JOUR 5310-001 (7327) / JOUR 5310-601 (7710): Media Ethics

Fall 2025   Sycamore Hall (SYMR), Room 203
                                              Wednesdays, 6:30–9:20 p.m., CST/CDT

Instructor Contact

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Communication Expectations:	**Always use the Canvas Inbox.** I will try my best to respond within 24 hours on weekdays.
Online Content:	Canvas for JOUR 5310-001 / JOUR 5310-601

Course Description (UNT Graduate Catalog 2025–2026)

Promotes the development of critical thinking and reasoning skills necessary in the mass and hyper media. It examines the relationship between professional ethics and social philosophy and between media practice and a democratic society.

Course Overview

This course helps graduate students acquire scholarly research and writing skills, as well as cultivate critical and creative thinking skills necessary to evaluate and resolve complex ethical dilemmas involving various communication media and professions by following an analytic framework that starts with philosophical foundations. Despite the dominance of utilitarian reasoning and legal-ethical confusion in the Western media landscape, non-utilitarian approaches, whether Western (e.g., Aristotelian virtue ethics, communitarianism, and ethics of care) or non-Western (e.g., ubuntu, Buddhism, and Confucianism), will be contrastively applied to discover creative solutions to ethical dilemmas in JMC (journalism and mass communication) and CMMC (computer-mediated mass communication). Equipped with solid ethical-reasoning skills, students will conduct original research and write an applied media ethics paper.

Course Structure

This is a face-to-face class in the 16-week format. Each week has one module, except for the exam and a few special weeks.

Course Prerequisites or Other Restrictions

Graduate standing or equivalent.

Course Objectives

By the end of this course, students should be able to:
1. Demonstrate the proper use of the APA style and scholarly paper format;
2. Identify real-world ethical dilemmas facing communication professionals;
3. Compare and critique Western and non-Western approaches to ethical reasoning;
4. Describe and apply various philosophical approaches to ethical decision-making;

5. Use systematic methods of ethical reasoning;
6. Develop creative solutions to ethical dilemmas involving JMC and CMMC; and
7. Produce a well-researched paper appropriate for a conference presentation or publication.

Materials (Abbreviations used in the "Course Schedule" section)

Required

Land, M., Fuse, K., & Hornaday, B. W. (Eds.). (2014). *Contemporary media ethics: A practical guide for students, scholars and professionals in a globalized world* (2nd ed.). Marquette Books. **(Abbreviation: LFH)**

Christians, C. G., & Merrill, J. C. (Eds.). (2009). *Ethical communication: Moral stances in human dialogue*. University of Missouri Press. **(Abbreviation: CM)**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Note: Use the UNT Libraries databases **(Abbreviation: DB)** to find additional readings. Class handouts are available on Canvas **(Abbreviation: CA)**. Be sure to print out, read through, and **bring to class all the materials specified as "(PRINT)" on Canvas**.

Suggested Readings for Newer Cases

Christians, C. G., Fackler, M., Richardson, K. B., & Kreschel, P. (2020). *Media ethics: Cases and moral reasoning* (11th ed.). Routledge.

Plaisance, P. L. (2021). *Media ethics: Key principles for responsible practice* (3rd ed.). Cognella.

Wilkins, L., Painter, C., & Patterson, P. (2022). *Media ethics: Issues and cases* (10th ed.). Rowman & Littlefield.

Suggested Readings for Non-Western Philosophy

Al Fārūqī, I. R. (2012). *Islam: Religion, practice, culture, and world order*. International Institute of Islamic Thought.

Molefe, M. (2020). *African personhood and applied ethics*. NISC (Pty) Ltd.

Mukuni, J., & Tlou, J. (Eds.). (2021). *Understanding ubuntu for enhancing intercultural communications*. IGI Global.

Puett, M., & Gross-Loh, C. (2016). *The path: What Chinese philosophers can teach us about the good life*. Simon & Schuster.

Rinehart, R. (Ed.). (2004). *Contemporary Hinduism: Ritual, culture, and practice*. ABC-CLIO.

Siderits, M. (2021). *Buddhism as philosophy* (2nd ed.). Hacket Publishing.

Van Norden, B. W. (2011). *Introduction to classical Chinese philosophy*. Hackett Publishing.

Note: Find and read other books and scholarly articles about non-Western philosophy.

Teaching Philosophy

This course consists of lectures and discussion, case analyses, critical thinking, creative problem-solving, and professional/scholarly development. You must keep up with readings, learn course materials proactively and continuously, visit Canvas daily, attend every class, actively participate in class discussion, and turn in assignments on time. **You should print out PowerPoint and bring it to class to take additional notes. All electronic devices are prohibited in class unless otherwise specified. Therefore, if you want to look at your textbooks during class, it is best to purchase cheap, used hard copies of the assigned textbooks.** You are not allowed to access online textbooks during class.

Course Requirements

Your final grade is based on the total score of 1,000 possible points allocated to the following: five written assignments, one teaching demonstration, one exam, and preparation/participation.

Assignment	Points Possible	Percentage of Final Grade
Assignment 1 — In-Class Exercise	100 points	10%
Assignment 2 — Journal Article Analysis Paper	100 points	10%
Assignment 3 — Final Project Research Proposal	100 points	10%
Assignment 4 — Final Project Progress Report	100 points	10%
Assignment 5 — Final Project	200 points	20%
Assignment 6 — Teaching Demonstration	100 points	10%
Exam	200 points	20%
Preparation and Participation • 5 Discussion Forums @ 20 points each	100 points	10%
Total Points Possible	1,000 points	100%

Grading

A = 90% or higher of total possible points
B = 80%–lower than 90%
C = 70%–lower than 80%
D = 60%–lower than 70%
F = Lower than 60%

Course Schedule

The course schedule is subject to change at the instructor's discretion.

Aug. 20   (Module 01) Introduction to Class; Scholarly Writing; APA Style.

Aug. 27   (Module 02) Overview of Media Ethics; Media Landscape.
Assignments: Personal Info Sheet; Canvas Self-Introduction (M02) due.

Sept. 3   (Module 03) Scholarly Articles in Media Ethics; Philosophy (**CA "Structure of an Academic Paper"; DB Extra Readings**).
Assignments: Canvas Discussion (M03) due.

Sept. 10   (Module 04) Overview of Ethics (LFH Chapters 1 and 3; **CA Merrill_2011**)
Assignments: In-Class Exercise (laptop).

Sept. 17   (Module 05) Relationships and Ethics (CM Chapters 4, 23, and 28; **CA Fuse_2014**).
Assignments: Canvas Discussion (M05) due.

Sept. 24   (Module 06) Consequences and Ethics (CM Chapters 3, 9, 12 and 26).
Assignments: Journal Article Analysis Paper.

Oct. 1   (Module 07) Duties and Ethics (CM Chapters 20, 22, 25 and 27).
Assignments: Canvas Discussion (M07) due.

Oct. 8   (Module 08) Virtues and Ethics (CM Chapters 7 and 18).
Assignments: Final Project Research Proposal.

Oct. 15	(Module 09) Religions and Ethics (<u>LFH</u> Chapter 4; <u>CM</u> Chapters 1, 2, 5, 6, 19, 21 and 24).
	Assignments: Canvas Discussion (M09) due.
Oct. 22	(Module 10) Subjectivism, Freedom and Ethics (<u>CM</u> Chapters 8, 10, 14 and 17). Brief Review for the Exam.
Oct. 29	***Exam.***
Nov. 5	(Module 11) Public Relations and Advertising, Part 1 (<u>LFH</u> Chapter 17 and 18).
	Assignments: Final Project Progress Report due.
Nov. 12	(Module 12) **Teaching Demonstrations:** Public Relations and Advertising, Part 2 (<u>LFH</u> Chapters 19, 20, 21, 22, 23, 24, and 25).
	Assignments: Teaching Demonstration PowerPoint and Materials.
Nov. 19	(Module 13) **Teaching Demonstrations:** Print and Broadcast Media (<u>LFH</u> Chapters 5, 6, 8, 9, 10, 11, and 12).
	Extra Credit Assignments: Canvas Discussion (M13) due.
Nov. 26	*Thanksgiving Break. No Class!*
Dec. 3	(Module 14) **Teaching Demonstrations:** The Internet and Social Media (<u>LFH</u> Chapters 13, 14, 15, and 16); Summary of the Semester.
	Extra Credit Assignments: Canvas Discussion (M14) due.
Dec. 10	***Final Project due and PowerPoint Presentations at 6:30 p.m.***

Assignment Policy and Assignments

Apply the 12-point Times New Roman font and double-spacing for all assignments unless otherwise specified. Do not use first-person pronouns unless otherwise specified. Read "(PRINT) Bad Writing Practices" and each assignment's rubric on Canvas very carefully. Too many grammatical and stylistic errors will lower your grade. The minimum page number of each assignment excludes the cover, reference, and appendix pages, and all page requirements refer to "full pages." Be sure to (a) include the cover, reference, and appendix pages in your paper, (b) upload it in the .doc or .docx format to Canvas Turnitin or Canvas Assignments (e.g., PowerPoint, data integrity files), and (c) print out, staple, and submit your paper in class. Assignments are due at the beginning of class on their due dates. Because assignment folders will automatically block you from submitting your work around the deadline time, you should complete and upload each assignment **well before the time**. **You will lose 10% of the total possible grade on any late assignment for each succeeding day.** Exceptions are the same as specified in the "Attendance, Preparation, and Participation" section below. A paper whose Turnitin similarity index is beyond 30% will be examined thoroughly and may lead to a disciplinary action even if the text similarity comes from your own previous or current work produced in this or any other class. **No email submission or handwritten materials will be accepted unless otherwise specified.** In the event of a university closure caused by inclement weather or an emergency, you still must submit all assignments on time via Canvas. Always save your work on your computer in case it gets lost. Talk to me within one week of receiving your graded paper if you have questions. No consideration will be given after the one-week time limit. I will try my best to complete grading your work within a week after submission except for occasional difficult circumstances.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or unusual technical difficulty, which prevents students from completing a time-sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Helpdesk at helpdesk@unt.edu or 940-565-2324 and obtain a ticket number. The instructor and the UNT Helpdesk will work with students to resolve any issues at the earliest possible time.

Research Sources and Reference List

Do not rely on internet research by using unreliable materials. The more reliable sources you use, the higher-quality information you can gather, which helps write a better paper. You can start by finding scholarly journal articles and books via Google and Google Scholar searches, but you must use library resources to download and read original materials. Ask a librarian about how to use electronic databases (e.g., EBSCOhost, JSTOR, Sage Journals Online). Avoid using some obscure, unreliable scholarly journals (e.g., typos, GSP errors), as well as Ph.D. dissertations/master's theses, conference papers, paper abstracts, and user-generated sites. They do **not** count as legitimate academic materials in this class. Further, instead of making superficial references (e.g., a common definition of a method, a generic statement about validity, a shallow explanation of an ethical theory), you must discuss substantive, content-related issues. **Remember that incomplete citations or references will cost you one letter grade. Follow the seventh edition of the American Psychological Association (APA) style manual for the paper format, reference list, and in-text citations.**

In this course, **you are allowed** to use GenAI tools, such as LLM-based chatbots (e.g., ChatGPT, Microsoft Copilot, Google Gemini, Claude) and text-to-image/text-to-presentation models (e.g., DALL·E 3, Beautiful.ai), for:

- Brainstorming. If you use any of those tools, you should treat any AI-generated text as a starting point, like simple non-AI Google search or user-generated sites (e.g., Wikipedia, Quora), for your research, not as a material to copy and paste onto your paper.
- Finding scholarly books and articles. Keep in mind that GenAI tools often "hallucinate" and produce made-up references.
- Reference generation. **However, you are still responsible for accuracy.** At this point, GenAI tools are far from perfect. Visit APA Style Blog (https://apastyle.apa.org/blog) for some useful information.

On the other hand, **you must not** use GenAI tools for:

- Copying and pasting any AI-generated text or image unless otherwise required.
- Producing a literature review or anything and summarizing it in your own words.
- Summarizing books and articles. GenAI tools summarize them without reading.
- Humanizing your or AI-generated text by using AI humanizer tools (e.g., Grammarly AI features, Undetectable AI) because "humanized" texts are no longer your writing, and using them hinders your progress as a writer and researcher.

Cheaters always cheat one way or another. **However, violating any of the above rules will be treated as academic misconduct, which will lead to zero points for the assignment and a prompt report to the Academic Integrity Office. Whether you have used any AI tools or not, you must attach an additional "Disclosure" page at the end of your paper and disclose your AI use honestly and accurately. You must modify the AI disclosure template available in Module 01. As I use no AI tools to grade your work, I expect you to reciprocate my sincerity and trust in you.**

Written Assignments

1. In-Class Exercise (minimum of three full pages; closed-book, closed-notes)

Bring your laptop to class. You must **not** open anything other than Microsoft Word. You must prepare in advance for and answer two essay questions in an hour. One is from LFH Chapter 1 and the other is a theory-based ethics analysis of a recent, specific JMC & CMMC case you can choose from within the past two years. You will not know the exact questions beforehand. When you are done, raise your hand, upload your Word file to Turnitin in my presence. Ignore APA style requirements for this exercise. Your essays will be evaluated based on not only basic writing and submission requirements but also the following five criteria: comprehension of course materials, depth of thought and reasoning, necessary and sufficient answer, organization and coherence, and clarity.

2. Journal Article Analysis Paper (minimum of five full pages)

Find one empirical journal article, published within the past five years, whose theoretical and methodological approaches to analyzing primary data fit your research interest for the final project on media ethics. Then, using and citing the "Structure of an Academic Paper" handout and at least one of the other materials that the handout has in its reference list (i.e., Apuzen-Ito, n.d.; Labaree, n.d.; and Swales, 2014), dissect the journal article you have chosen to critique section by section. Now, read, analyze, and use **at least three additional scholarly journal articles or books** that help with your structural/theoretical/methodological analysis of the journal article. How well do you think your chosen journal article was written structurally, theoretically, and methodologically when you compare it with three additional supplemental journal articles? How could the journal article be improved? This assignment must have eight numbered, labeled sections: (1) abstract, (2) introduction, (3) literature review, (4) research questions and hypotheses, (5) method, (6) results, (7) discussion and conclusion, and (8) recommendations for improvement. **Also, attach to your paper a hard copy of a report or an article you have chosen to critique.** Look at the following partial list of ethics journals:

- *Business Ethics Quarterly* (https://www.cambridge.org/core/journals/business-ethics-quarterly)
- *Business and Professional Ethics Journal* (https://www.pdcnet.org/bpej/Business-and-Professional-Ethics-Journal)
- *Ethics* (https://www.journals.uchicago.edu/toc/et/current)
- *Ethical Theory and Moral Practice* (https://link.springer.com/journal/10677)
- *Ethics and Behavior* (https://www.tandfonline.com/journals/hebh20)
- *Ethics and International Affairs* (https://www.cambridge.org/core/journals/ethics-and-international-affairs)
- *Ethics, Policy & Environment* (https://www.tandfonline.com/journals/cepe21)
- *Journal of Business Ethics* (https://link.springer.com/journal/10551)
- *Journal of Ethics* (https://link.springer.com/journal/10892)
- *Journal of Ethics and Social Philosophy* (http://www.jesp.org/index.php/jesp)
- *Journal of Global Ethics* (https://www.tandfonline.com/journals/rjge20)
- *Journal of Information, Communication and Ethics in Society* (https://www.emeraldgrouppublishing.com/journal/jices)
- *Journal of Mass Media Ethics* (https://www.tandfonline.com/journals/hmme21)
- *Sport, Ethics and Philosophy* (https://www.tandfonline.com/journals/rsep20)

3. Final Project Research Proposal (minimum of three full pages)

Your final project proposal must explicate what you have decided to research. This is not just a proposal but a substantive scholarly document in an academic-paper format to describe your planned original research for your final project. You can choose a media-related topic or case within a couple years that poses an ethical dilemma. Make sure no one has published a similar paper. If you plan to conduct research on human subjects and present your paper at an academic conference if accepted, you also must include your plan to obtain an IRB approval. You must read and refer to **at least five relevant scholarly journal articles and books**, as well as collect some preliminary information from the web or people, which are related to a theoretical framework for your research topic, and then try to narrow the topic. Based on your literature review and pilot study, write a proposal that includes (1) introduction, (2) a very succinct summary of scholarly literature, (3) research questions and hypotheses, (4) method, and (5) additional research (e.g., literature) needed for the final project. However, do not number them. Saying "This research will investigate how college students use social media" is hardly sufficient for your research proposal. Be sure to review the "Structure of an Academic Paper" handout and write your proposal the way scholars write their articles in academic journals. Remember to make a Canvas discussion post to briefly explain your final project research topic. Your proposal is a blueprint for your final project progress report.

4. Final Project Progress Report (minimum of eight full pages)

By the time you submit your final project progress report, you should have my approval on your questionnaire or coding sheet. This report, which is a shortened version of your final project, must include the following sections: (1) introduction, (2) a summary of literature review, (3) research questions and hypotheses, and (4) the method. However, do not number them. Also, include your questionnaire or coding sheet in an appendix after the reference list. Although you may have no research results to show, your report must have a near-complete structure of a scholarly paper. You must read and refer to **at least 10 relevant scholarly journal articles and books**. Your progress report is a blueprint for your final project.

5. Final Project Paper and Supplemental Materials (minimum of 20 full pages)

The final project is your original media ethics research paper. **You must actually gather data from your questionnaire or coding sheet, which you produce specifically for this class, not for any other class.** However, do not conduct research involving minors or FERPA- or Title IX-related issues. Remember that scholarly articles you have read provide the best model for your research. You also must obtain my approval on your questionnaire or coding sheet before collecting data. Please do not ask me questions about your final project during class because they take too much time away from class discussion. Think first for yourself and then ask me questions during my office hours or a break. Remember this project is an academic paper. The minimum length of your paper is 20 double-spaced pages or 6,000 words, excluding the cover page, reference pages, questionnaire or coding sheet, illustrations, charts, graphs, and tables. You must read and refer to **at least 15 relevant scholarly journal articles and books**. I will continue to work with you to turn your paper into a conference presentation and/or publication of your final paper if its quality is good enough. **For the final project paper and data-integrity/data files, delete all personal or self-identifying information, such as people's names, class information and UNT.** You must submit (1) a complete paper and (2) PowerPoint for this project. Try hard to turn your final project into a conference paper or publication. You are also expected to make a formal presentation at the end of this course.

Your paper must have the following sections: (1) a cover page, (2) abstract (no more than 250 words), (3) introduction, (4) literature review (at least 15 books and scholarly journal articles, not conference papers), (5) research questions and hypotheses, (6) method, (7) results, (8) discussion, (9) references, and (9) appendices (i.e., questionnaire, tables, and figures). However, do not number them.

Exam

The exam is a closed-book, closed-notes exam, which covers textbooks and everything discussed in class. You will have 100 multiple-choice questions in 180 minutes. Be sure to purchase **Scantron Form No. 4521** at the UNT Barnes and Noble Bookstore in the Union and bring it to the exam. **Take meticulous notes during each class to perform well.** Once the exam starts, no one can leave the room without finishing it. Latecomers cannot take the exam after the first person finishes it and exits the room. **Except for valid excuses specified in the "Attendance, Preparation, and Participation" section, I will offer no make-up exam.** Also, if you have a valid time conflict, you must make an advance arrangement with me to take the exam before the scheduled exam time. Bring a few pencils and an eraser for the exam. Do not sit next to each other. Put everything in your bag and place it under the table before the exam starts.

Teaching Demonstrations

You will teach a case chapter you have chosen. Your teaching demonstration must cover the following items sufficiently and provide insight: (1) theoretical issue(s), (2) case facts, (3) a non-utilitarian philosophical framework against utilitarianism, (4) POD analyses by utilitarianism and non-utilitarian philosophy, (5) case resolution, (6) a relationship-based philosophical framework (a non-Western framework for students from a Western culture, and vice versa) and its application to the case, (7) similar newer cases, (8) pragmatic utility of the non-utilitarian philosophy in JMC & CMMC, and (9) some of the end-of-chapter and your own questions. You must intellectually engage your "students" in your teaching session. Read and incorporate **at least three scholarly journal articles and books** about your chapter and prepare PowerPoint with a reference list and at least one creative material (e.g., survey, quiz, game) for your teaching demonstration. **Never use a program other than PowerPoint or create a file with a hyperlink to upload to Canvas. Regardless of when your chapter is listed on the syllabus, you must upload all your teaching materials and submit their hard copies in class by the first day of teaching demonstrations for the sake of fairness to all.** I expect your "students" to take notes during your lecture and ask you some questions in the middle of your teaching. The date of your teaching demonstration will **not** follow the date of each module. I will announce the exact schedule of teaching demonstrations later.

You have 20–25 minutes for your teaching demonstration. You should not simply present the case assigned to you, making everyone bored and thus impeding serious learning. If you disagree on a chapter author's POD analysis, you should not hesitate to discuss your philosophical reasoning and your alternative analysis. Whereas "presenting" by definition is a transfer of information from the presenter to the listeners, "teaching" involves a lot more. For teaching to be successful, learning must occur. Three domains of learning are as follows:

(1) Cognitive (knowing): capacity to remember (e.g., recall), understand (e.g., interpretation), apply (e.g., novel situations), analyze (e.g., organization of a structure), evaluate (e.g., judgments), and create (e.g., a new structure). Criteria for teaching effectiveness in the cognitive domain includes (i) organization of teaching materials, (ii) preparation, (iii) uses of examples, (iv) explanation of a theory, (v) depth of theoretical analysis, and (vi) validity of theoretical prediction.

(2) Affective (feeling): capacity to receive phenomena (e.g., attention), respond to phenomena (e.g., participation), value (e.g., appreciation), organize values (e.g., comparison and synthesization), and internalize values (e.g., professional characteristics). Criteria for teaching effectiveness in the affective domain includes (i) skillful oral communication, (ii) enjoyment and creativity, (iii) appreciation of relevance to real life, and (iv) professionalism.

(3) Conative (doing): capacity to act, move, decide, and commit. This domain is impossible to evaluate in the context of teaching demonstrations.

You can use any form of media, including the web, YouTube, DVD, and handouts, as well as games, interactive activities, or other forms of learning. However, your use of any medium or activity must be meaningful and must not be excessive. For example, showing a video clip that explains Marxism, along with moving background images and sounds of Super Mario Bros., is inappropriate. Super Mario Bros. has nothing to do with Marxism, and explaining Marxism is your job, not the video's.

Canvas Discussions

Although outside assistance must be minimal, you should not continue to write poorly with many GSP errors. If your writing is not very good, go to UNT Writing Center (https://writingcenter.unt.edu/) to get help before you make a three-part post discussed below.

Each of the seven modules (i.e., 02, 03, 05, 07, 09, 13 and 14) has a Canvas discussion forum. You must complete five discussion forums for Modules 02 through 09. Not only will this discussion practice help you understand this class better, but it will also boost your final grade. Although my grading will be lenient for the first course-topic discussion forum, it will be much stricter for all the remaining discussion posts. This assignment consists of three parts.

First, after you finish studying all the materials assigned for each module and identify **a specific topic** from the two modules based on the syllabus course schedule (i.e., the current and immediate past modules), open a **Word file**, create the first section titled "**Original Post with No AI Assistance**," write and work on the topic by yourself, and make a well-informed, insightful, research-based post with full references.

Second, use ChatGPT or any other LLM-based tool to make it write a 300-word post for you. Create the second section titled "**ChatGPT (or any other generative AI tool)**," and copy and paste the prompt(s) you wrote and AI-generated text. You can use as many prompts as you like to improve the generative AI tool's performance. Although you **must** include **all the prompts** in your post, you only need to report **the final AI-generated text**.

Third, create the third section titled "**Comparison**," observe some differences between your original post and AI-generated text, and discuss your observation in at least 100 words on how well or poorly your AI tool performed. As you practice more based on trial and error, you should be improving on your prompt-writing skills instead of repeating the same simplistic prompt. Use your creativity.

Therefore, your work must satisfy all the following criteria:
1. (All) Making very few GSP (grammar, spelling, and punctuation) errors
2. (All) Committing no violation of UNT Policy 06.003, including no generative AI tool except for the second part of the submission
3. (All) Uploading a Word file to Turnitin on time
4. (All) Uploading your entire work to a Canvas discussion forum on time
5. (Structure) Including three parts: the original work, the final AI-generated text, and a comparison between them

6. (Original work) Writing at least 300 words for your original post in your own words
7. (Original work) Discussing a very specific topic relevant to media ethics for each module
8. (Original work) Writing a very detailed, descriptive, informative title for the post: "Strengths and weaknesses of Kantian deontology and Millian utilitarianism" is too generic because all philosophy or ethics textbooks explain them. Instead, you must write a specific topic that has piqued your interest from your readings and class discussions, such as this title: "Possibilities that Mill's harm principle and Kant's deontology can be reconciled through Eastern philosophy in social media ethics."
9. (Original work) Writing an insightful, well-researched post **not** on the previous same or similar topic (with some interesting questions)
10. (Original work) Making in-text citations to at least one published scholarly journal article
11. (Original work) Making in-text citations to at least one credible news story/online material or one more published scholarly journal article
12. (Original work) Making in-text citations to at least one of the textbooks required for this course
13. (Original work) Including a reference list
14. (Original work) Using all references in text
15. (Original work) Following the APA style without many errors in a reference list
16. (AI text) Writing and including all high-quality, informative prompts with the first one that must satisfy all the requirements discussed in the syllabus
17. (AI text) Including only the final AI text
18. (AI text) Including a reference list
19. (Comparison) Writing at least 100 words to compare your original text with the AI text in your own words
20. (Comparison) Making a substantive, not superficial, comparison

No late posts are allowed under any circumstances. You must move on as you have two extra-credit discussion forums. You are **not** required to submit a hard copy of your discussion post in class. Although not required, you are also encouraged to make well-reasoned responses to your peers in each discussion forum. I do not regard unsatisfactory posts and responses as valid, which do not contribute to your participation. Read my example. Do not just copy and paste text from the web, which is a form of academic misconduct. Instead, discuss your findings and provide references and links.

You must submit your work in two places. First, upload your Word file to Turnitin. Second, go to the corresponding discussion forum and hit "Reply" (**not** to anyone's post **but** to this discussion forum itself). Copy and paste the entire Word file and post it there. Each forum will be closed at the scheduled beginning time of class for its corresponding module listed in the syllabus. Of course, you are highly encouraged to post your response comment or answer your classmate's questions by hitting "Reply" to their specific post to continue a thread, which will advance our dialogue on media ethics.

Extra-Credit Assignments
Two extra discussion forums (M13 and M14) are for extra credit. Each discussion forum is worth up to 20 points. You can also earn up to 20 bonus points for making insightful posts in the "Weekly Ethics News" discussion forum throughout the semester.

Course Technology & Skills

Minimum Technology Requirements
- Computer
- Reliable internet access
- Microsoft Office Suite
- [Canvas](https://digitalstrategy.unt.edu/clear/approved_and_supported_technologies/canvas.html)
  (https://digitalstrategy.unt.edu/clear/approved_and_supported_technologies/canvas.html)
- Speakers (in case of remote learning)
- Microphone (in case of remote learning)
- Plug-ins

Computer Skills & Digital Literacy
- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using presentation and graphics programs

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a help desk that you can contact for help with Canvas or other technology issues.

UNT Helpdesk: [UNT Helpdesk site](https://aits.unt.edu/support) (https://aits.unt.edu/support)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 330
Walk-In Availability:
- Monday–Friday: 8 a.m.–5 p.m. (CST)

Telephone Availability:
- Monday–Thursday: 8 a.m.–9 p.m. (CST)
- Friday: 8 a.m.–5 p.m. (CST)
- Saturday–Sunday: 11 a.m.–3 p.m. (CST)

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/) (https://community.canvaslms.com/).

COURSE POLICIES

Attendance, Preparation and Participation

Research has shown that students who attend class are more likely to be successful. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

I take attendance twice each class day for two 1.5-hour sessions for record-keeping purposes.

Although I expect you to attend every class, I assign no penalty or credit to your attendance. **However, the rule of thumb is up to four absences (i.e., four 1.5-hour sessions or two full classes), whether excused or not. Those who have more than four absences will not receive special assistance or consideration.** Coming late to class after the first 20 minutes and departing early before the last 20 minutes is considered an absence. Frequently leaving the room to take calls also constitutes an absence. Talk to me if you think I have failed to record your attendance. **If you must miss or missed a class for a legitimate reason (e.g., serious illness, family emergency, academic/professional conference presentations, and religious observance), submit third-party documentation within a week after an absence occurs.** Printer malfunctions, traffic accidents, difficulties in finding library materials, etc. are not legitimate. Take full responsibility for your class attendance and learning. Remember the following: First, the more classes you skip, the less education you receive and the worse grades you earn. Second, if you miss a class, you are still responsible for obtaining information about an assignment and class from your classmates and submitting the assignment on or before its due date. Third and finally, please do not disturb class by showing up late, disappearing early, leaving the classroom for a long time or many times, using your smartphone, or having chitchat. Read UNT Policy 07.012 (https://policy.unt.edu/policy/07-012).

Basic Course Policy

This is an ethics course that requires you to constantly work hard, and harder. You must follow rules regarding deadlines and attendance. **Get things right the first time because in the professional world, you will not have luxury to redo your work after the deadline.** It would be extremely difficult for you to earn even a passing grade if you did not seriously and continually study by attentive listening, meticulous note-taking, active class participation, proactive professional attitudes, and timely submission of assignments. **Keep in mind that no study guide is available. Instead, I will only provide a very brief review for the exam.**

 Submitting your work to this class is equivalent to stating that you have produced the entire work by yourself, and you have not previously produced this work to submit to another class or any other outlet. Plagiarism, fabrication, copyright infringement, and similar uses of other people's work are unacceptable, leading to serious consequences for you. Read UNT Policy 06.003 (https://policy.unt.edu/policy/06-003). Saying "I didn't know that," "He copied my work," or "Others also plagiarized" will not constitute a valid excuse. Plagiarism, which in a nutshell, is using other people's work as your own, is a serious offense in any discipline and a firing offense in the professional world. Any situations involving potential academic dishonesty will be handled through procedures established by the UNT Office of Academic Integrity (https://vpaa.unt.edu/ss/integrity). In this course, you must use quotation marks and refer to the original source for a string of seven or more consecutive words from other people's work. **You also must not use an extensive quote or too many quotes.** Always produce your original work.

Re-Taking Failed Journalism Classes

Students will not be allowed to automatically take a failed journalism course more than two times. Once you have failed a journalism course twice, you will not be allowed to enroll in that course for one calendar year after the date you received the second failing grade. Once you have waited one calendar year after failing a course twice, you may submit a written appeal to the director of graduate studies and graduate academic advisor ("the graduate director" in the

following) to be approved to enroll a third time. Students will not be allowed to re-take a failed journalism course more than three times.

Textbook Policy

The Mayborn School of Journalism does not require students to purchase textbooks from the University Bookstore. Many are available through other bookstores or online.

Office Hours

See the first page of this syllabus.

Attendance

See the Attendance, Preparation, and Participation section.

Final Exam Policy

Final exams will be administered at the designated times during the final week of each long semester and during the specified day of each summer term. Please mark your calendar early in the semester to avoid any schedule conflicts.

Academic Advising

Students must meet with the graduate director at least once per long semester (fall and spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.

It is imperative that students have paid for all enrolled classes. Please check your online schedule daily through late registration to ensure you have not been dropped for nonpayment of any amount. Students unknowingly have been dropped from classes for various reasons such as financial aid, schedule change fees, parking fees, etc. The Mayborn School of Journalism will not be able to reinstate students for any reason after late registration, regardless of situation. It is the student's responsibility to ensure all payments have been made.

Academic Organizational Structure

Understanding the academic organizational structure and appropriate chain of command is important when resolving class-related or advising issues. When you need problems resolved, please follow the steps outlined below:

Individual Faculty Member
↓
Graduate Studies Director
↓
Dean, Mayborn School of Journalism
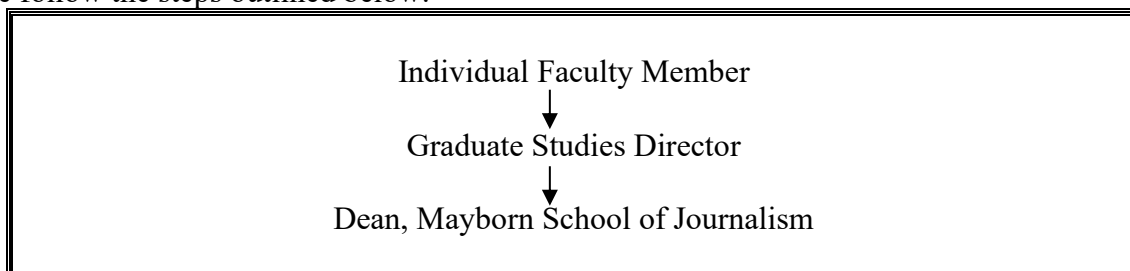
UNT Fall 2025 Semester Calendar*

KEY SEMESTER DATES	Full semester AUG. 18-DEC. 12	8 week I Session AUG. 18-OCT. 10	8 week II Session OCT. 13-DEC. 12
Schedule of Classes Available on myUNT	Mar. 3	Mar. 3	Mar. 3
Registration Opens for specifics by student group/class: https://registrar.unt.edu/when-can-i-register	Mar. 17	Mar. 17	Mar. 17
Prerequisite Drop Students not meeting course prerequisites may be dropped from their courses.	July 30	July 30	Oct. 13
Regular Registration Ends	Aug. 14	Aug. 14	Oct. 9
Late Registration Period—For Students not Registered for the Term Students registering late will incur a late registration fee of $75.	Aug. 15-Aug. 22	Aug. 15-Aug. 22	Oct. 10-Oct. 17
Last Day to Withdrawal from Entire Term on myUNT Courses do not appear on the transcript. After this date see Dean of Students to withdrawal from the entire term.	Aug. 17	Aug. 17	Oct. 12 If only 8 week II
Classes Begin	Aug. 18	Aug. 18	Oct. 13
Last Day to Add a Class or Swap Sections A swap is switching sections of the same course in the same session.	Aug. 22	Aug. 22	Oct. 17
Last Day to Drop a Class Section Without a W (Census) Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)	Aug. 29	Aug. 23	Oct. 18
Drop with a Grade of W Begins Course appears on the transcript with a grade of W and tuition and fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)	Aug. 30	Aug. 24	Oct. 19
Last day to change to pass/no pass grade option (undergrads)	Sept. 26	Sept. 5	Oct. 31
Midpoint of the Semester	Oct. 10	Sept. 12	Nov. 7
Last day for a student to drop a course or all courses with a grade of W.	Nov. 7	Sept. 26	Nov. 21
First day to request a grade of Incomplete	Nov. 8	Sept. 27	Nov. 22
Pre-Finals Days	Dec. 3-4	N/A	N/A
Last Regular Class Meeting	Dec. 4	Oct. 9	Dec. 11
Reading Day—No Classes	Dec. 5	N/A	N/A
Final Exams	Dec. 6-12	Oct. 10	Dec. 12
Last Day of Session	Dec. 12	Oct. 10	Dec. 12
University Grade Submission Deadline 4 pm	Dec. 15	Oct. 13	Dec. 15
Grades/Academic Standing posted on the Official Transcript	Dec. 17	Dec. 17	Dec. 17
Labor Day - No Classes - University Closed	September 1, 2025		
Thanksgiving Break - No classes	November 24-November 30, 2025		
University Commencement	December 12-14, 2025		

Last Modified: July 1, 2025

*Academic Calendar is subject to change. Check the registrar's website for updates: https://registrar.unt.edu/registration/fall-academic-calendar.html.

Journalism Equipment Checkout

Checkout length for the **Canon Mirrorless Camera, batteries, lighting gear, mirrorless tripods, individual lenses, and accessories** can be up to 72 hours. To check out a **Canon Mirrorless Camera and items listed above** longer than 72 hours, the professor for the course will need to approve the request.

Checkout length for the **Panasonic video camera, batteries, SDXC, and tripods** can be up to 24 hours. To check out a **Panasonic video camera and items listed above** longer than 72 hours, the professor for the course will need to approve the request.

Please send extended reservations approval from the professor to the following email: mayborn-equipment@unt.edu

The Journalism equipment room is located at **Chilton Hall 410 S. Ave. C, Room 155.** Equipment room phone number is **940-565-3580**. Equipment room email is mayborn-equipment@unt.edu. Equipment room supervisor can be reached at ladaniel.maxwell@unt.edu. The Journalism Equipment Room operating hours are the following:

- Monday through Thursday: 9 a.m. – 9 p.m.
- Friday: 9 a.m. – 6 p.m.
- Saturday and Sunday: 12 p.m. – 6 p.m.

Anyone who plans to check out equipment during the semester must complete the checkout agreement form at https://forms.office.com/r/q9fakNFTM8. You must complete this form prior to checking out equipment and only needs to be done once per semester.

For every hour the student is late, a ban will be placed on the student's account accumulating the same amount of time. A **ban** restricts the student from checking out any equipment within the Journalism Equipment Room. For example, if a student returns equipment two hours late, a two-hour ban will be placed on the student's account. If a student returns equipment 72 hours late, a 72-hour ban will be placed on the student's account. If you are going to be late or unable to return equipment on time, please email mayborn-equipment@unt.edu or ladaniel.maxwell@unt.edu.

UNT POLICIES

Financial Aid Satisfactory Academic Progress (SAP)

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.67 cumulative GPA for the first term of enrollment and a 3.0 for all subsequent semesters. SAP will be measured according to graduate student classification, whether or not a bachelor's degree has been earned. The maximum timeframe cannot exceed the published length of the program measured by the number of years at UNT. For more information, visit the SAP page (https://financialaid.unt.edu/sap).

Academic Integrity Policy

Academic dishonesty includes, but is not limited to, the following: the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor; the acquisition of tests or other material belonging to a faculty member; dual submission of a paper or project; resubmission of a paper or project to a different class without express permission from the instructors; or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or

unpublished works without full and clear acknowledgment of the author or source. Academic dishonesty will bring about disciplinary action, which may include expulsion from the university. This is explained in the UNT Student Handbook.

Mayborn School of Journalism Academic Integrity Policy
The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind — including plagiarism and fabrication — is incongruent with all areas of journalism. The school's policy aligns with UNT Policy 06.003 (https://policy.unt.edu/policy/06-003) and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

Statement about Course Material

Materials used in connection with this course are subject to copyright protection. Materials may include the following: documents, assignments, slides, images, audio, and video. Course materials are only for the use of students enrolled in this course, for purposes associated with this course, and may not be shared to third parties without official authorization. Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law. For more information, read UNT Policy 08.001 (https://policy.unt.edu/policy/08-001) or visit the Copyright.gov (https://www.copyright.gov/). In addition, sharing such information on websites or in other contexts may be considered a violation of the UNT Academic Integrity Policy (https://vpaa.unt.edu/ss/integrity/).

Office of Disability Access

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time. However, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. **Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.** For additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access/). You may also contact ODA by phone at 940-565-4323.

Prohibition of Discrimination, Harassment, and Retaliation

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate. See UNT Policy 16.004 (https://policy.unt.edu/policy/16-004).

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at 940-565-2759.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff and students. Please make certain to update your phone numbers at the myUNT site. Some helpful emergency preparedness actions include the following: (1) ensuring you know the evacuation routes and severe weather shelter areas; (2) determining how you will contact family and friends if phones are temporarily unavailable; and (3) identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Canvas regarding assignments, exams, field trips, and other items that may be impacted by the closure.

Course Safety Statements

Students are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, and handling chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available

in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medical attention at the UNT Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at the Student Conduct and Community Standards page (https://studentaffairs.unt.edu/dean-of-students/conduct).

Access to Information — EagleConnect

Students' access point for business and academic services at UNT is myUNT (https://my.unt.edu/). If you do not regularly check EagleConnect or link it to your favorite email account, please so do, as this is where you learn about job and internship opportunities, Mayborn School of Journalism events, scholarships, and other important information. Visit the Eagle Connect website (https://aits.unt.edu/eagleconnect) for more information, including tips on how to forward your email.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to provide you with an opportunity to evaluate how this course is taught. You will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox. Simply click on the link and complete your survey. Once you complete the survey you will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (https://vpaa.unt.edu/spot) or email spot@unt.edu. SPOT survey dates for this semester are as follows:

Term	Survey Administration Dates
Regular Academic Session	Nov. 11–Dec. 4, 2025
8W1	Sept. 30–Oct. 9, 2025
8W2	Dec. 2–Dec. 11, 2025

Important Notice for F-1 Students Taking Distance Education Courses

Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website

(http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in multiple on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

The decision may have serious immigration consequences. If F-1 students are unsure about their need to participate in an on-campus experiential component for this course, they should contact the UNT International Advising Office (phone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

ACADEMIC SUPPORT & STUDENT SERVICES

Student Support Services

Mental Health

UNT provides mental health resources (https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/resources/emergency-resources.html) to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being (*services free to UNT students):

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center/)
- Counseling and Testing Services* (https://studentaffairs.unt.edu/counseling-and-testing-services/)
- UNT Care Team* (https://studentaffairs.unt.edu/dean-of-students/programs-and-services/care-team/)

- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Therapy](https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/services/individual-counseling.html)* (https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/services/individual-counseling.html)
- National Suicide Prevention Lifeline (1-800-273-8255)
- Denton County MHMR Crisis Line (1-800-762-0157)
- Denton County Friends of the Family Crisis Line (940-382-7273)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information) (https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
- [UNT ID Card](https://studentaccounting.unt.edu/idcards) (https://studentaccounting.unt.edu/idcards)
- [UNT Email Address](https://myhr.unt.edu/) (https://myhr.unt.edu/)
- [Legal Name](https://studentaffairs.unt.edu/dean-of-students/programs-and-services/student-legal-services/) (https://studentaffairs.unt.edu/dean-of-students/programs-and-services/student-legal-services/)

UNT EUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Additional Student Support Services

- [Registration](https://registrar.unt.edu/registration/) (https://registrar.unt.edu/registration/)
- [Financial Aid and Scholarships](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/dean-of-students/programs-and-services/student-legal-services/) (https://studentaffairs.unt.edu/dean-of-students/programs-and-services/student-legal-services/)
- [Career Center](https://careercenter.unt.edu/) (https://careercenter.unt.edu/)
- [UNT Food Pantry](https://studentaffairs.unt.edu/desresources/programs/food-pantry/) (https://studentaffairs.unt.edu/desresources/programs/food-pantry/)

Academic Support Services

- [Online Student Resources](https://digitalstrategy.unt.edu/clear/approved_and_supported_technologies/online_student_resources.html) (https://digitalstrategy.unt.edu/clear/approved_and_supported_technologies/online_student_resources.html)
- [Academic Success Center](https://www.unt.edu/success/asc) (https://www.unt.edu/success/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [UNT Writing Center](https://writingcenter.unt.edu/) (https://writingcenter.unt.edu/)
- [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

Statement of Student Learning Outcomes, UNT Journalism

Since 1969, the UNT department of journalism, which is now the Frank W. and Sue Mayborn School of Journalism (effective Sept. 1, 2009), has been accredited by the Accrediting Council on Education in Journalism and Mass Communication. This national accreditation also extends to the Frank W. Mayborn Graduate Institute of Journalism, the only accredited professional master's program in Texas. About one-fourth of all journalism and mass communication programs in the United States are accredited by ACEJMC. National accreditation enhances your education here because it certifies that the school and the graduate institute adhere to many standards established by the council. Among these standards are student learning outcomes, covered by journalism courses in all sequences.

This course, JOUR 5310, will help to meet the student learning outcomes that have been checked by your professor, Dr. Koji Fuse.

Each graduate must:

- ★ Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.
- ★ Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.
- ★ Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.
- ☐ Present images and information effectively and creatively, using appropriate tools and technologies.
- ☐ Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- ★ Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and service to all people and communities.
- ★ Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.
- ☐ Effectively and correctly apply basic numerical and statistical concepts.
- ★ Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- ☐ Apply tools and technologies appropriate for the communications professions in which they work.
- ★ Contribute to knowledge appropriate to the communications professions in which they work.