

Course Information

Date Submitted: 11/11/2013

Current Prefix and Number: ISC - Integrated Strategic Comm , ISC 311 ETHICAL, LEGAL, SOC ISSUES

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: School Of Journalism & Telecommunication

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Dr. Alyssa Eckman

Email: aeckman@uky.edu

Phone: 257-7914

Responsible Faculty ID (if different from Contact)

Name: Dr. Bobi Ivanov

Email: bobi.ivanov@uky.edu

Phone: 257-9467

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: ETHICAL, LEGAL, AND SOCIAL ISSUES IN ISC

Proposed Title: No change

c. Current Transcript Title: ETHICAL, LEGAL, SOC ISSUES

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Course will focus upon the legal, ethical, and social issues faced by ISC professionals. The course will examine government regulation of direct response communications, advertising, and public relations practices as well as the industry's ethical standards and self regulation efforts. Emphasis will also be placed upon gaining an understanding of ISC's role in society's economic, social, and cultural systems. Topics will include potential societal consequences of persuasive communication practices and the ethical responsibilities of professionals in each of the ISC disciplines.

Proposed Course Description for Bulletin: No change

2j. Current Prerequisites, if any: Prereq: Major standing.

Proposed Prerequisites, if any: No change

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Dr. Bobi Ivanov

Instructor Email: bobi.ivanov@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The syllabus conforms to the University Senate Syllabus Guidelines for distance learning. A significant portion of This course may be conducted using Adobe Connect software technology. Students will be required to participate in a seminar-like discussion setting. Students will also interact with one another to create group presentations and projects. Students will also have ongoing access to the instructor via Blackboard and email.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students in the online course have the same learning outcomes, textbooks, course goals and assessment requirements as traditional classroom students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Students will use Blackboard, which is password protected and Qualtrics to submit work and receive instructor feedback. Group assignments also contain individual assessment elements. A detailed academic offense and attendance policy is clearly stated in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? NA

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Access to student services and course materials (eReserves, library, Bb materials, etc.) are identical to those taking the course in a traditional classroom setting.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are required to write multiple reflection papers to demonstrate they have established an understanding of assigned readings. Students will also deliver a detailed presentation the form of a debate about controversial social issues pertaining to the ISC profession. All materials turned in by students must also include a bibliography in APA Style.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will have online access to the UK library and other materials distributed via Bb. Students will also be required to utilize Adobe Connect and obtain appropriate headset, microphone and webcam to participate in class discussions.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students will be directed to resolve technical issues through UKIT's customer service center. In the syllabus students are strongly encouraged to complete training in Adobe Connect from UKIT prior to the start of the course. Additional distance learning resources available at UK are also outlined in the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. NA

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Bobi Ivanov

SIGNATURE|BBARNES|Beth Barnes|ISC 311 CHANGE Dept Review|20131111

SIGNATURE|CEMONA2|E C Monaghan|ISC 311 CHANGE College Review|20131122

SIGNATURE|JMETT2|Joanie Ett-Mims|ISC 311 CHANGE Undergrad Council Review|20140307

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 2509	ISC_311_Syllabus_DL_Version.doc
Delete 3170	ISC_311_syllabus_DL_version..updated_for_UGC.doc

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		ISC - Integrated Strategic Comm ISC 311 ETHICAL, LEGAL, SOC ISSUES	Proposed Prefix & Number:
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		COMMUNICATION AND INFORMATION	Submission Date: 11/11/2013
b. Department/Division:		School Of Journalism & Telecommunication	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>			
e.* * Contact Person Name:		Dr. Alyssa Eckman	Email: aeckman@uky.edu Phone: 257-7914
* Responsible Faculty ID (if different from Contact)		Dr. Bobi Ivanov	Email: bobivanov@uky.edu Phone: 257-9467
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: ²
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.			
b. Full Title:		ETHICAL, LEGAL, AND SOCIAL ISSUES IN ISC	Proposed Title: * No change
c. Current Transcript Title (if full title is more than 40 characters):		ETHICAL, LEGAL, SOC ISSUES	

c. Proposed Transcript Title (if full title is more than 40 characters):					
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently ⁴ Cross-listed with (Prefix & Number):	none
Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3d} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*	3	
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
i. Current Course Description for Bulletin:					
Course will focus upon the legal, ethical, and social issues faced by ISC professionals. The course will examine government regulation of direct response communications, advertising, and public relations practices as well as the industry's ethical standards and self regulation efforts. Emphasis will also be placed upon gaining an understanding of ISC's role in society's economic, social, and cultural systems. Topics will include potential societal consequences of persuasive communication practices and the ethical responsibilities of professionals in each of the ISC disciplines.					
* Proposed Course Description for Bulletin:					
No change					
j. Current Prerequisites, if any:					
Prereq: Major standing.					
* Proposed Prerequisites, if any:					
No change					

k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	<i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	

6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (I) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technc

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	ISC 311	Date:	10/30/2013
Instructor Name:	Dr. Bobi Ivanov	Instructor Email:	bobi.ivanov@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?
 The syllabus conforms to the University Senate Syllabus Guidelines for distance learning. A significant portion of This course may be conducted using Adobe Connect software technology. Students will be required to

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal assessment of student learning outcomes, etc.
 Students in the online course have the same learning outcomes, textbooks, course goals and assessment requirements as traditional classroom students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
 Students will use Blackboard, which is password protected and Qualtrics to submit work and receive instructor feedback. Group assignments also contain individual assessment elements. A detailed academic offense and

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?
 No

Which percentage, and which program(s)?

NA

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Access to student services and course materials (eReserves, library, Blackboard materials, etc.) are identical to those taking the course in a traditional classroom setting.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?
 Students are required to write multiple reflection papers to demonstrate they have established an understanding of assigned readings. Students will also deliver a detailed presentation the form of a debate about

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
 Students will have online access to the UK library and other materials distributed via Blackboard. Students will also be required to utilize Adobe Connect and obtain appropriate headset, microphone and webcam to participate in class

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
 Students will be directed to resolve technical issues through UKIT's customer service center. In the syllabus students are strongly encouraged to complete training in Adobe Connect from UKIT prior to the start of the

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

NA

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

11. I, the Instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Dr. Bobi Ivanov

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/AJKIT/help>)

Revised 8/09

- ▣ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.*
- ▣ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ▣ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ▣ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ▣ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ▣ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

**ETHICAL, LEGAL AND SOCIAL ISSUES
IN INTEGRATED STRATEGIC COMMUNICATIONS**
ISC 311, Section XXX

Instructor: XXX
Office: XXX
Office Phone: XXX
E-mail Address: XXX
Office Hours: XXX
Class Location: XXX

Course Description:

Course will focus upon the legal, ethical and social issues faced by ISC professionals. The course will examine government regulation of direct response communications, advertising, and public relations practices as well as the industry's ethical standards and self-regulation efforts. Emphasis will also be placed upon gaining an understanding of ISC's role in society's economic, social, and cultural systems. Topics will include potential societal consequences of persuasive communication practices and the ethical responsibilities of professionals in each of the ISC disciplines.

Prerequisites:

The course is open to upper division students who have completed the following courses: ISC 311 and ISC 321.

Student Learning Outcomes:

After completing this course, *more specifically*, the student will be able to:

1. *Define* the role of ISC as a powerful institution in our economic, cultural and social systems.
2. *Know* and *understand* the conflicting arguments (economic, legal, psychological, and social) surrounding the roles and effects of ISC in society (moving beyond broad generalizations and unsupported assumptions that many critics and defenders of ISC often turn to for support).
3. *Discuss* the legal and regulatory environment in which ISC exists.
4. *Demonstrate* understanding of the social influences that affect integrated strategic communication.
5. *Illustrate* the ethical responsibilities as communicators.

After completing this course, *more generally*, the student will be able to:

1. Demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications (ISC strategies).
2. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication (ISC strategies) in a global society.
3. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of the truth, accuracy, fairness and diversity.
4. Think critically, creatively, and independently.
5. Conduct research and evaluate information by methods appropriate for the communications professions in which they work.
6. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Required Course Materials:

Textbooks: *Law and Advertising*, 2007 edition, by Dean Fueroghne
Ads, Fads, & Consumer Culture, by Arthur Asa Berger

Distance learning students can also access learning resources through UK's Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

Additional Readings (Blackboard):

Section 1: ISC as an institution

Calfie, John E. (1998), "How Advertising Informs to our Benefit," *Consumers' Research*, April, 13-18.

Section 2: Strategic communications and regulation

Wright, Peter (1974). "Analyzing Media Effects on Advertising Responses," *The Public Opinion Quarterly*, 38 (2), pp. 192-205.

Section 3: Power relationships and ISC

Pollay, Richard W. (1986). "The Distorted Mirror: Reflections on the Unintended Consequences of Advertising," in *Advertising in Society*, G. B. Wilcox and R. Hovland, eds., Lincolnwood, Illinois: NTC Publishing Group, 437-476.

Schudson, Michael (1984). "Advertising as Capitalist Realism," in *Advertising in Society*, G. B. Wilcox and R. Hovland, eds., Lincolnwood, Illinois: NTC Publishing Group, 73-98.

Lantos, Geoffrey P. (1987), "Advertising: Looking Glass or Molder of Masses?" *Journal of Public Policy and Marketing*, 6, 104-128.

Frith, K. (1998). *Undressing the Ad: Reading Culture in Advertising*. Chapters 1, Peter Lang Publishing.

Section 4: Social Implications

Phillips, Barbara J. (1987), "In Defense of Advertising: A Social Perspective," *Journal of Business Ethics*, 16, 103-118.

Helm, Jelly (1999), "Advertising's Overdue Revolution," Presentation given at the *ADWEEK Creative Conference*, San Francisco, Oct. 1.

Course Requirements:

Technology

A significant portion of this course (if not in its entirety) may be conducted using Adobe Connect software technology which is available to students. When Adobe Connect is used, it is strongly recommended that students acquire the necessary technological tools and training prior to the first day of class. From technology standpoint, students would need a headset with microphone and a webcam.

Training for students is offered to make sure that their equipment is set up properly and to teach them the fundamentals of Adobe Connect. It is strongly recommended that students do this prior to attending the first in-class Adobe Connect session. Information about Adobe Connect technology requirements and training may be found at the following link:

<http://www.uky.edu/DistanceLearning/current/technology/adobeConnect.html>

Or, call the UKIT help center at: 859-218-HELP.

Student examination and assignment grades will be continuously posted on Blackboard. Course announcements and outside of class session communication with the students will be conducted via e-mail and Blackboard announcements. Blackboard, Qualtrics, and e-mail will be the methods used by students to submit course assignments.

Completion Policies

Assignments must be turned in a word or rich text file format via e-mail before the start of class on the day they are due. Exams will be given via Qualtrics during scheduled class periods. Make-up exams will not be allowed, except for the following reasons: a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record.

Students anticipating an absence for a major religious holiday must notify the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding the class. Information regarding dates of major religious holidays may be obtained through the university's religious liaison, Mr. Jake Karnes (257-2754).

If you miss an exam or fail to turn in an assignment on the due date, you will receive zero points, **unless you make prior arrangements** with the instructor (or if not possible prior to the exam, as soon as possible). Students are responsible for any schedule or assignment changes, which will be announced in class or communicated via e-mail and/or Blackboard.

Class Structure

Nearly each class will be a combination of exercises, demonstrations, videos, and discussions/lectures. Classes are structured to be interactive thus requiring class participation (see below).

Textbook Readings / Discussion / Class Participation

This class will be conducted in a seminar form, thus discussions will be a function of everyone's involvement. In most cases, the students or the instructor will facilitate the discussion as well as provide some opening remarks as a background for each unit. Once the topics have been introduced, it is anticipated that these preliminary comments will evolve into a discussion of issues raised in the textbook readings. Thus, it is essential that the assigned readings be completed **prior** to each class meeting. Discussion is a major part of this class and the instructor will keep a close account of each student's participation during the semester. To earn full participation points, students will need to show sustained contribution to class discussion by being in class and contributing to almost each class discussion on multiple occasions during the class period. Attendance and class punctuality will be controlled for by using the university policy on absences in addition to the instructor's policy (see below).

Much of what you learn in this class will result from interactive discussions, activities, and lectures. As a result, your attendance and participation in each class session is very important. Excessive absences will negatively influence your grade. Thus, in addition to the university policy, *each student is allowed (3) absences before incurring (1) percent final grade penalty after each additional absence*. Class tardiness of more than three times on the part of the student will result in a loss of privilege to be marked as present when tardy. If a student is late to class meeting more than three times, he or she will be marked absent on any subsequent late appearances. The instructor's watch is the only one that counts. It is the responsibility of the student not to be late to class sessions.

Reflection Papers

In order to facilitate our critique, as well as confirm our understanding, of the material, each student will be expected to submit a brief but thoughtful reflection on the readings during the semester. There are four reflection papers (25 points each) due in this course. The topics for each reflection paper and due date will be assigned by the instructor (see day to day schedule).

Based on readings and class discussion, each reflection might be a reaction, a question, or a commentary. A reflection could be one single elegantly insightful sentence, or it

might be several paragraphs—in any case, it should never exceed one double-spaced page and it should always be relevant to the material discussed and studied in class. Students turning in the assignment late will receive half credit. Assignments will not be accepted once a week has passed from the original assignment due date unless approved by the instructor. No student is expected to turn in more than four reflection papers. No extra credit will be given for more than four reflection papers. Still, should the student turn in more than the required number of reflection papers, the instructor will be courteous enough to respond to each extra paper by providing thoughts and comments even though it would not be for a grade. The student will not get to throw out a reflection paper, so he or she should carefully choose when to turn one in (see an example in Appendix A).

As a general rule, each reflection paper is due by 8:00 PM on the day prior to class (see the day to day schedule for assignments). The purpose of this assignment is for students to submit their reflection on the assigned topic the day (no later than 8:00 PM) before it will be discussed in class. This practice will allow the instructor to familiarize him- or herself with each reflection and submit for discussion the best and most relevant ones on the day the topic is addressed.

Exams

There will be four exams. Exams will be closed book, with a combination of objective, short answer, and/or essay questions. Make-up exams will only be given with an excused absence (see below what constitutes excused absence).

Main Project (Group Project)

There are two portions of the group project, a presentation and a report. Please refer to Appendix B for details, expectations and requirements.

Grading Allocation:

Readings / Discussion / Class Participation	= 100
Exam: 4 x 100 points	= 400
Reflection Papers: 4 x 25 points	= 100
Group Project Presentation:	= 150
Group Project Report	= 150
<hr/>	
Total Points	= 900

Grading Scale:

A	90 – 100% (810+ points)
B	80 – 89% (720 – 809 points)
C	70 – 79% (630 – 729 points)
D	60 – 69% (540 – 629 points)
F	60 – 69% (539- points)

Final Exam Information:

See the tentative day to day schedule for final exam day and time. The location of the exam will remain unchanged, unless otherwise instructed by the instructor of record.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses):

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Attendance and Punctuality

Student absences will be checked in this course each class period. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. If they chose not to withdraw, the instructor has the right to automatically withdraw the students from class. To reiterate, the 20% of missed classes refers to absences in general, regardless whether they are excused or unexcused. What this means is that a student will not be allowed to miss more than six classes in the semester. Missing more than six classes will result in an automatic withdrawal from the course.

Class punctuality is essential. As aforementioned, excessive punctuality (more than three times in the semester) will be sanctioned.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Cancellation of Class or Office Hours

In the event that class or the instructor's office hours cannot be held, you will be notified through your UK e-mail account and/or Bb announcements. It is your responsibility to check your e-mail and Bb for the latest information.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is

plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Diversity:

As with any course at the University of Kentucky, we will conduct this class with respect for each individual and with an appreciation of diverse points of view. We at the UK School of Journalism and Telecommunications believe that it is vitally important to promote a diverse educational environment and society. People of all ages, ethnicities, races, religions, gender orientations, sexual identities, socio-economic circumstances, abilities, talents, occupations, political persuasions, and beliefs have much to share with us, as we have much to share with them. We believe that our lives are fuller, and that our society is stronger and more just, from such diverse and mutually beneficial encounters. Protecting our diversity is at the very core of our country's ideals, as expressed in Constitution of the United States of America, starting with the five freedoms of religion, speech, press, assembly and petition.

We believe that understanding and appreciating the rich tapestry of our society, which is woven with threads of many colors, is especially important to students of integrated strategic communication, because the media play a pivotal role in our society, and because our activities are seldom directed toward mass markets, but rather toward niche markets, with their own particular wants, needs, and characteristics. If we are to succeed in our professions, we must move beyond our prejudices and preconceptions to address these specialized markets on their terms.

Work Expectations:

You are expected to prepare for each class prior to class. Plan to spend 2 hours outside of class for every hour inside class. That permits time for reading, research, reflection, and all necessary for learning.

Courtesy:

Do not use your cell phone, computers, tablets or other electronic devices during class.
Do not eat conspicuously in class.
If speakers come, be courteous and interested.
Consider your words and their effect on people.

TENTATIVE COURSE SCHEDULE

The instructor reserves the right to make any changes to the syllabus as deemed necessary or appropriate and in the best interest of the class as a whole.

Date	Topic	Reading	Events
TBD	Course Introduction		
TBD	ISC AS AN INSTITUTION <i>Lecture 1</i> Stepping back from practice —Overview and purpose		
TBD	<i>Lecture 2</i> Ideas and institutions —The foundation of advertising: Classical liberalism	Berger, Ch. 1	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 3</i> Ideas and institutions —Revising the blueprint: Neo-classical-liberalism		
TBD	<i>Lecture 4</i> Strategic Communication and the Economy	Berger, Ch. 7	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 5</i> ISC and the Consumer The value of strategic communication	Berger, Ch 2, 7 Bb—Calfee article	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	Test 1		
TBD	ETHICS IN STRATEGIC COMMUNICATIONS <i>Lecture 6</i> Overview, questions, and standards		
TBD	<i>Lecture 7</i> Ethical issues in ISC		

TBD	<p><i>Lecture 8</i> Ethical decision-making</p> <p>The ethical use of language</p>		
TBD	<p>ISC AND REGULATION <i>Lecture 9</i> Influences on the Free Flow of Information and The First Amendment</p>	Fueroghne—Ch. 12 Bb - Wright article	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 10</i> Legal foundation for the protection of commercial speech</p>	Fueroghne—Ch. 12	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 11</i> Development of regulations on commercial speech</p> <ol style="list-style-type: none"> 1. Case law 2. FTC and deception 3. Other forms 	Fueroghne—Ch. 1, 2	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 12</i> ISC and the Law Part 1</p> <ol style="list-style-type: none"> 1. Deception 2. Top legal issues 3. Bad Frog Beer case 4. Liability theories 	Fueroghne—Ch. 4	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 13</i> ISC and the Law Part 2</p> <ol style="list-style-type: none"> 1. Testimonials 2. Endorsements 3. Puffery 4. Privacy rights 5. Publicity rights 	Fueroghne, Ch. 12	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 14</i> ISC and the Law Part 3</p> <ol style="list-style-type: none"> 1. Copyright and trademark protection 2. Cooperative advertising 3. Sweepstakes, lotteries, and contests 	Fueroghne, Ch. 3, 5, 6, 7, 8, 9, 10	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 15</i> ISC and the Law Part 4</p> <ol style="list-style-type: none"> 1. Public relations 2. Direct marketing 3. Internet 4. Social media 	Fueroghne, Ch. 14	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>

TBD	POWER RELATIONSHIPS AND ISC <i>Lecture 16</i> Deconstructing Strategic Communication	Berger, Ch. 8 and 9 Bb-Frith, Ch. 1 and 2	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 17</i> ISC's Ability to Persuade <i>Lecture 18</i> ISC: Mirror or Molder	Bb-Schudson article Bb-Pollay article Berger, Ch. 4 Bb—Lantos article	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	Test 3		
TBD	SOCIAL IMPLICATIONS <i>Lecture 19</i> ISC and Stereotypes <i>Lecture 20</i> Gender Issues	Berger, Ch. 5 Bb-Killing Us Softly (video)	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 21</i> Diversity Issues		
TBD	<i>Lecture 22</i> Generational Issues a. Children and ISC b. Youth bias c. Elders	Berger, Ch. 10	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 23</i> Promoting Controversial Products The Client-Agency Relationship	Fueroghne—Ch. 13 Fueroghne—Ch. 11	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	**DEBATE** Topic TBD	Group 1 – PRO Vs. Group 2 – CON	**DEBATE 1**
TBD	Academic Holiday		
TBD	**DEBATE** Topic TBD	Group 3 – CON Vs. Group 4 – PRO	**DEBATE 2**
TBD	**DEBATE** Topic TBD	Group 5 – CON Vs. Group 6 – PRO	**DEBATE 3**

TBD	<i>Lecture 24</i> Influence Communications a. Social causes b. Corporate communications c. Pro Bono communications		
TBD	<i>Lecture 25</i> Strategic Communications' Role in Contemporary Society Review	CP—Phillips and Helm articles	**REPORTS DUE** REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
Finals Week TBD	FINAL EXAM		

APPENDIX A

Sample Reflection:

Bobi Ivanov, 08.23.04, (Dillard, 1998)

Reflection #1

The Role of Affect in Communication, Biology, and Social Relationships, a reading by James Price Dillard, is an eye-opening piece for anyone who is not very familiar with the role and strength of affect in persuasion. This article eloquently displays the interplay of affect and persuasion via many chronological examples dating back to the early human social and communicative experiences.

One statement in particular raised my attention and induced me to stop for a moment and reflect on some of my prior readings - "Current theorizing suggests that preexisting mood states may shape message processing through a variety of mechanisms. Positively valenced moods seem to discourage close scrutiny of the message, by reducing processing capacity, motivation to process, or both" (Dillard, 1998, ¶ 17). This observation is consistent with Krugman's (1964) view of message processing when evaluating TV advertisements. Krugman states that when people view television, they do not exert considerable effort to process the content of messages, but predominantly rely on heuristic cues to evaluate them. Hence, more and more of the advertisements are using humor in messages, and for a long time I wondered to what end. Based on Dillard's comment provided above, one can posit that humor may evoke positive or good mood in the viewer, thus reducing his or her capacity to process information, consequently making the viewer more vulnerable to the persuasive attributes of the message.

APPENDIX B

Main Project (Group Work)

Objectives of this task

The primary goals of this project are for you to:

- analyze the dimensions of a controversial issue related to ISC in society and make decisions about effectively communicating the results of your analysis in a variety of formats,
- become more sensitive to the dynamic relationship that exists between those who view ISC primarily as a business tool, and those who view ISC primarily as a vehicle of social communication,
 - recognize and reflect upon the assumptions and value systems that underlie each of these perspectives,
 - acknowledge that these systems may sometimes be in conflict,
 - provide a final assessment of the situation. Certainly creating a “dialogue rather than sustaining a conflict between perspectives is desirable. Can you suggest a strategy that might move toward some mutually acceptable grounding?

The primary goals for each of you **as individuals** are to:

- reflect upon and assess your style of learning as well as your style of working with others toward the completion of a goal (that is, reflect on collaboration, compromise, negotiation, work ethic, responsibility, motivation, etc.),
- venture out of your zone of comfort; welcome the invitation to be creative and innovative in a situation which is perhaps only “moderately structured” and develop confidence in your ability to do so successfully.

An Overview of the Current Situation

The current economic climate poses challenges to ISC unlike any it has known in recent decades. Sales of strategic promotions are at record lows and the debate has begun: does it pay to promote in a recession? At the same time, public opinion of the profession is increasingly negative; concerns are being raised almost daily about some offensive promotional execution, the perceived negative social impact, or the simple fact that there is “so darn much of it.” As one ISC professional indicated, shaking his head in something approaching despair: “We’re getting it from both sides: clients are questioning our effectiveness; critics and the public are becoming increasingly outspoken about our industry’s supposed ‘vices.’”

Efforts to improve the relationship between the ISC industry, clients, advertisers, the public and critics require acknowledgement of the following “realities”:

- the ISC industry has tended to be relatively dismissive of consumer and critics' concerns. ISC professionals often shrug their shoulders and shake their heads; the industry rarely responds in any meaningful way unless the concern escalates to "crisis" level (that is, unless the concern becomes "news" in the trade press or even worse, in the popular press) threatening the client, agency, industry and media reputations.
- this lack of responsiveness leads the public and critics to perceive that ISC, ISC practitioners and media have little regard/respect for individual consumers or social welfare.
- at the same time, consumers/critics frequently exhibit a tendency to see ISC as sinister in its intentions, focusing only on what they perceive to be the industry's negatives—unresponsiveness, offensiveness, hyper-sexualized images, deception, inanity, excessive clutter—rarely acknowledging or perhaps even recognizing the positive role ISC plays in our culture and our economy.
- what is missing in this situation—admittedly, it sounds cliché—is a mutual *understanding*. Participants seem to be singularly focused on their own needs, and blind to the needs of others.
 - a critical public focuses on ISC's social (and perceived to be primarily negative) impact, rarely considering the business realities of the industry or its positive roles,
 - the industry, viewing its professional role as "being a constructive force in business" focuses on effectiveness and efficiency (as it must) rarely considering the concerns of "the public", often labeling vocal public critics as a "troublesome but vocal minority who you'll never please."

The Assignment

➤ Overview

Students are to be divided into 4 or 6 groups (4-5 people each). The exact number of groups and group members would depend on class enrollment. Each group is required to choose one of the below-listed topics to study. With your group, you are to carefully conduct research about the selected topic. In the end of the semester, each group is required to hand in a typewritten report.

➤ Suggested Topics

Two groups will be assigned to one topic. For each topic, one group will take a stand of "pro" while the other group will argue from the "con" side. You are to learn about the issues, laws, and controversies related to the role and effect of ISC on your topic. You are to think about the topic from the various viewpoints you have been studying in class (economic, legal, ethical, ISC specialists, consumers, government etc.) and integrate your knowledge to address the points.

Potential Topics (two groups per topic, pro & con)

Presentation Date

Sex Appeal in ISC (Stereotype and Gender Issues)	TBD
Targeting Children (Generational Issues)	TBD
Tobacco and Alcohol Advertising (Controversial Products)	TBD

Product Placement (Ethical and Legal Issues)	TBD
Privacy (Legal and Societal Issues)	TBD
Publicity (Legal and Societal Issues)	TBD

*** All reports are due on TBD**

Group Presentation – 150 points

Each group is required to present its knowledge of the topic to the class.

Presentation – 100 points

- For the presentation format, the “con” group will go first. The “con” group will address some general interests of the topic, and concentrate on proving “why it is bad.” (8 minutes)
- After the con group’s presentation, the “pro” will argue and show “why it is good”. (8 minutes)
- Then, the “con” group will tackle the points addressed by the pro group. (5 minutes)
- The pro group will have 5 minutes to defend.
- Any leftover time will be used for class discussion regarding the topic.
- For the presentation, each debate session should last no more than 30 minutes. Times will be strictly observed. The instructor will hold the index finger in the air notifying the presenter that time has expired and that one minute of grace period is provided after which a hard stop will follow. This is necessary in order to ensure that the debate does not go past the scheduled class time. Students are expected to arrive to the session few minutes before class begins in order to set up their presentation materials.
- The whole point of a debate is to interact and respond. There will be no “present-our-work-and-rest.”
- You are welcome to use visual aids/equipment.

Deliverable – 30 points

- This is often times a single-or two-sided “leave behind” for your audience, but may take any format you choose. A successful deliverable provides an overview of the topic area, is informative (it may, in fact, include information to which you allude in the presentation but do not discuss in detail) and professionally done. This can essentially serve as a “review sheet” at exam time. The deliverable will be electronically submitted to the instructor upon completion of the presentation. The instructor will then share it with the rest of the class.

Self- and Peer Evaluation – 20 points

- I will provide a form giving you each an opportunity to consider the relative contributions of your team members. Also, in terms of evaluation, I will ask each of you individually to carefully reflect upon what you have learned about leadership and the challenges of

teamwork, collaboration, negotiation, compromise, etc.

- The peer evaluations will be considered, but of course, will not be graded.
- The self-reflection will be graded, though it constitutes a small portion of your project grade (this portion of the project grade, thus, may be different for each individual)

Group Report – 150 points

Each group is to prepare a minimum of 8 pages, typed and double-spaced report based on your research.

- All information in the paper and in the presentation should be supported by the facts from your research as opposed to speculation and mere opinion. Material from class readings may be incorporated in your report.
- You will need to include references within the body of your paper to illustrate support for the points you make and additional reference page(s) is required at the end of your paper. The reference page(s) should not be counted in the 8 text pages.
- Both references within the text and out of the text should follow APA Style (Version 6).
- All group members are expected to participate equally, making a substantial contribution to researching and preparation of the final report and presentation. If a major problem should arise between group members, the peer evaluation report will be used to help the instructor assess the situation.

➤ **Specific Guidelines for Group Report**

1. Introduction (10 points)

- Briefly introduce the topic and why it is important
- Remember to address any relevant economic, legal reasons for the importance

2. Background (30 points)

- An overview of history/background of the area
- What are the assumptions or value (idea) systems that best underline your groups debate stance (PRO or CON – depending on what you were assigned to). Explain your rationale.

3. Definitions and Laws (20 points)

- Define and discuss any important laws that are relevant, as well as terms necessary to understand the main issues on which you will be focusing in your report.

4. Main Issues, Arguments, and/or Controversies (50 points)

- Discuss some of the current issues and/or controversies facing your topic and present arguments for two or more sides of each issue/controversy.
- Provide a final assessment of the situation. Certainly creating a “dialogue” rather than sustaining a conflict between perspectives is desirable. Can you suggest a strategy that might move toward some mutually acceptable grounding?

5. Implications (30 points)

- Discuss implications for ISC specialists, society, and/or consumers that logically flow from what you have written (e.g., from the strategy in the last question).

6. Conclusion (10 points)

- Finish your report with a few sentences that tie your entire report together.

➤ **Report Grading**

You will be graded for:

- the depth of your research
- how well each section in the report is covered regarding information and logic of arguments
- the amount and type of support provided for material covered
- the overall organization, flow, and cohesion of the report
- integration of ideas and insightful thinking
- grammar and spelling

➤ **Deadline for Group Report**

All group reports are due TBD.

- BELOW ARE SOME APA STYLE (VERSION 6) LINKS YOU MAY FIND HELPFUL. YOU ARE ALSO ENCOURAGED TO VISIT WITH A LIBRARIAN ABOUT THE APA.

<http://ocls.cmich.edu/APA%206th%20Edition%20CHANGES.pdf>

<http://www.aug.edu/elcse/2010APAGuidelineChanges.pdf>

<http://www.uky.edu/~drlane/APA/>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://apastyle.apa.org/manual/whats-new.aspx>

➤ **SCHOLASTIC HONESTY POLICY**

Scholastic Dishonesty: Unless otherwise stated, all work in this course is to be completed on an individual basis and should be the **original work of the student**. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Scholastic dishonesty includes **plagiarism**, which according to Webster is: “to take (ideas, writings, etc.) from (another) and pass them off as one’s own.” Therefore, submitting a paper written by someone else is a clear example of plagiarism. However, even the

act of writing one sentence in your paper word-for-word of what someone else has written without giving claim to the original author by using quotation marks, is also a form of plagiarism. *Information taken from the Internet is no exception to this rule. In general, always try to paraphrase (write in your own words) the ideas of other people and be sure to cite their names within the body of your work.* Be careful and if you are unsure, please ask your instructor of record.

Confidential Evaluation of Self and Group Members

Your name: _____

	1.	2.	3.
<p>Name of group members:</p>	_____	_____	_____
<p>Attendance at group meetings 4 – Always attends, 3 – Usually attends, 2 – Sometimes attends, 1 – Occasionally attends, 0 – Never attends</p>	_____	_____	_____
<p>Contribution of ideas 4 – Always, 3 – Usually, 2 – Sometimes 1 – Occasionally, 0 – Never</p>	_____	_____	_____
<p>Contribution to final presentation 4 – Much more than fair share, 3 – More than fair share, 2 – Fair share, 1 – Less than fair share 0 – No contribution</p>	_____	_____	_____
<p>Overall satisfaction with this member 4 – Very satisfied, 3 – Satisfied, 2 Neutral 1 – Dissatisfied, 0 – Very dissatisfied</p>	_____	_____	_____
<p>Overall grade for this member A – Excellent, B – Good, C Adequate D – Dissatisfied, E – Very dissatisfied</p>	_____	_____	_____
<p>Additional comments</p>	_____	_____	_____

Your name: _____

Name of group members: 4. _____ 5. _____ 6. _____

Attendance at group meetings

- 4 - Always attends, 3 - Usually attends,
- 2 - Sometimes attends, 1 - Occasionally attends,
- 0 - Never attends

Contribution of ideas

- 4 - Always, 3 - Usually, 2 - Sometimes
- 1 - Occasionally, 0 - Never

Contribution to final presentation

- 4 - Much more than fair share, 3 - More than fair share,
- 2 - Fair share, 1 - Less than fair share
- 0 - No contribution

Overall satisfaction with this member

- 4 - Very satisfied, 3 - Satisfied, 2 Neutral
- 1 - Dissatisfied, 0 - Very dissatisfied

Overall grade for this member

- A - Excellent, B - Good, C Adequate
- D - Dissatisfied, E - Very dissatisfied

Additional comments

**ETHICAL, LEGAL AND SOCIAL ISSUES
IN INTEGRATED STRATEGIC COMMUNICATIONS**
ISC 311, Section XXX

Instructor: XXX
Office: XXX
Office Phone: XXX
E-mail Address: XXX
Office Hours: XXX
Class Location: XXX

Course Description:

Course will focus upon the legal, ethical and social issues faced by ISC professionals. The course will examine government regulation of direct response communications, advertising, and public relations practices as well as the industry's ethical standards and self-regulation efforts. Emphasis will also be placed upon gaining an understanding of ISC's role in society's economic, social, and cultural systems. Topics will include potential societal consequences of persuasive communication practices and the ethical responsibilities of professionals in each of the ISC disciplines.

Prerequisites:

The course is open to ISC students with major standing

Student Learning Outcomes:

After completing this course, *more specifically*, the student will be able to:

1. *Define* the role of ISC as a powerful institution in our economic, cultural and social systems.
2. *Know* and *understand* the conflicting arguments (economic, legal, psychological, and social) surrounding the roles and effects of ISC in society (moving beyond broad generalizations and unsupported assumptions that many critics and defenders of ISC often turn to for support).
3. *Discuss* the legal and regulatory environment in which ISC exists.
4. *Demonstrate* understanding of the social influences that affect integrated strategic communication.
5. *Illustrate* the ethical responsibilities as communicators.

After completing this course, *more generally*, the student will be able to:

1. Demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications (ISC strategies).
2. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication (ISC strategies) in a global society.
3. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of the truth, accuracy, fairness and diversity.
4. Think critically, creatively, and independently.
5. Conduct research and evaluate information by methods appropriate for the communications professions in which they work.
6. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Required Course Materials:

Textbooks: *Law and Advertising*, 2007 edition, by Dean Fueroghne
Ads, Fads, & Consumer Culture, by Arthur Asa Berger

Distance learning students can also access learning resources through UK's Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

Additional Readings (Blackboard):

Section 1: ISC as an institution

Calfee, John E. (1998), "How Advertising Informs to our Benefit," *Consumers' Research*, April, 13-18.

Section 2: Strategic communications and regulation

Wright, Peter (1974). "Analyzing Media Effects on Advertising Responses," *The Public Opinion Quarterly*, 38 (2), pp. 192-205.

Section 3: Power relationships and ISC

Pollay, Richard W. (1986). "The Distorted Mirror: Reflections on the Unintended Consequences of Advertising," in *Advertising in Society*, G. B. Wilcox and R. Hovland, eds., Lincolnwood, Illinois: NTC Publishing Group, 437-476.

Schudson, Michael (1984). "Advertising as Capitalist Realism," in *Advertising in Society*, G. B. Wilcox and R. Hovland, eds., Lincolnwood, Illinois: NTC Publishing Group, 73-98.

Lantos, Geoffrey P. (1987), "Advertising: Looking Glass or Molder of Masses?" *Journal of Public Policy and Marketing*, 6, 104-128.

Frith, K. (1998). *Undressing the Ad: Reading Culture in Advertising*. Chapters 1, Peter Lang Publishing.

Section 4: Social Implications

Phillips, Barbara J. (1987), "In Defense of Advertising: A Social Perspective," *Journal of Business Ethics*, 16, 103-118.

Helm, Jelly (1999), "Advertising's Overdue Revolution," Presentation given at the *ADWEEK Creative Conference*, San Francisco, Oct. 1.

Course Requirements:

Technology

A significant portion of this course (if not in its entirety) may be conducted using Adobe Connect software technology, which is available to students. Students must complete the necessary Adobe Connect training prior to the first day of class. From technology standpoint, students will need a headset with microphone and a webcam.

Training for students is offered to make sure that their equipment is set up properly and to teach them the fundamentals of Adobe Connect. It is strongly recommended that students do this prior to attending the first in-class Adobe Connect session. Information about Adobe Connect technology requirements and training may be found at the following link:

<http://www.uky.edu/DistanceLearning/current/technology/adobeConnect.html>

Or, call the UKIT help center at: 859-218-HELP.

Student examination and assignment grades will be continuously posted on Blackboard. Course announcements and outside of class session communication with the students will be conducted via e-mail and Blackboard announcements. Blackboard, Qualtrics, and e-mail will be the methods used by students to submit course assignments.

Completion Policies

Assignments must be turned in a word or rich text file format via e-mail before the start of class on the day they are due. Exams will be given via Qualtrics during scheduled class periods. Make-up exams will not be allowed, except for the following reasons: a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record.

Students anticipating an absence for a major religious holiday must notify the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding the class. Information regarding dates of major religious holidays may be obtained through the university's religious liaison, Mr. Jake Karnes (257-2754).

If you miss an exam or fail to turn in an assignment on the due date, you will receive

zero points, **unless you make prior arrangements** with the instructor (or if not possible prior to the exam, as soon as possible). Students are responsible for any schedule or assignment changes, which will be announced in class or communicated via e-mail and/or Blackboard.

Class Structure

Nearly each class will be a combination of exercises, demonstrations, videos, and discussions/lectures. Classes are structured to be interactive thus requiring class participation (see below).

Textbook Readings / Discussion / Class Participation

This class will be conducted in a seminar form, thus discussions will be a function of everyone's involvement. In most cases, the students or the instructor will facilitate the discussion as well as provide some opening remarks as a background for each unit. Once the topics have been introduced, it is anticipated that these preliminary comments will evolve into a discussion of issues raised in the textbook readings. Thus, it is essential that the assigned readings be completed **prior** to each class meeting. Discussion is a major part of this class and the instructor will keep a close account of each student's participation during the semester. To earn full participation points, students will need to show sustained contribution to class discussion by being in class and contributing to almost each class discussion on multiple occasions during the class period. Attendance and class punctuality will be controlled for by using the university policy on absences in addition to the instructor's policy (see below).

Much of what you learn in this class will result from interactive discussions, activities, and lectures. As a result, your attendance and participation in each class session is very important. Excessive absences will negatively influence your grade. Thus, in addition to the university policy, *each student is allowed (3) absences before incurring (1) percent final grade penalty after each additional absence*. Class tardiness of more than three times on the part of the student will result in a loss of privilege to be marked as present when tardy. If a student is late to class meeting more than three times, he or she will be marked absent on any subsequent late appearances. The instructor's watch is the only one that counts. It is the responsibility of the student not to be late to class sessions.

Reflection Papers

In order to facilitate our critique, as well as confirm our understanding, of the material, each student will be expected to submit a brief but thoughtful reflection on the readings during the semester. There are four reflection papers (25 points each) due in this course. The topics for each reflection paper and due date will be assigned by the instructor (see day to day schedule).

Based on readings and class discussion, each reflection might be a reaction, a question, or a commentary. A reflection could be one single elegantly insightful sentence, or it might be several paragraphs—in any case, it should never exceed one double-spaced

page and it should always be relevant to the material discussed and studied in class. Students turning in the assignment late will receive half credit. Assignments will not be accepted once a week has passed from the original assignment due date unless approved by the instructor. No student is expected to turn in more than four reflection papers. No extra credit will be given for more than four reflection papers. Still, should the student turn in more than the required number of reflection papers, the instructor will be courteous enough to respond to each extra paper by providing thoughts and comments even though it would not be for a grade. The student will not get to throw out a reflection paper, so he or she should carefully choose when to turn one in (see an example in Appendix A).

As a general rule, each reflection paper is due by 8:00 PM on the day prior to class (see the day to day schedule for assignments). The purpose of this assignment is for students to submit their reflection on the assigned topic the day (no later than 8:00 PM) before it will be discussed in class. This practice will allow the instructor to familiarize him- or herself with each reflection and submit for discussion the best and most relevant ones on the day the topic is addressed.

Exams

There will be four exams. Exams will be closed book, with a combination of objective, short answer, and/or essay questions. Make-up exams will only be given with an excused absence (see below what constitutes excused absence).

Main Project (Group Project)

There are two portions of the group project, a presentation and a report. Please refer to Appendix B for details, expectations and requirements.

Grading Allocation:

Readings / Discussion / Class Participation	= 100
Exam: 4 x 100 points	= 400
Reflection Papers: 4 x 25 points	= 100
Group Project Presentation:	= 150
Group Project Report	= 150
<hr/> Total Points	<hr/> = 900

Grading Scale:

- A 90 – 100% (810+ points)
- B 80 – 89% (720 – 809 points)
- C 70 – 79% (630 – 729 points)
- D 60 – 69% (540 – 629 points)
- E 59% and below (539- points)

Final Exam Information:

See the tentative day to day schedule for final exam day and time. The location of the exam will remain unchanged, unless otherwise instructed by the instructor of record.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses):

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Attendance and Punctuality

Student absences will be checked in this course each class period. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. If they chose not to withdraw, the instructor has the right to automatically withdraw the students from class. To reiterate, the 20% of missed classes refers to absences in general, regardless whether they are excused or unexcused. What this means is that a student will not be allowed to miss more than six classes in the semester. Missing more than six classes will result in an automatic withdrawal from the course.

Class punctuality is essential. As aforementioned, excessive tardiness (more than three times in the semester) can result in subsequent tardies being counted as unexcused absences.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Cancellation of Class or Office Hours

In the event that class or the instructor's office hours cannot be held, you will be notified through your UK e-mail account and/or Bb announcements. It is your responsibility to check your e-mail and Bb for the latest information.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is

plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Diversity:

As with any course at the University of Kentucky, we will conduct this class with respect for each individual and with an appreciation of diverse points of view. We at the UK School of Journalism and Telecommunications believe that it is vitally important to promote a diverse educational environment and society. People of all ages, ethnicities, races, religions, gender orientations, sexual identities, socio-economic circumstances, abilities, talents, occupations, political persuasions, and beliefs have much to share with us, as we have much to share with them. We believe that our lives are fuller, and that our society is stronger and more just, from such diverse and mutually beneficial encounters. Protecting our diversity is at the very core of our country's ideals, as expressed in Constitution of the United States of America, starting with the five freedoms of religion, speech, press, assembly and petition.

We believe that understanding and appreciating the rich tapestry of our society, which is woven with threads of many colors, is especially important to students of integrated strategic communication, because the media play a pivotal role in our society, and because our activities are seldom directed toward mass markets, but rather toward niche markets, with their own particular wants, needs, and characteristics. If we are to succeed in our professions, we must move beyond our prejudices and preconceptions to address these specialized markets on their terms.

Work Expectations:

You are expected to prepare for each class prior to class. Plan to spend 2 hours outside of class for every hour inside class. That permits time for reading, research, reflection, and all necessary for learning.

Courtesy:

Do not use your cell phone, computers, tablets or other electronic devices during class.
Do not eat conspicuously in class.
If speakers come, be courteous and interested.
Consider your words and their effect on people.

TENTATIVE COURSE SCHEDULE

The instructor reserves the right to make any changes to the syllabus as deemed necessary or appropriate and in the best interest of the class as a whole.

Date	Topic	Reading	Events
TBD	Course Introduction		
TBD	ISC AS AN INSTITUTION <i>Lecture 1</i> Stepping back from practice —Overview and purpose		
TBD	<i>Lecture 2</i> Ideas and institutions —The foundation of advertising: Classical liberalism	Berger, Ch. 1	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 3</i> Ideas and institutions —Revising the blueprint: Neo-classical-liberalism		
TBD	<i>Lecture 4</i> Strategic Communication and the Economy	Berger, Ch. 7	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 5</i> ISC and the Consumer The value of strategic communication	Berger, Ch 2, 7 Bb—Calfee article	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	Test 1		
TBD	ETHICS IN STRATEGIC COMMUNICATIONS <i>Lecture 6</i> Overview, questions, and standards		
TBD	<i>Lecture 7</i> Ethical issues in ISC		

TBD	<p><i>Lecture 8</i> Ethical decision-making</p> <p>The ethical use of language</p>		
TBD	<p>ISC AND REGULATION <i>Lecture 9</i> Influences on the Free Flow of Information and The First Amendment</p>	Fueroghne—Ch. 12 Bb - Wright article	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 10</i> Legal foundation for the protection of commercial speech</p>	Fueroghne—Ch. 12	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 11</i> Development of regulations on commercial speech 1. Case law 2. FTC and deception 3. Other forms</p>	Fueroghne—Ch. 1, 2	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 12</i> ISC and the Law Part 1 1. Deception 2. Top legal issues 3. Bad Frog Beer case 4. Liability theories</p>	Fueroghne—Ch. 4	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 13</i> ISC and the Law Part 2 1. Testimonials 2. Endorsements 3. Puffery 4. Privacy rights 5. Publicity rights</p>	Fueroghne, Ch. 12	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 14</i> ISC and the Law Part 3 1. Copyright and trademark protection 2. Cooperative advertising 3. Sweepstakes, lotteries, and contests</p>	Fueroghne, Ch. 3, 5, 6, 7, 8, 9, 10	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>
TBD	<p><i>Lecture 15</i> ISC and the Law Part 4 1. Public relations 2. Direct marketing 3. Internet 4. Social media</p>	Fueroghne, Ch. 14	<p>REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD</p>

TBD	POWER RELATIONSHIPS AND ISC <i>Lecture 16</i> Deconstructing Strategic Communication	Berger, Ch. 8 and 9 Bb-Frith, Ch. 1 and 2	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 17</i> ISC's Ability to Persuade <i>Lecture 18</i> ISC: Mirror or Molder	Bb-Schudson article Bb-Pollay article Berger, Ch. 4 Bb—Lantos article	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	Test 3		
TBD	SOCIAL IMPLICATIONS <i>Lecture 19</i> ISC and Stereotypes <i>Lecture 20</i> Gender Issues	Berger, Ch. 5 Bb-Killing Us Softly (video)	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 21</i> Diversity Issues		
TBD	<i>Lecture 22</i> Generational Issues a. Children and ISC b. Youth bias c. Elders	Berger, Ch. 10	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	<i>Lecture 23</i> Promoting Controversial Products The Client-Agency Relationship	Fueroghne—Ch. 13 Fueroghne—Ch. 11	REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
TBD	**DEBATE** Topic TBD	Group 1 – PRO Vs. Group 2 – CON	**DEBATE 1**
TBD	Academic Holiday		
TBD	**DEBATE** Topic TBD	Group 3 – CON Vs. Group 4 – PRO	**DEBATE 2**
TBD	**DEBATE** Topic TBD	Group 5 – CON Vs. Group 6 – PRO	**DEBATE 3**

TBD	<i>Lecture 24</i> Influence Communications a. Social causes b. Corporate communications c. Pro Bono communications		
TBD	<i>Lecture 25</i> Strategic Communications' Role in Contemporary Society Review	CP—Phillips and Helm articles	**REPORTS DUE** REFLECTIONS (by 8:00 PM night before class) DUE FOR: TBD
Finals Week TBD	FINAL EXAM		