

Media Law & Ethics (in film)

Comm 3404 T/R 11:10 a.m.-12:30 p.m.

Autumn 2015~188 Baker Systems

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COURSE DESCRIPTION

Welcome to the wonderful world of law and ethics as they pertain to Journalism and the First Amendment. This course will feature legal and ethical issues facing journalists--as dramatized in the movies. It is a unique adaptation of the case study approach often used in journalism law and ethics classes. Journalists have been major characters in the movies since film began, and use of film in this course will help you visualize and understand the basic protections and restrictions offered by legal interpretations of the First Amendment, as well as to see and deal with the ethical problems and dilemmas journalists face. Examining these issues through film will let us see media law and ethics in “real life” situations to better understand First Amendment rights, and journalists’ legal and ethical responsibilities and limitations while looking at them from a practical, historical and societal context.

We will learn by examining these fictional and true-life scenarios—as well as recreating significant court cases that have shaped journalism law, crafting arguments representing both sides of legal and ethical issues, and debating key issues that arise in the films.

Our focus will be on such core concepts as:

- Libel
- Privacy
- Prior restraints
- Newsgathering
- Privilege
- Objectivity in reporting
- Bias and transparency
- Conflicts of interest
- Sources

This is not a class where you can be passive and do well--your engagement and participation is a key part of your success in the course.

Our goals are that by the end of the semester, you will be able to:

- Understand media law and the ethical considerations that reporters are likely to face.
- Identify the significance of key court decisions in the history of American journalism.
- Distinguish between ethical and non-ethical conduct by journalists.
- Demonstrate an ability to think critically and make fair and reasoned judgment about news, issues and events.
- Employ journalistic standards and practices in a variety of newsgathering settings.
- Demonstrate a professional work ethic by being on time and prepared to contribute to each class session.

Readings and Supplementary Materials

Books: [Mass Media Law](#) by Don Pember and Clay Calvert (recommended-rent paperback)
[Journalism Ethics Goes to the Movies](#) by Howard Good and Berrin A. Beasley
(suggested-Kindle or paperback)

Other Materials

- Course lecture videos and links (see below)
- [The Law of Journalism and Mass Communication website](#)
- [iMedia Ethics site](#)
- The Society of Professional Journalists Code of Ethics (<http://www.spj.org/ethicscode.asp>)
- [The Image of the Journalist in Popular Culture](#) website (www.ijpc.org) offers background information on journalists in the movies.
- The Kraft Comm Class blog: www.nicolekraftosu.wordpress.com.
- Creation of a course blog where we will post assignments (u.osu.edu).

We will be watching four films in class and two others will be assigned as homework.

Films will include:

- [Absence of Malice](#)
- [All the President's Men](#)
- [Nothing But the Truth](#)
- [Shattered Glass](#)
- [Smash His Camera](#)
- [Shadows of Liberty](#)

Also Needed:

Computer with **daily** Internet and word processing access

Join our Facebook page at <https://www.facebook.com/OsuComm3404>

E-mail account you check DAILY

Course blog

We will be posting much of our work to a class blog at u.osu.edu. I will comment there on your posts and students will have the opportunity to help each other with arguments and assignments. [This video](#) will show you how to create a blog, and I will show you in class how to customize.

GRADING

Final course grades will be calculated in the following way:

Professionalism and Tweets	60 points
Speed Court Cases	100 points
Film Challenges (6 @40 points each)	240 points
Real World Law and Ethics	200 points
Ethical Debate	200 points
You Be the Justice--Final Project	200 points

These points tallied together will give you your final grade of the following percentages (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.

Final Exam Date: [Check University Schedule](#)

Instructor Methods

I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes. To that end, I do not subscribe to the “sage on the stage” class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the “reversed” model, which means your lectures are provided as short, compact videos that are watched at home BEFORE CLASS and supported with links to reading materials. Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build your comprehension.

In a conventional class, the lectures help establish an educational foundation, but then students are left to build the real structure of their learning alone through homework, and that structure may or may not be sound.

With the flipped class structure, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

I believe that this model helps students learn better, and in a speed and style that is more conducive to their needs. Do you learn better at 3 a.m. or 7 p.m.? Great! Class materials are available to you at any time of day or night through this model. Would you like to hear a lecture three or four times to take copious notes? With this model, you have that option. Do you prefer reading and not listening, or listening and not reading? All options are open, provided you engage in the material in some meaningful and effective way.

The workload is the same—meaning for a four-credit class for every hour of work you do in class you will spend four hours working at home. The main difference is your class time will not be spent being lectured to; you will be engaged in actively learning the material through discussion, exercises, activities and assignments.

The quality and quantity of our in-class learning means that your attendance and participation are crucial to your success, so please do not think that watching lectures at home means you do not need to come to class. As I said, that is the foundation. To truly build something meaningful, all of us we must work together.

This model also allows us to work more closely together, and for me to connect to each of you in a more focused and direct way, to assess and understand you individual needs and goals, and to, hopefully, maximize what you take from the class.

I believe more communication is better communication. At the end of every week you will receive from me an EMAILED “gentle reminder” where we look ahead at assignments and goals coming in the next week. These are intended to keep us both on track. Please make sure you are receiving these “gentle reminders” or let me know ASAP. Please let me know also if you have other ideas for what might augment our class or better serve your learning experience.

My goal is to get to know each of you better as students and people, to help your academic goals throughout this semester and beyond. I encourage you to email and tweet any and all questions that arise, to share information you discover outside our class content, and to meet with me during office hours or beyond. Invite me to coffee or lunch—I would love to go and talk about class or anything else!

Class Tools

To serve our “reversed” model, we utilize the online platform **iTunes U**, which a free content learning system available on all Apple IOS devices. Inside this platform we have all lecture videos and links in an easy-to-use calendar structure.

You will be provided an iPad to use for the duration of the course, but the iPad remains the property of the School of Communication. You are responsible for the iPad while it is in your possession and will need to pay for repair or replacement if broken. We have provided cases to help prevent breakage. I also recognize you may have an increased level of frustration due to new technology, but you will be both educated and supported by your professor and Digital First instructors.

CLASS PROFESSIONALISM

I am a big believer that college is intended to prepare you for the real world, and that for many—especially in journalism—your undergraduate career is like a first job. You can and will make a lot of mistakes here, but the goal is to learn from them and not to make them again.

To that end, I will treat you professionally, and need you to do the same. Behaviors that work in the “real world” and here include:

1. You will be graded primarily on your writing and editing, and how you work as a writer.
2. Fact and style errors, and misspellings are also VERY important in the pursuit of journalistic skill so they are weighted heavily in this class.
3. Coming on time and ready to work on the material for the day: The flipped model only works if we all do the foundational work ahead and then we can build. If you do not do that work and we have to “catch you up,” you are impacting everyone else in class.
4. Staying in class: I know you have things to do. We all do. But we have committed to being in class together for 55 minutes four times a week.
5. You are missed when you are absent: When you don’t come to class, I notice, and you are missed personally and for your contributions. Missing class when we are presenting legal cases or debating will result in a 0 for the assignment (unless there are serious extenuating circumstances that you notify me about BEFORE class).
6. Treating classmates/coworkers with respect: Everyone’s ideas have merit, and allowing a civil discussion, even when we disagree, is a key to future success. Also, see above.
7. Dressing for success: I know this is college, but you never know who might come to class who could help you with an internship or guide your academic or professional career. Pajamas are for sleeping. Swimsuits are for beaches. Please know I don’t want to discuss appropriate class dress with you, but I will if need be.
8. Deadlines are deadlines: Assignments must be on the blog or submitted in the Dropbox by the pre-determined time and will not be accepted late. Late assignments will get edited, but no points will be assigned. No make-up exams are held.
9. Due to the professional (and paperless) environment of this class, I won’t be able to accept any handwritten assignments.
10. I believe in using social media in class, but we use it for good and not evil. I encourage you to use your devices, and even require Twitter use for attendance, and we will do much research in class using all electronic devices. But remember that I can see what you post—and so can future employers. Please be responsible about how to present yourself to the outside world. Also remember I can see when you post—even if it’s during class—so let’s stay on topic while we are together.
11. We never interview or quote friends, relatives, roommates, etc. In our industry it’s considered a conflict of interest.
12. We never write on topics of which we have a personal stake or relationship (places where we work, groups of which we are a member, etc.).
13. We always tell sources we are interviewing them for an article *to be pitched to The Lantern*.
14. Only if the article idea is accepted by a Lantern editor do we say we are writing for the paper, but we will always write with the goal of being published in The Lantern.
15. That means we do not tell sources we are “writing for a class assignment.”

Lying, cheating or stealing will get you fired: In this class, if you plagiarize anything you will fail the course and I will report you to academic misconduct, even if you accidentally do it while taking your notes. We have no wiggle room here

Class Tools

To serve our “flipped” model, we utilize the online platform **iTunes U**, which a free content learning system available on all Apple IOS devices (iPad or iPhone). Inside this platform we have all lecture videos and links in an easy-to-use calendar structure.

ACCESSING LECTURES AND COURSE MATERIALS WITH AN IPAD or IPHONE:

To access, iTunes U, download the **iTunes U app** on the Apple App Store

(<https://itunes.apple.com/us/app/itunes-u/id490217893?mt=8>).

Once you have iTunes U, [subscribe to our course](#), MEDIA LAW & ETHICS (Autumn 2015)—

(<https://itunesu.itunes.apple.com/enroll/FJA-XVP-XH6>)

That said, you do not need an IOS device in this class. All class materials are available in another formats.

ACCESSING LECTURES AND COURSE MATERIALS WITHOUT AN IPAD or IPHONE:

Access **course links** to lectures and readings [through Storify](#): (https://storify.com/nicole_kraft/media-law-and-ethics-in-film-comm-3404)

We have a limited number of iPads that can be checked out first come, first served, from one class to the next (Tuesday returned Thursday, Thursday returned Tuesday) to access the iTunes U course materials. You are responsible for the device while it's in your possession, and will need to replace it if lost or broken. Please contact me to check out a device.

WITHDRAWAL POLICY

Not all classes fit your schedule or your academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together. Once our group assignments have been made, your departure is especially difficult for the class as a whole. If you do have questions about how to drop or the impact on your transcript or financial aid, please ask me or visit the [Academic Advising website](#).

MOBILE TECHNOLOGY

Although many classes may ban or limit the use of mobile technology, in this class we will learn to use your mobile phone and tablet for reporting and disseminating news—in other words, for good and not evil. Keep it out and be prepared to use it for class work, which will include tweeting, posting to Instagram and Facebook, Snapchatting, using Periscope and finding sources on LinkedIn. That said, this is not the time to text and tweet your friends to hook up later or surf the web. It's time to use all the tools at our disposal for work!

ASSIGNMENTS

Professionalism and Attendance (60 points)

Treating this class like a job will go a long way toward helping you be prepared for your post-graduation life. Your ability to come on time, contribute to discussions, turn in work on time, treat classmates with respect, dress appropriately, and communicate respectfully and clearly in persona and in writing will earn you professionalism points.

Everyone starts with zero points—you build them up through professional behavior throughout the semester. In addition, social media is extremely useful for journalists, and your ability to use it responsibly and constructively will help you establish your personal brand and, hopefully, get employed in the future.

To help build that skill—and brand—we take attendance through Twitter, which means every student gets credit for attendance by tweeting something insightful or asking a question from each class session, with the goal of engaging the outside world.

The goal is we all learn the potential impact of Twitter in “talking” to the word—and learn how to prevent negative impacts. Your tweet cannot be just that you were in class. There has to be a complete thought behind it. Use the hashtag #medialawmovies for all posts.

Please make sure to follow me (@nicole_kraft) so I can put you in our class list.

Speed Court Case (100 points—10 points per week/10 weeks)

Most Tuesdays we will start our class with an assessment activity to see how well you know the cases and ethical issues we are studying in the lectures.

I will tweet out a question to the hashtag #medialawcases. You will have one minute to partner with another student and write down in an online journal (your blog or some other study resource) the facts and decision of the case. You will switch partners and do it again for a total of five different cases each time.

You can get a maximum of two points per case—one for the facts and one for the decision. You will report your score to me but retain your study guide to build a repository of case knowledge throughout the semester. At the end of the semester, you will be able to use your study guide to complete our final, so make sure you do a good job throughout the semester.

Jeopardy Case Games (30 points each)

Twice during the semester, we will play a game of Jeopardy made up of the cases we have learned up to mid-point of the semester, and then cumulative to the end of the semester. Your answers will be written down and submitted for a grade, with each question worth one point and Final Jeopardy worth a bonus point.

Film Challenges (180 points-30 points for each)

Six times in the semester (three in class and three as homework), we will watch a film that will help frame our discussions around a key journalistic legal or ethical issue. For example, watching “Absence of Malice,” which will help frame discussions related to libel, working with sources, revelation of private facts, etc.

For each film you will write a 500 word (give or take 50 words) paper summing up the legal or ethical issues in the films we watch and discuss during the class, giving both sides of the argument leading up to how you would handle such a situation. The study questions you receive should help guide your discussion.

In addition, you must comment on the post of at least one other student—what do you think of their views and opinions—for each film challenge.

See details on page 8. *To be posted on your course blog.*

Real World Law and Ethics (200 points)

Small groups (you have been assigned on Carmen) will research and report on a legal issue from the real media landscape and create an **interactive multimedia experience** through which you will seek to engage the rest of the class.

You will also complete a write-up about your research and findings.

See details page 9. *Written piece to be posted on your course blog.*

Ethical Debate (200 points)

Every student will be part of a debate team to argue for or against a journalistic moral or ethical issue that is mentioned or appears in the films we view, and present it to the class for discussion of the central themes and exploration of how to handle such a situation.

You will also complete a write-up about your debate research and findings.

See details on page 10-11. *Written piece to be posted on your course blog.*

Final (200 points)

Your final will involve you playing the part of a Supreme Court justice to explain a legal case from history, how you researched and decided the case, and what you believe has been the impact since the case was decided. You will be assigned the case by me but will be able to pick whichever justice you wish to be from the case.

You will also have the option of completing the final in two different ways—a paper or a podcast.

See details on page 6. *You will need to identify which format your final will take by 10/13. Final will be posted on your blog.*

EXTRA CREDIT

Everyone will have the opportunity throughout the semester to attend events or do research for extra credit, up to 20 points.

Activities: Participate in the outside class activities identified during the semester

Research: Take part in School of Communication research, and receive 5 points per activity.

<http://osucomm.sona-systems.com>

To show me you have done extra credit, please take a photo of the activity you are taking part in and tweet it with some explanation to #3404extra. If you do not show me your extra credit, I will not be able to give credit.

The deadline for completion and reporting to me all of the extra credit is Dec. 1.

SYLLABUS

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you in writing as soon as any syllabus change may arise.

SPECIAL THANK YOU

Special thanks to the Oyez Project at Chicago-Kent, a multimedia archive devoted to the Supreme Court of the United States and its work, which has made its cases, recordings and website available for our class use. The Project also provides authoritative information on all justices and offers a virtual reality [Tour](#) of portions of the Supreme Court building, including the chambers of some of the justices.

Thanks also to the incredible Joe Saltzman of University of Southern California, who has provided numerous resources for the film aspect of the course, including his all-encompassing website, [The Image of the Journalist in Popular Culture](#).

SAFE & HEALTHY

Keeping students healthy and preventing the spread of illness is important to The Ohio State University. Students are encouraged to stay home if they are sick and may be asked to leave class if they are

coughing/sneezing. Students who are sick and cannot attend class must contact Prof. Kraft *BEFORE* class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify Prof. Kraft, your assignment will not be accepted.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-31-02). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

I will vigorously pursue any suspected cases of plagiarism, cheating or other violations of the University Code of Academic Conduct, whether completed or merely attempted. Even a first offense of academic dishonestly will result in a score of zero on that assignment, and an Academic Dishonesty Report form will be filed.

MANAGING STRESS

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

Special Accommodations

I am happy to make academic adjustments for students with documented disabilities. Please contact the Center for Students with Disabilities if this applies to you. The Center for Students with Disabilities is located in Room 101 of the Admissions/Student Services Complex, located on the north side of Main campus, next to Admissions. For more information, call (310) 434-4265 or (310) 434-4273 (TDD)



Film Challenges (180 points—6 @30 points each) 11/22/2014

Six times in the semester (three in class and three as homework), we will watch a film that will help frame our discussions around a key journalistic legal or ethical issue. For example, we will watch “Absence of Malice,” which will help frame discussions related to libel, working with sources, revelation of private facts, etc.

For each film you will write a 500-word blog post (give or take 50 words) summing up the legal or ethical issues in the films we watch and discuss during the class.

The post should include these elements (points):

1. Both sides of the argument (10)
2. Historical perspective on the issue, including precedent cases (from our readings and discussions) (10)
3. How you think such a situation should be handled and impact on journalism (10)

There is no right or wrong answer here, but there are incomplete and insufficient answers. Your argument must be based on the legal precedent or ethical theory, not your own opinion.

Be sure to include a source list for each or lose 5 points automatically!

Each post is worth 40 points and the points will be determined as to the quality of the discussion leading up to the conclusion.

Every student will also post a comment to the blog of a classmate to reflect on his or her post.

Please make sure to post each one in an individual entry by the beginning of class on the day it's due.



Real World Law and Ethics (200 points)

You have been assigned on Carmen to a group that will research and report on a single legal or ethical issue from the real media landscape. You will then create an **interactive multimedia experience** through which you will seek to engage the rest of the class in the:

- subject
- legal or ethical frame
- potential resolutions
- ramifications for journalism as a whole

The issue must be pitched to me on your class blog (the same post can be made by all team members) by the date on the syllabus, and it must be a real situation (James Risen refusing to reveal his sources, Courtney Love Twibel, coverage of Caitlin Jenner and the transgender population as a whole), that involves media law or media ethics. The topic **cannot** be one that we cover in class or in another assignment, and it must be significant enough to have a lasting impact on journalism.

Preparation will require substantial research and we will have check in points during the semester.

Timeframe: The legal issue must have occurred within the last five years.

Time: Each presentation should take 10 minutes. It will be timed.

Format: You can create a video, photo slideshow, Prezi, game, etc. It cannot contain just one piece of media but rather conjoin at least TWO forms to show and engage your audience. This is not a chance for each group to lecture. We should all be able to participate and learn. Part of your grade will come from audience engagement.

The media aspect of this assignment is worth 100 points, assessed as follows:

Evidence of research that shows full comprehension of the issue. (20)

Clear presentation of the complete topic that helps other see and understand it. (20)

Evidence of precedent cases or situations. (20)

Evidence of presentation participation by all team members within the allowed timeframe. (20)

Audience engagement (20)

Each group member will post the presentation to their class blog and also write a 500 word post, which is worth 100 points maximum. The post must explain (points):

1. How and why you selected this particular topic? (20)
2. What precedents were used to determine the outcome of this case or ethical issues—cite specific cases or situations? (20)
3. Did you agree or disagree with the result of this case and why? (20)
4. What is the impact of this situation on journalism? (20)
5. What did you learn from it? (20)

Every person in the group must participate in the research, creation and presentation to receive full credit. Each group member will be graded by their fellow members, and the average of the grade they provide will be averaged with the one I provide for you to give you your final grade.



Ethical Endeavors Debate (200 points) 11/5/2014

This ethical debate exercise will allow teams to investigate, analyze and publicly debate a journalism ethics issue that involve topics from the films we watch, with the goal of swaying the audience to supporting their position.

All group members are expected to participate in the research, development, and presentation of your debate position. Preparation will require substantial research and we will have check in points during the semester.

Total class time: 80 minutes. We will have three 25 minutes sessions each class period. *Debate topics and sides will be assigned by the fifth week. Please know that each person is imperative to the debate, so if you decide to leave the course once topics are assigned, that will have a significant impact on the case assignment as a whole.*

Debate Format

6 minute Position Presentation – Pro (2 minutes each person for three-member teams, 3 minutes for two-member teams)

6 minute Position Presentation – Con (2 minutes each person for three-member teams, 3 minutes for two-member teams)

3 minute work period

4 minute Rebuttal – Con (2 people, 2 minutes)

4 minute Rebuttal – Pro (2 people, 2 minutes)

Total: 23 minutes

Everyone must participate in the debate and speak at least once, but it is up to each team to determine workload and speaking order.

Debate Procedure

The debate will take the form of timed individual and/or group presentations and responses separated by one timed group work periods. The rules applied may deviate from the formal rules of debating. When questions arise, the judgment of the instructor will provide the definitive ruling.

Prior to the beginning of the class period, both teams are to position their desks facing each other at the front of the room. Each team is to write its team name, debate position, and debate position statement on the blackboard by their desks.

Team members may speak either standing or sitting, as they desire. Audiovisuals may be used at any time, including, but not limited to, handouts, flipcharts, transparencies, slides, audio and videotapes, etc. While a team is not required to use all of the time allocated to each debate component, speakers must stop immediately when the allocated time runs out. Team members are prohibited from speaking to the audience or opposing team except at the times specifically allocated to them. Thus, there can be no immediate, reciprocal interchange of comments between the teams.

Selection of Winner

Upon the completion of each debate, the debaters will leave the room and the audience members will have the opportunity for two minutes of discussion before voting for a debate winner. Votes are to be based upon presentation quality, and not upon personal agreement or disagreement with the position espoused.

Points

The total points for this assignment is 200.

The debate portion is worth 100. Points will be assigned based on:

1. Clear understanding on the topic. (25)
2. Complete argument supported by cited facts (precedent cases) (25)
3. Factually accurate specific information that addresses the specific issue. (25)
4. Strong rebuttal that reflects the opposing view. (15)
5. Meeting and not exceeding time limits. (10)

The remaining 100 points will be assigned based on a 500- to 700-word paper submitted by the start of class on the day of your debate to the Carmen dropbox entitled “DEBATE” outlining your views of the ethical issue on which your team debated on topics including:

- a. The facts of the issue (15)
- b. How and why it occurred (15)
- c. The ethical consideration, based in fact, not opinion, citing specific ethical theories we discussed in class. (15)
- d. The ramifications of the topic for journalism (15)
- e. What journalism can or did learn from it (15)
- f. What you, personally learned from it (15)
- g. A source list from your debate (from where did the facts come?) (10)

Your views may differ from your debate viewpoint.

Each participating member will be graded based on his or her individual research and performance, as well as on the group performance as a whole. **All members of the debate team will receive the same debate score, so it is important you work together.**

Individual scores will be assessed to the written part of this assignment. The winning side will receive one bonus point added to their score.



You Be the Justice-Final Project (200 points) 7/16/2015

Your final in this class will provide you the opportunity to actually embody a member of the Supreme Court of the United State, and share with us how and why they made a legal decision in a significant court case.

Preparation will require substantial research and we will have check in points during the semester.

You will be assigned a case in class, and you can select any justice who heard and decided that case. You will let me know by Sept. 30 which justice you wish to be, and it is first come, first served, i.e., if you select to be Sandra Day O'Connor in your case, she is off the table for anyone else.

Your goal will be as follows:

1. To research the justice so that you know his or her past, how he or she became a justice, the judicial philosophy developed off and on the court, significant cases in which he or she was involved,
2. What were the facts of the case as they were presented to the court, interpreted through the justice.
3. Show how the justice engaged with the case during deliberation and hypothesize what the justice was thinking and feeling.
4. Identify the verdict and explain why, based on your prior research, the justice voted the way they did.

You will need to do significant research on your justice, and the prior and present cases in which they have been involved. You will also need to read the case, listen to the deliberations, and basically immerse in the facts and decision-making process.

You can pursue this assignment in one of two ways:

1. Truly play the part of the justice by researching and creating your own podcast of the case. This will be a conversational discussion of the case in audio form. Time: 10-15 minutes. You can use your own recording equipment (computer, iPad) or the Denny Digital Union recording studio, where you will get to sound and speak like your justice in recording about the case. Can include audio clips from the actual case via oyez.org. This project will also include submission of a written script/outline on which your podcast will be based, with citations to show from where your supporting evidence came. *The audio will post this via Soundcloud on your blog, and the written piece submitted on the blog with it.*
2. You can do the same immersive analysis of the case but written as a 3000 word, fully annotated paper from the perspective of your justice, outlining the required facts and analyzing the outcome. *This will be posted on your blog.*

WEEK-BY-WEEK SCHEDULE

All numbered viewing (1.1, 1.2, etc.) assignments are available on iTunes U and [Storify](#).

Date	Topic	Viewing (Before class)	Assignment Due
		Activity	
Week 1 T 8/25	Introduction to the course	Viewing 1.0 Our class films	
		Activity Read syllabus, explain structure of course, ethical discussion	
R 8/27	Introduction to First Amendment and Press Freedom and Legal System	Viewing 1.1 Legal introduction 1.2 Courts and THE Court <i>READ: Chapter 1 (Pember)</i>	Class blog set up by class end. Find an issue in the news related to media law or ethics
		Activity <ul style="list-style-type: none"> Testing our First Amendment Knowledge Setting up class blogs (bring a computer or tablet) 	
Week 2 T 9/1	“All The President’s Men”	Viewing 2.1 First Amendment and Freedom of the Press 2.2 Press Freedom Challenges in the News 2.3 First Amendment cases	Find examples where media has uncovered government wrongdoing and tweet to #medialawmovies.
		Activity Watch All the President’s Men	
R 9/3	“All The President’s Men” and discussion	Viewing A1.1 Get Acquainted with Watergate A1.2 ATPM Questions to Consider A1.3 Who is Watching Government? A1.4 How to Avoid Surveillance <i>READ: Chapter 2 (Pember)</i>	Review study questions ATPM. Come prepared to discuss study questions.
		Activity Discussion questions on ATPM	
Week 3 T 9/8	1 st Amendment Cases and SPJ Code of Ethics	Viewing: 3.0 In Class Ethics 3.1 Introduction to Journalism Ethics 3.2 Journalism Ethical Framework 3.3 Plagiarism <i>READ: Chapter 3 (Pember)</i>	Find an ethical issue from the news on iMedia and tweet link to #medialawmovies. ATPM Film challenge due on the blog
		Activity Practicing media ethics.	
R 9/10	Guest Speaker on Media Law	Viewing	1st Blog Post RE

		Google search on Mark Weaver. Activity You be the judge: An ethics game using the	Debate Topic due: 1. What are basic initial facts of your topic? Which side would you be on if you could pick? Discuss media law with Mark Weaver.
Week 4 T 9/15	Prior Restraint	Viewing 4.2 Prior Restraint Activity Discuss examples of Prior Restraint from the real world	Find examples of Prior Restraint in the real world
R 9/17	Elements of Libel—what is it, who gets libeled, how do we do it?	Viewing 5.1 Elements of Libel 5.2 Defenses of Libel claims 5.3 Libel Cases in the News Activity Let’s separate libel fact and fiction in class exercise.	Find examples of libel in the real world. Tell us why or why not it is libel.
Week 5 T 9/22	Elements of Libel Debate prep	Viewing Watch “ Absence of Malice ” at home BI.1 Are we all public figures now? 6.1 Ethical Debates <i>READ: Chapter 4 (Pember)</i> Activity Take notes for class discussion Debate prep during class time	2nd blog post on debate due 1. What are key points of your argument? 2. What will be key points of opponent’s argument? Review study questions for AOM.
R 9/24	Revelation of Private Facts, Sources	Viewing 7.1 The Right of Privacy and the newsgathering process 7.2 False Light Invasion of Privacy Activity Discuss review questions and how libel and private facts come into play in AOM. Ethical debate team prep time.	AOM film challenge due on blog
Week 6 T 9/29	Ethical Debates	Viewing 6.2 Pundit Audit <i>READ: Chapter 5 and 6 (Pember)</i> Activity View and evaluate debates from groups 1,2,3	Ethical Debate Write-up Due in Carmen Dropbox from 1, 2, 3
R 10/1	Ethical Debates	View and evaluate debates from groups 4,5,6	Ethical Debate Write-up Due in Carmen Dropbox from 4,5,6

<p>Week 7 T 10/6</p>	<p>Ethical Debates</p>	<p>Viewing 7.3 News Gathering: Access to Information 7.4 Lessons of Ferguson News Gathering-Access to Information 8.1 Protecting Journalistic Privilege 8.2 The Case of James Risen</p> <p>Watch “Nothing But The Truth” at home</p> <p>Activity View and evaluate debates from groups 7,8,9 Discuss examples of newsgathering gone well and badly and shield law status</p>	<p>Ethical Debate Write-up Due in Carmen Dropbox from 7,8,9</p>
<p>R 10/8</p>	<p>Newsgathering & Reporter Privilege Shield Laws FOIA</p>	<p>Viewing C1.1 The Judith Miller Story C1.2 Examples of Reporter's Facing Contempt Charges C1.3 Do we have a right to protect sources? Fox reporter hopes so! C1.4 Study Questions NBTT 8.3 FOIA <i>READ: Chapter 9 and 10 (Pember)</i></p> <p>Activity Discuss “Nothing But the Truth” Find example of article made with FOIA</p>	<p>Review Nothing But the Truth study questions. NBTT film challenge due on blog</p>
<p>Week 8 T 10/13</p>	<p><i>Mid-Semester Case Review</i></p>	<p>Activity: Mid-Semester Jeopardy to determine how well you know the cases.</p>	<p>Study the cases we have learned!</p> <p>Final Project topic and outline, as well as selected format posted on your blog.</p>
<p>R 10/15</p>	<p><i>NO CLASS-AUTUMN BREAK</i></p>		
<p>Week 9 T 10/20</p>	<p>Fabrication, sources <i>Visit from Lisa Abraham</i></p>	<p>Viewing Watch “Shattered Glass” at home D1.1: The Real Story <i>READ: Chapter 7 (Pember)</i></p> <p>Activity Discuss fabrication and working with sources. Play find the fabrication game.</p>	<p>Review study Shattered Glass questions.</p> <p>Real World Ethics topic and outline posted on your blog.</p>

R 10/22	Real World Law and Ethics Team Work	Activity Work with your teammates on research and production of real world law and ethics project.	SG film challenge due on blog
Week 10 T 10/27	Social media laws and ethics	Viewing 10.1 The Internet Age 10.2 Net Neutrality 10.3 Understanding Elonis 11.1 Social Media Ethics in Reporting <i>READ: Chapter 13 (Pember)</i>	Find an example of questionable social media ethics and tweet to #medialawmovies
		Activity Exploring social media ethics. How have they evolved over time. Watch The Newsroom clip	
R 10/29	Electronic Media	Viewing 11.2 Understanding the Changing Face of Electronic Media <i>READ: Chapter 16 (Pember)</i>	Find an example of questionable electronic media ethics and tweet to #medialawmovies Real World Ethics progress update must be posted on your blog.
		Activity Examining broadcasting in elections, children's programming, and the changing societal standards of sex and violence.	
Week 11 T 11/3	Viewing: "Smash His Camera"	Viewing E1.1 Ron Gallela <i>READ: Chapter 8 (Pember)</i>	Review study Smash His Camera questions.
		Activity Watch Smash His Camera	
R 11/5	Guest Speaker: Privacy and Paparazzi	Activity Guest speaker! <i>Real World Law and Ethics prep time</i>	Find an example of privacy violations and celebrities and tweet to #medialawmovies
Week 12 T 11/10	Real World Law and Ethics	Viewing 12.1 Economics of Ethics--Deadline vs. Bottom Line 12.2 Ethics and Photography	Groups 1-6 Present Real World Ethics SHC film challenge due on blog
		Activity Review and learn real world law and ethics	
R 11/12	Real World Law and Ethics	Viewing 11.3 Copyright and Fair Use 11.4 Blurring the Lines of Copyright 12.3 Community Censorship	Groups 7-12 Present

		<i>READ: Chapter 14 (Pember)</i>	
		Activity Review and learn real world law and ethics	
Week 13 T 11/17	Start watching “Shadows of Liberty”	Viewing: F1.1 Media Bias <i>READ: Chapter 15 (Pember)</i>	Find an example of corporate media ownership + potential bias and tweet to #medialawmovies
		Activity View film. Eat popcorn.	Final Project progress update must be posted on your blog.
R 11/19	Finish watching “Shadows of Liberty”	Viewing F1.2 Jon Stewart Kicks Crossfire's Ass	Review study Shadows of Liberty questions.
		Activity View film. Eat popcorn. Discuss what we have seen based on review questions.	
Week 14 T 11/24	Understanding SCOTUS justices and the cases they hear.	Viewing: <i>SCOTUS audio related to your case.</i> <i>READ: Chapter 11 and 12 (Pember)</i>	Bring final project materials and questions about your justice.
		Activity: Visit from a lawyer who has argued before the court. Work on your final project.	SOL film challenge due on blog
R 11/26	Thanksgiving	ENJOY YOUR HOLIDAY!	
Week 15 T 12/1	Final Project/Paper Work	Activity: Bring your materials to work and share what you have for editing with a partner.	FINAL PROJECT DRAFTS DUE
R 12/3	Final Court Case Jeopardy	Activity: Jeopardy to determine how well you know the cases.	Study the cases we have learned!
T 12/8	Final PROJECTS DUE on BLOG		