

Term Information

Effective Term Autumn 2018
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are seeking approval to offer this course in online and hybrid formats. While we were submitting this request, we also wanted to submit a revision to the course description to more accurately describe the course.

What is the rationale for the proposed change(s)?

To allow more flexibility for our students to complete their course requirements.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3404
Course Title Media Law and Ethics
Transcript Abbreviation Media Law & Ethics
Course Description This course will explore the theory, history, and ethical issues associated with free speech and free press areas of the First Amendment. Students will analyze key legal and ethical issues that affect journalism and media, with a focus on cases that have shaped media law and theories that help journalism professionals make decisions.
[Previous Value](#) *Theory, history, and ethical issues associated with case law and freedom of expression.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
[Previous Value](#) No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	COMM 3404H
Previous Value	COMM 604, 604H, COMM 607, COMM 607H OR COMM 3404H
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0401
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior
Previous Value	Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Develop an understanding of how the First Amendment is interpreted through U.S. legal decisions• Develop an understanding of the ethical considerations reporters face and how they make decisions in those areas• Identify the significance of key court decisions in the history of American journalism that have shaped modern-day media law• 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
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• First Amendment History and Theory• Defamation, Libel• Information Gathering and Privacy• Confidentiality and Public Interest• Commercial Speech• Intellectual Property• Morally Offensive Content
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Sought Concurrence	No
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Attachments

- 3404syllabus-hybrid.pdf: Proposed Hybrid course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 3404 OL syllabus.docx: Proposed Online course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Comm 3404 Technical Checklist.pdf: Technical Checklist from Mike Kaylor
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Journ_Curric_Map updated Oct 2016.pdf: Journalism major curriculum map
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	01/30/2018 11:10 AM	Submitted for Approval
Approved	Slater,Michael D	01/30/2018 11:22 AM	Unit Approval
Approved	Haddad,Deborah Moore	02/04/2018 01:37 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	02/04/2018 01:37 PM	ASCCAO Approval

MEDIA LAW & ETHICS

Hybrid Course-Spring 2018
Friday 3-5:05 p.m., 100 Campbell Hall

Instructor:
Nicole Kraft
3045E Derby Hall
614.247.6274
kraft.42@osu.edu

In-person office hours (3045 E Derby Hall):
Monday 1-3
Tuesday 1-2

Online office hours: Wednesday 8-9 p.m.
<https://zoom.us/j/3757865340>

SUMMARY

This hybrid course focuses on the worlds of law and ethics as they pertain to Journalism and the First Amendment. It will explore legal and ethical issues facing journalists. Examining these issues through readings, speakers and films 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. In this course students will learn by examining the media law and ethics as they unfolded through real court cases and scenarios, as well as film dramatizations. We will also recreate court cases that have shaped journalism law, crafting arguments representing both sides of legal and ethical issues, and debating key issues that arise across media.

The 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 an HYBRID CLASS, but it is not a course where students can be passive and do well. Engagement and participation is a key part of student success in the course.

This is not a class where students can be passive and do well. Engagement and participation is a key part of student success in the course. The goal is that by the end of the semester, students will be able to understand how the First Amendment is interpreted through U.S. legal decisions, as well as the ethical considerations that reporters face

You will also be able to: 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; and demonstrate a professional work ethic by being on time and prepared to contribute to each class session.

CATALOGUE COURSE DESCRIPTION

This hybrid course will explore the theory, history, and ethical issues associated with the free speech and free press areas of the First Amendment. Students will analyze key legal and ethical issues that affect journalism and media in the past, present and future, with a focus on cases that have shaped media law and theories that help journalism professionals make decisions. This course is entirely online but will have a weekly synchronous meeting.

Prereq: Not open to students with credit for 3404H, 604, 604H, 607, or 607H.

SECTION 1: LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

- Develop an understanding of how the First Amendment is interpreted through U.S. legal decisions
- Develop an understanding of the ethical considerations reporters face and how they make decisions in those areas.
- Identify the significance of key court decisions in the history of American journalism that have shaped modern-day media law.
- 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.

SECTION 2: COURSE CATALOGUE DESCRIPTION

Analysis of key legal and ethical issues that affect journalism and media in the past, present and future, with a focus on cases that have shaped media law and theories that help journalism professionals make decisions This course will be delivered entirely online.

SECTION 3: READINGS AND MATERIALS

3.1 Books and sites

[The Law of Journalism and Mass Communication](#) (5th edition), Trager, Ross & Reynolds (ISBN: 978-1-5063-0341-3)--Purchase through Perusall

[The Law and You: Media Law Section](#) (free download)

- The Law of Journalism and Mass Communication [website](#)
- [iMedia Ethics](#)
- [The Image of the Journalist in Popular Culture](#) website
- The [Kraft Comm Class](#) site

3.2 Films

There will be viewing of five films in this course to augment understanding of media law and ethics. The films include:

- Absence of Malice
- All the President's Men
- The Bang Bang Club
- Nothing But the Truth
- Shattered Glass
- Shadows of Liberty

These films are accessed through the Ohio State Secured Media Library. Once you login, you will look for "Assigned Playlists," and see the films assigned to you. Every film will be available for at least one week before the film challenge is due.

SECTION 4: COURSE TECHNOLOGY

4.1 Baseline technical skills necessary for hybrid courses:

Basic computer and web-browsing skills
Navigating Carmen

4.2 Necessary equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

4.3 Carmen:

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

[Carmen accessibility](#)

4.4 Zoom

The webinar tool Zoom will be used to host synchronous class meetings and online office hours.

Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>

4.5 VoiceThread

This web-based tool allows students to create, share, and comment on images, Microsoft PowerPoint presentations, videos, audio files, documents, and PDFs, using microphone, webcam, text, phone, and audio-file upload. We will use it for your team projects in class.

Help guides on VoiceThread can be found at <https://voicethread.com/support/>.

4.6 Perusall

This online app allows students and instructors to collaboratively markup text books and pdf documents. Instead of reading a document and discussing it, Perusall brings the discussion into the text.

You will order your text through Perusall when you click on the first reading assignment.

Please visit the Help Center for any questions: http://support.perusall.com/knowledge_base/categories/students-2

Emailing support@perusall.com is a great way to get assistance straight from the developer.

SECTION 5: GRADING

5.1 Calculations

Final course grades will be calculated using a one-thousand-point scale in the following way:

Perusall Readings	50 points
Final Exam	100 points
Discussion Posts (10 @ 10 points each)	100 points
Speed Court Cases (10 @ 10 points each)	100 points
Film Challenges (5 @ 30 points each)	150 points
Ethical Debate	150 points
Real World Law	150 points
You Be the Justice--Final Project	200 points

These points tallied together will provide the 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

5.2 Assignments

5.2a Perusall Readings (50 points)

Our discussions will be based on our class readings and what is going on in the news. Your readings, which are due BEFORE our live class session meets, are provided through a program called [Perusall](#).

You will **purchase your textbook** access through Perusall and read the sections assigned through each Canvas assignment. For each reading section you comment at least seven times and be scored based on the quality and timeliness of your comments, questions, and responses.

When you open a document, you'll see highlights superimposed on the document that represent comments (yellow) or questions (orange) that you and other students have entered. When someone responds to your question or comment, you will receive a notification by email and you can post a reply by signing on or merely replying to the email. If you ask a question you can indicate that one or more of the responses answers your original question.

While reading the document, you can change which comments you see by clicking the All comments dropdown at the top of the page and selecting either My comments or No comments.

You can view your scores by clicking the My grades button at the top of your course home page.

You may continue to ask questions, answer questions, and make comments outside of the context of a particular reading assignment. However, note that if you edit a comment that was counted towards an assignment whose deadline has passed, that comment may no longer count towards your score for that assignment.

5.2b Speed Court Case (100 points—10 points per week/10 weeks)

Every Tuesday you have an online assessment activity to see how well you know the cases and ethical issues we are studying in the lectures.

The court will post 10 questions to Carmen and you will have 10 minutes once you start to answer. You will be allowed to use your notes.

You will be able to use this as a study guide to complete our final, so make sure you do a complete job and get the correct answers throughout the semester.

5.2c Discussion Posts (100 points—10 @10 points each)

Each week students will be confronted with a legal or ethical challenge related to media, and you will be asked to write a 300-500-word discussion post on the topic, and then respond to at least two classmates. The questions will involve key topics from our readings and from the news. Please see Appendix I for details on post expectations.

5.2d Film Challenges (150 points — 5 @ 30 points for each)

Five times in the semester you 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 500-700 word (give or take 50 words) post 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.

5.2e Ethical Debate (150 points)

Every student will be part of a debate team (3 people) to argue for or against a journalistic moral or ethical issue, and will face off against the other side in class to see which side better argues their ethical point. Expectations for this assignment are students will demonstrate understanding of the ethical issue and be able to argue the side of the issue assigned to them in class. Use of fact, as opposed to opinion, and real-life examples will be key to your argument.

5.2f Real World Law and Ethics (150 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 using Prezi, VoiceThread, FinalCut or any other interactive collaborate tool. The goal of this assignment is to illustrate the legal issue to

the class and show its cause and effect on journalism. This is your chance to "teach" others what you learn.

5.2g You be the Justice 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 engaged in this assignment in teams of 7-9 and will be assigned a case and justice randomly. You will research your justice to determine his/her legal philosophy and impact on modern law, and then deliberate an assigned hypothetical case in a recorded session with your fellow justices on the court that is designed as a podcast. Basic podcasting technique and recording instruction/space will be provided. You will be evaluated on how well you embody the justice and his/her judicial views, your understanding of the case and ability to apply precedent discussed in class to the decision you make.

Details for all assignments are in Carmen.

5.2i Final Exam

At the end of the semester, you will have a 100-point short answer, multiple choice and fill-in-the-blank final exam, administered through Canvas, that will encompass questions from our readings, Speed Court Cases and films.

5.2j 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 outside activities identified during the semester

Research: Take part in School of Communication research, and receive 5 points per activity. <http://osucomm.sona-systems.com>

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

5.3 Late assignments

Late assignments must be approved BEFORE the deadline and will only be considered under the most significant emergency circumstances. Assignments that miss the deadline without prior approval will not be accepted.

SECTION 6. FACULTY FEEDBACK AND RESPONSE TIME

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

6.1 Grading and feedback

For large weekly assignments, you can generally expect feedback within 7 days.

6.2 Discussion board

I will check and reply to messages in the discussion boards every 24 hours on school days.

6.3 Slack

This course DOES NOT use email, and I will not be responding to any email or Carmen messages. Instead, it uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging and collaboration system in which "channels" are used to separate communities and discussions.

We can also have private, one-on-one conversations through Slack by sending a direct message.

I will respond to comments on Slack consistently between the hours of 9 a.m. and 8 p.m. weekdays, except while I am in class.

All students have all been invited to the class Slack and are encouraged to sign-up and accept ASAP.

I am also happy to meet with you by appointment, or for coffee or lunch. Please reach out so I can get to know you and your class needs better!

SECTION 7. ATTENDANCE, PARTICIPATION AND DISCUSSIONS

7.1 Student participation requirements

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in lecture is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

Because this is a hybrid course, your attendance is based on your physical presence one day a week and online activity the remaining days. The following is a summary of everyone's expected participation. Failure to meet this expectations will impact your opportunities to be successful in this class. Missing more than two live classes without documentation will result in the reduction of your course grade by a full letter grade.

7.1a Logging in: AT LEAST TWICE PER WEEK

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

7.1b Participating in discussion forums: 2 TIMES PER WEEK

As participation, each week you can expect to post at least once by Wednesday and respond at least once by Friday as part of our substantive class discussion on the week's topics.

7.2 Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

7.2a Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

7.2b Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

7.2c Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

7.2d Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

SECTION 8: CLASS DETAILS

8.1 Legal Clinic

Instead of "office hours," to which few students ever attend, this course offers legal clinic hours twice weekly: Mondays from 1-3 p.m. (217 Journalism) and Tuesdays from 1-3 p.m. (3045E Derby Hall). There will be online clinic hours Wednesday from 9-10 p.m. on the application Zoom. A link will be provided weekly. Our class clerk will also hold legal clinic hours.

See *Appendix I*.

8.2 Gentle Reminders

Every week, this court will disseminate a document that reflects the key elements from the previous week and what is coming in the next week. Please read these Gentle Reminders, as they will help everyone keep track of the court's activities. They will also feature extra credit opportunities.

8.3 Syllabus

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the

policies described herein.

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.

8.4 Withdrawal Policy

Not all classes fit a student's schedule or academic plan. Please know, however, that this instructor wishes to meet with students before they drop (especially deeper into the semester) to work through challenges together. Once group assignments have been made, team-member departures are especially difficult for the class as a whole.

8.5 Safe & Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. 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 me BEFORE class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

8.6 Technology Excuse Statement

This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet.

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time. These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

8.6a Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.

8.6b Save work early and often: Think how much work you do in 10 minutes. I auto save ever 2 minutes.

8.6c Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

8.6d Practice safe computing: On your personal computer, install and use software to control viruses and malware

8.7 Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is:

<http://advising.osu.edu/welcome.shtml>

8.8 Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>.

8.9 Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

8.10 Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

8.11 Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

8.12 Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

8.13 Students With Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

APPENDIX I: HOW TO BE SUCCESSFUL IN ONLINE DISCUSSIONS

This course utilizes discussion boards to assess your learning and engagement with the material. A word count of 250-500 words is provided on each post prompt.

Becoming a better communicator involves practice expressing our own thoughts and responding to the thoughts of others. To successfully complete discussion assignments, please note the following guidelines:

- The post must demonstrate your understanding (and where necessary, application) of the materials using specific examples and concepts related to the course.
 - Think of this as your chance to provide materials for others to learn. A post merely reiterating a point does not provide your classmates with any new insight. Share your thoughts and ideas appropriate for a college-level course.
 - Think of this as a true discussion, just as if your classmates were face to face with you. If you were talking over the material with a classmate in-person, what would you say?
 - Quantity is not a substitution for quality. A lengthy answer that does not address the prompt is not as effective as a concise answer that directly addresses what is asked.
 - Think beyond the bare minimum. Bare minimum responses may receive bare minimum grades. Think carefully about what you want to say, how this makes you feel, and questions that may engage your classmates.
 - Use evidence and cite. Your responses will be stronger if you are stating facts and not just opinions. Cite or include a link where applicable.
 - Think about how you are presenting yourself to the class. Do not type in all caps or all lowercase. Proofread your submission. Read before posting and ask yourself if the submission could be taken as abrasive or offensive. It may be useful to work offline in a Word or other document and then copy and paste in your response.
 - This is not social media. Don't put it all out there. This is a forum for academic discussion, not a place for political rants, unloading of personal problems, advertizing for product, or any other conduct that may be unprofessional. It is great to be yourself here, maybe just not all of yourself.
- Responding to the thoughts of others may be difficult. Here are some guidelines for a successful response post:
- Acknowledge the original writer as a person and a peer. Use his or her name, do not talk down or use sarcasm. Sarcasm does not always come across in an online forum.
 - Be constructive. If you disagree, that is OK. Explain why you disagree in a manner that is respectful. Acknowledge why your classmate may feel differently if you can see his or her side.
 - Be critical. Even if you do agree, don't leave the conversation at "Great job!" Be specific on where you agreed and possibly even where you may diverge. Point out ideas that you had not previously thought of or find intriguing.
 - Don't post and ghost. Subscribe or check back in to see what others have said. Respond to one another and keep the conversation going.

APPENDIX II: WEEKLY READINGS AND LINKS TO ARTICLE

Week 1

None

Week 2

Chapter 1 (pgs. 2-49)

Watergate articles

- Right to know: the ‘nation’, the ‘people’ and the Fourth Estate (Martin Hurst, The Conversation, 2013): <https://theconversation.com/right-to-know-the-nation-the-people-and-the-fourth-estate-21253>

- Viewpoints: Fourth Estate helps keep our government in check (Sen. Charles Schumer, Buffalo News, May 17, 2017) <http://buffalonews.com/2017/05/18/viewpoints-fourth-estate-helps-keep-government-check/>

- News Coverage of Donald Trump’s First 100 Days (Thomas, Patterson, Shorenstein Center, May 18, 2017): https://shorenstein-center.org/news-coverage-donald-trumps-first-100-days/?utm_source=POLITICO.EU&utm_campaign=ab6d830a9d-EMAIL_CAMPAIGN_2017_05_19&utm_medium=email&utm_term=0_10959edeb5-ab6d830a9d-189799085

- Is a C+ score good enough when it comes to First Amendment freedoms? (Newseum, Spring 2017) <http://www.newseuminstitute.org/first-amendment-center/reportcard/>

Week 3

Chapter 2 (pgs. 50-97)

Week 4

Chapter 3, (pgs. 98-151)

Week 5

- SPJ Code of Ethics | Society of Professional Journalists | Improving and protecting journalism since 1909: <http://www.spj.org/ethicscode.asp>

- The 5 Principles of Ethical Journalism (Ethical Journalism Network): <http://ethicaljournalism-network.org/who-we-are/5-principles-of-journalism>

- Americans’ Trust in Mass Media Sinks to New Low (Gallup): <http://www.gallup.com/poll/195542/americans-trust-mass-media-sinks-new-low.aspx>

- Looking To The Future: Restoring Public Trust In The Media (Elizabeth Jensen, On The Media/ WYNC, May 15, 2017): <https://www.wnyc.org/story/looking-to-the-future-restoring-public-trust-in-the-media/>

- A woman approached The Post with dramatic — and false — tale about Roy Moore. She

appears to be part of undercover sting operation. (Shawn Boburg, Aaron C. Davis and Alice Crites, Washington Post, Nov. 11, 2017): https://www.washingtonpost.com/investigations/a-woman-approached-the-post-with-dramatic-and-false-tale-about-roy-moore-she-appears-to-be-part-of-undercover-sting-operation/2017/11/27/0c2e335a-cfb6-11e7-9d3a-bcbe2af58c3a_story.html?utm_term=.7f2b309497ca

Week 6

Chapters 4 and 5 (pgs. 153-246)

Week 7

Chapter 6, (pgs. 249-304)

Week 8

Chapter 10, (pg. 451-494)

Week 9

Chapters 7, (pgs. 307-360)

Week 10

Chapter 8, (pgs. 362-396)

Week 11

Chapter 9, (pgs. 399-448)

Week 12

Chapter 11 (pgs. 497-541)

Week 13

Chapter 12 and 13 (pgs. 543-637)

Week 14

- 5 Ethical Dilemmas Journalism Students Might Face (Ashford University, November 2016): <https://www.ashford.edu/online-degrees/communications/5-ethical-dilemmas-journalism-students-might-face>

- School transparency challenges student journalists (Student Press Law Center): <http://www.splc.org/page/school-transparency>

- A lack of diversity in student media sparks frustration, debates across the country (Student Press Law Center, November 2015): <http://www.splc.org/article/2015/11/lack-of-diversity-in-student-media-sparks-debates>

- Legal guides for student media (Student Press Law Center): <http://www.splc.org/page/knowledge-base>

Final Rubric-podcast					
Criteria	Ratings				Pts
Character Development	20.0 pts You clearly understand who is this justice and the character traits that make he/she tick. You have fully illustrated those traits in your portrayal through mannerisms, voice, word choice and style.	15.0 pts You somewhat understand who is this justice and the character traits that make he/she tick. You have somewhat illustrated those traits in your portrayal through mannerisms, voice, word choice and style.	10.0 pts You have a limited understanding who is this justice and the character traits that make he/she tick. You have only barely illustrated those traits in your portrayal through mannerisms, voice, word choice and style.	5.0 pts You have a barely, if at all, shown an understand who is this justice and the character traits that make he/she tick. You have not fully illustrated those traits in your portrayal through mannerisms, voice, word choice and style.	20.0 pts
Character's History	20.0 pts You have clearly illustrated an understanding of this justice's history and where they came from. You have fully explained the justice's past and how that has helped shape who he or she is now.	15.0 pts You have somewhat illustrated an understanding of this justice's history and where they came from. You have partially explained the justice's past and how that has helped shape who he or she is now.	10.0 pts You have only barely illustrated an understanding of this justice's history and where they came from. You have shown a limited understanding of the justice's past and how that has helped shape who he or she is now.	5.0 pts You have not illustrated an understanding of this justice's history or where they came from. You have not explained the justice's past and how that has helped shape who he or she is now.	20.0 pts
Judicial Philosophy	15.0 pts You have clearly illustrated an understanding of this justice's judicial philosophy and where it came from.	11.0 pts You have somewhat illustrated an understanding of this justice's judicial philosophy and where it came from.	8.0 pts You have only barely illustrated an understanding of this justice's judicial philosophy and where it came from.	5.0 pts You have not illustrated an understanding of this justice's judicial philosophy and where it came from.	15.0 pts
Justice's Significant cases	15.0 pts You have clearly illustrated an understanding of this justice's significant case. We can clearly see how they understand, interpret and apply the First Amendment in prior cases	11.0 pts You have somewhat illustrated an understanding of this justice's significant cases. We can somewhat see how they understand, interpret and apply the First Amendment in prior cases	8.0 pts You have only barely illustrated an understanding of this justice's significant cases and where it came from. We cannot clearly see how they understand, interpret and apply the First Amendment in prior cases	5.0 pts You have not illustrated an understanding of this justice's significant cases. We cannot in any meaningful way see how they understand, interpret and apply the First Amendment in prior cases	15.0 pts
Understanding of this case	20.0 pts You have clearly illustrated an understanding of this case, including the core facts, the parties involved, why the court took the case and its First Amendment implications	15.0 pts You have somewhat illustrated an understanding of this case, including the core facts, the parties involved, why the court took the case and its First Amendment implications	10.0 pts You have only barely illustrated an understanding of this case, and some core facts—the parties involved, why the court took the case and its First Amendment implications—are not evident.	5.0 pts You have not illustrated an understanding of this case. Core facts, such as the parties involved, why the court took the case and its First Amendment implications, are not evident.	20.0 pts
Precedent cases	20.0 pts You have clearly illustrated an understanding of the precedent cases that will shape this case. We can clearly see how they impact and shape this First Amendment issue.	15.0 pts You have somewhat illustrated an understanding of the precedent cases that will shape this case. We can somewhat see how they impact and shape this First Amendment issue.	10.0 pts You have not clearly illustrated an understanding of the precedent cases that will shape this case. We cannot clearly see how they impact and shape this First Amendment issue.	5.0 pts You have no evidence of an understanding of the precedent cases that will shape this case. We cannot see any evidence how they impact and shape this First Amendment issue.	20.0 pts
Maintaining character	15.0 pts You maintained the character's voice throughout, and from beginning to end we understand the role this justice plays in this case.	9.0 pts You somewhat maintained the character's voice throughout, and from beginning to end we somewhat understand the role this justice plays in this case.	6.0 pts You did not maintain the character's voice throughout, and from beginning to end we do not understand the role this justice plays in this case.	5.0 pts We have no evidence of the character's voice throughout, and from beginning to end we have no clear understanding the role this justice plays in this case.	15.0 pts
Script development	20.0 pts Your written script is clear and provides a strong and clear narrative.	15.0 pts Your written script is somewhat clear and provides a somewhat strong and clear narrative.	10.0 pts Your written script is not totally clear and does not provide a strong and clear narrative.	5.0 pts Your written script is not clear and does not provide a strong or clear narrative.	20.0 pts
Citations	20.0 pts You have provided strong citations in quality and quantity that clearly contributed to your understanding of this issue.	15.0 pts You have provided some strong citations in quality and quantity that they contributed to your understanding of this issue.	10.0 pts You have not provided as many strong citations as needed, in terms of quality and quantity, resulting in limited understanding of this issue.	5.0 pts You have not provided strong citations as needed, in terms of quality and quantity, resulting in limited or no understanding of this issue.	20.0 pts
Quality and posting	15.0 pts You have come in within the time frame, and your recording has clear, well-edited audio that has been successfully posted to a hosting site.	11.0 pts You have come in within the time frame, and your recording has somewhat clear audio that has some editing issues but has been successfully posted to a hosting site.	8.0 pts You have come in within the time frame, but your recording does not have clear audio and/or there are significant editing issues, but has been successfully posted to a hosting site.	5.0 pts You have not come in within the time frame, or your recording has major audio or editing issues, but may or may not have been successfully posted to a hosting site.	15.0 pts
Legal Understanding	10.0 pts Exceeds Expectations	7.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations		10.0 pts
Personification of assignment	10.0 pts Exceeds Expectations	7.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations		10.0 pts
Total Points: 200.0					

Court Docket



DRAFT

Draft submission



Discussion



Film Challenge

Week of Jan. 8

Module 1

Introduction to Media Law Movies

Discussion 1: What is the media's role as the Fourth Estate of government?

Week of March 5

Module 9

Reporter's Privilege

Film challenge 4: **Nothing But the Truth**

Read: Chapters 7, (pgs. 307-360)

Week of Jan. 15

Module 2

Media as Government Watchdog

Film Challenge 1: **All the President's Men**

Read: Chapter 1 (pgs. 2-49), All the President's Men readings in Carmen

Week of March 12

Module 10

The Right to Know

Discussion Week 10: **The Cosby Technology Gag Rule**

Read: Chapter 8, (pgs. 362-396)

Week of Jan. 22

Module 3

Speech and Press Freedoms in Theory and Reality

Discussion 2: **Political Speech and activism**

Read: Chapter 2 (pgs. 50-97)

Week of March 19

Module 11

National Security Simulation

Film challenge 5: **Shadows of Liberty**

Read: Chapter 9, (pgs. 399-448)

Week of Jan. 29

Module 4

Ethical Debates

Draft: **First submission on debate topic**

Read: Chapter 3, (pgs. 98-151)

Week of March 26

Module 12

Real World Law project

Due: Real World Law

Read: Chapter 11 (pgs. 497-541)

Week of Feb. 5

Module 5

The Ethics of Media

Film Challenge 2: **Absence of Malice**

Readings on ethics in Carmen (55 pages)

Week of April 2

Module 13

Understanding (Changing) Social Norms

Draft: **You Be the Justice Script**--Chapter 12 and 13 (pgs. 543-637)

Film Challenge: **"The Bang Bang Club"**

Week of Feb. 12

Module 6

Libel and Defamation

Discussion Week 6: Can Donald Trump change libel laws? Read: Chapters 4 and 5 (pgs. 153-246)

Due: Ethical Debate on VoiceThread

Week of April 9

Module 14

You Be the Justice Work

Draft: **You Be the Justice Script/Paper**

Discussion: What are your contemporary community standards?

Week of Feb. 19

Module 7

Electronic Media

Draft: **Real World Media Law-First Submission**

Read: Chapter 6, (pgs. 249-304)

Week of April 16

Module 15

What have we learned

DUE: You Be the Justice final project

Final Jeopardy

Week of Feb. 26

Module 8

Protecting Privacy

Discussion 5: How much privacy do you legally or ethically deserve from media?

Read: Chapter 10, (pg. 451-494)



THE OHIO STATE UNIVERSITY

SYLLABUS: COMM 3404 MEDIA LAW & ETHICS AUTUMN 2018

Course overview

This online course focuses on the world of law and ethics as they pertain to Journalism and the First Amendment. It will explore legal and ethical issues facing journalists. Examining these issues through readings, speakers and films 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. In this course students will learn by examining the media law and ethics as they unfolded through real court cases and scenarios, as well as film dramatizations. We will also recreate court cases that have shaped journalism law, crafting arguments representing both sides of legal and ethical issues, and debating key issues that arise across media.

The 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 an ONLINE CLASS, but it is not a course where students can be passive and do well. Engagement and participation is a key part of student success in the course.

Instructor

Instructor: Nicole Kraft

Email address: kraft.42@osu.edu

Phone number: 614-620-2476

In-Person office hours: Monday, 1-3 pm, Tuesday 1-3 pm

Online office hours (via Zoom): 8-9 p.m. Wednesday. Please join via this link:

<https://zoom.us/j/3757865340>

Catalog course description

This online course will explore the theory, history, and ethical issues associated with the free speech and free press areas of the First Amendment, as well as the ethics that drive media decisions and engagement. Students will analyze key legal and ethical issues that affect journalism and media in the past, present and future, with a focus on cases that have shaped media law and theories that help journalism professionals make decisions. This course is entirely online but will have a weekly synchronous meeting.

Prereq: Not open to students with credit for 3404H, 604, 604H, 607, or 607H.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Develop an understanding of how the First Amendment is interpreted through U.S. legal decisions
2. Develop an understanding of the ethical considerations reporters face and how they make decisions in those areas.
3. Identify the significance of key court decisions in the history of American journalism that have shaped modern-day media law.
4. Distinguish between ethical and non-ethical conduct by journalists.
5. Demonstrate an ability to think critically and make fair and reasoned judgment about news, issues and events.
6. Employ journalistic standards and practices in a variety of newsgathering settings.

Course materials

Required

- *The Law of Journalism and Mass Communication (5th edition)*, Trager, Ross & Reynolds (ISBN: 978-1-5063-0341-3)--Purchase through Perusall
- *The Law and You: Media Law Section (free download)*: <https://www.amazon.com/Law-Journalism-Mass-Communication/dp/1608716694>
- *The Law of Journalism and Mass Communication website*: https://www.ohiobar.org/General%20Resources/LawandYou/TLAY_Chapter15.pdf
- *iMedia Ethics*: <http://www.imediaethics.org/>

Films

There will be viewing of five films in this course to augment understanding of media law and ethics. The films include:

- *Absence of Malice*

- *All the President's Men*
- *The Bang Bang Club*
- *Nothing But the Truth*
- *Shadows of Liberty*

These films are accessed through the Ohio State Secured Media Library. Once you login, you will look for "Assigned Playlists," and see the films assigned to you. Every film will be available for at least one week before the film challenge is due.

Synchronous Meeting Time

Every week, we will host a synchronous meeting time using the free web-based program Zoom (zoom.us), Wednesday from 9-10 p.m. EST, to discuss key concepts surrounding media law and ethics, as well as assignments and class readings. We will also have activities related to the week's content. You are encouraged to attend as many as possible, but they will also be recorded, with the videos posted to the weekly module. **Here is the link:**
<https://zoom.us/j/3757865340>

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
 - [Carmen accessibility](#)
- **Slack**
 - This online message and work space will be utilized for all class communication and some sharing of files.
 - Help guides can be found here: <https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides>
- **Secured Media Library**

- Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
- Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>

To obtain additional help for use of the Secured Media Library, please email emedial@osu.edu

- **Zoom**

- The webinar tool Zoom will be used to host synchronous class meetings and online office hours.
- Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>

- **VoiceThread**

- This web-based tool allows students to create, share, and comment on images, Microsoft PowerPoint presentations, videos, audio files, documents, and PDFs, using microphone, webcam, text, phone, and audio-file upload. We will use it for your team projects in class.
- Help guides on VoiceThread can be found at <https://voicethread.com/support/>.

- **Perusall**

- This online app allows students and instructors to collaboratively markup text books and .pdf documents. Instead of reading a document and discussing it, Perusall brings the discussion into the text.
- You will order your text through Perusall when you click on the first reading assignment.
- Please visit the Help Center for any questions: http://support.perusall.com/knowledge_base/categories/students-2
- Emailing support@perusall.com is a great way to get assistance straight from the developer.

- *Information on privacy policies for apps above can be found at:*

Perusall: <https://app.perusall.com/legal/privacy>

VoiceThread: <https://voicethread.com/privacy>

Zoom: <https://zoom.us/privacy>

Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

- Webcam

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Apple Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Supplemental Materials

There will be additional readings of feature articles every week, and they will be available as links or .pdfs in the Carmen course.

Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus.

In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Carmen.

This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet.

Computers: Friend or Foe

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.

Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.

Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

Grading and faculty response

Grades

Assignment or category	Points and Percent
Perusall readings	50/5%
Discussion posts (10 @ 10 points each)	100/ 10%
Court Cases Challenges (10 @ 10 points each)	100/ 10%
Film Challenges (5 @ 30 points each)	150/15%
Ethical Debate (final assignment and weekly updates)	150/15%
Real World Law (final assignment and weekly updates)	150/ 15%
You Be the Justice (final assignment and weekly updates)	200/20%
Final	100/10%
Total	1000 /100%

See course schedule, below, for due dates

These points tallied together will give you your final grade of the following (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.

DATE OF FINAL EXAM: [Check Ohio State link](#)

Assignment submissions

All assignments are due at the beginning of the class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Carmen.

Assignment guide

Perusall

Your readings, which are due BEFORE our live class session meets, are provided through a program called Perusall.

You will purchase your textbook access through Perusall and read the sections assigned through each Carmen assignment. For each reading section you comment at least seven times and be scored based on the quality and timeliness of your comments, questions, and responses.

When you open a document, you'll see highlights superimposed on the document that represent comments (yellow) or questions (orange) that you and other students have entered. When someone responds to your question or comment, you will receive a notification by email and you can post a reply by signing on or merely replying to the email. If you ask a question you can indicate that one or more of the responses answers your original question.

While reading the document, you can change which comments you see by clicking the "All Comments" dropdown at the top of the page and selecting either "My comments" or "No comments."

You can view your scores by clicking the "My grades" button at the top of your course home page.

You may continue to ask questions, answer questions, and make comments outside of the context of a particular reading assignment. However, note that if you edit a comment that was counted towards an assignment whose deadline has passed, that comment may no longer count towards your score for that assignment.

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

Every week you have an online assessment activity to see how well you know the cases and ethical issues we are studying in the lectures.

Ten questions will be posted in an assignment inside your weekly Carmen module, and students have 10 minutes once you start to answer. You will be allowed to use your notes.

You will be able to use this as a study guide to complete our final, so make sure you do a complete job and get the correct answers throughout the semester.

Discussion Posts (100 points—10 @10 points each)

Each week students will be confronted with a legal or ethical challenge related to media, and you will be asked to write a 300-500-word discussion post on the topic, and then respond to at least two classmates. The questions will involve key topics from our readings and from the news. Please see Appendix I for details on post expectations.

Film Challenges (150 points — 5 @ 30 points for each)

Five times in the semester you 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 500-700 word (give or take 50 words) post 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.

Ethical Debate (150 points)

Every student will be part of a debate team to argue for or against a journalistic moral or ethical issue the 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. This assignment will utilize a program called VoiceThread to record a presentation and video.

Real World Law and Ethics (150 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 using Prezi, VoiceThread, FinalCut, iMovie or any other interactive collaborate tool, with a link submitted to Carmen.

You be the Justice (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 and justice randomly and present your views in the form of a podcast posted to Soundcloud, with a link submitted to Carmen.

Details for all assignments are in Carmen.

Final Exam

At the end of the semester, you will have a 100-point short answer, multiple choice and fill-in-the-blank final exam, administered through Canvas, that will encompass questions from our readings, Speed Court Cases and films.

Late assignments

A late deadline for an assignment must be approved BEFORE the deadline and will only be considered under the most significant emergency circumstances. Assignments that miss the deadline without prior approval will not be accepted.

Additional information

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>

All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is the last Friday of classes.

Syllabus

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

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 by email and in our next class session as soon as any syllabus change may arise.

Resources

During the course of this class and throughout your university career, you may find the following helpful:

The Writing Center. This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.

Strunk & White's The Elements of Style. If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap. Purchase through Amazon: <https://www.amazon.com/Elements-Style-William-Strunk-Jr/dp/194564401X>.

Attendance and Make-Up Policy

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in lecture is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large assignments, you can generally expect feedback within **5 days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Slack

This course only uses email for official, direct correspondence. For daily class messaging it uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging and collaboration system in which “channels” are used to separate communities and discussions.

We can also have private, one-on-one conversations through Slack by sending a direct message.

I will respond to comments on Slack consistently between the hours of 9 a.m. and 8 p.m. weekdays, except while I am in class.

All students have all been invited to the class Slack and are encouraged to sign-up and accept ASAP.

I am also happy to meet with you by appointment, or for coffee or lunch. Please reach out so I can get to know you and your class needs better!

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST THREE TIMES PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Video lectures will be posted 1-2 times per week on Monday and when needed, Wednesday. Media materials may take the place of Wednesday lectures.
- **Participating in discussion forums: 2 TIMES PER WEEK**
As participation, each week you can expect to post at least once by Wednesday and respond at least once by Friday as part of our substantive class discussion on the week's topics. As a group discussion leader, you will log in multiple times to monitor and facilitate discussion with peers.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

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.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available

through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic integrity policy

Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Academic Advising

Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. For more information on advising, please visit <http://advising.osu.edu/welcome.shtml>.

Buckeye Link

For more information on additional student services offered on the OSU main campus, please visit <http://ssc.osu.edu>

Accessibility accommodations for students with disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately

accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

For information about the accessibility of all technologies required in the course, please visit:

Perusall: <https://perusall.com/downloads/vpat.pdf>

Voicethread: <https://voicethread.com/resources/site/docs/AccessibilitySheet.pdf>

Zoom: <https://zoom.us/accessibility>

Course schedule (tentative)

Week	Dates	Topics, Readings	Media	Assignments
1	8/22	Introduction to Media Law and Ethics	None	Due: Syllabus Quiz (1/14) Discussion 1: Introduce yourself and say hi to two other people! What are your goals and what are you apprehensive about?
2	8/29	Media as Government Watchdog Read: Chapter 1 (pgs. 2-49) Carmen readings: <ul style="list-style-type: none"> Right to know: the 'nation', the 'people' and the Fourth Estate Viewpoints: Fourth Estate helps keep our government in check News Coverage of Donald Trump's First 100 Days Is a C+ score good enough when it comes to First Amendment freedoms? 	Videos: <ol style="list-style-type: none"> Donald Trump warned us about himself Immigration issues distorted by biased media SNL mocks CNN Trump coverage The Watergate scandal 	Due: Film Challenge 1: All the President's Men (watch and post by 1/18, respond by 1/21)
3	9/5	Speech and Press Freedoms in Theory and Reality Read: Chapter 2 (pgs. 50-97)	Videos: <ol style="list-style-type: none"> Five Freedoms First Amendment Theories Students condemn free speech Silence U: Is the university killing free speech 	Due: Discussion 2: What is the media's role as the Fourth Estate of government?
4	9/12	The Ethics of Media in Theory Read: Chapter 3 (pgs. 98-151)	Videos: <ol style="list-style-type: none"> Nature of ethics Art of Debate 	Due: Discussion 3: Political Speech and activism

			3. Creating VoiceThread	Draft: First submission on debate topic (submit by 2/1)
5	9/19	<p>The Ethics of Media in Practice</p> <p>Carmen readings:</p> <ul style="list-style-type: none"> • SPJ Code of Ethics • The 5 Principles of Ethical Journalism • Americans' Trust in Mass Media Sinks to New Low • Looking To The Future: Restoring Public Trust In The Media • A woman approached The Post with dramatic — and false — tale about Roy Moore. She appears to be part of undercover sting operation. 	<p>Video/audio:</p> <p>Ethics: What is reasonable</p> <p>On the Media (audio): Laws of the Lying Game</p>	<p>Due:</p> <p>Film Challenge 2: Absence of Malice (watch and post by 2/8, respond by 2/11)</p>
6	9/26	<p>Libel and Defamation</p> <p>Read: Chapters 4 and 5 (pgs. 153-246)</p>	<p>Videos</p> <ol style="list-style-type: none"> 1. Libel 2. Libel plaintiffs 3. Libel defenses 	<p>Due:</p> <p>Discussion 4: Can Donald Trump change libel laws?</p> <p>Ethical Debate with VoiceThread (post by 2/15, respond to other side's debate by 2/18)</p>
7	10/3	<p>Protecting Privacy</p> <p>Read: Chapter 6 (pgs. 249-304)</p>	<p>Videos:</p> <ol style="list-style-type: none"> 1. News gathering and harassment 2. Privacy 3. Privacy False Light 4. Oliver Sipple 	<p>Due:</p> <p>Discussion Post 5</p> <p>How much privacy do you legally or ethically deserve from media?</p> <p>Activity: Real World Media Law-First Submission (submit by Feb. 22)</p>
8	10/10	<p>Electronic Media</p> <p>Read: Chapter 10 (pg. 451-494)</p>	<p>Videos:</p> <ol style="list-style-type: none"> 1. Media regulation crash course 2. Electronic media: profanity 3. Impact of Twitter on Journalism 	<p>Due:</p> <p>Discussion Post 6</p> <p>How has Donald Trump has changed news dissemination through social media?</p>

9	10/17	Reporter's Privilege Read: Chapters 7 and 8 (pgs. 307-396)	Videos: 1. News gathering and access 2. Prior restraint 3. Prior restraint examples	Due: Discussion Post 7 Should journalists use confidential sources? Film challenge 4: Nothing But the Truth
10	10/24	The Right to Know Read: Chapter 9 (pgs. 399-448)	Videos 1. OJ Simpson 2. Casey Anthony Duke Lacrosse	Due: Due: Real World Law Team assessment: Real World Law Discussion post 8: How did your project go?
11	10/31	Understanding (Changing) Social Norms Read: Chapter 11 (pgs. 497-541)	Videos: 1. Community Censorship 2. Ethics and photography	Due: Film Challenge: "The Bang Bang Club"
12	11/7	Battling fake news and media manipulation Read: Chapter 12 and 13 (pgs. 543-637)	Videos/audio: 1. How to seek the truth in the era of fake news 2. CNN/CIA Manipulation Against Trump Audio: RadioLab piece	Film challenge 5: Shadows of Liberty Discussion post 9: Is the media still the 4 th Estate
13	11/14	Student Media Legal and Ethical issues Carmen readings: <ul style="list-style-type: none"> 5 Ethical Dilemmas Journalism Students Might Face School transparency challenges student journalists A lack of diversity in student media sparks frustration, debates across the country 	Videos: 1. Schools are watching student social media 2. HS journalism teacher suspended 3. FIRE explains student journalist rights	Due: Draft: You Be the Justice Script/Paper Discussion 10: What are your contemporary community standards?

		<ul style="list-style-type: none"> • Legal guides for student media 		
14	11/21	THANKSGIVING BREAK	Final project work	
15	11/28	What have we learned	Video 1. Shaping public opinion	DUE: You Be the Justice final project
FINAL	12/5	Final Exam		Final Exam Due 11:59pm

Links to articles

Module 2

- [Right to know: the 'nation', the 'people' and the Fourth Estate](https://theconversation.com/right-to-know-the-nation-the-people-and-the-fourth-estate-21253) (Martin Hurst, The Conversation, 2013): <https://theconversation.com/right-to-know-the-nation-the-people-and-the-fourth-estate-21253>
- [Viewpoints: Fourth Estate helps keep our government in check](http://buffalonews.com/2017/05/18/viewpoints-fourth-estate-helps-keep-government-check/) (Sen. Charles Schumer, Buffalo News, May 17, 2017) <http://buffalonews.com/2017/05/18/viewpoints-fourth-estate-helps-keep-government-check/>
- [News Coverage of Donald Trump's First 100 Days](https://shorensteincenter.org/news-coverage-donald-trumps-first-100-days/?utm_source=POLITICO.EU&utm_campaign=ab6d830a9d-EMAIL_CAMPAIGN_2017_05_19&utm_medium=email&utm_term=0_10959edeb5-ab6d830a9d-189799085) (Thomas, Patterson, Shorenstein Center, May 18, 2017): https://shorensteincenter.org/news-coverage-donald-trumps-first-100-days/?utm_source=POLITICO.EU&utm_campaign=ab6d830a9d-EMAIL_CAMPAIGN_2017_05_19&utm_medium=email&utm_term=0_10959edeb5-ab6d830a9d-189799085
- [Is a C+ score good enough when it comes to First Amendment freedoms?](http://www.newseuminstitute.org/first-amendment-center/reportcard/) (Newseum, Spring 2017) <http://www.newseuminstitute.org/first-amendment-center/reportcard/>

Module 5

- [SPJ Code of Ethics | Society of Professional Journalists | Improving and protecting journalism since 1909](http://www.spj.org/ethicscode.asp): <http://www.spj.org/ethicscode.asp>
- [The 5 Principles of Ethical Journalism](http://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism) (Ethical Journalism Network): <http://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>
- [Americans' Trust in Mass Media Sinks to New Low](http://www.gallup.com/poll/195542/americans-trust-mass-media-sinks-new-low.aspx) (Gallup): <http://www.gallup.com/poll/195542/americans-trust-mass-media-sinks-new-low.aspx>
- [Looking To The Future: Restoring Public Trust In The Media](https://www.wnyc.org/story/looking-to-the-future-restoring-public-trust-in-the-media/) (Elizabeth Jensen, On The Media/WYNC, May 15, 2017): <https://www.wnyc.org/story/looking-to-the-future-restoring-public-trust-in-the-media/>
- [A woman approached The Post with dramatic — and false — tale about Roy Moore. She appears to be part of undercover sting operation.](https://www.washingtonpost.com/investigations/a-woman-approached-the-post-with-dramatic--and-false--tale-about-roy-moore-sje-appears-to-be-part-of-undercover-sting-operation/2017/11/27/0c2e335a-cfb6-11e7-9d3a-bcbe2af58c3a_story.html?utm_term=.7f2b309497ca) (Shawn Boburg, Aaron C. Davis and Alice Crites, Washington Post, Nov. 11, 2017): https://www.washingtonpost.com/investigations/a-woman-approached-the-post-with-dramatic--and-false--tale-about-roy-moore-sje-appears-to-be-part-of-undercover-sting-operation/2017/11/27/0c2e335a-cfb6-11e7-9d3a-bcbe2af58c3a_story.html?utm_term=.7f2b309497ca

Module 14

- [5 Ethical Dilemmas Journalism Students Might Face](https://www.ashford.edu/online-degrees/communications/5-ethical-dilemmas-journalism-students-might-face) (Ashford University, November 2016): <https://www.ashford.edu/online-degrees/communications/5-ethical-dilemmas-journalism-students-might-face>
- [School transparency challenges student journalists](http://www.splc.org/page/school-transparency) (Student Press Law Center): <http://www.splc.org/page/school-transparency>

- [A lack of diversity in student media sparks frustration, debates across the country](http://www.splc.org/article/2015/11/lack-of-diversity-in-student-media-sparks-debates) (Student Press Law Center, November 2015):
<http://www.splc.org/article/2015/11/lack-of-diversity-in-student-media-sparks-debates>
- [Legal guides for student media](http://www.splc.org/page/knowledge-base) (Student Press Law Center):
<http://www.splc.org/page/knowledge-base>

How to be Successful in Online Discussions

This course utilizes discussion boards to assess your learning and engagement with the material. A word count of 250-500 words is provided on each post prompt.

Becoming a better communicator involves practice expressing our own thoughts and responding to the thoughts of others. To successfully complete discussion assignments, please note the following guidelines:

- The post must demonstrate your understanding (and where necessary, application) of the materials using specific examples and concepts related to the course.
- Think of this as your chance to provide materials for others to learn. A post merely reiterating a point does not provide your classmates with any new insight. Share your thoughts and ideas appropriate for a college-level course.
- Think of this as a true discussion, just as if your classmates were face to face with you. If you were talking over the material with a classmate in-person, what would you say?
- Quantity is not a substitution for quality. A lengthy answer that does not address the prompt is not as effective as a concise answer that directly addresses what is asked.
- Think beyond the bare minimum. Bare minimum responses may receive bare minimum grades. Think carefully about what you want to say, how this makes you feel, and questions that may engage your classmates.
- Use evidence and cite. Your responses will be stronger if you are stating facts and not just opinions. Cite or include a link where applicable.
- Think about how you are presenting yourself to the class. Do not type in all caps or all lowercase. Proofread your submission. Read before posting and ask yourself if the submission could be taken as abrasive or offensive. It may be useful to work offline in a Word or other document and then copy and paste in your response.
- This is not social media. Don't put it all out there. This is a forum for academic discussion, not a place for political rants, unloading of personal problems, advertising for product, or any other conduct that may be unprofessional. It is great to be yourself here, maybe just not all of yourself.

Responding to the thoughts of others may be difficult. Here are some guidelines for a successful response post:

- Acknowledge the original writer as a person and a peer. Use his or her name, do not talk down or use sarcasm. Sarcasm does not always come across in an online forum.
- Be constructive. If you disagree, that is OK. Explain why you disagree in a manner that is respectful. Acknowledge why your classmate may feel differently if you can see his or her side.
- Be critical. Even if you do agree, don't leave the conversation at "Great job!" Be specific on where you agreed and possibly even where you may diverge. Point out ideas that you had not previously thought of or find intriguing.

- Don't post and ghost. Subscribe or check back in to see what others have said. Respond to one another and keep the conversation going.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: COMM 3404
Instructor: Nicole Kraft
Summary: Media Law & Ethics

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen, Slack, Secured Media Library, Zoom, VoiceThread and Persuall, Office 365, Apple Pages
6.2 Course tools promote learner engagement and active learning.	X			All of the above-mentioned tools accomplish the goal of promoting learner engagement and active learning.
6.3 Technologies required in the course are readily obtainable.	X			All tools are either free of charge or have required purchases that are easily obtainable.
6.4 The course technologies are current.	X			Most application are web based or offer a wrapper client download. As long as current software versions are kept up to date by users this should be met.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			Links to privacy policies for all third party tools including, Zoom, VoiceThread and Perusall are all listed.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			All third party and first party tools have means of obtaining support clearly listed.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			All accessibility policies for third party tools including, Zoom, VoiceThread and Perusall are present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.

8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 1/26/18
- Reviewed by: Ian Anderson

Notes:

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

School of Communication – Curricular Map - Journalism

Program learning goals

Goal 1. Students are knowledgeable about the principles of journalism within a social science framework and understand the role of public affairs journalism in society

Goal 2. Students are competent in the practice of multimedia journalism and adapt to an evolving field

Goal 3. Students are sufficiently trained and prepared for jobs in media and journalism

Curriculum map, indicating how program goals are accomplished via specific courses.

	I. Principles of Journalism	II. Skill Development	III. Professional/Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (1)			
3160(H), 3267, 3169, 3149		Intermediate	Advanced
Core Requirements			
2221	Intermediate	Intermediate	
2223		Intermediate	
3226	Intermediate	Intermediate	
3404 (H)			Advanced
4221			Advanced
Internship or Co-Op			
4190		Advanced	Intermediate
4191		Advanced	Intermediate

Critical Thinking (2)			
3224	Advanced		
3402	Intermediate		Intermediate
3440	Intermediate		Intermediate
3597.01/.02	Intermediate		Intermediate
4240	Advanced		Advanced
4814	Advanced		Advanced
4820(H)	Advanced		Advanced