



# SYLLABUS: COMM 3404 MEDIA LAW & ETHICS SPRING 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—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.

In this course students 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.

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](mailto:kraft.42@osu.edu)

Phone number: 614-620-2476

In-Person office hours: Tuesday, 1:30-3:30 p.m. (217 Journalism), Thursday 2-3:30 p.m. (3045E Derby Hall)

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

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

## Gentle Reminders

At the end of every week will receive via Slack a “Gentle Reminder” to look ahead at assignments and goals coming in the next week.

Reading your Gentle Reminder is required and items in there may be included on weekly assessments.

Please read the “gentle reminders” and let me know any other ideas for what might augment the class or better serve the learning experience.

## 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. 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. a. 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 of Journalism and Mass Communication study page:*  
<https://study.sagepub.com/medialaw5e>

- *The Law of Journalism and Mass Communication* website:  
[https://www.ohiobar.org/General%20Resources/LawandYou/TLAY\\_Chapter15.pdf](https://www.ohiobar.org/General%20Resources/LawandYou/TLAY_Chapter15.pdf)
- *iMedia Ethics*: <http://www.imediaethics.org/>

## Films

There will be viewing of six 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](https://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](https://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 [emedia@osu.edu](mailto:emedia@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](http://support.perusall.com/knowledge_base/categories/students-2)
  - Emailing [support@perusall.com](mailto:support@perusall.com) is a great way to get assistance straight from the developer.

### 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

## 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 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](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 collaborative 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 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 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*.
- **Participating in discussion forums: 2 TIMES PER WEEK**  
As participation, each week you can expect to post at least once by Thursday and respond twice by Sunday as part of our substantive class discussion on the week's topics.

## 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](mailto: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](https://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](https://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/>

## Accessibility accommodations for students with disabilities

### Requesting accommodations

**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](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.**

## Course schedule (tentative)

Week	Dates	Topics, Readings	Media	Assignments
1	1/8	<p>Introduction to Media Law and Ethics</p> <p>Read: Chapter 1 (pgs. 2-49)</p> <p>Addressing the Real Crisis of Free Expression on Campus</p>	<p>Videos:</p> <p>The First Amendment in 5 Minutes</p> <p>Sources of Law</p> <p>Media Institutions: Crash Course in Government</p>	<p><b>Due:</b></p> <p>Syllabus Quiz (1/14)</p> <p>Discussion 1: Introduce yourself and say hi to two other people!</p> <p>What are your goals and what are you apprehensive about?</p> <p>Court Case Assessment 1 (due 1/14)</p>
2	1/15	<p>Media as Government Watchdog</p> <p>Carmen readings:</p> <ul style="list-style-type: none"> <li>Right to know: the 'nation', the 'people' and the Fourth Estate</li> <li>Viewpoints: 4th Estate helps keep government in check</li> <li>News Coverage of Donald Trump's First 100 Days</li> <li>Is a C+ score good enough when it comes to First Amendment freedoms?</li> </ul>	<p>Videos:</p> <ol style="list-style-type: none"> <li>Donald Trump warned us about himself</li> <li>Immigration issues distorted by biased media</li> <li>SNL mocks CNN Trump coverage</li> <li>The Watergate scandal</li> </ol>	<p><b>Due:</b></p> <p>Film Challenge 1: All the President's Men (watch and post by 1/18, respond by 1/21)</p> <p>Court Case Assessment 2 (due 1/21)</p>
3	1/22	<p>Speech and Press Freedoms in Theory and Reality</p> <p>Read: Chapter 2 (pgs. 50-97)</p>	<p>Videos:</p> <ol style="list-style-type: none"> <li>Five Freedoms</li> <li>First Amendment Theories</li> <li>Students condemn free speech</li> <li>Silence U: Is the university killing free speech</li> </ol>	<p><b>Due:</b></p> <p>Discussion 2: What is the media's role as the Fourth Estate of government?</p> <p>Court Case Assessment 3 (due 1/28)</p>
4	1/29	<p>The Ethics of Media in Theory</p> <p>Read: Chapter 3 (pgs. 98-151)</p>	<p>Videos:</p> <ol style="list-style-type: none"> <li>Nature of ethics</li> <li>Art of Debate</li> <li>Creating VoiceThread</li> </ol>	<p><b>Due:</b></p> <p>Discussion 3: Political Speech and activism</p> <p>Draft: First submission on debate topic (submit by 2/1)</p> <p>Court Case Assessment 4 (2/4)</p>

5	2/5	<p>The Ethics of Media in Practice</p> <p>Carmen readings:</p> <ul style="list-style-type: none"> <li>• SPJ Code of Ethics</li> <li>• The 5 Principles of Ethical Journalism</li> <li>• Americans' Trust in Mass Media Sinks to New Low</li> <li>• Looking To The Future: Restoring Public Trust In The Media</li> <li>• A woman approached The Post with dramatic — and false — tale about Roy Moore. She appears to be part of undercover sting operation.</li> </ul>	<p>Video/audio:</p> <p>Ethics: What is reasonable</p> <p>On the Media (audio): Laws of the Lying Game</p>	<p><b>Due:</b></p> <p>Film Challenge 2: Absence of Malice (watch and post by 2/8, respond by 2/11)</p> <p>Court Case Assessment 5 (due 2/11)</p>
6	2/12	<p>Libel and Defamation</p> <p>Read: Chapters 4 and 5 (pgs. 153-246)</p>	<p>Videos</p> <ol style="list-style-type: none"> <li>1. Libel</li> <li>2. Libel plaintiffs</li> <li>3. Libel defenses</li> </ol>	<p><b>Due:</b></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> <p>Court Case Assessment 6 (due 2/18)</p>
7	2/19	<p>Protecting Privacy</p> <p>Read: Chapter 6 (pgs. 249-304)</p>	<p>Videos:</p> <ol style="list-style-type: none"> <li>1. News gathering and harassment</li> <li>2. Privacy</li> <li>3. Privacy False Light</li> <li>4. Oliver Sipple</li> </ol>	<p><b>Due:</b></p> <p>Discussion Post 5: 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> <p>Court Case Assessment 7 (due 2/25)</p>
8	2/26	<p>Electronic Media</p> <p>Read: Chapter 10 (pg. 451-494)</p>	<p>Videos:</p> <ol style="list-style-type: none"> <li>1. Media regulation crash course</li> <li>2. Electronic media: profanity</li> <li>3. Impact of Twitter on Journalism</li> </ol>	<p><b>Due:</b></p> <p>Discussion Post 6: How has Donald Trump has changed news dissemination through social media?</p> <p>Court Case Assessment 8 (due 3/4)</p>

9	3/5	Reporter's Privilege Read: Chapters 7 and 8 (pgs. 307-396)	Videos: 1. News gathering and access 2. Prior restraint 3. Prior restraint examples	<b>Due:</b> Discussion Post 7: Should journalists use confidential sources? Film challenge 4: Nothing But the Truth (due 3/8, comment 3/11) Court Case Assessment 9 (due 3/11)
10	3/12	SPRING BREAK		
11	3/19	The Right to Know Read: Chapter 9 (pgs. 399-448)	Videos 1. OJ Simpson 2. Casey Anthony 3. Duke Lacrosse	<b>Due:</b> Due: Real World Law and Team assessment: Real World Law Discussion post 8: How fast is too fast? Court Case Assessment 10 (due 3/25)
12	3/26	Understanding (Changing) Social Norms Read: Chapter 11 (pgs. 497-541)	Videos: 1. Community Censorship 2. Ethics and photography	<b>Due:</b> Film Challenge: "The Bang Bang Club (due 3/29, comment 4/1) Court Case Assessment 11 (due 4/1)
13	4/2	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 3. Audio: RadioLab piece	<b>Due:</b> Film challenge 5: Shadows of Liberty Discussion post 9: Is the media still the 4 <sup>th</sup> Estate Draft: You Be the Justice Script/Paper (due 4/8)
14	4/9	Student Media Legal/Ethical issues Carmen readings: <ul style="list-style-type: none"> <li>5 Ethical Dilemmas Journalism Students Face</li> <li>School transparency challenges student journalists</li> <li>A lack of diversity in student media sparks frustration, debates across the country</li> </ul>	Videos: 1. Schools are watching student social media 2. HS journalism teacher suspended 3. FIRE explains student journalist rights	<b>Due:</b> Discussion 10: What are your contemporary community standards?



		<ul style="list-style-type: none"> <li>Legal guides for student media</li> </ul>		
15	4/16	What have we learned	Video 1. Shaping public opinion	<b>Due:</b> You Be the Justice final project
Finals	4/23	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](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-she-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-she-appears-to-be-part-of-undercover-sting-operation/2017/11/27/0c2e335a-cfb6-11e7-9d3a-bcbe2af58c3a\\_story.html?utm\\_term=.7f2b309497ca](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)

### 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.

**This ethical debate exercise will allow teams to investigate, analyze and publicly debate a journalism ethics issue that involve topics from class work and the films we watch, with the goal of swaying an audience to supporting their position. This assignment involves building a presentation (in Google Slides) with your Ethical Debate theme and uploading it to an online platform called [VoiceThread](#). You will then record your debate argument over each slide as a video or audio file (your choice). There will be two teams on each topic (for and against), and you will get to watch the debate from another pair of teams to determine who wins their "debate."**

#### Objectives

- To use your knowledge of media ethics to debate an ethical issue against an opponent on the other side.
- To convince an audience of your viewpoint using facts and a compelling argument, not opinion.
- To be able to explain how ethical theory and examples fit your position.
- To demonstrate knowledge about the impact this ethical issue has on journalism as a whole.
- To apply ethical theory to real-life ethical issues.
- To post it online using a video platform

#### Directions

1. Find your team and debate topic under People > Debate Topic
2. Research your debate topic--what are the two sides to this argument, what ethical theories apply, what facts would support your argument.
3. Outline the key points of your argument.
4. Research to support your argument based on facts.
5. Research real-life examples to support your issue.
6. Identify at least three sources and links to materials for citation.
7. What are at least three points that will be made by your opponents.
8. Create [Google Slides](#) with your team that includes these 6 slides:
  - The facts of the issue
  - How and why it occurred
  - The ethical consideration, based in fact, not opinion, citing specific ethical theories we discussed in class.
  - The ramifications of the topic for journalism
  - What you, personally learned from it
  - A source list from your debate (from where did the facts come?)
9. Export presentation as .pdf.
10. Sign up for VoiceThread.
11. Review handouts and videos on how to use the platform.
12. Upload your team's .pdf to VoiceThread.
13. Record your comments over each slide as audio OR video. Do not just read the slide--make the argument for your side of the debate.
14. Your recording should be no more than 20 minutes total.
15. Go to SHARE on VoiceThread and get link.
16. Submit link to Canvas.

17. You will be assigned the VoiceThread presentation for one other debate topic (both sides).
18. Review that debate topic and write (350-400 word) reflection by Thursday at 11:59 p.m., on how each team did presenting their argument, and who won. Cite facts, not just opinion.

#### Tools

Here are some resources to help you with VoiceThread and Google Slides

- Getting started with [Google Slides](#).
- [VoiceThread Tutorial](#) document
- Create [new VoiceThread](#)

#### Academic integrity

- **Getting help** on the assignment **is** permitted
- **Collaborating, or completing the assignment with others,** is permitted.
- **Copying or reusing previous work** is permitted.
- **Open-book research** for the assignment **is** permitted and encouraged.

