



GEORGETOWN UNIVERSITY
School of Continuing Studies
Integrated Marketing Communications

Conversations About Ethics (MPMC-500)

Dates: Jan 11, 2017 - May 8, 2017

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: Sunela Thomas

Contact Information: [Please email through the Canvas Inbox](#). If you have issues with the Canvas Inbox, you may use your instructor's email

Virtual Office Hours: By appointment only. Contact me by Canvas email to set up an appointment.

Downloadable Syllabus

The complete syllabus is available for download as a PDF. If you do not have the free Adobe Reader to view the PDF file, please download at [Adobe](#).

COURSE DESCRIPTION

The process of educating the whole person starts with the study of ethics. The concept of IMC requires practitioners to look across multiple communications disciplines and consider each one's unique challenges. At the same time, the practitioner holds the consumer's wants and needs as the guiding force for planning. Looking at ethics through a professional lens, students are asked to explore their own values and are challenged to codify and commit to their own

code of ethics in relation to a broad range of professional codes of conduct and best practices. Students will gain a solid foundation in ethics and relate what they learn to their own professional situation through class discussions, case studies, and guest lectures conducted by industry experts. This course is required for all MPS students and must be completed by the second semester in the program. Foundational concepts in ethics are woven throughout the program's other courses and revisited throughout a student's tenure.

COURSE LEARNING OBJECTIVES

By the end of the semester, students will be able to:

1. Describe major philosophical, moral, and industry frameworks used to guide ethical decision making.
2. Identify professional standards and codes used to encourage best practices across multiple communication disciplines used by IMC practitioners.
3. Apply relevant frameworks and codes to complex professional situations to determine ethical courses of action.
4. Develop their own personal code of ethics to guide their professional careers.
5. Recognize, evaluate, and recommend solutions to ethical challenges at work before they become reputation or legal problems.

REQUIRED READINGS

Film:

- Consuming Kids: The Commercialization of Childhood, by the Media Education Foundation

The following readings are available for purchase at the Georgetown Bookstore and online vendors:

1. *SAGE Brief Guide to Marketing Ethics*, 2012.

The following readings are available through Georgetown Library. You may need to login using your Georgetown NetID and password to access library resources. However, because of fair-use policies, there are restrictions on how this text may be accessed and used. For this reason, students may want to purchase the text for the sake of convenience, but are not required to do so.

1. Bivins, T. *Mixed Media: Moral Distinctions in Advertising, Public Relations, and Journalism*, May 22, 2009.

2. Murphy, P. E., Laczniak, G. R., Bowie, N. E., & Klein, T. A. (2005). *Ethics of Advertising and on the Internet*. In Ethical Marketing, Upper Saddle River, NJ: Pearson Prentice Hall. doi: 10.1177/0276146707309109.

The following readings are available in the Canvas course.

Codes of Ethics:

1. American Advertising Federation (AAF)
2. American Marketing Association (AMA)
3. Direct Marketing Association (DMA)
4. Public Relations Society of America (PRSA)
5. Word of Mouth Marketing Association (WOMMA)

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to submit assignments in Canvas
5. Communicate with peers using discussion boards and other platforms
6. Upload and download saved files
7. Have easy access to the Internet
8. Navigate Canvas, including using the email component within Canvas
9. Use a microphone to record audio through your computer
10. Use an internal or external camera to record video through your computer

In this course we will use VoiceThread, TurnItIn, and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)

- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](#)

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides](#).

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. Two modules will be released at a time on Fridays at 11:59pm (1/6, 1/20, 2/3, 2/17, 3/3, 3/17, 3/31, 4/14). Students are required to move through each module in sequential order.

Student Expectations

This course consists of 15 modules (including Orientation). Each module includes readings and lecture videos that require close attention. Your responsibilities include doing the readings, watching and reading the course lectures, engaging in the class discussions, taking the knowledge quizzes, and completing the assignments. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week 3-credit course, you should plan on spending an average of between 6-9 hours per week going through the modules, doing all the reading, and completing the assignments.

Absences

There are no absences in an online course. Students are expected to complete all work by the due date. If a student fails to submit and/or complete any of the assignments due in a module, including participating in discussion postings, writing and research assignments, quizzes, and/or peer review activities, the student will receive a zero on the assignment.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **You must submit your weekly written assignment online by the time assigned in Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.** Follow-ups and class participation is contingent on the timely submission of your initial responses.

Late Submission Policy:

Grades for late assignments will automatically be reduced by 10% for each day late of the maximum points, in addition to points reduced in the normal grading process.

Assignments that are late by more than 3 days will receive no credit.

As stated in the Student Handbook, you must notify me prior to the due date and obtain my approval if you are unable to complete any assignment by the published submission deadline. In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, and/or have secured my permission well in advance.

Assignments

Class Discussion: (15% of your grade)

Due: Modules 1-11

Your participation is judged by the way in which you contribute to positive, thoughtful class discussions. Together we will explore the issues faced by professionals in the various subfields of marketing communication and how they can apply ethical principles to those situations. Your first response to discussion topic is due on Wednesday of each week. By the following Saturday of each week, you should respond to at least two of your classmates' discussion response.

Knowledge Checker Quizzes: (5% of your grade)

Due: Modules 1-11

Having a shared body of knowledge about the readings and concepts in the course is essential for the class to engage in nuanced class discussions and case studies. Weekly knowledge checker quizzes are a quick way for you and for me to assess whether you have a command of the core material.

Case Studies: (15% of your grade)

Due: Modules 3 - 11

You are asked in most modules to submit a case study, which is an applied ethics activity. This element requires you to look at real problems faced by organizations in the various subfields of integrated marketing communication. With each posting, you will be submitting a short explanation of how your selection applies to the week's material and prompt. Note that in Module 11 you will must complete two case studies, but you will have two weeks to complete them.

Building Your Code Activities: (10% of your grade)

Due: Modules 1-11

The final assignment for the course, the construction of your own Personal Code of Ethics, is introduced in Module 1. Then, in Modules 2-11, you will be working on particular elements contributing to the creation of your own Code. The specific assignments are outlined in each module. In Module 9 you will upload a draft of your Code for review by two peers, while you will have to complete two reviews of classmates' Codes in Module 10. The process here – collaborative and structured – is an important part of the class' work. (Note that in Module 13 there will be an on-line workshop so that you can ask questions of both your classmates and me about your code.)

Team Challenge Video and Team Challenge Peer Reviews: (25% of your grade)

Due: Modules 10 - 12

The Team Challenge Video in Module 10 is an opportunity to collaborate with classmates on an ethical dilemma from the field of integrated marketing communication. You will consider the case as if you were members of the ethical review board of an organization facing an ethical problem, and your job will be to consider the relevant facts, gather additional information, evaluate the problem according to the ethical criteria discussed in the course, and come to a consensus decision. You will then present your explanation of the issue and your intended resolution in a video of 18-20 minutes. In Module 11 other classmates will provide feedback about your video, and then in Module 12 your team will produce a second video of 4-6 minutes responding to the feedback. Your grade will be determined based on both videos your team produces.

Personal Code of Ethics: (30% of your grade)

Due: Module 14

The final written assignment consists of an 8-10 page paper outlining your Personal Code of Ethics. It should be written in the format of a formal ethics code. This Code will become the cornerstone of your professional ethos and will be used in your IMC Capstone course.

Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through [Georgetown Library](#). Additional resources include the [APA Style Guidebook](#).

GRADING

Graduate course grades include A, A-, B+, B, B-, C and F. **There are no grades of C+, C- or D.**

Please reference the below grading scale:

A: 94-100%

A-: 90-93%

B+: 88-89%

B: 84-87%

B-: 80-83%

C: 70-79%

F: 69 and below%

(Note: For core subjects only) This course is a core course for the program. **You are required to earn a grade of B or above for this course to graduate from this program.** The instructor will provide a warning by mid-semester to any students who appears to be on track for a poor final grade.

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#) 202-687-8354 | arc@georgetown.edu

- [Counseling and Psychiatric Services](#) 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#) (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The IMC program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

- [Technical support for VoiceThread is available.](#)
- [Technical support for Turnitin is available.](#)
- [Technical support for Zoom is available.](#)

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases

when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

You will be expected to communicate with your peers via the discussion board and VoiceThread.

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the [General Questions Discussion Board Forum](#) question forum.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the [General Question Discussion Board Forum](#), which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 5 business days for assessment submission feedback.