ABOUT THIS COURSE: Welcome to Journalism Ethics! In this course, we will learn about ethical principles, consider standards of practice and behavior for professional journalists, and look at American journalism both as it is and as how we might like it to be.

Our focus will be primarily on the ethics of people and institutions whose social role is to inform others about civic affairs and issues. Although all public communicators share a need to maintain credibility as well as some underlying ethical principles, our emphasis will be on “the news” and the people who provide it.

This course will help you work out your own guiding ethical principles, both individually and by exploring ideas with others. It will equip you with a toolbox for making sound ethical judgments and provide practice in using those tools. By the end of the semester, you will have gained:

* A framework for the process of making good ethical decisions as both journalists and citizens.

* A deeper understanding of the role of the media in a democratic society -- the role that underlies our need for ethical journalism in the first place.

* Insight into the ethical challenges facing journalists today.

REQUIRED BOOKS:

* Media Ethics: Issues and Cases (7th edition)
  Available at Iowa Book
  Website: highered.mcgraw-hill.com/sites/0073511943/student_view0/

  * The Elements of Journalism: What Newspeople Should Know and the Public Should Expect (revised edition)
  Bill Kovach and Tom Rosenstiel (Three Rivers Press, 2007)
  (One copy also on reserve at the Main Library.)

RECOMMENDED BOOK:

* Journalism Ethics: A Philosophical Approach
  Available at University Bookstore
  Christopher Meyers, editor (Oxford University Press, 2010)
  (One copy also on reserve at the Main Library.)

CLASS WEBSITE/BLOG:

We’re online at: JournalismEthicsIowa.wordpress.com

ONLINE SYLLABUS:

This syllabus is available online as a blog link. The online version will be the one to check for updated info and readings throughout the semester.
INSTRUCTOR: Dr. Jane B. Singer
W341 Adler Journalism Building
jane-singer@uiowa.edu; 335-3431

Office Hours: 3:30 to 5 p.m. Tuesdays and 9:30 to 11 a.m. Wednesdays
Or by appointment

About your instructor: Jane has 15 years experience as a print and online journalist. She is co-author of *Online Journalism Ethics*, a contributing editor of *Media Ethics* magazine, and an editorial advisory board member of the *Journal of Mass Media Ethics*. Jane holds a Ph.D. in journalism from the University of Missouri-Columbia, an M.A. in liberal studies from New York University and a bachelor's in journalism from the University of Georgia. She came to Iowa in 1999 but worked at a university in England from 2007 through 2009.

SCHOOL INFORMATION: School of Journalism and Mass Communication
Main office: E305 Adler Journalism Building
Office phone: 335-3486 (Michele Ketchum or Rosemary Zimmerman)
Director: David Perlmutter, E305B AJB; david-perlmutter@uiowa.edu

The School is part of the College of Liberal Arts and Sciences (www.clas.uiowa.edu), which is our administrative home. The College oversees such matters as add/drop deadlines, second-grade-only options and the like. See the CLAS Student Academic Handbook: www.clas.uiowa.edu/students/handbook.

ACADEMIC INTEGRITY: Please refer to the CLAS Student Academic Handbook for information about academic honesty. University penalties for plagiarism -- defined in *Webster's New World Dictionary* as taking ideas, writings and so on from another and passing them off as one's own -- range from grade reduction to dismissal from the University. The same rules apply online as elsewhere: If someone else created it, that person or organization owns it. For journalists, plagiarism or other dishonesty is a sin deadly to any career. Don't do it.

ATTENDANCE: Failure to attend class regularly is likely to adversely affect your grade. If you cannot avoid missing class, you must let Jane know the reason for your absence within 24 hours. (E-mail is fine.)

E-MAIL: University policy specifies that students are responsible for all official and class-related correspondence sent to their University of Iowa e-mail address (NAME@uiowa.edu).

GRADUATE CREDIT: Students enrolled in the Graduate College must successfully complete substantive additional work to receive credit for this class. Please talk with Jane about details.

HONORS CREDIT: Any student who is a member of the University Honors Program based on his or her overall UI GPA is eligible to take this course for honors credit. Please talk with Jane about possibilities.

LEARNING ENABLEMENT: If you need academic accommodation for any disability, please register with Student Disability Services (www.uiowa.edu/~sds), then meet privately with Jane to make the necessary arrangements.

RIGHTS and RESPONSIBILITIES: You have a right to expect an environment that enables you to learn. You have a responsibility to colleagues and to Jane to help create an environment in which others may learn. If you have a complaint against any teaching staff member, you are responsible for following procedures in the CLAS Student Academic Handbook. However, please try to work out a solution with those involved first, starting with Jane.

The University also has an explicit policy related to sexual harassment, which subverts the mission of the institution and threatens the well-being of its members. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of harassment should be reported at once.

SEVERE WEATHER: Not uncommon in Iowa! If threatening weather occurs during class, seek appropriate shelter immediately. Class will continue if possible when the event is over. The Hawk Alert site (hawkalert.uiowa.edu) contains details about notification of weather and other emergencies.

TIME ALLOCATION: College policy states that for each semester hour of credit in a course, students should expect to spend two hours per week in out-of-class work or preparation. This is a 3 s.h. class, which means an average of six hours a week of outside-of-class work.
GRADING

A total of 1,000 points will be possible in Journalism Ethics. **All work must be completed on time to be eligible for full credit.** This page provides the breakdown for undergraduates. Additional work will be required for graduate students. Details about all assignments will be provided in class.

<table>
<thead>
<tr>
<th>TESTS</th>
<th>(400 points total)</th>
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<tbody>
<tr>
<td>We will have three tests during the semester, worth a total of 400 points. The tests will cover main ideas and their applications. We will not have a final exam.</td>
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<tr>
<td><strong>First test,</strong> 100 points: Thursday, Feb. 9</td>
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<td><strong>Second test,</strong> 150 points: Thursday, March 29</td>
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<td><strong>Third test,</strong> 150 points: Thursday, April 26</td>
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<tr>
<th>DECISION-MAKING and DISCUSSION, small group project</th>
<th>(250 points total)</th>
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<tr>
<td>Most Thursdays, a pair of two-person teams will lead the class in an ethical decision-making exercise, worth 75 points for the leaders and up to 20 points for other online and in-class participants. These exercises typically will draw on case studies from your readings.</td>
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<tr>
<td><strong>Note:</strong> You cannot earn the full complement of points if you are absent.</td>
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<tr>
<th>... plus QUICK QUIZZES over ELEMENTS OF JOURNALISM</th>
<th>(50 points total)</th>
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<td>Also on most discussion Thursdays, we’ll do a very brief – typically, just one question – quiz over the weekly chapter in <em>Elements of Journalism.</em> Each quiz will be worth 5 points.</td>
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<tr>
<th>ETHICAL ANALYSIS OF JOURNALISTIC WORK</th>
<th>(200 points total)</th>
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<tr>
<td>You will find two current (January 2012 or later) stories that raise a significant ethical issue in your mind. You will provide a copy of the item plus a cogent, typed, three-page double-spaced analysis of the key ethical issue(s) you see and your ideas for addressing it. Your analysis must be based on ethical concepts (principles, philosophical approaches, codes, tools, whatever) discussed in class or in your readings. Each analysis is worth <strong>100 points.</strong></td>
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<tr>
<td>Watch for these all semester; the better the article you select, the easier your job will be. In fact, why not go ahead and write your analysis when you see a good candidate? It will be a more pleasurable and valuable experience if you don't do it “on deadline” but rather when something catches your interest (and you have the time to devote to it). But for hard-core deadline addicts:</td>
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<tr>
<td><strong>First analysis</strong> is due no later than: Thursday, March 8</td>
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<tr>
<td><strong>Second analysis</strong> is due no later than: Thursday, April 19</td>
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<tr>
<th>NEWSROOM POLICY, individual / small group project</th>
<th>(100 points total)</th>
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<tbody>
<tr>
<td>You will gather and share (through our class blog) ideas, information and resources about a selected aspect of journalism ethics. Working with other class members interested in the same topic, you will then develop a newsroom policy for making ethical decisions in that area.</td>
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<tr>
<td>Blogging checkpoint one, 25 points: Tuesday, March 27</td>
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<tr>
<td>Blogging checkpoint two, 25 points: Tuesday, April 24</td>
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<tr>
<td>Newsroom policy, 50 points: Thursday, May 3</td>
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| MAKE-UPS: | ... will be permitted only in documented emergencies and only if completed before the graded assignment is returned to students who did the assignment (or took the test, etc.) on schedule, which may be as early as the following class meeting. |

| PLUS-MINUS: | We will use plus-minus indications for final grades. |

| GRADE CHANGES: | If you believe a mistake has been made on a grade, you must see Jane within **one week** after the assignment, exercise or test has been returned to you. After that, the grade stands. |
PROPOSED SCHEDULE OF CLASSES, READINGS and ASSIGNMENTS

Here is a tentative outline of where we will go together this semester, subject to change as events and your interests dictate. After the first week, please complete the readings (on the right below) by Tuesday.

One copy of Elements of Journalism and one copy of Journalism Ethics: A Philosophical Approach are on reserve at the Main Library. Books also are available through the Journalism Resource Center (E350 AJB).

Required readings that are not in one of the two required texts or available for free online can be accessed through the “Readings” tab on our class website (JournalismEthicsIowa.wordpress.com) and the reserve readings link on ICON.

Additional online readings may be incorporated (and/or other stuff deleted) as new materials appear.

FIRST SEGMENT: INTRODUCTIONS AND ETHICAL GROUNDWORK

WEEK ONE: Introductions to Course and Concepts

Jan. 17  Introductions
Jan. 19  Ethics, morals and journalism

Patterson/Wilkins: Preface, Chapter 11 (xv-xvi, 303-312)
Case Study 1-A (19-20)
Case Study 2-C (43-46)

Online (class site): Black, “Who Is a Journalist?”
In Journalism Ethics (Chapter 4, 103-116)

Optional: Coleman, “Moral Development and Journalism”
In Journalism Ethics (Chapter 2, 25-33)

Optional: News of the World infographic
www.veracode.com/resources/NOTW-infographic

Optional: Want more? NOTW details from PBS MediaShift:
pbs.org/mediashift/2011/07/your-guide-to-the-uk-phone-hacking-scandal-or-hackgate207.html

Thursday, Jan. 26:  Practice decision-making exercise (ungraded)

WEEK TWO: Approaches to Ethics: Making Choices

Jan. 24  Kant and Ross: Duty-based ethics
Jan. 26  Aristotle and Mill: Not just duty

Patterson/Wilkins: Chapter 1 (1-16)
Case Study 3-B (70-72)
Case Study 5-C (142-144)
Case Study 6-D (170-172)
Case Study 8-B (219-221)

Online (class site): Plaisance, “Ethics Theory: Overview”
In Media Ethics: Key Principles for Responsible Practice

Online (class site): Merrill, "Overview: Theoretical Foundations for Media Ethics”
In Controversies in Media Ethics

Optional: Borden, “Moral Justification for Journalism”
In Journalism Ethics (Chapter 4, 53-68)
WEEK THREE: Other Useful Approaches … Plus a Good Decision-Making Tool

Jan. 31  Elliott, Bok and the Potter Box
Feb. 2   Rawls

**Elements:** Preface, Introduction (ix-xv, 1-8)

**Patterson/Wilkins:** Chapter 1 essay (17-18)

**Patterson/Wilkins:** Chapter 4 (94-103)
- Case Study 3-G (85-87)
- Case Study 6-B (163-165)
- Case Study 8-D (224-228)
- Case Study online, Chapter 5: Public grief

**Online:** Wikipedia: Potter Box (hey, why not?)
en.wikipedia.org/wiki/Potter_Box

**Online:** Mazie, *The New York Times,* “Rawls on Wall Street”
opinionatorblogs.nytimes.com/2011/10/21/rawls-on-wall-street

**Optional:** Elliott and Ozar, “An Explanation and a Method …”
In *Journalism Ethics* (Chapter 1, 9-24)

**Tuesday, Feb. 2:** Decision-making exercise (graded) and Quick Quiz (*Elements*, preface and intro)

WEEK FOUR: Press Rights and Responsibilities

Feb. 7   Codes, councils, ombudsmen
Feb. 9   First test

**Elements:** Chapter 1 (9-34)

**Patterson/Wilkins:** Case Study 4-D (113-115)

**Online (class site):** Davis, “Why Journalism Is a Profession”
In *Journalism Ethics* (Chapter 6, 91-102)

**Online:** SPJ ethics code
spj.org/ethics_code.asp

**Online (class site):** “Update SPJ’s Code of Ethics?”
Buttry, “21st-Century Journalism Requires …”
Gratz, “Current Code is Inclusive and Flexible”
From *Quill* (SPJ magazine)

**Online:** UK Press Complaints Commission info
pcc.org.uk/AboutthePCC/WhatisthePCC.html

**Online:** ONO: “… Ombudsman, Writer of Wrongs!”
www.newsombudsmen.org/campbell.html

**Optional:** Other ethics codes/mission statements such as …
www.rtdna.org/pages/best-practices/ethics.php
journalists.org/about/mission/
www.prsa.org/AboutPRSA/Ethics/
www.nytco.com/press/ethics.html

**Optional:** Craft, “Press Freedom and Responsibility”
In *Journalism Ethics* (Chapter 3, 39-52)
SECOND SEGMENT: FUNDAMENTAL ISSUES FOR JOURNALISTS

WEEK FIVE: Accuracy and Truth-Telling
Feb. 14  A commitment to truth
Feb. 16  Getting the story

Elements: Chapter 2 (35-50)
Patterson/Wilkins: Chapter 2 (21-37)
Case Study 2-F (52-54)
Case Study 7-D (200-202)
Case Study 8-G (239-241)
Case Study 9-C (261-262)
Case Study 9-D (263-265)

Online: Brisbane: “Should The Times Be a Truth Vigilante?”
publiceditor.blogs.nytimes.com/2012/01/12/should-the-times-be-a-truth-vigilante (Plus update…and some comments, too.)

Online: Regret the Error blog
Read whatever looks interesting
poynter.org/category/latest-news/regret-the-error/

Online: Aftergood, “Classified Documents …”
Nieman Reports
www.nieman.harvard.edu/reports/article/100058/
Classified-Documents-Secrecy-vs-Citizenship.aspx

Optional: Plaisance, “Ethos of ‘Getting the Story’”
In Journalism Ethics (Chapter 20, 301-310)

Optional: Wilkins, “Mitigation Watchdogs …”
In Journalism Ethics (Chapter 21, 311-324)

Thursday, Feb. 16:  Decision-making exercise and Quick Quiz (Elements, Chapter 2)

WEEK SIX: Independence and Conflicts of Interest
Feb. 21  The business of journalism
Feb. 23  Conflicts of interest

Elements: Chapters 3 (51-77)
Patterson/Wilkins: Chapter 7 (179-191)
Case Study 3-C (73-75)
Case Study 7-A (192-194)
Case Study 7-B (195-197)
Case Study 9-E (266-267)
Case Study 10-B (289-290)
Optional: Case Study 7-E (203-204)

Online (class site): Banaszynski, “Conflicting Loyalties …”
In Journalism Ethics (Chapter 16, 237-247)

Online: Farhi, American Journalism Review, “Speak No Evil”
ajr.org/Article.asp?id=5190

Online: Greve, AJR, “Taking Readers for a Ride”
ajr.org/Article.asp?id=5141

Optional: Four chapters in Journalism Ethics:
Richards, “Journalism’s Tangled Web” … (11, 171-184)
Edmonds, “Decline of the News Business” (12, 185-192)
Steffens, “… World That’s Falling Apart …” (13, 193-196)
Wasserman, “Robust Future for Conflict … ” (17, 249-270)

Thursday, Feb. 23:  Decision-making exercise and Quick Quiz (Elements, Chapter 3)
WEEK SEVEN: Fairness, Balance and Objectivity
Feb. 28  Objectivity and transparency
Elements: Chapter 4 (78-112)
March 1  The rise of the fact-checker
Patterson/Wilkins: Chapter 6 (147-160)
Case Study 2-B (41-42)
Case Study 2-D (47-49)
Case Study 2-E (50-51)
Case Study 10-F (300-302)
Case Study online, Chapter 6: David Duke

Online: Cunningham, CJR, “Rethinking Objective Journalism”
www.alternet.org/media/16348?page=entire

Online: Spivak, AJR, “The Fact-Checking Explosion”
ajr.org/Article.asp?id=4980

In Journalism Ethics (Chapter 9, 137-152)

Optional: Figdor, “Is Objective News Possible?”
In Journalism Ethics (Chapter 10, 153-164)

Thursday, March 1:  Decision-making exercise and Quick Quiz (Elements, Chapter 4)

WEEK EIGHT: Privacy
March 6  A right or a need?
Elements: Chapter 6 (139-161)
Patterson/Wilkins: Chapter 5 (122-135)
Case Study 5-A (136-138)
Case Study 5-B (139-141)
Case Study 6-E (173-175)
Case Study 10-D (294-296)
Case Study online, Chapter 5: Ashe AIDS

Online (class site): Gauthier, "Understanding, Respecting Privacy”
In Journalism Ethics (Chapter 15, 215-230)

Online (thru UI Library): Whitehouse, "Newsgathering and Privacy”

Online: Bohrer, "Essay: Social Networking Sites Taking Action”
Center for Digital Ethics and Policy, Loyola Chicago
digitaletics.org/2011/11/28/
essay-social-networking-sites-taking-action

Optional: Christians, "The Ethics of Privacy”
In Journalism Ethics (Chapter 14, 203-214)

Thursday March 8: First ethical analysis due

Thursday, March 8: Decision-making exercise and Quick Quiz (Elements, Chapter 6)

WEEK NINE: *** SPRING BREAK!! Have a safe and happy one! ***
WEEK TEN: Deception and Source/Reporter Relationships
March 20  Ends and means  
March 22  Deception online

Elements: Chapter 9 (207-225)

Patterson/Wilkins:
- Case Study 3-I (90-93)
- Case Study 4-B (107-109)
- Case Study 4-C (110-112)
- Case Study 6-F (176-178)
- Case Study 9-G (270-272)

Online (thru UI Library): Lee, “Lying to Tell the Truth”  

The New York Times  

Optional: Quinn, “Respecting Sources’ Confidentiality…”  
In Journalism Ethics (Chapter 18, 271-282)

Thursday, March 22:  Decision-making exercise and Quick Quiz (Elements, Chapter 9)

WEEK ELEVEN: Diversity
March 27  Serving the public
March 29  Second test (incorporating Quick Quiz)

Elements: Chapter 5 (113-138)

Patterson/Wilkins:
- Case Study 4-F (119-121)
- Case Study 6-A (161-162)
- Case Study 7-C (198-199)
- Case Study 10-E (297-299)

Online: Poynter.org, Diversity@Work (whatever looks good)  
www.poynter.org/category/how-tos/newsgathering-storytelling/diversity-at-work

Online: Khouri, “The Arab Story: … Waiting to be Told”  
Nieman Reports  
www.nieman.harvard.edu/reports/article/100208/The-Arab-Story-The-Big-One-Waiting-to-Be-Told.aspx

Online: Tenore, PoynterOnline, “New York Times, Houston Chronicle Explain Relevance …”  

Optional: Wasserman, “Search for Global Media Ethics”  
In Journalism Ethics (Chapter 5, 69-83)

Optional: Feinstein / Sinyor: “Women War Correspondents”  
Nieman Reports  
www.nieman.harvard.edu/reports/article/101967/Women-War-Correspondents-They-Are-Different-in-So-Many-Ways.aspx

Optional: Newsroom diversity reports  
ASNE (print):  asne.org/Key_Initiatives/Diversity/Newsroom_Census.aspx  

Tuesday, March 27:  First blogging checkpoint, newsroom policy
THIRD SEGMENT: DEALING WITH SPECIFICS

WEEK TWELVE: Sports and Entertainment Journalism
April 3 Sports journalism
April 5 Entertainment journalism

Elements: Chapter 8 (186-206)

Patterson/Wilkins: Chapter 10 (273-302)
Case Study 3-D (76-78)
Case Study 4-E (116-118)
Case Study 9-F (268-269)
Case Study 10-A (287-288)
Case study online, Chapter 10: Pete Rose

Optional: Case Study 10-C (291-293)

Online: journalism.org, “Box Scores and Bylines”
www.journalism.org/node/50

Online (thru UI Library): Oates and Pauly, “Sports Journalism as Moral and Ethical Discourse”

Online: Holmes, NPR, “Ethical ‘Reality’: A Proposed Code…”
npr.org/blogs/monkeysee/2011/08/31/140082930/
ethical-reality-a-proposed-code-for-producers-to-live-by

Thursday, April 5: Decision-making exercise and Quick Quiz (Elements, Chapter 8)

WEEK THIRTEEN: Photo and Video Journalism
April 10 Seeing and believing
April 12 The power of visual communication

Elements: Chapter 7 (162-185)

Patterson/Wilkins: Chapter 8 (205-215)
Case Study 6-C (166-169)
Case Study 8-A (216-218)
Case Study 8-C (222-223)
Case Study 8-E (229-233)
Case Study 8-F (234-238)

Online: De Cesare, Nieman Reports, “Forming Connection…”
(view the embedded slideshow, too)
www.nieman.harvard.edu/reports/article/101971/
Forming-Connection-Finding-Comfort.aspx

Online: Bleasdale, Nieman Reports, “Shooting War …”
www.nieman.harvard.edu/reports/article/101962/
Shooting-War-A-Photographers-Vision.aspx

Optional: Newton and Williams, “Visual Ethics …”
In Journalism Ethics (Chapter 22, 331-349)

Optional: Lester, “Ethics and Images: … Concerns”
In Journalism Ethics (Chapter 23, 351-358)

Thursday, April 12: Decision-making exercise and Quick Quiz (Elements, Chapter 7)
WEEK FOURTEEN: Strategic communications
April 17  Public relations
April 19  Advertising and marketing

Elements: Chapter 10 (225-244)
   Patterson/Wilkins: Chapter 3 (55-67)
   Case Study 3-A (68-69)
   Case Study 3-E (79-81)
   Case Study 3-F (82-84)
   Case Study 3-H (88-89)
   Case Study 5-D (145-146)

Online: Bowen, “Ethics and Public Relations”
Institute for Public Relations
www.instituteforpr.org/topics/ethics-and-public-relations

Online: American Advertising Federation, “Principles and Practices”
www.aaf.org/default.asp?id=1236
(Scroll to bottom and access last .pdf, “with commentary”)

Thursday, April 19:  Second ethical analysis due

Thursday, April 21:  Last decision-making exercise and Quick Quiz (Elements, Chapter 10)

WEEK FIFTEEN: Future tense
April 24  Ethics in a time of transition
April 26  Third test

Elements: Chapter 11 (245-255)
   Patterson/Wilkins: Chapter 9 (242-254)
   Case Study 2-A (38-40)
   Case Study 4-A (104-106)
   Case Study 9-A (255-257)
   Case Study 9-B (258-260)

Online: Leach, Nieman Reports, “Creating Ethical Bridges…”
www.nieman.harvard.edu/reportsitem.aspx?id=101899

Online (class website): Singer, “Journalism Ethics …”
In Handbook of Global Communication ...

Optional: Singer, “Norms and the Network”
In Journalism Ethics (Chapter 8,117-129)

Optional: Wyatt, “Ethical Obligations of News Consumers”
In Journalism Ethics (Chapter 19, 283-295)

Tuesday, April 24:  Second blogging checkpoint, newsroom policy

WEEK SIXTEEN: Applying the Ideas
May 1  You Be the Editor: Special guest panel, sponsored by Society of Professional Journalists
May 3  Policies for an ethical newsroom

Tuesday, May 3:  Newsroom policies due

*** HAVE A SUPER SUMMER, EVERYONE! ***
ONLINE RESOURCES ABOUT ETHICS and the MEDIA

There are many excellent sites related to media ethics. Of course, there are hundreds of books and thousands of magazine articles, too. A scholarly journal (the *Journal of Mass Media Ethics*) is devoted to the topic, along with a bi-annual magazine (*Media Ethics*). Journalism reviews such as *American Journalism Review* (ajr.org), *Columbia Journalism Review* (cjr.org) and *Quill* (spj.org/quill.asp) cover ethics in every issue. Here are a few other good online resources, in alphabetical order:

- **Accuracy in Media**
  Conservative-leaning media watchdog group

- **American Society of News Editors**
  Examples of codes of ethics from a range of U.S. news organizations

- **BBC College of Journalism: Ethics and Values**
  (click link to access thru UI Library)

- **Fairness and Accuracy in Reporting**
  Liberal-leaning media watchdog group

- **Huffington Post: Eat the Press**

- **Journalism Ethics in the News**
  Center for Journalism Ethics, U of Wisconsin

- **Media Ethics**

- **The MediaWise Trust**
  Information and resources from around the world

- **New York Times public editor (ombudsman)**

- **Nieman Reports**

- **NPR On the Media**

- **Organization of News Ombudsmen**

- **Pew Research Center’s Project for Excellence in Journalism**
  Check “Daily Briefing” and weekly “News Index”

- **Poynter Institute’s ethics info and resources**

- **Regret the Error**
  Monitors media mistakes -- and corrections

- **Society of Professional Journalists**

- **Stinky Journalism**
  Journalism that smells fishy

- **Personal favorites:**
  *
  *
  *
  *
THE IOWA DOZEN

The mission of our School is to educate journalism and mass communication professionals, scholars and faculty. Through professional and creative research activities, members of each of these groups enhance a continually growing and evolving understanding of the social and cultural roles, responsibilities, and contexts for communicators in a democratic society, as well as in diverse global contexts.

To accomplish that mission:

We learn to ...

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value ...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.