

TEACHING THE MODULE:

Giving Voice to Values¹

There are a variety of ways to teach these materials for in-person, online and hybrid courses in one to three sessions. We recommend that the case, “From Covering Protests to Having Their Say: Racial and Cultural Shifts in American Newsrooms,” serve as the centerpiece of the module and that instructors begin with the case. Beginning with the case enables students to examine vivid examples of how individual journalists and groups of journalists have given voice to their values in compelling and significant ways and reflect on the impact of these instances on news organizations and on society more generally. Instructors can then follow up with a focus on how the students themselves can give voice to their values using the “Giving Voice to Values Cases and In-class Exercise” and various of Dr. Mary C. Gentile’s curriculum materials. As such, students will have opportunity to “pre-script” themselves and rehearse how they would respond to situations that journalists typically have faced in various types of newsrooms, including student media newsrooms.

Single Session Approach

If an instructor wants to cover the module in one 75-minute session, the following materials could be assigned as pre-class work:

- Case: “From Covering Protests to Having Their Say: Racial and Cultural Shifts in American Newsrooms”
- Videos: Four videos of four journalists from marginalized communities on how they navigate their identities and their work as journalists: “How Has Your Identity Influenced You as a Journalist?” “Advice to Newsroom Managers,” “Advice to Journalists” and “Refuse or Lean In to Identity while Reporting.”
- Video: “Dr. Mary C. Gentile: Giving Voice to Values Approach”
- Readings: “Starting Assumptions for Giving Voice to Values,” “Giving Voice to Values: A Brief Introduction”²
- Case: “Giving Voice to Values Cases and In-class Exercise”

Three Session Approach

Assignment for Session 1 of 3:

- Case: “From Covering Protests to Having Their Say: Racial and Cultural Shifts in American Newsrooms”
- Videos of four journalists from marginalized communities on how they navigate their identities and their work

Assignment for Session 2 of 3:

- “A Tale of Two Stories” exercise by Dr. Mary C. Gentile

Before class, students are asked to identify two past situations: 1) one when they encountered a values conflict in which they gave voice to their values and 2) a second when they faced a values conflict and did not give voice to their values. They answer questions about these two situations, make notes and then bring their notes to class. In class, students first participate in a small group discussion to reflect on things that enabled or discouraged them from giving voice to their values. This is followed by a large group discussion in which students identify cognitive errors, social and organizational

pressures, and situational factors that made it harder or easier for them to give voice to values. The benefit of the exercise is that students recognize that giving voice to their values is something that they have done and can do, and they identify and reflect on the factors that enabled or hindered them in doing so. The exercise can fill a full class session.

- Video: Carolyn McGourty Supple interviews Gretchen Carlson about what led her to give voice to her values with her landmark lawsuit against sexual harassment by former Fox News CEO Roger Ailes.
 - 9:00-22:19 — Carlson addresses why she wanted to become a journalist.
 - 22:20-27:00 — Carlson tells how she built her career as a journalist starting at the local level including getting fired as a local anchor in Cleveland and rebounding to relaunch her career.
 - 27:03-32:40 — Carlson addresses issues of work/life balance including motherhood and how her children motivated her to give voice to her values and take a stand against Ailes
 - 40:27-42:42 — Carlson addresses what makes a good leader and the role of giving voice to values in stopping sexual harassment in the workplace.

Assignment for Session 3 of 3:

- Video: Dr. Mary C. Gentile on the Giving Voice to Values approach
- Readings: “Starting Assumptions for Giving Voice to Values,” “Giving Voice to Values: A Brief Introduction”
- Giving Voice to Values Cases and In-class Exercise
- Ethics Unwrapped [Giving Voice to Values videos](#):
 - GVV Pillar 1: Values
 - GVV Pillar 2: Choice
 - GVV Pillar 3: Normalization
 - GVV Pillar 4: Purpose
 - GVV Pillar 5: Self Knowledge
 - GVV Pillar 6: Voice
 - GVV Pillar 7: Reasons & Rationalizations
- Ethics Unwrapped Videos, [Concepts Unwrapped](#):
 - Self-serving bias
 - Conformity bias
 - Framing bias
 - Obedience to authority bias
 - Tangible and abstract

¹This teaching note was written by Dr. Minette E. Drumwright for the purposes of facilitating the teaching of the module “Giving Voice To Values.”

²More Giving Voice to Values curriculum materials are available at no cost from Gentile, “Giving Voice to Values Curriculum Initiative.” <http://store.darden.virginia.edu/giving-voice-to-values>