



CURRICULUM PROPOSAL FORM 2001-2002

NON-GENERAL EDUCATION PROCESS A

***DEADLINES:** Deadline dates for 2001/2002 submissions: Regular proposals: October 19, 2001 to be implemented in Fall 2002; Short-Term proposals: December 7, 2001 to be implemented in Fall, 2002; Regular proposals February 15, 2002 to be implemented in Spring, 2003; March 22, 2002 for short-term courses to be implemented in Spring 2003.

PROPOSAL TITLE: *Ethical Issues in Human Communication* 0601-320

SPONSOR(S): *Joy Cypher and Cindy Corison*

DEPARTMENT: *Communication Studies*

COLLEGE: *College of Communication*

IF LAS CHECK ONE: History/Humanities Math/Sciences Social/Behavioral Sciences

Check one: Undergraduate Graduate

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

- existing non-gen-ed course
- non-gen-ed degree requirements
- major
- minor, specialization, concentration, track, certificate program

DEPARTMENT
(Signature indicates approval)

Dept. Curriculum Chair / Date *Cynthia Corison* *10/11/01*

Dept. Chairperson / Date *Cynthia Corison* *10/15/01*

ACADEMIC DEAN

Approved Not Approved Comments:

Dean's Signature/Date *[Signature]* *11-28-01*

COLLEGE CURRICULUM COMMITTEE

Date of open hearing (if necessary) _____ Approved Not Approved _____
Comments:

Signature of College Chair/Date: Donald M. M 2/17/02

UNIVERSITY CURRICULUM COMMITTEE

Date Received/Processed _____
Comments:

Curriculum Chair Signature Janette M. Reeves Date Announced At Senate 11/29/02

EXECUTIVE VICE PRESIDENT/PROVOST

Approved _____ Not Approved _____ If no, reasons are as follows:

Student Credit Hours _____ Faculty Load Hours _____ Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date): _____ Executive VP/Provost Signature/Date Allen J. Miles-Jee
10-11-02

REGISTRAR

Date Approved Course Description Received _____ Hegis Taxonomy & Course Number Assigned C601-340

Registrar Signature/Date E.C. Engle 10/15/02

NOTIFICATION FORWARD

Senate Curriculum Committee Chairperson

Department Chairpersons

Academic Dean(s)

Registrar

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Sponsor(s) (u)

6. Course Description:

Ethical Issues in Human Communication

Prerequisite: 60 credit hours

Ethical Issues In Human Communication will address numerous ethical conundrums in our communicative activities. Specific ethical systems provide the groundwork for application to interpersonal, organizational, intercultural, political and rhetorical communication contexts. Case studies and class discussions will be used to encourage students to develop their own ethical frameworks for communication contexts.

Course Proposal

1. Details:

- a) Course Title: Ethical Issues In Human Communication
- b) Sponsor: Dr. Joy M. Cypher and Dr. Cindy Corison,
Department of Communication Studies,
College of Communication
- c) Credit Hours: 3 credit hours
- d) Course Level: 300 level undergraduate
- e) Curricular Effect: Required course for all Communication Studies majors.
- f) Prerequisites: 60 credit hours *taken: Matriculation in College of Communication*
- g) Suggested Time/
Scale of Implementation: Fall 2002
Two Sections
- h) Resources: Faculty equipped to teach Communication and Ethics are on staff and part of the College of Communication budget. Additional library acquisitions will be necessary over time, although new facilities will not.

2. Rationale:

The proposed course is a new requirement for the Communication Studies department. We acknowledge that students across the College of Communication, and Rowan in general, may find the course interesting and related to future career paths.

Students in the Communication Studies specialization will have career opportunities in a variety of professional arenas. A common factor among those career paths is the ethical and moral matrix in which they are embedded. While we recognize that communicative skills and expertise are crucial to success in these varied careers, we also note that the critical and educated reflection on the ethical dilemmas inherent in the field warrants particular attention. Fortifying the ethical and moral considerations of our students will not only make them more sophisticated thinkers, but it will prepare them more fully for the real ethical conundrums of the work force.

The importance of Ethical Issues In Human Communication is recognized by the number of universities offering undergraduate courses in communication ethics and the emergence of organizational units dedicated solely to the topic (e.g. National Communication Association's Commission on Communication Ethics). In a 1994 study of ethics instruction in communication departments performed by Christians and Lambeth, 79 of 201 schools (39%) offered a free-standing communication ethics course or had immediate plans to do so (Christians and Lambeth, 1996). Adding Ethical Issues In Human Communication to our undergraduate offerings therefore not only continues the trend of growth in communication ethics, but also aligns us with top Communication Studies programs such as Illinois State University, 2001; Loyola University Chicago, 2001; University of Missouri-Columbia, 2001; Northwestern University, 2001; The Ohio State University, 2001; and Pennsylvania State University, 2001.

By adopting Ethical Issues In Human Communication and housing it within the Department of Communication Studies, whose main focus is the analysis of communication foundations, effects and cultural significance, students will have an applied yet theoretically rich grounding for the ethical and moral complexities of their careers in various communication specialties. As a Communication Studies course, interpersonal, organizational and political communication will be central, with occasional discussion of mass media ethics. Thus, the Ethical Issues In Human Communication course proposed here would not significantly overlap with current courses specializing in media and journalistic ethics. Jensen (1985) argues for the importance of a communication ethics course from a Communication Studies perspective, saying, "We should include all contexts in the communication process...interpersonal communication, small group communication and mass communication. It provides a chance to...be a centripetal force drawing together an overarching view of the human being communicating" (p. 326). Given the topics proposed for this course, it is reasonable that students in other areas of specialization may find the course relevant and compelling. Specifically, students in Philosophy may be especially interested in the course material and approach.

Based on the specific focus of ethical issues in the communicative contexts of interpersonal, organizational and political settings, it is clear that Communication Studies is the best department for an Ethical Issues In Human Communication course. The department contains the faculty needed to teach this course and expects to fortify the faculty further in this area.

3. Essence of the Course:

a) Objectives:

The proposed course has the following objectives:

(i) To introduce students to the basic ethical systems of thought, including but not limited to virtue ethics, deontological ethics, teleological ethics, existential ethics, and ethics of care.

(ii) To facilitate thoughtful and critical inquiry on current moral dilemmas in the contexts of interpersonal, organizational, political and media communication.

(iii) To provide an opportunity for students to research, analyze and write about ethical and moral cases within the above-mentioned contexts.

(iv) To offer an environment for students to participate in thoughtful and diverse discussion on ethical decisions/actions.

b) Topical Outline:

This course will address the following areas:

(i) Course Introduction: Students will be introduced to the general area of Communication Ethics, including the major ethical systems of philosophy and discussion of formal codes of ethics.

(ii) Perspectives for evaluating communication ethics: Political, Human Nature, Dialogical, Situational, Utilitarian and Legal perspectives will be addressed.

(iii) Applied Communication Contexts: Interpersonal and Small Group Discussions, Organizational Communication, Rhetorical, Intercultural and Multicultural Communication will be reviewed.

(iv) Special Topics: Detailed readings and presentations on specialized areas such as Lying, Civility, Media, Politics and Privacy.

c) Course Assignments:

Course assignments will have primary goals of critical analysis, original research and thoughtful writing. Specifically, students will be required to complete the following assignments:

(i) Examinations and quizzes on the readings, discussions and research that show the students' knowledge and critical thought.

(ii) Two reflection papers on outside readings. Students are expected to show sophisticated and critical engagement with texts and relate them back to course readings.

(iii) One group project on a specialized topic, using independent research and creative scenarios for leading class discussion.

d) Sample Course Outline:

Week 1	Review syllabus, expectations. Discuss each paper/analysis assignment. Introduce general topic and history of communication ethics.
Week 2-5	Discuss virtue ethics, deontological ethics, teleological ethics, existentialist ethics, and ethics of care as they apply to communication contexts. Exam #1.
Week 6-9	Review political, human nature, dialogical, situational, utilitarian and legal perspectives. Exam #2.
Week 10-14	Address applied contexts of interpersonal/small group communication, organizational communication, rhetorical communication, intercultural/multicultural communication.
Week 15-16	Group Presentations on Lying, Civility, Media, Privacy and Politics. Final Exam.

e) Evaluation and Grading Procedures:

The final course grades will be based on the quality of the student work over the duration of the class. Faculty will specifically consider all written work, including reflection papers, as well as examinations when assigning final grades.

f) Course Evaluation:

The proposed course will be evaluated using the College of Communication student evaluation forms. Such forms will assess the quality of course content, teaching effectiveness, assignments and texts. Moreover, faculty members in the Department of Communication Studies will evaluate the course through observations and syllabus review and critical discussions in faculty meetings

4. Results of Consultations:

a) Consultants: David Clowney, Department of Philosophy and Religion and Carl Hausman, Department of Journalism and Creative Writing

b) Consultant's Statements: See attached documents

5. Additional Supporting Materials:

a) Recommended Texts:

Jaksa, J. A and Pritchard, M.S. (1994). Communication ethics: Methods of analysis. 2nd ed. Belmont, CA: Wadsworth.

Johannesen, R.L. (1996). Ethics in Human Communication. Prospect Heights, IL: Waveland Press, Inc.

b) Supplemental texts:

Andrews, P. H. (1999). Ethics and organizational communication. Management Communication Quarterly, 12(3), 469-475.

Ashcraft, K. L. (2000). Empowering "professional" relationships. Management Communication Quarterly, 13(3), 347-393.

Asuncion-Lande, N. C. (Ed.) (n.d.) Ethical perspectives and critical issues in intercultural communication. Falls Church, VA: Speech Communication Association.

Atkin, N. (1999). Communication and politics: Transparency, dialogue, and ethical decision making. Vital Speeches of the Day, 65(11), 347-352.

Baird, R. M., Loges, W. E., and Rosenbaum, S.E. (Eds.) (1999). The media and morality. New York: Prometheus.

Barad, J. and Robertson, E. (2000). The ethics of Star Trek. New York: HarperCollins Publishers.

Bennet, W. L. (1985). Communication and social responsibility. The Quarterly Journal of Speech, 71, 259-288.

Bok, S. (1979). Lying: Moral choice in public and private life. New York: Vintage Paperback.

Brown, M. T (1990). Working ethics: Strategies for decision-making and organizational responsibility. San Francisco: Jossey-Bass.

Browning, L.D. (1982). The ethics of intervention: A communication consultant's apology. Journal of Applied Communication Research, 10, 101-116.

- Cortese, A. (1990). Ethnic ethics: The restructuring of moral theory. Albany: State University of New York Press.
- Deetz, S. (1990). Reclaiming the subject matter as a guide to mutual understanding effectiveness and ethics in interpersonal interaction. Communication Quarterly, 38, 226-243.
- Denton, R. E, Jr. (Ed.) (1991). Ethical dimensions of political communication. New York: Praeger.
- Fritz, J. M. H. (1999). Organizational ethical standards and organizational commitment. Journal of Business Ethics, 20(4), 289-300.
- Greenberg, K.J. (Ed.) (1991). Conversations on communication ethics. Norwood, NJ: Ablex.
- Gross, L. (1993). Contested closets: The politics of and ethics of outing. Minneapolis: University of Minnesota Press.
- Guignon, C. (1986). Existentialist Ethics. In J. P. DeMarco and R. M. Fox (Eds.), New directions in ethics: The challenge of applied ethics. New York: Routledge & Kegan Paul, 73-91.
- Hallstein, D.L.O. (1999). A postmodern caring: Feminist standpoint theories, revisioned caring, and communication ethics. Western Journal of Communication, 63(1), 32-57.
- Hyde, M. J. (2000). The call of conscience, rhetorical interruptions, and the euthanasia controversy. Journal of Applied Communication Research, 28(1), 1-24.
- Kallendorf, C. and Kallendorf, C. (1989). Aristotle and the ethics of business communication. Journal of Business and Technical Communication, 3, 55-69.
- Keller, P.W. (1981). Interpersonal dissent and the ethics of dialogue. Communication, 6(1), 287-304.
- Lawler, J. (2001). The moral world of the Simpson family: A kantian perspective, In W. Irwin, M.T. Conard, and A.J. Skoble (Eds.), The Simpsons and philosophy: The d'oh of Homer. Chicago: Open Court Press, pp. 147-159.
- Lisby, G. C. (2000). Holding the media accountable: Citizens, ethics, and the law. Newspaper Research Journal, 21(2), 113-115.

- Makua, J. and Arnett, R.C. (Eds.) (1997). Communication ethics in an age of diversity. Urbana: University of Illinois Press.
- Manning, R.C. (1992). Speaking from the heart: A feminist perspective on ethics. Lanham, MD: Rowman and Littlefield.
- Mattson, M. (1999). Traditional and feminist organizational communication ethical analyses of messages and issues surrounding an actual job loss case. Journal of Applied Communication Research, 27(1). 49-73.
- May, L. and Sharratt, S. C. (Eds.) (1994). Applied ethics: a multicultural approach. Englewood Cliffs, NJ: Prentice Hall.
- McMillan, J. J. (2000). Technological innovation and change: A case study in the formation of organizational conscience. The Quarterly Journal of Speech, 86(1), 19-48.
- McNamee, S. and Gergen, K. J. (1999). Relational responsibility: Resources for sustainable dialogue. Thousand Oaks: Sage.
- Newberry, P.A. (1999). Theories of ethics. Mountain View, CA: Mayfield Publishing Co.
- Oakes, G. (1990). The soul of the salesman: The moral ethos of personal sales. Atlantic Highlands, NJ: Humanities Press International.
- Paul, J. and Strbiak, C.A. (1997). The ethics of strategic ambiguity. Journal of Business Communication, 34(2), 149-159.
- Piper, T.R. et al. (1993). Can ethics be taught? Perspectives, challenges, and approaches at the Harvard business school. Boston: Harvard Business School.
- Rosen, J. (2001). The unwanted gaze: The destruction of privacy in America. New York: Knopf.
- Rubin, R.B. and Yoder, J. (1985). Ethical issues in the evaluation of communication behavior. Communication Education, 34, 13-18.
- Sterba, J.P. (2001). Three challenges to ethics: Environmentalist, feminism, and multiculturalism. New York: Oxford University Press.

- Stewart, J. (2000). Dialogue as tensional, ethical practice. The Southern Communication Journal, 65(2/3), 224-243.
- Thayer, L. (Ed.) (1973). Communication: Ethical and moral issues. New York: Gordon and Breach.
- Ulmer, R.R. (2000). Consistent questions of ambiguity in organizational crisis communication: Jack in the box as a case study. Journal of Business Ethics, 25(2), 143-156.
- Vessey, J. L. (2001). Hey-diddily-ho, neighboreenos: Ned flanders and neighborly love, In W. Irwin, M.T. Conard, and A.J. Skoble, (Eds.), The Simpsons and philosophy: The d'oh of homer. Chicago: Open Court Press, pp. 202-214.

Sources Noted

Christians, C.G. and Lambeth, E.B. (1996). The status of ethics instruction in communication departments. Communication Education, 45, 236-243.

Illinois State University. (2001). Illinois State University.
<<http://www.communication.ilstu.edu/>> (2001, August 14).

Jensen, J.V. (1985). Teaching ethics in speech communication. Communication Education, 34, 324-330.

Loyola University Chicago. (2001). Loyola University Chicago.
<<http://www.luc.edu/depts/communication/>> (2001, August 14).

University of Missouri-Columbia. (2001). University of Missouri-Columbia.
<<http://www.missouri.edu/~commwww/>> (2001, August 14).

Northwestern University. (2001). Northwestern University.
<<http://www.northwestern.edu/commstudies/>> (2001, August 14).

The Ohio State University. (2001). The Ohio State University.
<<http://www.jcomm.ohio-state.edu/>> (2001, August 14).

Pennsylvania State University. (2001). Pennsylvania State University.
<<http://speechcomm.la.psu.edu/>> (2001, August 14).



October 9, 2001

Professor Joy Cypher
Communication Studies
Bezorth Hall

Dear Professor Cypher,

I have reviewed your proposal for your new course, "Ethical Issues in Communications." I have several comments to make; I make them both as chair of the department and as the tenured faculty member in our department who has specialized in ethics. First, I am glad to see that you are proposing this course, and that you are requiring your students to take it. I view this as a very positive development. Second, I do not object in principle to the course being housed in your department and taught by your faculty. If you detect a reservation in my tone, you're right. Without additional faculty, our department cannot possibly offer all the specialized courses in ethics that the campus needs; nor would students get that much from them, unless the teaching faculty member had good familiarity with the specialized discipline in question. At the same time, the expertise in philosophical ethics that we have will be needed, or at least helpful, in making your course what it could be. This is not to say that such expertise does not reside in your department; perhaps it does. But I doubt that a PhD in applied ethics is a requirement for any position you have advertised. The truth is, such courses are interdisciplinary. As you no doubt know, I teach Business Ethics; the best section I ever taught was team taught with Kimble Byrd from Business. I have had a similar experience teaching Environmental Ethics with Pat Mosto from Biology; and I have begun exploring a project for Ethics in Engineering in partnership with Professor Linda Head. In each of these cases, it has been apparent to both of the two people involved, and to the students, that the differing perspectives of the disciplines involved were necessary.

I would like to offer the resources of our department for you to draw on, whether that be by way of guest lectures, conversations about how to handle certain theoretical issues, or anything else related to the development and teaching of this course. In this way the interdisciplinary nature of the course will be honored, and we and our students will benefit from the result. Your syllabus, already a good one, might benefit from this interaction, and I know that I would. More to the point, the regular teaching of your course, and of our courses, will certainly benefit if such a dialog is an integral part of them. So long as you are open to this offer, I and my department fully support your proposal.

Cordially,

David Clowney
Chair, Department of Philosophy and Religion



Date: Sept. 27, 2001

To: Dr. Joy M. Cjpher

From: Dr. Carl Hausman, Chair, Journalism and Creative Writing

Re: Course Proposal

A handwritten signature in black ink, appearing to read "Carl Hausman", written over the "From:" line of the header.

I enthusiastically endorse your proposal for a course dealing with ethics in human communication.

After examining your proposal, I see no unnecessary overlap between your course and our media ethics course. In fact, the two courses seem constructively complementary.

For example, in our media ethics course we are frequently compelled by time constraints to follow an ethical issue to the end of the media chain but not the human communication chain -- such as the roles of interpersonal opinion leaders such as teachers, union leaders, parents, respected business associates, and so forth. In my opinion, we can orchestrate a graceful and productive handoff of many subjects from the mass media to the human communication level.

Thank you for taking time to work with me on the development of this course.