How We Should Live* (Part B)

Week of March 11, 2013: Spring Break

**Free Speech—Legal & ethical tensions**

Week 9: *Monday:* Read Fraleigh & Tuman, An Introduction to the Study of

3/18 & 3/20 Freedom of Speech (BB)

 *For Wednesday:* Writing Workshop #2

**A Diverse World/Negotiating Disabilities**

Week 10: *Monday:* Read Neher & Sandin: Chapter 7 & pp. 317-320

Writing Workshop #3

3/25 & 3/27  *For Wednesday:* Read Neher & Sandin: Chapter 8 & 9

**Mass media & Consumption**

Week 11: *Monday:* Read Neher & Sandin, Ch. 10 & Juliet Schor, “The New

4/1 & 4/3politics of consumption” (BB)

 *For Wednesday: This I Believe* essay draft, 3 copies distributed (Part C)

**Communicating An Ethical Stand**

Week 12: DUE *Monday:* Two typed reviews of *This I Believe* essay drafts

4/8 & 4/10 *Wednesday*: Read TBA

 Participatory Budgeting—Review of Spoma’s presentation/essay

**Virtue & Compassion**

Week 13: *Monday:* Read TBA.

4/15 & 4/17 Wednesday: Writing Workshop #4—*Bring your laptop to class.*

**Ethics & Society: Expanding Commitments**

Week 14: *Monday:*  *This I Believe* Polished Essay to share with class, Part D

4/22 & 4/24 *Wednesday: This I Believe* Polished Essay to share with class, Part D

Week 15: *Monday:*  *This I Believe* Polished Essay to share with class, Part D

4/29

**Final Exam Period**

5/8 3:30 p.m. DUE: *This I Believe* Reflections on Writing, Part E