Objectives:
1. Students will demonstrate an understanding of the **ethical principles of journalism**, their origins, purposes and relevance to them and to the profession.
2. Students will formulate **their own professional** and perhaps personal--ethical goals and principles and look to help reform the profession.
3. They will demonstrate an understanding of the **public perception** of ethics in the media and of critical thinking about current media issues related to journalism ethics.
4. They will demonstrate an understanding of **gatekeeping**: the defining, detecting and interpreting of **news** and issues relating to our professional work in a **diverse** democracy.

*Arrogance: Rescuing America from the Media Elite* by Bernard Goldberg, 2003, Warner books, N.Y.

Assignments:
1. News: We will keep up with the news each day--to hone our gatekeeping skills and to practice our habit of knowing the news as good journalists and citizens and to understand our profession, our world, our diversity and ourselves.
2. Chapters in the texts will be assigned almost every class for discussion and quizzes.
3. Handouts and articles will be assigned regularly for discussion and quizzes.
4. Several reaction papers will be written on various topics--typed double-spaced.
5. One brief article report on items in the media will be told to the class about media news, our values and principles, and the ethics of journalists.
6. E.C. for a subscription to a major daily newspaper and for an extra article report.

Evaluation:  
1. Class participation -- 20%  
2. Reaction papers -- 15%  
3. Quizzes -- 20%  
4. First test -- 15%  
5. Midterm -- 15%  
6. Final -- 15%

Attendance: I strongly encourage you not to skip class.
As Woody Allen says, "You're halfway there if you're just there."
Or as New Age guru Dan Millman's 3 main "practical spiritual principles" say:
1. Show up  
2. Pay attention  
3. Do your best  
E.C.: no absences = A+, 1 absence = A, 2 absences = B equal to 10% of grade.

Disabilities: Students requiring course adaptations because of disabilities should contact the EIU Office of Disability Services at 581-6583 and the course instructor.

Cassius in Shakespeare's "Julius Caesar":
"The fault, dear Brutus, lies not in our stars but in ourselves."

Pogo: "We have met the enemy and it is us."
Journalism Ethics  First Day  Ideas, Rules and Principles

1. Critical Thinking: How to think ethically is how to think period:
   Syllogism: major premise: To be a rational human is to be sane (as in court).
   minor premise: Sanity is knowing right from wrong (as in court).
   minor premise: Knowing right from wrong is ethics.
   conclusion: Thinking (being rational) is thinking ethically.
   corollary: Wisdom, the goal of thinking, is to best know right from wrong, good & bad.

2. Prioritize -- to list in order of importance, needs or values (standards):
   Example: What do the execs who hire our EIU grads want most--in this order they say:
   1. Ethics -- why are so many Harvard MBA's going to prison after just a few years? So says Dr. Robert Coles: "We must graduate students who are not just smart, but also good."
   2. Critical Thinking -- making wise choices; what we write, say and do is based on our thinking.
   3. Communication skills -- writing and speaking will form the basis of much of our success.
   Illinois (+EIU) college seniors in 1999 said they wished they'd been taught more of in college: Ethics

3. The Five Fields of Philosophy:
   a. Metaphysics -- deals with essence and existence and the big questions--who? why?
   b. Epistemology -- deals with knowing and knowledge and knowing how and what we know.
   c. Logic -- deals with how to think correctly and incorrectly (fallacies).
   d. Ethics -- deals with how to act correctly, right and wrong, good and bad: practical philosophy.
   5. Aesthetics -- deals with beauty and art, and their relationship to truth.

4. Fallacies -- anti-logic or errors in logic:
   examples: a. getting personal -- involving the person you're debating instead of just the issue.
   b. ad hominem -- attacking the person or something about them instead of the issue.
   c. name-calling -- calling your opponent's names instead of discussing the issue.

5. Rules of Discussion and Debate (the assumptions rational people bring to conversation):
   a. The burden of proof -- lies on those advocating change and something new (the affirmative), not on those defending the status quo (the negative in a debate), i.e. we are normally innocent.
   b. One person has the floor (so everyone can hear); so do not interrupt (and do not monopolize).
   c. Discussion is the orderly search for answers (truth, so we can solve problems--deal with reality).
   d. Collaboration and consensus -- all should participate, and all should try to agree.
   e. Reasonable people differ -- thus we can disagree without being disagreeable.
   f. Discussion leader -- someone must decide for the group who speaks, etc. (referee, umpire).
   g. Treat people decently -- the process counts too, we should remain civilized, even loving.
   h. Beware of the Curbstone Lawyer -- focusing on fringe issues or getting stuck on exceptions.

6. Evidence matters -- 7 kinds (in descending order of worth):
   i. facts, data, information (like Jack Webb on "Dragnet")
   ii. statistics (numbers impress people, but they can lie)
   iii. examples (add clarity and simplicity)
   iv. analogy (a comparison that clarifies, usually figurative rather than literal)
   v. authority (experts--though they can disagree)
   vi. circumstantial (indirect, but can strongly implicate--ask O.J.).
   vii. anecdotal (little stories from experience--powerful and emotional, but not enough)

7. Ethics and Morality:
   What is right = the good (moral and ethical).
   What is wrong = the bad (immoral and unethical, or the "unacceptable" or "inappropriate").
Addendum to Syllabus for Journalism Ethics

Writing Intensive Course

1. Journalism Ethics 4102 is a writing intensive course. Reaction papers based on critical thinking and analysis will be expected every other week during the course on assigned topics about ethics and journalism ethics.

2. These papers will all be edited, corrected and graded by the professor. Students will correct and revise one of these as a submission to their writing portfolio.

3. These essays and other writing activities in the course will amount to 40% - 50% of the grade.