

Curriculum Guide for Teaching Communication Topics

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## Curriculum Guide for Teaching Communication Topics

### **Introduction**

This project will provide a curriculum guide for teaching topics in communication. The guide will be in a lesson plan format that will give the instruction in several different types of communication, as well as understanding theories of communication. The lesson plans will contain the following information:

1. The name or title of the lesson
2. The grade level or audience the lesson is intended for.
3. The standards to be addressed
4. The objectives to be covered including skills that will be learned.
5. The information that will be presented, or any demonstrations that will be necessary.
6. Verification steps to check student understanding. This could include tests, quizzes, or practical demonstrations on the part of the students.
7. Any activities that would be involved, group or independent to reinforce the lesson.
8. Materials needed
9. Additional resources that are available.
10. Additional notes
11. A summary that summarizes what has been learned and concludes the lesson.

The first lesson plan will be entitled How to Communicate Ethically. The lesson plan curriculum guide will be as follows:

**Introduction to Ethical Communications and Ethical Reasoning Lesson #1**

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### **Introduction to Ethical Communications and Ethical Reasoning Lesson #1**

This lesson is intended for undergraduate university students studying communication.

#### **Learning Objectives**

This lesson objective will provide an overview of the major concepts to be presented in a curriculum guide on How to Communicate Ethically. These concepts include:

1. Why it is important to have ethical communication in a variety of different situations, personal, business and when dealing with others from a different culture other than your own.
2. To understand tolerance and respect for others.
3. Being able to explain what is ethical communication and why it is important.
4. Being able to identify what is most the important characteristic of ethical communication in a business situation.
5. Understanding how acting ethically not only applies to business situations but also to personal interactions and communication as well.
6. How to learn to act ethically in all situations.

#### **Lecture Preparation Notes**

##### **Introduction to Ethical Communications and Ethical Reasoning**

- Impress with the class the importance of promoting a climate of caring and mutual understanding coupled with respect for everyone
- The intent of this lesson is to understand that we have a responsibility to ourselves and those around us to be ethical in every way possible.

- Why are ethics important in the first place?
- Ethics examines reasoning. Reasoning is the thought process that allows us to determine the course of action we take in any given situation, (Werhane, 1983).
- To act ethically takes a conscious effort and practice.
- To behave ethically also takes practice, but it is also the opportunity to put into practice what you believe ethically.
- One's behaviors are a demonstration of their ethics. You may remember the old saying; "Actions speak louder than words." This is true when it comes to the practice of ethics.
- You are judged by others on how you act or re-act to everyday situations. Everyone has the choice to act ethically or unethically. Depending upon how we embrace ethics as we "reason" what action we will take ultimately dictates whether we act with ethics or not.
- While "ethical communications" has no one clear definition, there are a number of key elements that must be considered
- Deontology is a concept that refers to one's expected "duty" in various situations, (Werhane, 1983).
- The concept of Human Nature suggests that we as humans have inherent capabilities that constitute the basis for acting either ethically or unethically. These are the basis for ethical claims, (Werhane, 1983).
- It is important to notice your audience as you are presenting this lesson. If there are a number of puzzled looks, or frowns, this body language may indicate confusion or disagreement.

- As a test you may want to ask certain audience members if they have any questions, or would like to share any thoughts. This process will allow an avenue to help ensure complete understanding is occurring and good communication has taken place.

### **Goals**

1. Students have full understanding of acting ethically and the consequences of those actions.
2. Students have a better understanding of how difficult it is to act ethically every time.
3. Students are better prepared to act ethically.
4. Students have become aware of their own interpretations of acting ethically and how those interpretations compare to the study of ethics.
5. Students will gain an understanding of how to act ethically with other cultures in business situations.

### **Activity Number 1: Importance of Ethical Communication**

- Have the class give examples of how they have tolerated something or someone from a different culture to help that person feel accepted and understood.
- Have class commit to outward expressions of personal convictions to act ethically
- Ask the students to write a short narrative about a time when they have been faced with a challenging situation involving using ethical communication and explain how they handled the event to another student.
- Break the students into two groups. Coach one group so that they develop an unusual way of communicating, acting or understanding. Put the two groups together and have the second group try to understand the first group and develop a

plan for making the “other culture” group feel accepted. After the exercise with the class back together ask the “other culture” group how they felt about what the other group did to help them “fit in” and feel understood.

**Activity Number 2: Understanding the Importance of Good Ethics Every Time**

- Divide the students into two groups of equal sizes. Put the groups into separate rooms.
- Instruct one group to write a list of what they consider to be ethical and unethical behaviors in business.
- Ask the second group to write down what they consider to be ethical and unethical behaviors in a social or private life settings.
- After some time return the groups to the original classroom. On the board make two separate columns, one being the business list, the other being the personal list. Compile a list of what the students’ came up with.
- As a class go over and identify any similarities.

Through teacher led discussion explain that the lists should be identical. Use this example to show how people have one set of ethical behaviors for the work place and a different set for their personal lives. Ask the students to consider how the lists may differ if they were being personally effected by the decision they made, how would this change the list? What would happen if by acting ethically they might lose that job, that house or that car? Would they still act ethically, why or why not?

**Presentation Materials**

Notebook paper

Pen or Pencil

**Self-Comprehension Exam on Ethics in Communication and Ethical Reasoning**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does ethics mean to you? \_\_\_\_\_  
\_\_\_\_\_
2. How do you intend to communicate ethically in the future? \_\_\_\_\_  
\_\_\_\_\_
3. Explain how you will use reasoning when ethical situations arise. \_\_\_\_\_  
\_\_\_\_\_
4. Why act ethically? \_\_\_\_\_  
\_\_\_\_\_
5. How do you explain Deontology, how will you use it, will you use it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. How do you explain Human Nature? \_\_\_\_\_  
\_\_\_\_\_
7. What is the most important characteristic of being ethical? \_\_\_\_\_  
\_\_\_\_\_
8. What are some consequences for acting un-ethical? \_\_\_\_\_  
\_\_\_\_\_



9. What is the most important concept when dealing with others ethically? \_\_\_\_\_

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10. If we think ethically why do we need to act ethically? \_\_\_\_\_

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### **Additional Resources**

- Finkelstein, A. F. (2010). How Positive and Negative Feedback Motivate Goal Pursuit. *Social and Personality Psychology Compass*, 517-530.
- Harden, R. C. (2009). Interpersonal Communication Ethics . In R. C. al., *Communication Ethics Literacy: Dialog and Difference, The Relationship Matters* (pp. 119-135). New York: Sage Publications.
- Jr., A. M. (2005). The Necessity of Intercultural Communication. *Journal of Sociology and Psychology*, 1-37.
- Morton, G. (2001). Compliance Employing a Combined Foot-in-the-Door and Door-in-the-Face Procedure. *The Journal of Social Psychology* 126(1), 111-116.
- O'Keefe, D. (2002). Guilt as a Mechanism of Persuasion. In J. P. Pfau, *The Persuasion Handbook* (pp. 329-341). Thousand Oaks: Sage Publications.
- Putnam, M. S. (2004). Ethical Communications: Spinning the Truth. *The Business Ethics Advisor*, 1.
- Sideridis, A. R. (2005). The Effectiveness of Compliance Techniques: Foot-in-the-Door versus Door-in-the-Face. *The Journal of Social Psychology*, 145(2), 237-239.
- Werhane, T. D. (1983). Introduction to Ethical Reasoning. *Ethical Issues in Business*, 1-12.

### **Additional Notes**

Ensure class has access to resources to continue to research topics on communication and ethics as well as acting ethically.

Re-iterate with class that there is a tolerance of all humans and a belief that we are all unique and special and while we may have different ways of communicating and understanding we all deserve to be treated ethically.

### **Summary**

Ensure that all class members have had the opportunity to express themselves and ask all the questions that they needed to ask. Reaffirm the importance of ethics and ethical standards of conduct at all times, in all places, with all people.

Challenge the class to endorse freedom of expression, diversity, tolerance and respect for all peoples, cultures, religions and beliefs.

Challenge the class to act ethically at all times.

**Introduction to Ethical Communications and Ethical Reasoning Lesson #2**

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## **Introduction to Ethical Communications and Ethical Reasoning Lesson #2**

This lesson is intended for undergraduate university students studying communication.

### **Learning Objectives**

*“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.”*

— *(Confucius c450 BC*

This lesson objective will provide an overview of the major concepts to be presented in a curriculum guide on Work Ethics. This lesson will discuss the importance of developing good work ethic. The lesson will include:

1. Understanding the difference between ethical and unethical work behavior.
2. To be able to identify good work ethics.
3. Being able to explain how to use work ethics.
4. Being able to distinguish the difference between work ethics, school ethics and personal situational ethics.

### **Lecture Preparation Notes**

#### **Introduction to Work Ethics**

- Define work ethics
- Discuss obligation to be ethical?
- Are we obliged to help others? Why or why not?.
- Is there more than one ethical solution to any given situation?
- How should we communicate ethically at work, ask for examples to ensure understanding.
- What ethics are involved in using technology at work? Ask for examples.

- Do ethics vary with the position we hold in an organization?
- Do ethics and responsibility to get the job done go hand in hand?
- Can ethics conflict when a choice needs to be made to either help a co-worker who has fallen behind or confused and getting the job done on time, as the organization expects? What is the ethical thing to do and why?

### **Goals**

1. Students have full understanding of acting ethically at work.
2. Students will be aware of conflicting ethics and how to handle those situations.
3. Students will become more aware of the differences between expectations, obligations and responsibilities.
4. Students will understand how to act and communicate ethically at work.
5. Students will be able to determine what ethical choices are available to them.

### **Activity Number 1: Determining Ethical Choices**

- Have the class make a list of work ethics. Time the class, give them 10 minutes.
- Discuss with the class the various lists, see how long and accurate the lists are.  
How difficult was it for the class to identify what to do ethically at work?
- Discuss with the class what influenced their decisions as to what was ethical.
- Scenario: Suggest to the students that they have been given a time deadline and a co-worker has asked them to stop what they are doing and help them. Ask the students to determine if there is a conflict in ethics here, if so what is it? Discuss the answers.

- Have the students explain in class what they feel their obligation to their employer is vs their obligation to their co-worker in the above scenario and how ethics plays a part.
- Have the students make a list of those obligations and tell them to put them in order of importance, combining the obligations to the co-worker and the organization in the list.
- Have the students make another list with three columns: Responsibility, Obligation, and Expectation. Have the students place their actions in one of the three areas and rank each action with the most important ones first, second and so forth in each column.
- Have the students make a list of the different ethical choices they have in each column.

Through teacher led discussion explain that we all have obligations, responsibilities and expectations. Explain that there are a number of different choices we can make and list the consequence for each choice. Have the class help in developing the consequences. Have a discussion with the class to explain priorities and how they are important and when they are established how they simplify making choices. Explain that in reality if you are to reach goals that you set, you must prioritize choices to succeed in accomplishing those goals. Explain that it all comes down to what is really important and how ethics helps us to choose. Reaffirm that we always have choices and that no one should feel backed into a corner regarding ethics, this causes resentment and could actually become counter-productive and result in acting unethically.

### Presentation Materials

Notebook paper

Pen or Pencil

### Self-Comprehension Exam on Work Ethics

**Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

Discuss a situation at work where you had to make ethical choices and explain what you did, how you prioritized. Explain your thought process and what allowed you to determine what course of action you should take. Answer must be at least one and half pages in length.

### Additional Resources

Montgomery, B. (2002). Career and Family Leadership. *Instructional Materials Laboratory, University of Missouri-Columbia.*

Smith, A. J. (2009). Family, Career and Community Leaders of America. *Get Connected to Families First, Student Body, FACTS, CD-Rom* . Reston, VA., FCCLA, Inc.

Jr., A. M. (2005). The Necessity of Intercultural Communication. *Journal of Sociology and Psychology*, 1-37.

Thompson, V. (2010). Alternative Assessment. *A Family and Consumer Sciences Teacher's Tool Kit*,. Ohio State University. Vocational Instructional Materials Laboratory

O'Keefe, D. (2002). Guilt as a Mechanism of Persuasion. In J. P. Pfau, *The Persuasion Handbook* (pp. 329-341). Thousand Oaks: Sage Publications.

Werhane, T. D. (1983). Introduction to Ethical Reasoning. *Ethical Issues in Business*, 1-12.

### **Additional Notes**

- Direct the class to continue to look for ways that they can act ethically at work. Suggest that they also continue to look for ways to make more than one ethical choice.
- Offer additional references for those who would like to explore this topic further.

### **Summary**

As part of the class wrap up remind the class that choices gives them freedom. With freedom comes great responsibility, therefore make those choices well.

Make sure the class takes time to critically think through all their choices and learn to select the best one through the use of prioritizing.

Challenge the class to act ethically at all times.



**Introduction to Ethics, Employer Loyalty and Morale Responsibility in Business Lesson #3**

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**Introduction to Ethics, Employer Loyalty and Morale Responsibility in Business Lesson #3**

This lesson is intended for undergraduate university students studying communication.

**Learning Objectives**

This lesson objective will provide an overview of common business situations that can cause a conflict between job duties, morals and ethics. These concepts include:

1. Understanding the differences between job responsibilities, morals and ethics.
2. To explore alternatives to acting unethically.
3. Understanding the difference between acting ethically and just going with a “gut feeling.”
4. How to rationalize the choices you are making and understanding the consequences of those decisions

**Lecture Preparation Notes****Introduction to Employer Loyalty vs. Morale Responsibility and Ethical Decision Making**

- Impress with the class the importance of understanding how ethics are adopted and why this is so important
- The intent of this lesson is to understand that we have a responsibility to ourselves and those around us to be ethical in every way possible, including employers.
- Explore what consequences might arise from acting unethically in the workplace up to and including losing a job, civil and criminal action.
- Discuss with the class Arizona laws regarding specific duties and expectations the State of Arizona has of its residents regarding ethical behavior.
- Explain the difference between *must*, *shall*, and *may*, as it regards to legal presidents both in organizational by laws and laws of the state.

- Suggest consequences to acting ethically and provide alternatives to those choices in a discussion with the class so that they are clear as to the alternatives they have should they lose a job through acting ethically.
- Review “Oaths” that certain organizations require their employees to take such as:
  1. Medical “Save Lives.”
  2. Military “Protect the Constitution and the nation”
  3. Police “Uphold the Law”
  4. Courts “Uphold Justice and Act Fairly according to the law”

### **Goals**

1. Students will be able to determine the difference between must, shall and may requirements.
2. Students will be able to explain why it is necessary to act ethically even when your job may be at risk.
3. Students are better prepared to act ethically.
4. Students will be able to make more informed decisions about what they should do when faced with requests by employers to act unethically.
5. Students will be understood the law of the state of Arizona as it pertains to certain ethical situations.

### **Activity Number 1: Importance of Acting Ethically**

- Break the class into discussion groups of about 4 or 5 students.
- Give the class the following scenario: You have just started a new job that you have been wanting to get for a long time. You are excited and have high hopes of staying with this job as a career. You have just graduated nursing school and your

supervisor asks you to take over making sure the doctor has all of his instruments ready for use prior to each patient. This is a busy medical center and you know that this experience will give you a great start on your career. You begin by sterilizing all of the doctors equipment after each patient when you are told by your supervisor to just “rinse” the instruments in the sterilization machine because sterilization takes too long and the doctor will become annoyed. You question this by asking “won’t the patients be at risk for an infection from other patients?” the reply is “yes, but it will take several days before they get sick and by that time they will not realize it came from this office, just rinse the stuff.”

- Ask the students to discuss the “real” course of action that a new nurse might take and why. Have a group member keep track of the responses on a piece of paper.
- Ask each group to now come up with what they should do ethically, wait a period of time for discussion, ask each group to keep track of the answers of their group through one member writing the responses down for later larger class discussion.
- Ask the group to discuss what legal consequences they think they would be subject to by each of their responses. Again have a group member keep track of the responses.
- Have the groups list all the options they have available to them, including protection under the law, anonymity etc.
- Ask each group to explain what the various “oaths” mean and how they play into any ethical situation.
- Now have the groups come up with ways they will tell an employer they will not act unethically.

When it appears the class has had enough time to complete their discussions of these topics reconvene the class for a class discussion. Allow each group to present their findings and rationale for their choices, then discuss with the class as to whether or not these choices would be ethical and workable in the real world. Use this example to show how people wanting to do a good job, please an employer and start a new career may be “trapped” into acting unethically if they are not prepared. Ask the students to consider how the lists may differ from group to group and what may have caused these differences. Point out everyone sees a situation differently; the important thing is to always act ethically.

### **Presentation Materials**

Notebook paper

Pen or Pencil

### **Self-Comprehension Exam on Ethics in Communication and Ethical Reasoning**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What are some consequences of acting ethically? \_\_\_\_\_  
\_\_\_\_\_
2. What options do you have if you lose a job over acting ethically? \_\_\_\_\_  
\_\_\_\_\_
3. Explain how you will use options when ethical situations arise. \_\_\_\_\_  
\_\_\_\_\_
4. What is acting morally? \_\_\_\_\_  
\_\_\_\_\_
5. How do you explain an Oath, how will you use it, will you use it? \_\_\_\_\_

- 
- 
6. How do you explain a gut feeling? \_\_\_\_\_
- 
7. What is the most important reason for acting ethically? \_\_\_\_\_
- 
8. What are some consequences for acting un-ethical? \_\_\_\_\_
- 
9. What is the most important concept when dealing with others ethically? \_\_\_\_\_
- 
10. How do you tell your employer you will not act unethically? \_\_\_\_\_
- 

### Additional Resources

- Finkelstein, A. F. (2010). How Positive and Negative Feedback Motivate Goal Pursuit. *Social and Personality Psychology Compass*, 517-530.
- Harden, R. C. (2009). Interpersonal Communication Ethics . In R. C. al., *Communication Ethics Literacy: Dialog and Difference, The Relationship Matters* (pp. 119-135). New York: Sage Publications.
- Jr., A. M. (2005). The Necessity of Intercultural Communication. *Journal of Sociology and Psychology*, 1-37.
- Morton, G. (2001). Compliance Employing a Combined Foot-in-the-Door and Door-in-the-Face Procedure. *The Journal of Social Psychology* 126(1), 111-116.
- O'Keefe, D. (2002). Guilt as a Mechanism of Persuasion. In J. P. Pfau, *The Persuasion Handbook* (pp. 329-341). Thousand Oaks: Sage Publications.

Putnam, M. S. (2004). Ethical Communications: Spinning the Truth. *The Business Ethics Advisor*, 1.

Sideridis, A. R. (2005). The Effectiveness of Compliance Techniques: Foot-in-the-Door versus Door-in-the-Face. *The Journal of Social Psychology*, 145(2), 237-239.

Werhane, T. D. (1983). Introduction to Ethical Reasoning. *Ethical Issues in Business*, 1-12.

### **Additional Notes**

Ensure class has access to resources to continue to research topics on Arizona laws and ethics as well as Arizona's expectations for acting ethically.

Re-iterate with class the importance of acting ethically at all times, that in the long run it is the best choice all the way around.

### **Summary**

Ensure that all class members have the opportunity to receive additional information on any area of the lecture that they wish to have more details. Express to the class that they have the ability to do the right thing, and that by doing the right thing it will save their reputation, their licenses and their own self respect. Reaffirm the importance of ethics and ethical standards of conduct at all times, in all places, with all people.

Challenge the class to act ethically at all times.

**Introduction to Propaganda and Ethics Lesson # 4**

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### **Introduction to Propaganda and Ethics Lesson #4**

This lesson is intended for undergraduate university students studying communication.

#### **Learning Objectives**

*“Education aims at independence of judgment. Propaganda offers ready-made opinions for the unthinking herd.”*

— Jacques Ellul, 2006

This lesson objective will discuss propaganda and ethics. These concepts include:

1. What is propaganda?
2. Understanding propaganda and how it relates to ethics.
3. Being able to explain how propaganda can be used in unethical ways.
4. Understanding the true intent of propaganda and the relationship it has to ethics.
5. How to learn to act ethically in all situations.

#### **Lecture Preparation Notes**

##### **Introduction to Propaganda and Ethics**

- Overview of propaganda’s definitional history.
- Make students aware of traditional and contemporary definitions
- Traditional definition: propaganda is systemic in a democratic, technological, postindustrial information society and those instruments of mass media (in particular, advertising and public relations, and other tools of persuasion to convince the masses of the truth of a subject matter.
- Contemporary definition: a presumption of manipulation and control, If not outright coercion, that dehumanizes the audiences or intended “victims” of propaganda; a power imbalance—rhetorical, political, economic, and so forth—between propagandists and propagandees; and a presumption those principles of science, rhetoric, semantics, and enlightened or open-minded education serve as powerful antidotes to propaganda.
- Discuss early approaches to propaganda

- One implication of the term *propaganda*, when it was first used in the sociological sense by the Roman Catholic Church, was to the spreading of ideas that would not occur naturally, but only via a cultivated or artificial generation. In 1622, the Vatican established the Congregatio de Propaganda Fide, or “Congregation for the Propaganda of Faith,” to harmonize the content and teaching of faith in its missions.(p.201 *Semantics and Ethics*, 1993).
- Over time explain that the term took on a negative connotation, from an ethical viewpoint it was seen as immoral.
- In 1842 W. T. Brande, writing in the *Dictionary of Science, Literature and Art*, called propaganda something “applied to modern political language as a term of reproach to secret associations for the spread of opinions and principles which are viewed by most governments with horror.”

### Goals

1. Students will be able to recognize propaganda and understand its relationship to ethics.
2. Students will become aware of the history of propaganda.
3. Students are better prepared to critically assess propaganda.
4. Students will understand how propaganda is used and how to respond to it ethically.
5. Allow students to critically look at propaganda.

### Activity Number 1: Developing Propaganda?

- Break the students into two groups. Have one group develop a topic that they feel is worthwhile, but controversial. Have the group prepare to defend their issue and attempt to persuade the other group to adopt their belief.
- Allow the group to present the topic and then tally how many persons in the other group would agree to adopt the topic. Record the number on the board.
- Now ask the group that presented the topic how many in that group are actually on board with the topic, record that number.
- Separate the two groups into “believers” and “non-believers.”

### **Activity Number 2: What is Propaganda**

- Ask each group believers and non-believers why they believe the way they do.
- Instruct one group member in each group to write a list of what that group considers to be propaganda and why.
- Ask each group to identify what is ethical and what is propaganda, each group records their answers.
- After some time return the groups to the original classroom. Present the findings of both groups on the board and discuss their findings. See if there are any like responses and note those.

Through teacher led discussion identify what is a personal agenda, and what is actually something that would be used for the good of all. Use this example the students that some individuals may have personal agendas that they present in such a way that it appears to have the benefit of everyone at hand. Explain the difficulty in uncovering individual agendas vs. the ideas that would be designed to benefit all and how they differ ethically. Ask the students if they can see how trying to forward someone's personal agenda may not be ethical. Discuss how propaganda can be used to propel personal agendas, and personal gain in the guise of benefiting everyone. Some charities have been guilty of having personal agendas and spreading propaganda to help further their own personal cause rather than what they appear to present. Discuss the differences.

### **Presentation Materials**

Notebook paper

Pen or Pencil

**Self-Comprehension Exam Understanding Propaganda**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. In a narrative explain how you may have been caught up in propaganda and how you were able to determine what was factual and what was propaganda.
2. Create a situation where propaganda is used and discuss the alternatives to help deal with propaganda.

**Additional Resources**

Black, J. (1974). *General semantics, belief systems, and propaganda: Interrelationships in journalism*. Unpublished doctoral dissertation, University of Missouri, Columbia.

Black, J. (1977–1978). Another perspective on mass media propaganda. *General Semantics Bulletin*, 44/45, 92–104. **136 Semantics and Ethics**.

Brande, W. T. (1842). Propaganda. *Dictionary of science, literature and art*. London.

Burnett, N. (1989). Ideology and propaganda: Toward an integrative approach. In T.J. Smith III (Ed.), *Propaganda: A pluralistic perspective* (pp. 127–137). New York: Praeger.

Catlin, G. E. G. (1936). Propaganda as a function of democratic government. In H. W. Childs (Ed.), *Propaganda and dictatorship: A collection of papers*. Princeton, NJ: Princeton University Press.

Cole, R. (Ed.). (1998). *The encyclopedia of propaganda*. Armonk, NY: Sharpe.

Combs, J. E., & Nimmo, D. (1993). *The new propaganda: The dictatorship of palaver in contemporary politics*. White Plains, NY: Longman.

Cunningham, S. (1992). Sorting out the ethics of propaganda. *Communication Studies*, 43, 233–245.

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### **Additional Notes**

Make resources available to class members who may wish to have additional information on propaganda and ethics.

Allow the class members to present any additional information they may wish to share concerning their knowledge of or awareness of propaganda.

### **Summary**

Ensure that all class members have had the opportunity to express themselves and ask all the questions that they needed to ask. Reaffirm the importance of being able to recognize propaganda and how it is used.

Challenge the class to endorse freedom of expression, but be aware of personal agendas.

As always, challenge the class to act ethically at all times.

**Introduction to Ethical Family Interactions # 5**

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### **Introduction to Ethical Family Interactions #5**

This lesson is intended for undergraduate university students studying communication.

#### **Learning Objectives**

*“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.” — (Confucius c450 BC)*

This lesson objective will provide an overview of the major concepts to be presented in a curriculum guide on How interact with family members ethically. These concepts include:

1. Why it is important to have ethical actions with your own family and how they impact your professional life.
2. Students will be able to identify how ethics plays a major role in responsibilities both at home and at the office.
3. Students will learn how ethics allows them to develop a deeper understanding and respect for everyone.
4. Students will be able to explain how family circles may hamper ethical actions.
6. Better prepare the student to address family situations and to avoid being placed in unethical situations because of family loyalties.
7. Learn the difference between acting ethically and acting out of emotion.

#### **Lecture Preparation Notes**

##### **Introduction to Ethical Family Interactions**

- Impress with the class the importance of promoting a climate of caring and mutual understanding coupled with respect for everyone where family is concerned.

- The intent of this lesson is to understand what responsibility we have to family and what responsibility we have to ourselves to act ethically even with family
- Discuss the differences between helping someone and hurting someone by our actions today even though well intended and what that impact may be long term
- Discuss ethics in the family as being related to walking into a mine field. We have to be careful of where we go and what we say, perceptions are everything here.
- Reaffirm that to act ethically takes a conscious effort and practice and is especially hard when family is involved because of emotion(s).
- Family secrets, ethical or not ethical?
- “I am only trying to help you,” how these words can strike terror or anger in family circles.
- When to disclose personal family information and to whom and how much to disclose, what amount of disclosure is ethical?
- Who has the right to know? Do we select certain family members over others, is this fair?
- Do we disclose only some information to one family member then disclose a different piece of information to another family member, is this gossip? Does it help anyone? Does it hurt anyone? IS IT ETHICAL?

### **Goals**

1. Students have full understanding of how their good intentions may actually hurt family members.



2. To have the student understand the difference between communicating family information ethically and responsibly and communicating irresponsibly and unethically.
3. To allow students to experience firsthand how 'good intentions' may feel.
4. To help the students to be able to understand how to help their families ethically and responsibly.
5. To allow the students to develop better ways of communicating family information ethically and in a more caring manner that is sensitive to family members.

**Activity Number 1: Importance of Ethical Family Actions and Communication**

- Have the students watch the video Doing Time on Maple Drive.
- In this video the family is a respected military family with three children, two boys and one girl.
- Each family member has a different agenda and some common agendas. Have the class write down each family member and what they feel their each of the agendas consist of.
- Ask the class to make two columns on a piece of paper. Mark one column ethical and one personal agenda for each family member. List the actions of each family member in the appropriate column.

Through teacher led discussion explain that the lists should have a difference between what is ethical and what is personal agenda items. Discuss with the class how some personal agendas can be detrimental, even fatal for some family members. Talk about the perceptions that the mother wanted to present to the outside world at the expense of her relationships with her own family members. Draw a correlation between ethical behavior as a parent toward a child and

her own personal agenda to keep a “perfect family” image to the outside world at all costs, even to the extent of losing the life of a child. Draw a parallel as to how this behavior translated over to her daughter who was willing to abort her child without her husband’s knowledge because of “image.” Explain how we “teach” ethics and responsibility in our own family. This film touches all aspects of ethical, unethical, responsible and irresponsible behavior and how that correlates to one’s own agenda(s).

Have the class discuss when it is appropriate in the film to go against family wishes and to act ethically. What is the thinking that makes the decision to act ethically? How should you approach this with your own family, or with the family in the film?

Discuss what the family has a right to know, and what should be kept private and is this ethical, why or why not?

### **Presentation Materials**

Notebook paper

Pen or Pencil

### **Self-Comprehension Exam on Family Communication, Actions and Ethics**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In a paper at least three pages in length discuss the family dynamics. Highlight each family member’s personal agenda and describe how that agenda is or is not ethical. Provide examples of how each family member could have acted ethically. Give alternatives to each family member’s actions and suggest possible outcomes of your suggestions. Provide a list of consequences both short term and long term of each family member choices and then discuss how they could have been different if they had acted ethically.

### **Additional Resources**

- Sikking, J., (1992). *Doing Time on Maple Drive*, Directed by Ken Olin, Hollywood, Ca.
- Alberti, R., & Emmons, M. (2008). *Your perfect right: Assertiveness and equality in your life and relationships* (9th ed.). Atascadero, CA, US: Impact Publishers.
- Appelbaum, A. S., Tuma, J. M., & Johnson, J. H. (1975). *Internal-external control and assertiveness of subjects high and low in social desirability*. *Psychological Reports*, 37(1), 319-322.
- Bacon, C. C., & Severson, M. L. (1986). *Assertiveness, responsiveness, and versatility as predictors of leadership emergence*. *Communication Research Reports*, 3, 53-59.
- Bakker, C. B., Bakker-Rabdau, M. K., & Breit, S. (1978). *The measurement of assertiveness and aggressiveness*. *Journal of Personality Assessment*, 42(3), 277-284
- Baldwin, M. W. (1992). *Relational schemas and the processing of social information*. *Psychological Bulletin*, 112, 461-484.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. New York, NY, US: Cambridge University Press.
- Finkelstein, A. F. (2010). How Positive and Negative Feedback Motivate Goal Pursuit. *Social and Personality Psychology Compass*, 517-530.
- Harden, R. C. (2009). Interpersonal Communication Ethcis . In R. C. al., *Communication Ethics Literacy: Dialog and Difference, The Relationship Matters* (pp. 119-135). New York: Sage Publications.
- Jr., A. M. (2005). The Necessity of Intercultural Communication. *Journal of Sociology and Psychology*, 1-37.
- O'Keefe, D. (2002). Guilt as a Mechanism of Persuasion. In J. P. Pfau, *The Persuasion Handbook* (pp. 329-341). Thousand Oaks: Sage Publications.
- Putnam, M. S. (2004). Ethical Communications: Spinning the Truth. *The Business Ethics Advisor*, 1.
- Werhane, T. D. (1983). Introduction to Ethical Reasoning. *Ethical Issues in Business*, 1-12.

### **Additional Notes**

Go over with the class the differences between thinking you are helping someone when you are really hurting someone. Open the class for discussion of examples any students may want to share.

Re-iterate with class that there is a tolerance everyone but that that can be taken to an extreme. Good decision making requires having a good ethical standard from which to make those decisions.

Provide the class with all resources they might request in following up on this topic.

### **Summary**

Ensure that all class members have had the opportunity to express themselves and ask all the questions that they needed to ask. Reaffirm the importance of ethics and ethical standards of conduct at all times, in all places, with all people, even family.

Challenge the class to endorse freedom of expression, diversity, tolerance and respect for all peoples, cultures, religions and beliefs but to always ensure that any actions on their part does not contain hidden personal agendas where family and others are concerned.

Challenge the class to act ethically at all times. Be open and honest, especially with family.

**Introduction to Ethical Issues of Information Technology Lesson # 6**

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### **Introduction to Ethical Issues of Information Technology Lesson # 6**

This lesson is intended for undergraduate university students studying communication.

#### **Learning Objectives**

This lesson objective will provide an overview of the major concepts to be presented in a curriculum guide on How to handle information ethically.

#### **Lecture Preparation Notes**

##### **Introduction to Handling Information Technology Ethically**

- Ethical responsibility in knowing how to handle information so that we continue to operate in good practice rather than face malpractice lawsuits from disseminating too much information
- Professionalism in keeping information safe when stored and limiting access to sensitive information.
- Expand on the topic of the social nature of information
- Technological Implementations and Ethical Failures
- Ethical dimensions of credibility when gathering or disseminating information via the web.
- Ethical aspects of being an information professional
- The challenges regarding the duty, privilege and responsibility of using information in an ethical manner.
- Challenges facing educators in educating students regarding ethical responsible use of information technology

- Global information responsibilities and ethical requirements when using information technology.

### **Goals**

1. Students will achieve awareness of what challenges they are involved in handling information technology correctly and ethically.
2. Students will understand the hurdles facing storing sensitive information ethically.
3. Students will be able to demonstrate good ethics when gathering information and the responsibilities involved in using care with and how that information is shared.
4. Students have become aware of the responsibility to inform others of the intended use of their information and gain appropriate approval prior to any sharing of that information.
5. Understanding what makes information technology ethical and unethical.
6. Students will understand why release of information forms are necessary and how to create one.

### **Activity Number 1: Importance of Ethical Information Technology Usage**

- Have the class write down examples of how they believe information can be gathered using technology.
- Require the students to make a list of all web sites they believe collect and store personal information about persons.
- Now ask the students to list the rules of conduct, or regulations on storing and disseminating that same information for all of the sites they have listed without using a computer to provide the information. Have the student indicate whether or not they have ever read those regulations if they cannot remember them.

- Now ask the class to make another list of places where they were required to give personal information regarding themselves such as with a car insurance company, a doctor's office, a school or when buying an airline ticket.
- Have the students list any rules or regulations they know about concerning the responsibility of these agencies and their information.
- Have the class make a list of what they expect each of these agencies to do regarding their information and how they would feel if they found out that information was available to the general public.
- Have the students write out what they consider to be an ethical consent to release information form and explain how that form should be presented and explained to the user. How does ethics play a part here?
- Now compare the answers and discuss in class.

Through teacher led discussion explain that the lists should be identical. Why are they different? Use this example to show how people have different expectations of the information that they volunteer to professional than they do to social media outlets, even though it may be the same exact information. Create awareness with the students that they have a responsibility to act ethically with their own information as do the people they give it to. Also bring home the fact that many of them were not even aware they were providing sensitive information about themselves because they were in a social rather than a professional setting, and reenter rate that most of them were not even aware of the policies of the social media sites they have been sharing their information with. Responsibility to act ethically goes both ways, be ethical to yourself.



**Presentation Materials**

Notebook paper

Pen or Pencil

**Self-Comprehension Exam on Ethics with Information Technology**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What elements should be present in a release of information form? \_\_\_\_\_

\_\_\_\_\_

2. How will you use your information ethically in the future? \_\_\_\_\_

\_\_\_\_\_

3. Explain how you will use information technology responsibly. \_\_\_\_\_

\_\_\_\_\_

4. What ethical hurdles exist in gathering personal information? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Additional Resources**

Finkelstein, A. F. (2010). How Positive and Negative Feedback Motivate Goal Pursuit. *Social and Personality Psychology Compass*, 517-530.

Harden, R. C. (2009). Interpersonal Communication Ethics . In R. C. al., *Communication Ethics Literacy: Dialog and Difference, The Relationship Matters* (pp. 119-135). New York: Sage Publications.

Jr., A. M. (2005). The Necessity of Intercultural Communication. *Journal of Sociology and Psychology*, 1-37.

O'Keefe, D. (2002). Guilt as a Mechanism of Persuasion. In J. P. Pfau, *The Persuasion Handbook* (pp. 329-341). Thousand Oaks: Sage Publications.

Putnam, M. S. (2004). Ethical Communications: Spinning the Truth. *The Business Ethics Advisor*, 1.

Werhane, T. D. (1983). Introduction to Ethical Reasoning. *Ethical Issues in Business*, 1-12.

### **Additional Notes**

Ensure class has access to resources to continue to research topics on information technology.

Re-iterate with class that they have a responsibility to act ethically with their own information. If they are unethical or careless with their information why should anyone else care about what they have little regard for?

### **Summary**

Ensure that all class members have had the opportunity to express themselves and ask all the questions that they needed to ask. Reaffirm the importance of ethics and ethical standards of conduct at all times, in all places, with all people.

Challenge the class to endorse freedom of expression, diversity, tolerance and respect for all peoples, cultures, religions and beliefs. Challenge the class to act ethically at all times in all situations.

**Introduction to How Cheating in School Influences Unethical Behavior in Adulthood #7**

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**Introduction to Cheating in School correlating to Unethical behavior in Adulthood #7**

This lesson is intended for undergraduate university students studying communication.

**Learning Objectives**

This lesson objective will provide an overview of the major concepts to be presented in a curriculum guide on How to Communicate Ethically. These concepts include:

1. To allow students the opportunity to understand the relationship between cheating in school and unethical behavior in professional life.
2. To create an understanding with students in how temptation to cheat, acting on that temptation and then being tempted to act unethically then acting on that temptation have a strong correlation.
3. Students will be able to identify the variables that exist in cheating and unethical behavior.
4. Make students aware that there is a strong relationship between the setting they find themselves in and the temptation to act unethically or to cheat. Students will learn to identify these settings and prepare for them.
5. To create awareness that the perception of cheating on the part of others has a very profound influence on whether or not we will cheat or act unethically.
6. How to learn to act ethically in all situations.
7. Students will consider how they feel when they see cheating in their peers

**Lecture Preparation Notes****Introduction to Correlation between cheating and unethical behavior**

- Research shows that there is a strong relationship between the individuals learning to demish the ability to act ethically once they begin to cheat at anything.
- The intent of this lesson is to understand that how perception plays an important part in how and when people will cheat or act unethically.
- The settings that we find ourselves in have a tremendous amount to do with how we perceive ethical behavior and what we see as fair.
- Discuss fairness, what makes things fair and how does being fair kept us ethical?
- Discuss making plans and decisions prior to being placed in a compromising situation.

### **Goals**

1. Students have learned to determine what settings they are willing to place themselves in that will keep them ethical.
2. Students have a better understanding of how relationships can play an important part in whether or not they will act ethically or not.
3. Students are better prepared to act ethically when they are placed in various situations they may encounter in which they have no control over.
4. Students will become aware of how their own perceptions of what is going on around them affect how they may choose to act either ethically or unethically.

### **Activity Number 1: Cheating and Unethical Behavior**

- Explain to the class that you are going to allow them to make an extra 50 points for this assignment toward their grade in the class. Tell them that they will be seperated into two groups and the group that has the most correct responses will get the extra credit points. The other group will get nothing. Make it known that

this is an in class timed assignment and that no books or computers will be allowed to answer the questions. Give the class 30 minutes to complete the assignment. Tell the class you need to leave the room and they are all on the honor system with the assignment. Have the students number off 1 or 2. Put all the one's in one room for the initial assignment and all the 2s in another room.

- Coach the number 1 group instructing them that you want them deliberately cheat on the assignment that they were given in class and let the other group see them. Explain no disciplinary action will be taken against them and further advise them not to tell the other group about the experiment.
- Put the two groups back together, pass out a difficult test that would require the use of a computer or text and start the timer.
- Return to the classroom and collect the tests.

Through teacher led discussion explain the experiment. Determine if the other group decided to cheat since there was 50 points at stake. Ask what the perception was and how quickly it was developed, discuss this concept. Determine if any of the students felt the need to reveal the other groups cheating behavior, why or why not? Use this example to show how the settings people are in, the perceptions they have and the amount at stake play an important part in acting ethically. Ask the students to consider how they felt in both groups about the cheating. Did anyone make plans to “even the score?” Did anyone decide to give up? Was anyone angry, why? How many people felt helpless and did not know how to handle the situation? Would they still act ethically, why or why not?

### **Presentation Materials**

Notebook paper

Pen or Pencil

**Self-Comprehension Exam on Cheating and Unethical Behavior**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Explain how perception influences ethical behavior. \_\_\_\_\_

\_\_\_\_\_

2. How does the setting one is placed in influence ethical behavior? \_\_\_\_\_

\_\_\_\_\_

3. Why do you not cheat? \_\_\_\_\_

\_\_\_\_\_

4. Why act ethically when others are not? \_\_\_\_\_

\_\_\_\_\_

5. How do you explain the correlation between the setting you are in and ethics? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What keeps you ethical? \_\_\_\_\_

\_\_\_\_\_

7. What compass will guide you in difficult situations? \_\_\_\_\_

\_\_\_\_\_

8. What would cause you to cheat or act unethically? \_\_\_\_\_

\_\_\_\_\_

9. What is the most important concept in acting ethically? \_\_\_\_\_

\_\_\_\_\_

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10. What steps will you take to develop stronger ethics? \_\_\_\_\_

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### Additional Resources

Bowers, W.J. *Student Dishonesty and its Control in College*. Bureau of Applied Social Research, Columbia University, New York, NY. 1964.

McCabe, D.L. "Classroom cheating among natural science and engineering majors." *Science And Engineering Ethics*. 3:433-445. 1997.

Nonis, S., and C.O. Swift. "An examination of the relationship between academic dishonesty and work place dishonesty: A multicampus investigation." *Journal of Education for Business*. 77(2): 69-77. 2001.

Sims, R.L. "The relationship between academic dishonesty and unethical business practices." *Journal of Education for Business*. 68(4): 207-211. 1993.

Harding, T.S., D.D. Carpenter, C.J. Finelli, and H.J. Passow. "Does academic dishonesty relate to unethical behavior in professional practice? An exploratory study." *Science and Engineering Ethics*. 10(2):311-324. 2004.

Harding, T.S., D.D. Carpenter, C.J. Finelli, and H.J. Passow. "The influence of academic dishonesty on ethical decision making in the workplace: A study of engineering students." *Proc. 2004 American Society for Engineering Education Annual Conference*, ASEE, Washington D.C., 2004.

### Additional Notes

Ensure class has access to resources to continue to research topics on communication and ethics as well as acting ethically.



Develop with the class a plan for selecting settings and situations that will allow them to act ethically at all times and to have a back up plan when they are faced with settings where their ethics could be called into question.

### **Summary**

Ensure that all class members have had the opportunity to express themselves and ask all the questions that they needed to ask. Reaffirm the importance of making the right choices and selecting the settings that they wish to put themselves in.

Challenge the class to endorse freedom of expression, diversity, tolerance and respect for all peoples, cultures, religions and beliefs.

Challenge the class to act ethically at all times.