**Mid Term Notes**

Ethical Decision Reading --- ONE

*Main* *Points*:

Resolving dilemmas is the key to business ethics

Certain ethic codes

“Ought talk”

Some writers claim ethics can’t be taught

Situational

Something you have not something you do

Each area of mass communication has its unique ethical issues

Revolves around 2 questions

What duties do I have, and to whom to I owe them?

What values are reflected by the duties I’ve assumed?

Constancy

Comes from Greeks

Study of what is good- Individual + society

Rationality

Ethics begins when elements within a moral system conflict

Bok’s model

2 Premises

People involved in ethical decisions

Maintaining social trust is a fundamental goal

3 Steps

How do you feel about the action?

Consult your conscience

Is there another professionally acceptable way to achieve the game goal that will not raise ethical issues?

Alternatives

How will others respond to the proposed act?

Hold a public ethical dialogue

2 Cautions

Important to go through all steps before making choice

Ethical dialogue outlined in third step is best when conducted in advance of event

Aristotle’s Golden Mean: Actor

Believed happiness was the ultimate human good

Elevate any activity through practical reasoning

Setting high standards

Exercised by individuals who understood “virtues”

Phrenemos: person of practical wisdom

Behave ethically

1. You must know what you are doing
2. You must select the act for its own sake
3. The act itself must spring from a firm and unchanging character

Select heroes to base model off of

High Standards

Varies between individuals

Kant’s Categorical Imperative: Action

Individual should act as if the choices one makes for oneself could become universal law

Treat each individual as an end and never as merely a means

“Do unto other as you would have other do unto you”

Based on the notion that it is in the act itself, rather than the person who acts, where moral force resides

Unlike Aristotle’s

Moves the notion of what is ethical from the actor to the act

2 duties

Strict duties: Not to murder, not to break promises, not to lie

Meritorious duties: Aid others, develop one’s talents, show gratitude

Allows us to learn from mistakes

Utilitarianism: Outcome

Englishman Jeremey Bentham and later John Stuart Mill

The consequences of actions are important in deciding whether they are ethical

Brings most happiness and least suffering

Greatest good for greatest number

Completes cycle Aristotle began

Provides principle of democracy

Average person speaking their mind

Good of entire society in a place of ethical reasoning

Right= Proportion in which it contributed to general happiness

Entrench self-interest

Wrong= General unhappiness

Promote social selfishness

Pluralistic Theory of Value

William David Ross

There is often more than one ethical value simultaneously “competing” for preeminence in our ethical decision making

Differs from Kant or Mill

Propose only one ultimate value

Different types of duties: fidelity, reparation, gratitude, justice, beneficence, self-improvement, not injuring others

Works for professionals balancing competing roles

2 Duties

Prima facie duties: Duties that seem right because of the nature of the act itself

Duty proper: Duties that paramount given specific circumstances

Communitarianism

Classical ethical theory

Emphasis on the individual and individual acts

Concepts of character, choice, liberty, and duty

Consider the environment

Ethical guidance when confronting the sort of society-wide issues that mark current political or business activity

Community interest trump individual interest

Potential impact on society

Social justice is the predominate moral value

Cooperation

Resembles family more than town

Science of ethics

Science and certainty are not synonymous

Constantly change of science

New developments change thought

*Key Terms*:

**Aesthetics:** study of how well one could analyze objectively

**Epistemology:** study of knowing and debates what is knowable

**Ethics**: what is good for individual and society

**Quandary ethics**: The feeling that no best choice is available and that everyone’s choice is valid

**Ethics**: A rational process founded on certain agreed-on principles

**Morals**: Realm of religion

5 Ethical Values Reading --- TWO

*Main points:*

Truth in communication – accurate and reliable

Trust – rely on the accuracy of their info

2 approaches for understanding truth – universal OR by reasoning and experience/observation

*Key terms:*

**Veracity**: presumption of honesty

**Lie**: intentional deception

**Altruistic lie**: still a lie, but helpful (still bad)

**Corrective justice**: righting a wrong by correcting the wrong (mom – child bully 🡪 sign “I’m a bully”)

**Retributive justice**: equal opposite punishment 🡪 ear for an ear

**Procedural justice**: fair punishment

Mass Communication Reading --- THREE

*Main Points*:

*Key Terms*:

Communication: Process of creating symbol systems that convey information and meaning

Culture: Symbols of expression that individuals, groups, and societies use to make sense of daily life and to articulate their values

Mass Media: The cultural industries that produce cultural products to large numbers of people

Mass Communication: Process of designing and delivering cultural messages and stories to large and diverse audiences through media channels

Digital communication: Images, texts, and sounds and converted (encoded) into electronic signals

Bloggers’ personalized opinion sites

Media convergence: The technological merging of content in different mass medias

Cross platform: A particular business model that is favored by corporate interests

Linear Model of Mass Communication

Senders: Authors, producers, organizations

Messages: Transmitted programs, texts, images, sounds, ads

Mass Media Channel: Through newspapers, books, television, and internet

Receivers: Readers, viewers, citizens, and consumers

Gate-keepers: Editors, producers, other media managers

Feedback: Citizens and consumers return messages to senders or gatekeepers

Selective exposure: Audiences typically seek messages and produce meanings that correspond to their own cultural beliefs, values, and interests

High culture: “good taste” supported by wealthy patrons and corporate donors “fine art”

Low culture: “masses” questionable tastes- commercial junk circulated by mass media

Modern: Arrival of the Industrial Revolution in the nineteenth century

Post Modern: Contemporary

Critical Process: Stresses the subtle distinctions between amassing information and become knowledgeable or attaining media literacy

Media Literacy: Mastering five stages:

Description: Paying close attention, taking notes, and researching

Analysis: Discovering and focusing on significant patterns that emerge from the description stage

Interpretation: Asking and answering the “What does that mean?” and “So What?”

Evaluation: Arriving at the judgment about weather something is good, bad, mixed, or mediocre

Engagement: Taking some action that connects our critical perspective with our role as citizens to question our media institutions

Jesus is (NOT) a brand of Jeans --- FOUR

Bla bla bla sex sex sex women unfairly treated yatta yatta yatta objectification

(Yup, that pretty much sums that up)

Advertising Reading --- Five

*Main Points*:

*Key Terms*:

**Advertising**: Communication that is paid for and is usually persuasive in nature

**Era of creativity**: Advertisers emphasized entertainment as well as information

**Integrated Marketing Communications**: Assures that the use of all commercial media and messages is clear, consistent, and influential

**Sales Promotions**: Are specific features like coupons that directly spur sales

**Click-through rate**: Percentage of readers who click on the ad to visit the advertiser’s page

**Viral-marketing**: Ideas are spread about products through chat rooms, blogs, social network sites, or other Internet-based ventures

**Database marketing**: Is used when advertisers store information about consumers so that can personalize messages

**CANSPAM Law**: Regulates commercial e-mail

**Advertising media**: The communication channels that carry messages to consumers

**Research organizations**: Compile statistics about consumers and their media habits to evaluate adverting messages

**Brand**: Consists of all the dimensions that identify and give unique value to a product or company

**Advertising plan**: A written document outlining the objectives and strategies for a product’s advertising

**Account Executives**: The liaisons between the agency and the client

**Media departments**: Negotiate on behalf of the advertiser to buy space from media companies

**Copy testing**: Evaluates the effectiveness of advertisements

**Relationship marketing**: Consumers develop a strong preference for brand through one-to-one communication

**Direct marketing**: Form of advertising that requests an immediate consumer response

**Infomercials**: Paid television programs that promote a product

**Brand loyalty**: The consumer’s propensity to make repeat purchases of a specific brand of product

**Buying motive**: Explains the consumer’s desire to purchase particular products

Demographic segmentation: Based on social or personal characteristics such as age, sex, education, or income

Sex Lies and Adv. --- SIX

The whole thing is about Ms. Magazine complaining about its advertisements.   
There’s really nothing to pull notes from.

Analyzing Images Reading --- SEVEN

*Main points*:

*Key Terms*:

**Visual Literacy**: Awareness of the importance of visual communication and your ability to interpret or make meaning out of images by examining their context and features

**Analyze**: To divide or dissolve the whole into its parts, examine these parts carefully, look and relationships- Help understand the whole

**Mirror Effect**: Refers to the way in which the ad mirrors the target audience’s self-image

**Window Effect**: Provides visions of the future, promises of who we will become if we align ourselves with this brand

Sexuality in Women’s Magazines --- EIGHT

*Main Points*:

Research on sexual content in women’s magazines has identified dominant ideologies

that promote sexual role stereotypes and privilege masculinity

Being in a monogamous heterosexual relationship was presented as essential

for every woman’s happiness

2 Australian women’s lifestyle magazines

*Summary*: In their analysis of ‘great sex’ in popular magazines, Menard and Kleinplatz (2008) put the view that ‘sex tips’, providing information about things one can do to please a male partner, reinforced the notion that women should not be interested in sex for its own sake, but instead should self-consciously learn a variety of sexual tricks to showcase their appeal to men. Through this and other types of content, the magazines reinforce the view that getting and keeping a man is the primary goal of women, and sex is the tool for achieving this. From this perspective, male sexual needs are given priority, whereas women are encouraged not to explore their own sexual preferences, but to learn new ways to give men sexual pleasure

***POWERPOINTS***

Appeal PowerPoint

**Target Audience:** who ad pertains to

**Glittering Generalities**: Usually one work is singled out, and it sounds appealing, but is difficult to define.

**Transfer**: Transferring ideas and emotions from one thing to another (simile and metaphor)

**Hidden Fears**: Playing upon the individuals insecurities

**Testimonial**: Endorsement by a well-known individual or organization

**Emotional Appeal**: Attempts to create positive or negative emotions in the viewer

**Facts and Figures**: Using proven facts and numbers

**Bandwagon**: Everyone is doing it you should too

**Plain Folks**: Appeals to the simple living

**Snob Appeal**: Appeals to the rich life and the desire for status

**Sexual Appeal**: Either direct or underlying, through images and words

**Humorous Appeal**: The reality of the ad would be a ridiculous concept to viewers

Epistemological Assumptions

* Epistemology - how we know what we claim to know
* To what extent can knowledge exist before experience?
* To what extent can knowledge be certain?
* How does knowledge arise?
* How is knowledge conceived?
* To what extent is knowledge explicit?
* To what extent does knowledge represent what is True/true?

Learning Styles

## **Type I Learners**

* This type of learner falls into the Reflective Observation and Concrete Experience categories. These learners are referred to as Innovative Learners. These learners need to have a personal connection to whatever they learn in order to find it interesting.

Innovative Learners often ask a question that begins with "Why?" They want to be sure that whatever they are learning has a value in daily life situations. Teachers who have these kinds of students in class will find that these learners benefit most from activities such as brainstorming and cooperative learning.

## **Type II Learners**

* Type II learners fall into the Abstract Conceptualization and Reflective Observation categories and are referred to as Analytic Learners. Analytic Learners often ask questions that begin with "What?" For these learners, the processes and the concepts they learn have little value to them unless they can gain a deeper understanding of them. Analytic Learners like to acquire facts.

Teachers who have this kind of learner in their classroom will find that they like to analyze data, do independent research and find expert opinions on material being presented. Teachers will also notice that Analytic Learners like lectures, because they can learn quite effectively from them.

## **Type III Learners**

* These learners are referred to as Common Sense Learners. Common Sense Learners fall under the categories of Active Conceptualization and Abstract Conceptualization. These learners like to ask the question, "How does this work?" They are the learners who, if possible, want to actually try whatever it is they learn. Teachers will notice that this kind of learner works best with kinesthetic learning experiences.

## **Type IV Learners**

* Concrete Experience and Active Experimentation are the two categories that these learners, referred to as Dynamic Learners, fall into. These are the learners who have an interest in discovering things entirely on their own, generally using intuition. While they like to teach themselves new things, they often like to teach others new things as well. Dynamic Learners learn best through techniques such as games and simulations.

## **More Information**

* Although a student of a certain learning type might have a preferred learning method, that does not mean that the student cannot learn via other methods. Teachers who incorporate as many learning methods as possible (such as lectures, games, kinesthetic experiences and cooperative learning) into their curriculum find that they help the most students in their class to successfully learn the necessary materials.