



SYLLABUS: COMM 3404 (HYBRID)

Media Law and Ethics

Autumn 2021

Monday: 10:20 a.m.-12:10 p.m.

311 Enarson Classrooms

Slack Signup: <https://join.slack.com/t/kraftcommclasses-au21/signup>

Instructor

Instructor: Dr. Nicole Kraft (please call me Nicole or, if you would prefer, Dr. Kraft)

Email address: kraft.42@osu.edu

Phone number: 614-407-6612

Office Hours:

Wednesday 3-5 p.m.

In person: 3045E Derby Hall

On Zoom: https://go.osu.edu/kraftcommoffice_au21

Writing Bar Hours: Friday, 11 a.m.-12:45 p.m.

In Person: 281 Journalism

On Zoom: https://go.osu.edu/kraftcommoffice_au21

Teaching Assistant:

Chase Brown

Email: brown.6977@buckeyemail.osu.edu

Office Hours:

By appointment

Course overview

This HYBRID course explores the world of law and ethics as they pertain to Journalism and the First Amendment. The course will feature legal and ethical issues facing journalists--as dramatized in the movies. It is a unique adaptation of the case study approach often used in journalism law and ethics classes.

Journalists have been major characters in the movies since film began, and use of film in this course will help you visualize and understand the basic protections and restrictions offered by legal interpretations of the First Amendment, as well as to see and deal with the ethical problems and dilemmas journalists face.

Examining these issues through film will let us see media law and ethics in “real life” situations to better understand First Amendment rights, and journalists’ legal and ethical responsibilities and limitations while looking at them from a practical, historical and societal context.

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
- News gathering
- Privilege
- Objectivity in reporting
- Bias and transparency
- Conflicts of interest
- Sources

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 news gathering settings; and demonstrate a professional work ethic by being on time and prepared to contribute to each class session.

Learning outcomes

By the end of the semester, you will have the ability to:

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

Mode of Delivery

This class is a HYBRID course, which means we will meet together one day a week and you will also have ASYNCHRONOUS materials to consume and produce. Please note the workload is the same as a conventional three credit class, which should equal about 12 hours of work per week.

How this course works

This class follows what is known as the “flipped, active learning model”. That means students develop a knowledge foundation through readings and videos before class. Class time (in-person and via Zoom) is then dedicated to engaging with the material through a variety of activities and assessments to determine and build comprehension.”

We do not have lectures like conventional classes. With this active learning model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure. That means you must do the readings and watch videos BEFORE you join us for our class sessions. Here is a good schedule to follow:

1. FRIDAY-SUNDAY: Do readings and watch videos.
2. Take assessment BEFORE class on MONDAY.
3. Come to class MONDAY ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
4. First discussion post is due Thursday at 11:59 p.m.
5. Any additional assignments are due Sunday at 11:59 p.m.

The quality and quantity of in-class learning means that student attendance and participation are crucial to your success. Being organized is key.

All students are expected to follow Ohio State's Safe and Healthy Campus Expectations and Accountability Measures, as it relates to wearing masks and maintaining safe distances. Please review them. Please remember we are all in this together, and your adherence to these policies helps to keep you and your fellow Buckeyes safe.

Course materials

Required readings:

- Leslie, G.P. (2011). *The First Amendment Handbook*. Arlington, VA. The Reporters Committee for Freedom of the Press. *Open Access (Free)*
- Moore, R.L. and Murray, M.D. (2011). *Media Law and Ethics*. Routledge; 4th edition (*Free inside Perusall*)

The majority of your readings will be done through a program called Perusall. Links to all readings are found in your daily class module on Carmen. Once you click on the link, it will take you to Perusall where readings are listed by date. Please see Carmen for a complete explanation of Perusall, which will be demonstrated in class.

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>.

- **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: Sign up here for our community!](#)**
 - This online message and work space will be utilized for all class communication and some sharing of files. Our

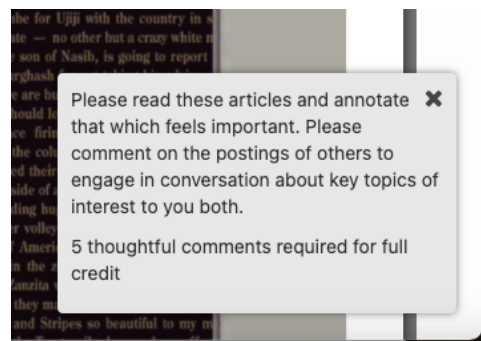
- Help guides can be found here: <https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides>
- [Please review Slack's privacy policy.](#)
- **Zoom**
 - The webinar tool Zoom will be used to host office hours. You can log in through a link provided weekly in Carmen.
 - Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>
- **Perusall Readings**
 - Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly, and will make the process more fun.

While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in Perusall by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread.

Each thread is like a chat with one or more members of your class. Your goals in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.

Research shows that by annotating thoughtfully, you'll learn more and get better grades; so here's what "annotating thoughtfully" means: Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions. To this end your annotations are evaluated on the basis of quality, timeliness, quantity, and distribution.

- REQUIRED POSTS:
 - When you click through to the Perusall materials, you will see a message on the bottom right that lets you know how many comments are needed, as comment requirements vary depending on the length of the assignment. Please follow the directions and use that number as the MINIMUM number of comments.



- **Turnitin:**

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- iPad or computer with high-speed internet connection.

Necessary software

- 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
- 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.

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

Computer: 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 two 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.

Assignments and Faculty Engagement

Grades















Assignment or category	Points and Percent
Assessments (50 points for Perusall + 12 weekly assessments. Lowest 3 weekly assessments are dropped).	150/15%
At-Home Assignments (5 @ 10 points each)	50/5%
Discussion Posts (6 @ 20 points)	120/12%
Our Code of Ehtics	200/20%
Film Challenge (6 @ 30 points each)	180/ 18%
You Be the Justice (Part 1 and 2)	200/20%
Final Exam	100/10%
Total	1000 /100%

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.

Assignment Guide







Assessments (150 points)

In the first week you will become acquainted with the syllabus, including our course policies. The syllabus quiz will measure what you have learned and ensure you have gained the necessary knowledge to complete the course. 12 times in the semester we will assess your consumption and understanding of the material with a 10-point assessment quiz in Carmen. The questions will relate to readings and lecture videos, and gauge your understanding and application of key concepts. You will also be assessed on your reading by the application Perusall (see explanation under Course Technology).

⋮	 Perusall Readings Due Nov 22 at 11:59pm 50 pts	✓	⋮
⋮	 Assessment: Syllabus and Course Policies Week 1 (Aug. 24): Welcome to Media Law & Ethics Module Available until Aug 26 at 11:59pm Due Aug 26 at 11:59pm 10 pts	✓	⋮
⋮	 Court Case Assessment No. 1 Week 2 (Aug. 30): First Amendment Law Module Not available until Aug 26 at 11:59pm Due Aug 30 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment No. 2 Week 3 (Sept. 6): Media as Government Watchdogs (No In-Person Class) Module Not available until Sep 2 at 1:50pm Due Sep 9 at 11:59pm 10 pts	✓	⋮
⋮	 Court Case Assessment No. 3 Week 4 (Sept. 13): Speech and Press Freedoms in Theory and Reality Module Not available until Sep 10 at 12:00am Due Sep 13 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment No. 4 Week 5 (Sept. 20): The Ethics of Media in Theory Module Not available until Sep 17 at 1:50pm Due Sep 20 at 1:50pm 10 pts	✓	⋮
⋮	 Court Case Assessment 5 Week 6 (Sept. 27): Ethics of Media in Reality Module Not available until Sep 23 at 12:00am Due Sep 27 at 1:50pm 10 pts	✓	⋮
⋮	 Court Case Assessment 6 Week 7 (Oct. 4): Libel and Defamation Module Not available until Sep 30 at 12:00am Due Oct 4 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment 7 Week 8 (Oct. 11): Media and Privacy Module Due Oct 11 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment 8 Week 9 (Oct. 18): Electronic Media-Yesterday and Today Module Not available until Oct 13 at 12:00am Due Oct 18 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment 9 Week 10 (Oct. 25): Report's Privilege Module Not available until Oct 21 at 12:00am Due Oct 25 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment 10 Week 11 (Nov. 1): Cancel Culture Module Not available until Oct 28 at 12:00am Due Nov 1 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment 11 Week 12 (Nov. 8): Obscenity, pornography and cursing, oh my! Module Due Nov 8 at 10:20am 10 pts	✓	⋮
⋮	 Court Case Assessment 12 Week 13 (Nov. 15): Fake News Module Available until Nov 15 at 10:20am Due Nov 15 at 10:20am 10 pts	✓	⋮







At-Home Assignments (50 points)

You will have five at-home assignments that will be part of our skill development work beyond class. They will involve First Amendment issues and learning cases on broadcast, libel and privacy. There will be a sixth at-home assignment for extra credit.

⋮	 At-Home Assignment (Practice): First Amendment Cases Week 4 (Sept. 13): Speech and Press Freedoms in Theory and Reality Module Due Sep 19 at 11:59pm	✓	⋮
⋮	 At-Home Assignment No. 1: How well do you know the First Amendment? Week 1 (Aug. 24): Welcome to Media Law & Ethics Module Available until Aug 26 at 11:59pm Due Aug 26 at 11:59pm 10 pts	✓	⋮
⋮	 At-Home Assignment No. 3: Understanding Digital and Broadcast Cases Week 9 (Oct. 18): Electronic Media-Yesterday and Today Module Available until Oct 10 at 11:59pm Due Oct 10 at 11:59pm 10 pts	✓	⋮
⋮	 At-Home Assignment No. 4: Privacy Cases Week 8 (Oct. 11): Media and Privacy Module Available until Oct 17 at 11:59pm Due Oct 17 at 11:59pm 10 pts	✓	⋮
⋮	 At-Home Assignment No. 5: Libel Cases Week 7 (Oct. 4): Libel and Defamation Module Available until Oct 10 at 11:59pm Due Oct 10 at 11:59pm 10 pts	✓	⋮
⋮	 At-Home Activity No. 6: Understanding Prior Restraint Week 10 (Oct. 25): Report's Privilege Module Available until Nov 7 at 11:59pm Due Nov 7 at 11:59pm	✓	⋮

Discussion Posts (120 points)

Six times this semester students will be asked a question that will be answered as part of our discussions around story ideas and perspectives on societal events. You will be asked to write a discussion post on the topic, and then respond to at least two classmates.

⋮	 Discussion No. 1: Let's meet the legal scholar in you! Week 1 (Aug. 24): Welcome to Media Law & Ethics Module Available until Aug 29 at 11:59pm Due Aug 26 at 11:59pm 20 pts	✓	⋮
⋮	 Discussion No. 2: The Media and Protests Week 2 (Aug. 30): First Amendment Law Module Available until Sep 5 at 11:59pm Due Sep 2 at 11:59pm 20 pts	✓	⋮
⋮	 Discussion No. 3: Political Speech and Activism (image may be disturbing) Week 4 (Sept. 13): Speech and Press Freedoms in Theory and Reality Module Available until Sep 19 at 11:59pm Due Sep 16 at 11:59pm 20 pts	✓	⋮
⋮	 Discussion No. 4: What is the biggest ethical challenge faced by the media? Week 5 (Sept. 20): The Ethics of Media in Theory Module Available until Sep 26 at 11:59pm Due Sep 23 at 11:59pm 20 pts	✓	⋮
⋮	 Discussion No. 5: Student Media Week 11 (Nov. 1): Cancel Culture Module Available until Nov 7 at 11:59pm Due Nov 4 at 11:59pm 20 pts	✓	⋮
⋮	 Discussion No. 6: What have we learned? Week 16 (Dec. 6) The End is Here Module Due Dec 6 at 10:20am 20 pts	✓	⋮

Film Challenges (150 points)

This semester we will have FILM CHALLENGES, where we watch a journalism-related film and evaluate a key journalism issue through its lens. Themes will include the press’ government watchdog role, libel, access to information, media manipulation and investigative reporting.

Major Assignments
Our Code of Ethics (200 points)





















As part of the Spring 2021 Ethics Circle, we developed a draft of the new College Journalist Code of Ethics. These are suggestions based on interviews with students and real-life examples that further refine the ethical applications student journalists may use in their pursuit of campus coverage.

Your team has been assigned one section of the College Journalist Code of Ethics. As a group, discuss the Code and answer the question of why it is important for journalists to be ethical and why it is important to establish a Code of Ethics.

Each team member will select ONE ethical criterion from your assigned section of the code, and identify and write a 350- to 500-word narrative from a real-life example of one of these recommendations. You must ensure there is NO duplication of narratives among group members. Each student will develop at least three recommendations for additional ethical considerations that should be added to the code, one of which can be a modification of a current ethical consideration in the Code. Include:

- an explanation of the issue
- why it is significant to collegiate journalists
- how it will make news coverage more ethical.

You may do some internet research but

...	 Film Challenge No. 1: All the President's Men Week 3 (Sept. 6): Media as Government Watchdogs (No In-Person Class) Module Due Sep 12 at 11:59pm 30 pts		...
...	 Film Challenge No. 2: Absence of Malice Week 6 (Sept. 27): Ethics of Media in Reality Module Due Oct 3 at 11:59pm 30 pts		...
...	 Film Challenge No. 3: Good Night and Good Luck Week 9 (Oct. 18): Electronic Media-Yesterday and Today Module Due Oct 10 at 11:59pm 30 pts		...
...	 Film challenge No. 4: Nothing But the Truth Week 10 (Oct. 25): Report's Privilege Module Available until Nov 7 at 11:59pm Due Nov 7 at 11:59pm 30 pts		...
...	 Film Challenge No. 5: Citizen Four or Nobody Speak Week 12 (Nov. 8): Obscenity, pornography and cursing, oh my! Module Available until Nov 21 at 11:59pm Due Nov 21 at 11:59pm 30 pts		...
...	 Film Challenge No. 6: Spotlight Week 13 (Nov. 15): Fake News Module Available until Nov 21 at 11:59pm Due Nov 21 at 11:59pm 30 pts		...
...	 <u>Major Assignment: Our Code of Ethics</u> Multiple Modules Available until Oct 17 at 11:59pm Due Oct 17 at 11:59pm 200 pts		...
...	 Major Assignment: You Be the Justice Part 1 (Court) Multiple Modules Available until Nov 29 at 11:59pm Due Nov 29 at 11:59pm 150 pts		...
...	 Major Assignment: You be the Justice Part 2 (Your View of the Decision) Multiple Modules Available until Nov 29 at 11:59pm Due Nov 29 at 11:59pm 100 pts		...
...	 Comm 3404 FINAL EXAM Week 16 (Dec. 6) The End is Here Module Not available until Dec 6 at 10:20am Due Dec 6 at 12:10pm 102 pts		...

you are also required to contact at least two experts from this list of sources:

- student journalists
- professional journalist
- student media adviser
- journalism professor with ethics expertise
- Student Press Law Center
- Poynter Institute

Join together as a team on Zoom and record an 8- to 15-minute conversation about:

1. Which items on the Code stand out to you as group as most important and state why.
 2. Which items do you not understand? Which are a little confusing or need more clarification or understanding.
- Share the story of your narrative example
 - Discuss your suggestions for additions/modifications
 - Discuss your overall view of the code and how it might impact coverage and source relationships on the Ohio State campus.
 - Create a video of your group discussing these points. Total timing of the video should be about 3 minutes for each person speaking in the video (three people=nine minutes, four people=12 minutes, 5 people=15 minutes).

You Be the Justice

Part 1 (100 points)

This assignment will provide you the opportunity to actually embody a member of the Supreme Court of the United State, and share with us how and why they made a legal decision in a [fabricated court case](#).

These cases are based on real events but HAVE NOT considered at the Supreme Court level.

“You Be the Justice,” lets each student become a Supreme Court justice from pre-selected cases in two different ways.

Become your justice and join with other justices to record a video on Zoom in character discussing your case and rendering your decision to affirm

precedent, modify precedent or revise precedent. (100 points submitted here). Part 2 (100 points) Submit a written "decision" that either supports the majority opinion or justifies your dissent (100 points submitted at this link).	
Final (100 points) Cumulative of all the cases and ethical theories we cover in our weekly assessments and discuss in class. It will entail 100 questions @ 1 point each and be taken on Carmen.	

All assignments are explained fully inside the weekly Carmen modules.

Additional information

Extra Credit

Everyone will have the opportunity throughout the semester to attend virtual events and meetings for Scarlet and Grey Sports Radio, Society of Professional Journalists and the Sports and Society Initiative for extra credit, up to 20 points. 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.

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.

Gentle Reminders

At the end of every week Nicole will send 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.

What’s in a Name?

Communicating clearly with each other is important. Please help me by letting me know how to pronounce your name, or what different name you use. Please also let me know if you have a preferred pronoun.

My name is Nicole, and I welcome you to call me that. Let’s avoid using the interjection “hey” in messaging, as some of your faculty will likely find it a bit unprofessional.

There has been, since the Wall Street Journal column on Dr. Jill Biden, much discussion about the use of titles.

You can always be safe calling your faculty professor, as in “I am Prof. Kraft.” The term Doctor (Dr.) is for professors who have a Ph.D. Ed.D. (or the equivalent). So, if you would prefer to address me with a title, it would be Dr. Kraft, since I have an Ed.D.

Mr., Mrs. and Ms. are often not used in college, although they were likely expected of you in high K-12.

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 weekly assignments, you can generally expect feedback within **2 days**. For major assignments, feedback will come in no more than three days.

Slack

This course 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!

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.

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 and is not always appreciated in-person. Nicole and Chase both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

Attendance

Student participation requirements

We spend have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences.

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

Readings and lectures:

- There will be readings and lecture videos every week that should be viewed BEFORE class on Monday. Also before class, please take the Assessment.
- **Weekly assignments**
 - We will have activities (participation) and/or assignments (for points) in most classes.
- **Kraft Comm Classes Open Office:** We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to “Ask the instructor” channel in Slack. Office hours are digital via Carmen Zoom.

Optimal Learning Experience

Previous distance learning and hybrid courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this hybrid course:

- Students kept up with the schedule and assignment due dates.
- Students did their best to have access to a reliable internet connection or let their instructor know of any challenges.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before class helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, assignments AND the real world.

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: <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.

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 614.292.1111. They will always work with professors on your behalf.

Student Health

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.

Student illness or absence

In the event you must quarantine because of exposure to someone diagnosed with COVID-19 OR you are feeling ill with COVID-19 symptoms, you still will be able to make progress in this class. Please contact your instructor right away, as some accommodations may require extra set-up or planning. The quarantine plan for this course is to join remotely via Zoom. This requires a minimum of 1 hour advance notice for device and room set-up. We will also record the class session and post the recording on Carmen.
-provide materials for each lesson on Carmen.

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able prior to the next class meeting. All materials will be made available on Carmen. At least 1 hour advance notice is necessary for device and room set-up. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than one hour before class.

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Campus closure

Should The Ohio State University Main Campus move to full online instruction due to closure, please wait for your instructor to message directions on Slack for the next session. Our in-person classes will be moved to Zoom and links to the meetings will be provided.

Policies for this HYBRID Class

Written assignments: Your written assignments, including discussion posts, should be your own original work. 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 articles or revisit a topic you've explored in previous courses, please discuss the situation with me.

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

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/>

Accessibility accommodations for students with disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Week	Topic
<p>Week 1 (Aug. 24)</p>	<h2 data-bbox="310 247 730 285">Welcome to #osumediaLaw</h2> <h3 data-bbox="354 323 868 359">Learning outcomes for this session</h3> <ul data-bbox="472 375 997 478" style="list-style-type: none"> ▪ Understand what is covered by the First Amendment ▪ Recognize modern challenges to the First Amendment ▪ See how the First Amendment applies to you. ▪ Understand how Media Law and Media Ethics shape journalism <h3 data-bbox="354 497 599 533">Course roadmap</h3> <p data-bbox="354 558 826 579"><i>Here's everything you need to do and remember this week.</i></p> <ul data-bbox="362 602 1360 1113" style="list-style-type: none"> ▪ Resources to review: <ul data-bbox="391 638 553 659" style="list-style-type: none"> ▪ Read the syllabus ▪ Do course readings (by Sunday) <ul data-bbox="391 714 1109 789" style="list-style-type: none"> ▪ Week 1: Getting Familiar with First Amendment ▪ Trump Calls the News Media the 'Enemy of the American People' - The New York Times ▪ Trump lashes out at Washington Post over reporting: 'Presidential Harassment!' TheHill ▪ Watch course videos (by Sunday) <ul data-bbox="391 842 761 890" style="list-style-type: none"> ▪ The First Amendment in Five Minutes (5:50) ▪ Sources of Law (4:40) ▪ Assessment (due Sunday at 11:59 p.m.) <ul data-bbox="391 942 693 963" style="list-style-type: none"> ▪ QUIZ: Syllabus and Course Policies ▪ Practice and Application (by Sunday at 11:59 p.m.) <ul data-bbox="423 1016 951 1037" style="list-style-type: none"> ▪ Assignment No. 1: How well do you know the First Amendment? ▪ Dialogue and Reflection (First post due Thursday at 11:59 p.m. Response due Sunday at 11:59 p.m.) <ul data-bbox="423 1089 857 1110" style="list-style-type: none"> ▪ Discussion No. 1: Let's meet the legal scholar in you!

First Amendment Law

Learning outcomes for this session

- Understand what is covered by the First Amendment
- Recognize modern challenges to the First Amendment
- See how the First Amendment applies to you.
- Understand how Media Law and Media Ethics shape journalism

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Resources to review:**

- [Read the syllabus](#)

- **Do course readings**

- Five myths about free speech (10 pages)
 - Five problems with how the media cover protests (5 pages)
 - Should Images Of Protesters Be Blurred To Protect Them From Retribution? (8 pages)

- **Watch course videos**

- Media Institution: Crash Course in Government (8:44)
 - Journalists Covering Protests Are Being Attacked By Police Across America (3:20)

- **Assessment (due at start of class)**

- [Court Case Assessment 1](#)

Here's everything you need to do THIS WEEK.

- **Practice and application**

- [In-Class Activity No. 1: The Role of the Fourth Estate](#)

- **Dialogue and Reflection (First post due Thursday at 11:59 p.m. Response due Sunday at 11:59 p.m.)**

- [Discussion No. 2: The Media and Protests](#)

The Media as Government Watchdogs

Learning outcomes for this session

- Become familiar with one of the most important journalistic enterprises in U.S. history.
- Identify ethical decisions reporters make in pursuit of a story.
- Evaluate how those ethical decisions impact coverage and their effect on journalists and the public they serve.
- Evaluate how the media today compares with the media in the time of Watergate.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Robinson Chapter 2: Protecting Free Speech (26 pages)
 - Robinson Chapter 2b Offensive Speech (10 pages)
 - 'Murder the Media'_ How Reporters Became a Target on Capitol Hill - The New York Times (2 pages)
- **Optional**
 - When Richard Nixon Declared War on the Media (7 pages)

Watch course videos

- The Watergate Scandal (5:52)
- Acosta asks Trump: Will you stop calling media the enemy of the people? (5:27)
- Joe Rogan: Media Embarrasses Themselves Covering Trump (6:20)
- **Assessment (due Thursday at 11:59 p.m.)**
 - [Court Case Assessment 2](#)

Here's everything you need to do THIS WEEK.

- **Practice and Application-online**
 - Watch "All the President's Men" by accessing it through the [Secured Media Library](#) .
 - [Film Challenge No. 1: All the President's Men](#)

Week 4
(Sept. 13)

Speech and Press Freedoms in Theory and Reality

Learning outcomes for this session

- Understand the origins of the First Amendment and how it has been interpreted.
- Be able to name and provide legal ramifications of key Supreme Court cases related to free speech and free press.
- Recognize censorship in modern-day form.
- Identify and understand prior restraint of the press. Evaluate how those ethical decisions impact coverage and their effect on journalists and the public they serve.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Media Law and Ethics (Prior Restraint) - Pages 207-288
- **Watch course videos**
 - The Five Freedoms (7:52)
 - First Amendment Theories (3:40)
 - Students Condemn Free Speech (6:43)
 - Silence U: is the University Killing Free Speech (13:31)
- **Assessment (due Monday at 10:20 a.m.)**
 - [Court Case Assessment 3](#)

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - [In-Class: When \(if ever\) should speech not be free](#)
- **Dialogue and Reflection**
 - [Discussion 3: Political Speech and activism \(image may be disturbing\)](#)

Week 5
(Sept. 20)

The Ethics of Media in Theory

Learning outcomes for this session

- Understand how theory shapes media ethics.
- Be able to apply theory in media decision making.
- Identify core skills and knowledge for first major assignment.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**

- Media Law and Ethics - Pages 144-206 (4. Ethical Dilemmas, Issues, and Concerns in Mass Communication)
- SPJ Code of Ethics - Society of Professional Journalists

Optional

- Journalistic Ethics: The four principles and the impact they can have.

- **Watch course videos**

- The Nature of Ethics (8:30)
- The 5 Core Values of Journalism (2:54)
- The Art of the Debate (5:09)

- **Assessment (due by start of class)**

- Court Case Assessment No. 4

Here's everything you need to do THIS WEEK.

- **Practice and Application (in-class)**

- In-class assignment: What is ethical?
- Work with team on understanding your ethical focus and researching the topics and the ethical foundation.

- **Practice and Application (at home)**

First submission on Ethical Assignment

- **Dialogue and Reflection (First post due Thursday at 11:59 p.m. Response due Sunday at 11:59 p.m.)**

- Discussion 4: What is the biggest ethical challenge faced by the media?

Week 6
(Sept. 27)

Ethics of Media in Reality

Learning outcomes for this session

- Understand the origins of the First Amendment and how it has been interpreted.
- Be able to name and provide legal ramifications of key Supreme Court cases related to free speech and free press.
- Recognize censorship in modern-day form.
- Identify and understand prior restraint of the press. Evaluate how those ethical decisions impact coverage and their effect on journalists and the public they serve.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Craig: Journalism Ethics and Best Practices (15 pages)
 - The Ethical Issues of Social Media in Journalism (3 pages)
 - Rolling Stone to Pay \$1.65 Million to Fraternity Over Discredited Rape Story (5 pages)
- **Watch course videos**
 - Ethics: What is reasonable (6:32)
 - The Most Important Ethical Issues in Journalism (2:27)
 - Ethics and Photography (8:49)
- **Assessment (due at start of class)**
 - [Court Case Assessment 5](#)

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - [In-Class: Applying Ethical Decision Making](#)
- **Practice and Application (at home)**
 - [Film Challenge 2: Absence of Malice](#)
- **Optional Check-In**
 - [What do you wish your professors knew?](#)

Week 7
(Oct. 4)

Libel and Defamation

Learning outcomes for this session

- Understand the elements of defamation
- Apply defamation law to real journalistic scenarios

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - First Amendment Handbook: Libel (10 pages)
 - Key libel cases in history (24 pages)
 - Online Defamation Law | Electronic Frontier Foundation (4 pages)
- **Watch course videos**
 - Libel (5:28)
 - Libel Plaintiffs (4:37)
 - Libel Defenses (8:03)
- **Assessment (due at start of class session.)**
 - Court Case Assessment 8

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - In-Class Assignment: What is libel?
- **Practice and Application (online)**
 - At-Home Assignment: Libel Cases

Week 8
(Oct. 11)

Media and Privacy

Learning outcomes for this session

- Understand the elements of defamation
- Apply defamation law to real journalistic scenarios

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Media Law and Ethics - Pages 651-740 (10. Right of Privacy)
- **Watch course videos**
 - Newsgathering (6:22)
 - Right to Privacy (7:03)
- **Assessment (due at start of class)**
 - Court Case Assessment 7

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - Privacy discussion
- **Practice and Application (at home)**
 - At-Home Assignment: Privacy Cases in the News

Electronic Media-Yesterday and Today

Learning outcomes for this session

- Understand how broadcast media has different standards than other media.
- How those standards have evolved over time.
- How media law is the same and different when related to video images.

Course roadmap

Here's everything you need to do and remember yhis week.

- **Review this resource**

- [Visit the FCC blog](#) to see how the government is regulating technology.

Do course readings

- Media Law and Ethics - Pages 413-492 (7. Electronic Mass Media and Telecommunications)
- Free speech or censorship? Social media litigation is a hot legal battleground (5 pages)
- Trolls, Bots and Fake News: The Mysterious World of Social Media Manipulation (10 pages)

- **Watch course videos**

- A brief history of television interviews – and why live TV helps those who lie and want to hide: *Please read this article and watch embedded videos*
- Media Regulations (9:15)
- Electronic Media Profanity (7:58)

- **Assessment (due at start of class)**

- [Court Case Assessment 6](#)

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**

- [At-Home Assignment No. 5: Understanding broadcast cases](#)

- **Practice and Application (at home)**

- [Film Challenge No. 3: Good Night and Good Luck](#)

Reporter's Privilege

Learning outcomes for this session

- Understand shield laws and how they may protect journalists
- Identify the legal access all citizens have to public records and public meetings.
- Be able to use public record requests and the Freedom of Information Act to access public records.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Media Law and Ethics - Pages 741-798 (11. Press and Public Access to the Judicial Processes, Records, Places, and Meetings)
- **Watch course videos**
 - Newsgathering and Access (3:56)
 - Prior Restraint (2:22)
 - Prior Restraint Examples (4:59)
 - FOIA (4:17)
- **Assessment (due at start of class)**
 - [Court Case Assessment 9](#)

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - [In-Class: Understanding Access](#)
- **Practice and Application (at home)**
 - [Film challenge Nothing But the Truth](#)
 - [At-Home Activity No. 6: Understanding Prior Restraint](#)
- **Optional Check-In**
 - We are more than 65% of the way through the semester, so I wanted to reach out and see if you had additional thoughts about the semester and our class. I'd love to hear your thoughts and feelings.

Week 11
(Nov. 1)

Cancel Culture and Changing Social Norms

Learning outcomes for this session

- Understand how standards change across time, how they are shaped, and what happens when they are crossed.
- Recognize how challenging those standards is sometimes required to move society forward.

Course roadmap

What to do: Read through this page for an overview of the class.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Why we can't stop fighting about cancel culture (7 pages)
 - How Capitalism Drives Cancel Culture (5 pages)
- **Watch course videos/audio**
 - Desi Lydic Foxexplains Cancel Culture (2:15)
 - Has cancel culture gone too far? (6:07)
 - What We Talk About When We Talk About 'Cancel Culture' (AUDIO) (35:58)
- **Assessment (due at start of class)**
 - Court Case Assessment 10

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - In-class Activity No. 8: Cancel Culture
- **Dialogue and Reflection**
 - Discussion No. 5: The New Administration

Week 12
(Nov. 8)

Obscenity, pornography and cursing, oh my!

Learning outcomes for this session

- Understand how speech restrictions have ebbed and flowed through time.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Media Law and Ethics - Pages 585-650 (9. Indecency, Obscenity, and Pornography)
- **Watch course videos**
 - Floyd Abrahams on the First Amendment (4:02)
 - Let's Disagree Morally (17:24)
 - Do we really need the 1st Amendment? (2:42)
- **Assessment (due Sunday at 11:59 p.m.)**
 - Court Case Assessment 11

Here's everything you need to do THIS WEEK.

- **Practice and Application (at home)**
 - Film Challenge No. 5: Citizen Four or Nobody Speak

Week 13
(Nov. 15)

Battling media manipulation

Learning outcomes for this session

- Understand shield laws and how they may protect journalists
- Identify the legal access all citizens have to public records and public meetings.
- Be able to use public record requests and the Freedom of Information Act to access public records.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Ethics for Digital Journalists: Filtering Fact from Fiction (14 pages)
- **Watch course videos**
 - Why do our brains love fake news? (5:21)
 - Chris Wallace interviews Donald Trump (2:07)
 - Ted Talk: Christiane Amanpour (17:21)
- **Assessment (due Monday at 10:20 a.m.)**
 - Court Case Assessment 12

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - Exploring Fake News with Jeff Trimble
- **Practice and Application (at home)**
 - Film Challenge 6: Spotlight
 - Optional Assignment Draft: You Be the Justice Script/Paper

Week 14
(Nov. 22)

You Be the Justice

Learning outcomes for this session

- Understand how your own bias shapes your media consumption.
- How to overcome that bias.
- Get guidance on You Be the Justice project.

Course roadmap

Here's everything you need to do THIS WEEK.

- **MAJOR PROJECT DEADLINE (Dec. 6 at 11:59 p.m.)**
 - Due: You Be the Justice Part 1 (Court on Zoom)
 - Due: You be the Justice Part 2 (The Decision)

Week 15
(Nov. 29)

Media Bias

Learning outcomes for this session

- Understand your own media bias.
- Prepare for final exam

Course roadmap

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - Evaluate personal media bias
 - Studying for final

Week 15
(Dec. 6)

The End is Here

Learning outcomes for this session

- Take the final exam

Course roadmap

Here's everything you need to do THIS WEEK.

- **Practice and Application (in class)**
 - Take the final exam
- **Dialogue and Reflection**
 - [Discussion: How did it go?](#)
- **FINAL DUE**
 - [Comm 3404 FINAL EXAM](#)
 - [Extra Credit for class](#)