



SYLLABUS: COMM 3404 (ONLINE)

Media Law and Ethics

Autumn 2020

Monday: 12:40-2:20 p.m. (on Zoom)

Class Zoom Link (open for both in-person and online versions):

Instructor

Instructor: Nicole Kraft

Email address: kraft.42@osu.edu

Phone number: 614-407-6612

Zoom Office Hours:

Monday 10 a.m.-noon

Wednesday 8-10 p.m.

[Make an appointment](#)

Join us on Zoom:

Teaching Assistant:

Sam Raudins

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Twitter: @sam_raudins

Zoom Office Hours:

By appointment

Course overview

This ONLINE 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 ONLINE and SYNCHRONOUS, 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.

The live synchronous distance learning classes will take place every MONDAY from 12:40-2:20 p.m. on Zoom:

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. Saturday and 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 9 p.m.
5. Any additional assignments are due Sunday at 9 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)*
- Robinson, R. (2016). *First Amendment: Cases, Controversies, and Contexts*. New York, NY. CALI eLangdell Press. *Open Access (Free)*
- White, A. (2017). *Ethics in the News*. London, U.K.: Ethical Journalism Network. *Open Access (Free)*

Suggested reading

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.

Additional readings will be available in your main Carmen module for the day, and will involve helpful tools and news articles you will need to read to be prepared for our course work.

Your only textbook to buy is the AP Stylebook as a print or digital version. The digital version is much more versatile and there is an accompanying app. You will use it for the rest of your journalism program--and into your career in PR or journalism.

All additional readings are provided FREE in Carmen.

Additional readings (provided through Carmen)

Week 1

Trump Calls the News Media the 'Enemy of the American People' - The New York Times (2 pages)
Trump lashes out at Washington Post over reporting: 'Presidential Harassment!' | TheHill (1 page)

Week 2

Five myths about free speech (4 pages)
Five problems with how the media cover protests (5 pages)

Should Images Of Protesters Be Blurred To Protect Them From Retribution? (8 pages)
Week 5 SPJ Code of Ethics - Society of Professional Journalists Journalistic Ethics: The four principles and the impact they can have (10 pages)
Week 6 The Ethical Issues of Social Media in Journalism (5 pages) Rolling Stone to Pay \$1.65 Million to Fraternity Over Discredited Rape Story (1 page)
Week 7 First Amendment Handbook: Libel (10 pages) Key libel cases in history (24 pages) Online Defamation Law Electronic Frontier Foundation (4 pages)
Week 8 Weighing privacy against the public interest (5 pages) The Price of Health Privacy in Sports S.J. Quinney College of Law (1 page)
Week 9 Free speech or censorship? Social media litigation is a hot legal battleground (5 pages) In the Age of Social Media, Expand the Reach of the First Amendment (4 pages) Trolls, Bots and Fake News: The Mysterious World of Social Media Manipulation (10 pages)
Week 11 Election Legal Guide: 2020
Week 15 <ul style="list-style-type: none"> • Why we can't stop fighting about cancel culture (7 pages)\ • How Capitalism Drives Cancel Culture (5 pages)

Course technology

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

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

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

Grading and faculty response

Grades

Assignment or category	Points and Percent
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%
Ethical Debate (Part 1 and 2)	200/20%
Film Challenge (6 @ 30 points each)	180/ 18%
You Be the Justice (Part 1 and 2)	200/20%
Final	100/10%
Total	1000 /100%

See course schedule, below, for due dates?

These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am

not able to negotiate grades, either during or after the semester.

Assignment submissions

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. (I'll make sure you know how!)

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)/

Assessments (150-drop 3 lowest)		
Perusall Readings	Due Dec 2 at 9pm 50 pts	✓
Assessment: Syllabus and Course Policies	Week 1 (Aug. 24): Welcome to Media Law & Ethics Module Not available until Aug 25 at 12:00pm Due Aug 30 at 9pm 10 pts	✓
Court Case Assessment No. 1- Requires Respondus LockDown Browser	Week 2 (Aug. 31): The Impact of Speech Module Not available until Aug 28 at 12:20pm Due Aug 31 at 12:40pm 10 pts	✓
Court Case Assessment No. 2- Requires Respondus LockDown Browser	Week 3 (Sept. 7): Media as Government Watchdogs Module Not available until Sep 2 at 12:20pm Due Sep 7 at 12:40pm 10 pts	✓
Court Case Assessment No. 3 - Requires Respondus LockDown Browser	Week 4 (Sept. 14) Module Not available until Sep 11 at 12:40pm Due Sep 14 at 12:40pm 10 pts	✓
Court Case Assessment 5- Requires Respondus LockDown Browser	Week 6 (Sept. 28): Ethics of Media in Reality Module Due Sep 28 at 12:40pm 10 pts	✓
Court Case Assessment No. 4- Requires Respondus LockDown Browser	Week 5 (Sept. 21): The Ethics of Media in Theory Module Not available until Sep 18 at 12:00am Due Sep 21 at 12:40pm 10 pts	✓
Court Case Assessment 6- Requires Respondus LockDown Browser	Week 7 (Oct. 5): Libel and Defamation Module Due Oct 5 at 12:40pm 10 pts	✓
Court Case Assessment 7- Requires Respondus LockDown Browser	Week 8 (Oct. 12): Media and Privacy Module Due Oct 12 at 12:40pm 10 pts	✓
Court Case Assessment 8- Requires Respondus LockDown Browser	Week 9 (Oct. 19): Electronic Media-Yesterday and Today Module Due Oct 19 at 12:40pm 10 pts	✓
Court Case Assessment 9- Requires Respondus LockDown Browser	Week 10 (Oct. 26): Report's Privilege Module Due Oct 26 at 12:40pm 10 pts	✓
Court Case Assessment 10- Requires Respondus LockDown Browser	Week 11 (Nov. 2)-The Right to Know Module Due Nov 2 at 12:40pm 10 pts	✓
Court Case Assessment 11- Requires Respondus LockDown Browser	Week 12 (Nov. 9): Obscenity, pornography and cursing, oh my! Module Due Nov 9 at 12:40pm 10 pts	✓
Court Case Assessment 12- Requires Respondus LockDown Browser	Week 13 (Nov. 16)-Fake News Module Due Nov 16 at 12:40pm 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 Assignments (50 points)		
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 30 at 9:00pm Due Aug 30 at 9pm 10 pts	✓
At-Home Assignment No. 2: First submission on debate topic	Week 5 (Sept. 21): The Ethics of Media in Theory Module Due Sep 25 at 9pm 10 pts	✓
At-Home Assignment No. 3: Libel Cases	Week 7 (Oct. 5): Libel and Defamation Module Available until Oct 11 at 9:00pm Due Oct 11 at 9pm 10 pts	✓
At-Home Assignment No. 4: Privacy Cases	Week 8 (Oct. 12): Media and Privacy Module Not available until Oct 7 at 10:20am Due Oct 13 at 9pm 10 pts	✓
At-Home Assignment No. 5: Understanding broadcast cases	Week 9 (Oct. 19): Electronic Media-Yesterday and Today Module Due Oct 25 at 12:40pm 10 pts	✓
At-Home Assignment (optional) Election Live Tweeting	Week 11 (Nov. 2)-The Right to Know Module Due Nov 3 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.

Discussions (120)		+ :
Discussion No. 1: Let's meet the legal scholar in you! Week 1 (Aug. 24): Welcome to Media Law & Ethics Module Available until Aug 30 at 9:00pm Due Aug 27 at 9pm 20 pts	✓	:
Discussion No. 2: The Media and Protests Week 2 (Aug. 31): The Impact of Speech Module Available until Sep 6 at 9:00pm Due Sep 3 at 9pm 20 pts	✓	:
Discussion No. 3: Political Speech and Activism (image may be disturbing) Week 4 (Sept. 14) Module Available until Sep 18 at 9:00pm Due Sep 16 at 9pm 20 pts	✓	:
Discussion No. 4: What is the biggest ethical challenge faced by the media? Week 5 (Sept. 21): The Ethics of Media in Theory Module Available until Sep 25 at 9:00pm Due Sep 23 at 9pm 20 pts	✓	:
Discussion No. 5: The Election is over--now what? Week 11 (Nov. 2): The Right to Know Module Not available until Nov 4 at 9:00am Due Nov 12 at 9pm 20 pts	✓	:
Discussion No. 6: What have we learned? Week 15 (Nov. 30): Cancel Culture and Changing Social Norms Module Not available until Nov 29 at 9:00pm Due Dec 2 at 9pm 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.

Film Challenges (180)		+ :
Film Challenge No. 1: All the President's Men Week 3 (Sept. 7): Media as Government Watchdogs Module Available until Sep 11 at 9:00pm Due Sep 11 at 9pm 30 pts	✓	:
Film Challenge No. 2: Absence of Malice Week 6 (Sept. 28): Ethics of Media in Reality Module Available until Oct 4 at 9:00pm Due Oct 4 at 9pm 30 pts	✓	:
Film Challenge No. 3: Good Night and Good Luck Week 9 (Oct. 19): Electronic Media-Yesterday and Today Module Available until Oct 25 at 9:00pm Due Oct 25 at 9pm 30 pts	✓	:
Film challenge No. 4: Nothing But the Truth Week 10 (Oct. 26): Report's Privilege Module Available until Nov 1 at 9:00pm Due Nov 1 at 9pm 30 pts	✓	:
Film Challenge No. 5: Wag the Dog Week 12 (Nov. 9): Obscenity, pornography and cursing, oh my! Module Available until Nov 15 at 9:00pm Due Nov 15 at 9pm 30 pts	✓	:
Film Challenge No. 6: Spotlight Week 13 (Nov. 16): Fake News Module Available until Nov 22 at 9:00pm Due Nov 22 at 9pm 30 pts	✓	:

Major Assignments

Ethical Debate

Part 1 (150 points)

This ethical debate exercise will allow teams to investigate, analyze and publicly debate a journalism ethics issue that involves topics from classwork and the films we watch, with the goal of swaying an audience to supporting their position. This assignment involves writing out a presentation as a script (with APA citations) and recording a debate on Zoom with partners on both sides of the topic. There will be two teams on each topic (for and against), and you will get to watch the debate from another set of teams to determine who wins their "debate."

Part 2 (50 points)

This ethical debate exercise will allow teams to investigate, analyze and publicly debate a journalism ethics issue that involves topics from classwork and the films we watch, with the goal of swaying

Major Assignments (500)		+ :
Major Assignment: Ethical Debate Part 1 (The Debate) Multiple Modules Available until Oct 18 at 9:00pm Due Oct 18 at 9pm 150 pts	✓	:
Major Assignment: Ethical Debate Part 2 (The Reflection) Multiple Modules Available until Oct 18 at 9:00pm Due Oct 18 at 9pm 50 pts	✓	:
Major Assignment: You Be the Justice Part 1 (Court on Zoom) Multiple Modules Available until Nov 29 at 9:00pm Due Nov 29 at 9pm 100 pts	✓	:
Due: You be the Justice Part 2 (The Decision) Multiple Modules Available until Nov 29 at 9:00pm Due Nov 29 at 9pm 100 pts	✓	:
Comm 3404 FINAL EXAM- Requires Respondus LockDown Browser Week 15 (Nov. 30): Cancel Culture and Changing Social Norms Module Not available until Nov 30 at 2:20pm Due Dec 4 at 9pm 100 pts	✓	:

an audience to supporting their position. This part of the assignment is a reflection of your personal feelings regarding your debate topic.

You Be the Justice

Part 1 (100 points)

Our final 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 HAVE NOT been 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.

Zoom Etiquette

Being on Zoom is not exactly the same as being in class, but it is learning environment that requires a level of professionalism and respect for your classmates and professor. Here are some strongly encouraged practices.

- **Naming rights**
Please start by making your name be the one you wish me to call you and add pronouns if you prefer. Also, please message me pronunciation if you think I might get it wrong. ☺
- **Get out of bed**
Please sit up to engage with us in class, as opposed to lying in bed. It will help you feel more engaged. If possible, have a set desk-top style space where you can “go to class”, even remotely.
- **Clothing is NOT optional.**
Make sure that you are presenting yourself in the best possible light at least from the waist up.
- **Be aware of your surroundings.**
Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background you do not want us to see. You can employ a [Virtual Background](#) to hide what you don't want seen.
Also be mindful of background lighting. If you are sitting in front of a window, you may be completely darkened by the light coming through the window. Your overhead light also might need to be turned off or dimmed as well.
- **We love to see you**
Please try to keep your camera on if your wifi will allow. It makes for a far more engaging

class experience, and we love to see you. Also, consider muting your video (lower left of the screen) if you are eating, scratching, talking with someone else in the room, walking around or anything else that might be distracting.

- **Mute is your friend.**
Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner) to help to eliminate background noise that could distract others. But be sure to unmute when you want to talk!
- **Raise your hand**
If you wish to speak, you may physically raise your hand or use the "Raise Hand" button under "participants" at the center of the bottom of your screen.
- **Chatting away**
The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session—even the ones you send privately.
- **No internet, no problem**
- Zoom has a call-in option, so please let me know if you cannot connect via the web and need to call in.
- **Save your bandwidth**
Close unneeded applications on your computer to keep the video optimally functioning.

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 all been invited to the class Slack and are encouraged to sign-up and accept ASAP. I am also happy to meet with you by appointment, or for coffee or lunch. Please reach out so I can get to know you and your class needs better!

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, Max and Owen 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 online 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.
- **Office hours:** 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, and assignments.
- Students followed the instructor’s preference for camera and microphone settings during online synchronous meetings.

Student Academic Services

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

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please

see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

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

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 (reasonable time 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 should follow **Associated Press** style. 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 Younkun 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

Requesting 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Week	Topic	Readings Videos (Due before class on Wednesday)	Before/In Class/Due
Week 1 (Aug. 25)	Welcome to #osumedia law Welcome to Media Law and Ethics (at the Movies)! This is a hybrid 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.	Readings <ul style="list-style-type: none"> Robinson Chapter 1: Getting Familiar with First Amendment (1-12) Trump Calls the News Media the 'Enemy of the American People' - The New York Times (2 pages) Trump lashes out at Washington Post over reporting: 'Presidential Harassment!' TheHill (1 page) 	Assessment (due Friday at 9 p.m.) Syllabus and Course Policies Practice and Application (by Sunday at 9 p.m.) Assignment No. 1: How well do you know the First Amendment? Dialogue and Reflection (First post due Thursday at 9 p.m. Response due Sunday at 9 p.m.) Discussion No. 1: Let's meet the legal scholar in you!
		Videos <ul style="list-style-type: none"> Robinson Chapter 1: Getting Familiar with First Amendment (1-12) Trump Calls the News Media the 'Enemy of the American People' - The New York Times (2 pages) Trump lashes out at Washington Post over reporting: 'Presidential Harassment!' TheHill (1 page) 	In-Class: Create Twitter account; review AP Style. Review journalism theories including agenda setting and framing.
Week 2 (Aug. 31)	The Impact of Speech This week we will review the syllabus and assignments, as well as the technology used in our class. Please make sure to review these pages. We will also begin to 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. Our activities, content, and assignments will help you to be able to do the following:	Readings: <ul style="list-style-type: none"> Robinson Chapter 1: Getting Familiar with First Amendment (1-12) Trump Calls the News Media the 'Enemy of the American People' - The New York Times (2 pages) Trump lashes out at Washington Post over reporting: 'Presidential Harassment!' TheHill (1 page) 	Assessment (due Monday at 12:40 p.m.) Court Case Assessment 1 Practice and Application In-Class Assignment: The Role of the Fourth Estate Dialogue and Reflection (First post due Thursday at 9 p.m. Response due Sunday at 9 p.m.) Discussion No. 2: The Media and Protests
		Videos <ul style="list-style-type: none"> Media Institution: Crash Course in Government (8:45) Journalists Covering Protests Are Being Attacked By Police Across America (3:20) 	
Week 3 (Sept. 7)	The Media as Watchdogs We will not have a live class due to Labor Day, but our quest to understand media law and ethics will continue. This week you look at the media's watchdog role, as it pertained to Watergate and the resignation of Richard Nixon, and contrast that with the current climate	Readings <ul style="list-style-type: none"> Robinson Chapter 2: Protecting Free Speech (26 pages) Optional <ul style="list-style-type: none"> When Richard Nixon Declared War on the Media (7 pages)T Videos <ul style="list-style-type: none"> The Watergate Scandal (5:52) Acosta asks Trump: Will you stop calling media the enemy of the people? (5:27) 	Assessment (due Monday at 12:40 p.m.) Court Case Assessment 2 Practice and Application Film Challenge No. 1: All the President's Men

	<p>covering Donald Trump. We will better understand the media's role as the Fourth Estate, serving as a watchdog for government, and determine how that role has changed over time. We will also watch our first film, "All the President's Men," and evaluate the legal and ethical issues that these journalists confront.</p>	<ul style="list-style-type: none"> • Joe Rogan: Media Embarrasses Themselves Covering Trump (6:20) 	
<p>Week 4 (Sept. 14)</p>	<p>Speech and Press Freedoms in Theory and Reality</p> <p>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.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Robinson Chapter 5, Part III: Speech and Press Freedom in Schools <p>Videos:</p> <ul style="list-style-type: none"> • 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) 	<p>Assessment</p> <p>Court Case Assessment 3</p> <p>Practice and Application (in class)</p> <p>In-Class: When (if ever) should speech not be free</p> <p>Dialogue and Reflection</p> <p>Discussion 3: Political Speech and activism (image may be disturbing)</p>
<p>Week 5 (Sept. 21)</p>	<p>The Ethics of Media in Theory</p> <p>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.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Ward: Journalism Ethics • SPJ Code of Ethics - Society of Professional Journalists • Journalistic Ethics: The four principles and the impact they can have. • <p>Videos:</p> <ul style="list-style-type: none"> • The Nature of Ethics (8:30) • The 5 Core Values of Journalism (2:54) • The Art of the Debate (5:09) 	<p>Assessment (due Monday at 12:40 p.m.)</p> <p>Court Case Assessment No. 4</p> <p>Practice and Application (in-class)</p> <p>In-class assignment: What is ethical? Work with team on understanding your debate topic and researching the topic and the ethical foundation.</p> <p>Practice and Application (at home)</p> <p>First submission on the debate topic</p> <p>Dialogue and Reflection (First post due Thursday at 9 p.m. Response due Sunday at 9 p.m.)</p> <p>Discussion 4: What is the biggest ethical challenge faced by the media?</p>
<p>Week 6 (Sept. 28)</p>	<p>Ethics of Media in Reality</p> <p>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.</p>	<p>Readings</p> <ul style="list-style-type: none"> • Craig: Journalism Ethics and Best Practices • The Ethical Issues of Social Media in Journalism • Rolling Stone to Pay \$1.65 Million to Fraternity Over Discredited Rape Story <p>Videos:</p> <ul style="list-style-type: none"> • Ethics: What is reasonable (6:32) • The Most Important Ethical Issues in Journalism (2:27) • Ethics and Photography (8:49) 	<p>Assessment (due Monday at 12:40 p.m.)</p> <p>Court Case Assessment 5</p> <p>Practice and Application (in class)</p> <p>In-Class: Applying Ethical Decision Making</p> <p>Practice and Application (at home)</p> <p>Film Challenge 2: Absence of Malice</p>

<p>Week 7 (Oct. 5)</p>	<p>Libel and Defamation</p> <p>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.</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ First Amendment Handbook: Libel (10 pages) ▪ Key libel cases in history (24 pages) ▪ Online Defamation Law Electronic Frontier Foundation (4 pages) <p>Videos:</p> <ul style="list-style-type: none"> • Libel (5:28) • Libel Plaintiffs (4:37) • Libel Defenses (8:03) 	<p>Assessment (due Monday at 12:40 p.m.) Court Case Assessment 6</p> <p>Practice and Application (in class) In-Class Assignment: What is libel?</p> <p>Practice and Application (online) At-Home Assignment No. 3: Libel Cases</p>
<p>Week 8 (Oct. 12)</p>	<p>Media and Privacy</p> <p>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.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • First Amendment Handbook: Privacy (11 pages) • Weighing privacy against the public interest (5 pages) • The Price of Health Privacy in Sports S.J. Quinney College of Law (1 page) <p>Videos:</p> <ul style="list-style-type: none"> • Newsgathering (6:22) • Right to Privacy (7:03) 	<p>Assessment (due Monday at 12:40 p.m.) Court Case Assessment 7</p> <p>Practice and Application (in class) In-class assignment: Privacy</p> <p>Practice and Application (at home) At-Home Assignment: Privacy Cases in the News</p> <p>MAJOR ASSIGNMENT DUE Due: Ethical Debate Part 1 (The Debate) Due Ethical Debate Part 2 (The Reflection)</p>
<p>Week 9 (Oct. 19)</p>	<p>Electronic Media--Yesterday and Today</p> <p>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.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • First Amendment Handbook: Access is everything (17 pages) • First Amendment Handbook: Week 10: FOIA (6 pages) <p>Videos:</p> <ul style="list-style-type: none"> • A brief history of television interviews – and why live TV helps those who lie and want to hide: <i>Please read this article and watch embedded videos</i> • Media Regulations (9:15) • Electronic Media Profanity (7:58) 	<p>Assessment (due Monday at 12:40 p.m.) Court Case Assessment 8</p> <p>Practice and Application (in class) At-Home Assignment No. 5: Understanding broadcast cases</p> <p>Practice and Application (at home) Film Challenge No. 3: Good Night and Good Luck</p> <p>NEXT MAJOR ASSIGNMENT ALERT (due Nov.29) Due: You Be the Justice Part 1 (Court on Zoom) Due: You be the Justice Part 2 (The Decision)</p>
<p>Week 10 (Oct. 26)</p>	<p>Reporter's Privilege</p> <p>This week we will discuss how journalists get information and what</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Free speech or censorship? Social media litigation is a hot legal battleground (5 pages) 	<p>Assessment (due Monday at 12:40 p.m.) Court Case Assessment 9</p> <p>Practice and Application (in class)</p>

	<p>protections they may have--for now.</p>	<ul style="list-style-type: none"> In the Age of Social Media, Expand the Reach of the First Amendment (4 pages) Trolls, Bots and Fake News: The Mysterious World of Social Media Manipulation (10 pages) <p>Videos:</p> <ul style="list-style-type: none"> Newsgathering and Access (3:56) Prior Restraint (2:22) Prior Restraint Examples(4:59) FOIA (4:17) 	<p>In-Class: Understanding Access</p> <p>Practice and Application (at home) Film challenge Nothing But the Truth</p>
<p>Week 11 (Nov. 2)</p>	<p>The Right to Know</p> <p>This is the last class we will have before the election, so we will discuss election coverage and what right the public has to know how the government does its business.</p>	<p>Readings:</p> <ul style="list-style-type: none"> Week 11: The Right to Report <p><i>Not on Perusall, but please read</i></p> <ul style="list-style-type: none"> Election Legal Guide: 2020 <p>Videos:</p> <ul style="list-style-type: none"> Living Up to a Noble Role in Covering Elections (2:46) 	<p>Assessment (due Monday at 12:40 p.m.) Court Case Assessment 10</p> <p>Practice and Application (in class) In-Class Assignment: The 2020 Campaign</p> <p>Practice and Application (at home) At-Home Assignment (optional) Election Live Tweeting</p> <p>Dialogue and Reflection Discussion No. 6: The Election is over--now what?</p>
<p>Week 12 (Nov. 9)</p>	<p>Obscenity, pornography and cursing, oh my!</p> <p>This week we will discuss speech you may not believe is actually legal, including obscenity, pornography and run-of-the-mill cursing.</p>	<p>Readings:</p> <ul style="list-style-type: none"> Robinson Chapter 10: Sexual Speech <p>Videos:</p> <ul style="list-style-type: none"> Floyd Abrahams on the First Amendment (4:02) Let's Disagree Morally (17:24) Ami on the Street: Do we really need the 1st Amendment? (2:42) 	<p>Assessment (due Monday at 12:40 p.m.) Court Case Assessment 11</p> <p>Practice and Application (in class) Discussing contemporary community standards</p> <p>You Be the Justices Cases and Roles--SELECT YOUR JUSTICE</p> <p>Practice and Application (at home) Film Challenge: Wag the Dog</p>
<p>Week 13 (Nov. 16)</p>	<p>Battling fake news and media manipulation</p> <p>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.</p>	<p>Readings:</p> <ul style="list-style-type: none"> Ethics for Digital Journalists: Filtering Fact from Fiction (14 pages) <p>Videos:</p> <ul style="list-style-type: none"> Why do our brains love fake news? (5:21) Chris Wallace interviews Donald Trump (2:07) Ted Talk: Christiane Amanpour (17:21) 	<p>Assessment (due Monday at 12:40 p.m.) Court Case Assessment 10</p> <p>Practice and Application (in class) Exploring Fake News with Jeff Trimble</p> <p>Practice and Application (at home) Film Challenge 6: Spotlight</p> <p>Optoinal Assignment Draft: You Be the Justice Script/Papers</p>

<p>Week 14 (Nov. 23)</p>	<p>You Be the Justice</p> <p>This week we will take a look at a survey that might help reveal your media biases. You will also work on the "You be the Justice" project, so you have time to collaborate with your group members, record, edit and get feedback on how your project is moving forward.</p>		<p>Practice and Application (in class)</p> <p>Media Bias evaluation</p> <p>MAJOR PROJECT DEADLINE (Nov. 29)</p> <p>Due: You Be the Justice Part 1 (Court on Zoom)</p> <p>Due: You be the Justice Part 2 (The Decision)</p>
<p>Week 15 (Dec. 1)</p>	<p>Cancel Culture and Changing Social Norms</p> <p>This is our last class and we will discuss the idea of how the community and its standards often drive what becomes acceptable or unacceptable within the media.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Why we can't stop fighting about cancel culture (7 pages) • How Capitalism Drives Cancel Culture (5 pages) <p>Video</p> <ul style="list-style-type: none"> ▪ Desi Lydic Foxsplains 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) 	<p>Practice and Application (in class)</p> <p>Studying for final</p> <p>Dialogue and Reflection</p> <p>Discussion: How did it go?</p> <p>FINAL DUE</p> <p>Comm 3404 FINAL EXAM</p> <p>Submit extra Credit for class</p>