



# **SYLLABUS: COMM 3404**

## **Media Law and Ethics (at the movies)**

### **Autumn 2022**

**Wednesday & Friday, 2:20-3:40 p.m.**  
**280 Pomerene Hall**  
**Slack Signup: [https://go.osu.edu/kraftslacksignup\\_au22](https://go.osu.edu/kraftslacksignup_au22)**

### **Instructor**

Instructor: Dr. Nicole Kraft (please call me Nicole or, if you would prefer, Dr. Kraft)  
Email address: [kraft.42@osu.edu](mailto:kraft.42@osu.edu)  
Phone number: 614-407-6612

#### **Kraft Comm Classes Open Office:**

Wednesday, 11 a.m.-12:30 p.m.

**In-person:** 3045E Derby Hall

Thursday 7:30-9:30 p.m.

**On Zoom:** [https://go.osu.edu/kraftofficehours\\_zoom\\_au22](https://go.osu.edu/kraftofficehours_zoom_au22)

**We will also meet some Thursdays in 281**

**Journalism for open office/movie watching!**

#### **Teaching Assistant:**

Danny Fogarty

Email: [fogarty.69@buckeyemail.osu.edu](mailto:fogarty.69@buckeyemail.osu.edu)

#### **Office Hours:**

By appointment

## **Course overview**

This 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 are 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 unethical conduct by journalists; demonstrate an ability to think critically and make fair and reasoned judgment about news, issues and events; employ journalistic standards and practices in a variety of newsgathering settings; and demonstrate a professional work ethic by being on time and prepared to contribute to each class session.

### **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 unethical conduct by journalists.
- e. Demonstrate an ability to think critically and make fair and reasoned judgments about news, issues and events.
- f. Employ journalistic standards and practices in a variety of newsgathering settings.

## **Mode of Delivery**

This class is an in-person course, which means we will meet together in class two days per week. Please note the workload 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. MONDAY-TUESDAY: Do readings and watch videos.
2. Take assessment BEFORE class on WEDNESDAY.
3. Come to class WEDNESDAY and FRIDAY 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 mean 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 modules 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 email, 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 set up 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: Sign up here for our community!**
  - This online message and workspace will be utilized for all class communication and some sharing of files.
  - Help guides can be found here: <https://slack.com/help/articles/360059928654-How-to-use-Slack--your-quick-start-guide>

- [Please review Slack's privacy policy.](#)
- **Zoom**
  - The webinar tool Zoom will be used to host office hours. You can log in here: [https://go.osu.edu/kraftofficehours\\_zoom\\_au22](https://go.osu.edu/kraftofficehours_zoom_au22)
  - Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started-with-Zoom>
- **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 confusion 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 on how to make class time more 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](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 (12 weekly assessments)	120/12%
Discussion Posts	230/23%
Our Code of Ethics	200/20%
Film Challenge (5 @ 30 points each)	150/ 15%
You Be the Justice (Part 1 and 2)	200/20%
Final Exam	100/10%
<b>Total</b>	<b>1000 /100%</b>

*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 (120 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 will 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).

Assessments (120)	
Assessment: Syllabus and Course Policies Week 1 (Aug. 24 and 26): Welcome to Fossumedialaw Module   Due Aug 26 at 2:20pm   10 pts	100%
In-Class Activity: How well do you know the First Amendment? Week 1(Aug. 24 and 26): Welcome to Fossumedialaw Module   Due Aug 26 at 3:40pm   10 pts	100%
Court Case Assessment No. 1 Week 2 (Aug. 31 and Sept. 2): First Amendment Law Module   Available until Aug 31 at 2:20pm   Due Aug 31 at 2:20pm   10 pts	100%
Court Case Assessment No. 2 Week 3 (Sept. 7 and 9): Speech and Press Freedoms in Theory and Reality Module   Available until Sep 7 at 2:20pm   Due Sep 7 at 2:20pm   10 pts	100%
Court Case Assessment No. 3 Week 4 (Sept. 14 and 16): The Ethics of Media in Theory Module   Available until Sep 14 at 2:20pm   Due Sep 14 at 2:20pm   10 pts	100%
Court Case Assessment 4 Week 5 (Sept. 21 and 23): Ethics of Media in Reality Module   Available until Sep 21 at 2:20pm   Due Sep 21 at 2:20pm   10 pts	100%
Court Case Assessment 5 Week 6 (Sept. 28 and 30): Libel and Defamation Module   Available until Sep 28 at 2:20pm   Due Sep 28 at 2:20pm   10 pts	100%
Court Case Assessment 6 Week 7 (Oct. 5 and 7): Media and Privacy Module   Available until Oct 5 at 2:20pm   Due Oct 5 at 2:20pm   10 pts	100%
Court Case Assessment 7 Week 8 (Oct. 12 and 14): Electronic Media on Wednesday, FALL BREAK on Friday Module   Due Oct 12 at 2:20pm   10 pts	100%
Court Case Assessment 8 Week 9 (Oct. 19 and 21): Reporter's Privilege Module   Due Oct 19 at 2:20pm   10 pts	100%
Court Case Assessment 9 Week 10 (Oct. 26 and 28): Cancel Culture Module   Due Oct 26 at 2:20pm   10 pts	100%
Court Case Assessment 10 Week 11 (Nov. 2 and 4): Obscenity, pornography and cursing, oh my! Module   Due Nov 2 at 2:20pm   10 pts	100%
Court Case Assessment 11 Week 12 (Nov. 9): Media Manipulation Module   Due Nov 9 at 2:20pm   10 pts	100%

## Discussion Posts (230 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 one/two classmates.

### Discussions (230)

- Discussion No. 1: Let's meet the legal scholar in you!  
Week 1 (Aug. 24 and 26): Welcome to #osumediaw Module | Available until Aug 28 at 11:59pm | Due Aug 25 at 11:59pm | 50 pts
- Discussion: Let's discuss Module 1 materials  
Week 3 (Sept. 7 and 9): Speech and Press Freedoms in Theory and Reality Module | Available until Sep 11 at 11:59pm | Due Sep 8 at 11:59pm | 50 pts
- Discussion: Let's discuss Module 2 materials  
Week 5 (Sept. 21 and 23): Ethics of Media in Reality Module | Available until Sep 25 at 11:59pm | Due Sep 22 at 11:59pm | 50 pts
- Discussion: Let's discuss Module 3 materials  
Week 9 (Oct. 19 and 21): Reporter's Privilege Module | Available until Oct 23 at 11:59pm | Due Oct 20 at 11:59pm | 50 pts
- Discussion: What have we learned?  
Week 15 (Nov. 30 and Dec. 2): You be the Justice Presentations Module | Due Dec 1 at 11:59pm | 30 pts

## Film Challenges (150 points)

This semester we will have five FILM CHALLENGES, where we watch a journalism-related film and evaluate a key journalism issue through its lens. You will select from a variety of films that are available through the SECURED MEDIA LIBRARY (a free way to watch on your own computer). You may also select from other suggested journalism films (or ones you find), but they may involve an outside streaming subscription or rental fee.

### Film Challenges (150)

- Film Challenge No. 1  
Week 2 (Aug. 31 and Sept. 2): First Amendment Law Module | Available until Sep 4 at 11:59pm | Due Sep 4 at 11:59pm | 30 pts
- Film Challenge No. 2  
Week 5 (Sept. 21 and 23): Ethics of Media in Reality Module | Available until Sep 25 at 11:59pm | Due Sep 25 at 11:59pm | 30 pts
- Film Challenge No. 3  
Week 9 (Oct. 19 and 21): Reporter's Privilege Module | Available until Oct 23 at 11:59pm | Due Oct 23 at 11:59pm | 30 pts
- Film challenge No. 4  
Week 11 (Nov. 2 and 4): Obscenity, pornography and cursing. oh my! Module | Available until Nov 6 at 11:59pm | Due Nov 6 at 11:59pm | 30 pts
- Film Challenge No. 5  
Week 12 (Nov. 9): Media Manipulation Module | Available until Nov 13 at 11:59pm | Due Nov 13 at 11:59pm | 30 pts

## Major Assignments

### Our Code of Ethics

#### (200 points)

The College Journalist's Code of Ethics, a college media addendum to the SPJ Code of Ethics, was created as part of the Ohio State Spring 2021 Ethics Circle collaborative. The goal is for this document to be disseminated along with the SPJ Code of Ethics.

It is a living document to be utilized in conjunction with other ethical frames to help student media be responsible and responsive in their coverage, and we will contribute to its evolution with this assignment.

#### Objectives:

- To use your knowledge of media ethics to identify key ethical issues faced by student journalists.
- To illustrate those issues to aid with comprehension.
- To develop additional ethical criteria and guidelines for collegiate journalists.
- To make an engaging presentation that illustrates this issue for others.

### Major Assignments (500)

- Major Assignment: Film Challenges (150 points)  
Major Assignments Module | Due Nov 13 at 11:59pm
- Major Assignment: Our Code of Ethics  
Multiple Modules | Due Oct 7 at 3:40pm | 200 pts
- Major Assignment: You Be the Justice Part 1 (Your View of the Decision)  
Multiple Modules | Available until Nov 20 at 11:59pm | Due Nov 20 at 11:59pm | 50 pts
- Major Assignment: You Be the Justice Part 2 (In Court)  
Multiple Modules | Available until Dec 2 at 11:59pm | Due Dec 2 at 11:59pm | 150 pts
- Comm 3404 FINAL EXAM  
Multiple Modules | 102 pts

<p><b>You Be the Justice</b>  <b>Part 1 and 2 (200 points)</b>  Your final project in this class will provide you the opportunity to actually embody a member of the Supreme Court of the United States 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 <b>HAVE NOT</b> been considered at the Supreme Court level.</p> <p>“You Be the Justice” lets each student become a Supreme Court justice from pre-selected cases:</p> <ul style="list-style-type: none"> <li>• Explain your personal opinion of the case (50 points submitted here).</li> <li>• Become your justice and join with other justices in character to discuss your case and render your decision to affirm precedent, modify precedent or revise precedent. (150 points).</li> </ul>	
<p><b>Final (100 points)</b></p> <p>Cumulative of all the cases and ethical theories we cover in our weekly assessments and discuss in class. Most questions are 1-2 points, but questions with multiple answers will be worth more. The total exam is worth 100 points with 2 bonus points.</p>	

*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 Gray 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 <https://cstw.osu.edu/our-programs/writing-center> 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 class 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 me 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. on 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 Danny 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 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. Your attendance is partly based on your activity and participation. The following is a summary of everyone's expected participation:

### Readings and videos:

- There will be readings and lecture videos every week that should be viewed BEFORE class on Wednesday. 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 [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 provide 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 any class materials and turn in assignments via the drop box or email. 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 setup 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 setup. We will also record the class session and post the recording 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 setup. 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-Columbus 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.

## **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).

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

# COVID-specific policies

Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease, and changing University, local, state and federal recommendations/mandates.

## Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective and [free](#).

## Masks and social distancing

Wearing a mask remains optional for most indoor spaces at the university (for more information, see <https://safeandhealthy.osu.edu/>). While not required, wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

## Attendance

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absences. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.**

## Recordings of class sessions

I intend to post recordings of most class sessions on Carmen. These recordings are not a substitute for the in-person learning experience. Instead, they are a tool to help those who are forced to miss class on account of illness to catch up. As such, recordings may fail to capture in-class activities, they may be incomplete in other ways, or they be entirely missing (e.g., in the event of a problem with the recording technology).

## Other related resources

**COVID-19 Accommodations.** 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Food Security** (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

**COVID-19 emergency financial assistance** (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or childcare. Please visit the website for more information.

# Course Schedule

This is copied from Carmen, and a complete, accessible schedule is available each week in Carmen under MODULES. Subject to change.

Week	Topic
Week 1 (Aug. 24 & 26)	<h2 data-bbox="295 359 732 394">Welcome to #osumediaLaw</h2> <p data-bbox="295 432 1523 520">Welcome to Media Law and Ethics (at the Movies)! This is a hybrid online class, so we will get started before we get a chance to meet in person by looking at the syllabus and getting familiar with the class. Please also complete our first discussion post by Thursday and respond by Sunday!</p> <p data-bbox="295 522 998 552"><b>What to do:</b> <i>Read through this page for an overview of the class.</i></p> <p data-bbox="295 554 703 583"><b>Learning outcomes for this session</b></p> <ul data-bbox="342 585 1081 705" style="list-style-type: none"><li>▪ Understand what is covered by the First Amendment.</li><li>▪ Recognize modern challenges to the First Amendment.</li><li>▪ See how the First Amendment applies to you.</li><li>▪ Understand how Media Law and Media Ethics shape journalism.</li></ul> <p data-bbox="295 707 505 737"><b>Course roadmap</b></p> <p data-bbox="295 739 932 768"><i>Here's everything you need to do and remember this week.</i></p> <ul data-bbox="342 770 1482 1325" style="list-style-type: none"><li>▪ <b>Resources to review:</b><ul data-bbox="440 800 675 829" style="list-style-type: none"><li>▪ <a href="#">Read the syllabus</a></li></ul></li><li>▪ <b>PRACTICE &amp; APPLICATION (In class Wednesday)</b><ul data-bbox="440 863 911 921" style="list-style-type: none"><li>▪ Review class opportunities and syllabus</li><li>▪ <a href="#">In-class activity: Ice-Breaker</a></li></ul></li><li>▪ <b>Dialogue and Reflection</b> (First post due Thursday at 11:59 p.m. Response due Sunday at 11:59 p.m.)<ul data-bbox="537 955 1149 984" style="list-style-type: none"><li>▪ <a href="#">Discussion No. 1: Let's meet the legal scholar in you!</a></li></ul></li><li>▪ <b><u>Do course readings (before class Friday)</u></b><ul data-bbox="440 1018 1338 1077" style="list-style-type: none"><li>▪ Media Law and Ethics Chapter 1. Sources and Types of American Law (26-44)</li><li>▪ Media Law and Ethics Chapter 2. The U.S. Legal System (45-82)</li></ul></li><li>▪ <b><u>Watch course videos</u></b><ul data-bbox="440 1110 967 1169" style="list-style-type: none"><li>▪ The First Amendment in Five Minutes (5:51)</li><li>▪ Sources of Law (4:40)</li></ul></li><li>▪ <b>Assessment (before class Friday)</b><ul data-bbox="440 1203 873 1232" style="list-style-type: none"><li>▪ <a href="#">QUIZ: Syllabus and Course Policies</a></li></ul></li><li>▪ <b>PRACTICE &amp; APPLICATION (In class Friday)</b><ul data-bbox="440 1266 1122 1325" style="list-style-type: none"><li>▪ <a href="#">Assessment: How well do you know the First Amendment?</a></li><li>▪ <a href="#">In-Class Assignment: First Amendment Cases</a></li></ul></li></ul>



Week 2  
(Aug. 31 and  
Sept. 2)

## First Amendment Law

This week we will examine the real-life implications of the First Amendment, the media's role as the Fourth Estate of government, and the perceptions of the media—legally and ethically—in U.S. society.

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

### 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.*

- **[Do course readings \(due at the start of Wednesday class\)](#)**
  - Part 1 First Amendment (pages 28-53)
  - Part 2 First Amendment (pages 69-73)
  - Murder the media? (2 pages)
- **[Watch course videos \(due at the start of Wednesday class\)](#)**
  - The Watergate Scandal: Timeline and Background (5:52)
  - Media Institution: Crash Course in Government (8:45)
  - Journalists Covering Protests Are Being Attacked By Police Across America (3:20)
- **Assessment (due at the start of Wednesday class)**
  - [Court Case Assessment 1](#)

*Here's everything you need to do in class THIS WEEK.*

- **Practice and application-Wednesday**
  - Free-Speech Protections
  - [In-Class Activity No. 1: The Role of the Fourth Estate](#)
- **Practice and Application-Friday**
  - What are Journalism Ethics?
  - [In-Class Ethical Scenario: Publishing Names of the Dead](#)
- **Practice and Application-At-Home**
  - [Film Challenge No. 1](#)

## Speech and Press Freedoms in Theory and Reality

This week we will discuss the realities of press freedom and free speech. We will look at some landmark Supreme Court cases that have helped us interpret the First Amendment.

**What to do:** *Read through this page for an overview of the course this week.*

### 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 Wednesday.*

- **Do course readings**
  - Media Law and Ethics (Prior Restraint) - Pages 207-288
  - Project Veritas v. New York Times Company (2 pages)
- **Watch course videos**
  - The Five Freedoms (7:53)
  - First Amendment Theories (3:41)
  - Students Condemn Free Speech (6:43)
  - Silence U: is the University Killing Free Speech (13:31)
- **Assessment (due at start of class Wednesday)**
  - [Court Case Assessment No. 2](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - [In-Class: When \(if ever\) should speech not be free](#)
- **Dialogue & Reflection**
  - [Discussion: Let's discuss Module 1 materials](#)
  - [What do you wish your professors knew?](#)
- **Practice and Application-Friday**
  - [In-Class Legal Scenario: Free Speech in Schools](#)

Week 4  
(Sept. 14 & 16)

## The Ethics of Media in Theory

This week we will be looking at the Ethics of Media in terms of theory—before we put it into practice. We will also begin working on your first assignment—an ethical debate, which will be explained and explored in class.

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

### 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 the first major assignment, Our Code of Ethics.

### Course roadmap

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

- [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)
- **Assessment (due by the start of Wednesday)**
  - [Court Case Assessment No. 3](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - Introduce: [Major Assignment: Our Code of Ethics](#)
  - Review: SPJ Code of Ethics
  - [In-class assignment: What is ethical?](#)
- **Practice and Application-Friday**
  - [In-Class Ethical Scenario: Can We Quote You?](#)
  - [In-Class Ethical Scenario: Publishing Protestors](#)

# Ethics of Media in Reality

This week we will discuss the theoretical and practical aspects of journalism ethics and how they drive journalists to make decisions—both good and bad. We will be able to apply ethical theories to journalistic practice and identify what ethical theories and beliefs drive media coverage. We will also learn about the distinctions of free speech and national security so we can identify and understand some speech constraints.

## Learning outcomes for this session

- Understanding how ethics shape ethical decisions.
- Being able to apply ethics to real journalistic scenarios and situations.

## Course roadmap

*Here's everything you need to do and remember BEFORE Wednesday's 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 Wednesday)**
  - [Court Case Assessment 4](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - [In-Class Ethical Scenario: Publishing Off Social Media](#)
- **Dialogue & Reflection**
  - [Discussion: Let's discuss Module 2 materials](#)
- **Practice and Application-Friday**
  - [In-Class Ethical Scenario: Images of dead children](#)
- **Practice and Application-At-Home**
  - [Film Challenge No. 2](#)

Week 6  
(Sept. 28 & 30)

## Libel and Defamation

This week we will discuss one of my favorite subjects—libel law! By the end of this module you will recognize the key elements of libel and understand the case law that has helped to shape it. You will be able to apply the case law to potentially libelous circumstances.

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

### 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 Wednesday's class.*

- [Do course readings](#)
  - Media Law and Ethics – Pages 493-584 (Libel--I know this is a lot but it's really important.)
  - 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 the start of Wednesday's class.)**
  - [Court Case Assessment 5](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - [In-Class Assignment: What is libel?](#)
  - [In-Class Assignment: Libel Cases](#)
- **Practice and Application-Friday**
  - [In-Class Legal Scenario: Is this libel?](#)

Week 7  
(Oct. 5 & 7)

## Media and Privacy

This week we will discuss the various elements of privacy—legally and ethically. By the end of this module, you will understand what exactly the Constitution says about privacy (you may be surprised), as well as how the courts have interpreted the First, Third Fourth and Fifth Amendments. We will look at undercover reporting and when it may or may not be appropriate, as well as the legal implications of FERPA and HIPPA violations. You may also think a bit differently about your own privacy—at school, online and at home—after your privacy audit.

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

### Learning outcomes for this session

- Understand how privacy and journalism converge.
- Applying the laws of privacy to journalistic experiences.

### Course roadmap

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

- [Do course readings](#)
  - Media Law and Ethics - Pages 651-740 (10. Right of Privacy)
- [Watch course videos](#)
  - News gathering (6:22)
  - Right to Privacy (7:03)
- **Assessment (due at start of Wednesday's class)**
  - [Court Case Assessment 6](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - Start Ethics Project Presentations
  - [In-class Activity No. 6: Privacy](#)
- **Practice and Application-Friday**
  - **Finish Ethics Project Presentations**
- **MAJOR ASSIGNMENT DUE**
  - [Major Assignment: Our Code of Ethics](#)
- **Practice and Application-At-Home**
  - [At-Home Extra Credit: Privacy Cases](#)

Week 8  
(Oct. 12—No  
class Friday!)

## Electronic Media-Yesterday and Today

Electronic media is everywhere—from broadcast to airwaves to satellite to internet. We will this week look at some significant issues related to this media topic.

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

### 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 BEFORE class Wednesday.*

- **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 Wednesday's class)**
  - [Court Case Assessment 7](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - Discussing broadcast and its special place in media
  - [Understanding Digital and Broadcast Cases](#)

**NO CLASS FRIDAY—FALL BREAK!**

Week 9  
(Oct. 19 & 21)

## Reporter's Privilege

This week we will discuss how journalists get information and what protections they may have—for now.

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

### 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 Wednesday's 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](#)**
  - News gathering and Access (3:56)
  - Prior Restraint (2:22)
  - Prior Restraint Examples (4:59)
  - FOIA (4:17)
- **Assessment (due at start of class Wednesday)**
  - [Court Case Assessment 8](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - Intro to You Be the Justice
  - [In-Class: Understanding Access](#)
- **Dialogue & Reflection (first post Thursday, response Sunday)**
  - [Discussion: Let's discuss Module 3 materials](#)
- **Practice and Application-Friday**
  - [In-Class: Understanding Access](#)
- **Practice and Application (at home)**
  - [Film Challenge No. 3](#)
- **[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 10  
(Oct. 26 & 28)

## Cancel Culture and Changing Social Norms

This class we will discuss the idea of how the community and its standards often drive what becomes acceptable or unacceptable within the media.

### 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 Wednesday's class.*

- [Do course readings](#)
  - Why we can't stop fighting about cancel culture (7 pages)
  - How Capitalism Drives Cancel Culture (5 pages)
  - The Right to Report (26 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 the start of Wednesday's class)**
  - [Court Case Assessment 9](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - [You Be the Justices Cases and Roles--SELECT YOUR JUSTICE](#)
- **Practice and Application-Friday**
  - [In-class Activity: Cancel Culture](#)



Week 11  
(Nov. 2 & 4)

## Obscenity, pornography and cursing, oh my!

This week we will discuss speech you may not believe is actually legal, including obscenity, pornography and run-of-the-mill cursing.

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

### 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 Wednesday's 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 at start of class Wednesday)**
  - [Court Case Assessment 10](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - What is obscenity? (Part 1)
- **Practice and Application-Friday**
  - What is obscenity? (Part 2)
- **Film Challenge**
  - [Film Challenge No. 4](#)

Week 12  
(Nov. 9—No  
class Friday for  
Veterans Day)

## Media manipulation

The goal of this module is to explore the ethics and laws behind the fake news phenomenon and how the media is manipulating and has been manipulated.

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

### Learning outcomes for this session

- Recognize how misinformation and disinformation impact journalism and the public.
- Learn to become a better consumer of news as fact.

### Course roadmap

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

- [Do course readings](#)
  - Ethics for Digital Journalists: Filtering Fact from Fiction (14 pages)
  - Ethics for Digital Journalists: Live Tweeting and Handling Mistakes (30 pages)
  - The surgeon general wants Facebook to do more to stop Covid-19 lies (4 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 at start of Wednesday's class)**
  - [Court Case Assessment 11](#)

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - [In-Class Legal Scenario: Free Press in Schools](#)
- **Practice and Application-Friday**
  - No class for Veterans Day
- **Film Challenge**
  - [Film Challenge No. 5](#)

Week 13  
(Nov. 16 & 18)

## You Be the Justice work

This is our last working class, and we will discuss the idea of how the community and its standards often drive what becomes acceptable or unacceptable within the media.

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

### Learning outcomes for this session

- Work on the You Be the Justice project
- Prep for the final

### Course roadmap

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - Work on You Be the Justice
  - [You Be the Justice Examples from other classes](#)
- **Practice and Application-Friday**
  - Final Case review
- **MAJOR ASSIGNMENT DUE (Sunday at 11:59 p.m.)**
  - [Major Assignment: You Be the Justice Part 1 \(Your View of the Decision\)](#)

Week 14  
(Nov. 23 & 25)

**HAPPY THANKSGIVING!**

Week 15  
(Nov. 30 and  
Dec. 2)

## You Be the Justice Presentations

It's time to bring your Supreme Court justice to life with our presentations of You Be the Justice!

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

### Learning outcomes for this session

- Showcase your legal skills as a member of the Supreme Court deciding a First Amendment case.

### Course roadmap

*Here's everything you need to do THIS WEEK.*

- **Practice and Application-Wednesday**
  - You Be the Justice Presentations Teams 1-4
- **Dialogue and Reflection**
  - [Discussion: What Have We Learned?](#)
- **Practice and Application-Friday**
  - You Be the Justice Presentations Teams 5-8
- **MAJOR ASSIGNMENT DUE (Wednesday and Friday)**
  - [Major Assignment: You Be the Justice Part 2 \(In Court\)](#)

Week 15  
(Dec. 6)

## FINAL TIME!

This is our last class, and we will take our final exam in class as a game of Jeopardy!

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

### Learning outcomes for this session

- Take the final exam

### Course roadmap

*Here's everything you need to do THIS WEEK.*

- **Practice and Application (Wednesday)**
  - Take the final!