



STERLING COLLEGE SYLLABUS COMMUNICATION, MEDIA & THEATRE ARTS DEPARTMENT

Course Number: CM443
Credit Hours: 3 Credit Hours
Meeting Place: ARTC 122

Name: Media Law & Ethics
Semester/Year: Spring 2020
Time: MW, 11 a.m.-12:15 p.m. ([schedule](#))

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Office Hours
Monday: 8-9 a.m., 12:15-1:30 p.m.
Tuesday: 10:15 a.m.-1:30 p.m.
Wednesday: 8-10 a.m., 12:15-1:30 p.m.
Thursday: 8-9 a.m., 10:15-11 a.m.
Friday: none

Texts & Readings:

- Trager, R., Ross, S. D., & Reynolds, A. (2018). *The law of journalism and mass communication* (6th ed.). Thousand Oaks, CA: CQ Press, an imprint of SAGE Publications, Inc. (*required*)
- Christians, C. G., Fackler, M., McKee, K. B., Kreshel, P. J., & Woods, R. (2017). *Media ethics: cases and moral reasoning* (10th ed.). New York: Routledge, Taylor & Francis Group. (*required*)
- Additional readings may be required and will be uploaded to LMS for your retrieval.

COURSE DESCRIPTION (*Should match the current catalog*)

This course offers an overview of historical and current developments in mass media law and regulation. Significant attention is also placed on increasing students' ability to decipher ethical issues from cases in today's media environment using information and rationale based on material presented during this course.

Prerequisites: CM207 and CM209, or instructor permission.

(*Spring/Even*)



PERFORMANCE OUTCOMES

Course Objective	Introduced, Practiced, Demonstrated	Activities	Assessments
Students will demonstrate knowledge of history laws governing media.	I,P,D	Legal briefs, ethics papers, class discussions	Projects, quizzes, exams
Students will demonstrate an understanding of theoretical and critical perspectives of media, specifically as it relates to ethics.	I,P,D	Class discussions, activities	Projects, quizzes, exams
Students will demonstrate competency in the application of communication techniques.	I,P,D	Class discussions	Attendance, participation
Students will demonstrate an understanding of the legal and/or ethical standards governing communications.	I,P,D	Legal briefs, ethics papers	Class discussions, quizzes, exams

Connections to KSDE Standards

This course meets the following Kansas State Department of Education General Education Standards:

Standard #1 The teacher of journalism demonstrates knowledge of the history of American journalism.

Knowledge

1. The teacher understands the historical influence of journalism on American culture.
2. The teacher knows the impact that societal and technological changes have had on American journalism.
3. The teacher knows the role and responsibilities of a free press in a democratic society.

Performance

1. The teacher explains the historical influence of journalism on American culture.
2. The teacher describes how technology and social forces have changed the nature of American journalism.
3. The teacher guides the students in understanding the responsibilities of a free press.

Standard #2 The teacher of journalism demonstrates knowledge of how language and images shape thinking and behavior.

Knowledge

1. The teacher understands the rhetorical attributes of language and images.
2. The teacher knows how media messages are crafted to elicit specific behaviors.



Performance

1. The teacher guides students to be informed about media manipulative techniques.
2. The teacher guides students to be critical consumers of media.

Standard #3 The teacher of journalism demonstrates knowledge of legal and ethical issues pertaining to scholastic journalism.

Knowledge

1. The teacher knows the legal rights and ethical responsibilities of student journalists, faculty advisers, and school administrators.
2. The teacher understands legal terms applicable to scholastic journalism.
3. The teacher knows state law pertaining to scholastic journalism.
4. The teacher knows court cases that impact scholastic journalism.
5. The teacher is aware of professional resources that provide legal advice and assistance to scholastic journalism programs.

Performance

1. The teacher practices ethical decision-making as applied to scholastic journalism.
2. The teacher guides student journalists in ethical decision-making.
3. The teacher instructs students in legal terms, state law, and court cases affecting scholastic journalism.
4. The teacher adheres to laws governing scholastic journalism.

Standard #7 The teacher of journalism understands the role of media products to communicate with a variety of audiences, purposes, occasions and contexts.

Knowledge

1. The teacher is knowledgeable about various methods that can be used to create aural and visual products.
2. The teacher knows how to analyze characteristics of various methods to create media.

Performance

1. The teacher can demonstrate how to create media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings.
2. The teacher can demonstrate how to create media products, such as computer applications, video and audio tapes, recordings, live presentations and props.
3. The teacher can demonstrate advanced techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.



GRADING POLICY

Final Grades are based on the following scale:

Activity/ Assignment	Points
Attendance	100
In-Class Activities & Exercises	50
Extreme Speech Op-Ed	50
Communication Lawsuit Synthesis Paper	100
Communication Law Issue Research Paper	200
Midterm Exam	50
Law & Ethics in Film	30
Ethical Discussion Board (25 points per discussion)	100
Ethical Analysis of Journalistic Work	100
Ethical Case Study Paper	200
Law and Ethics in Media Report	250
Final Exam	50
Law and Ethics in Media Presentation	50
Total Points Possible	1,330

Letter Grade Scheme:

A 100-94; A- 93-89; B+ 88-86; B 85-82; B- 81-79; C+ 78-76; C 75-72; C- 71-69; D+ 68-66; D 65-62; D- 61-58; F 57-0

Letter Grade Rationale:

Grade reports are provided online to students and advisers at mid-term, at the end of each semester, and at the end of the interterm period. A brief description of the letter designations (pulled from the Academic Catalog) is given below:

A — “Superior performance of all required work, or, in some cases, performance beyond that which is actually required.”

B — “Distinctly good work in all class requirements.”

C — “Fairly good performance of assigned work.”

D — “Inferior work.”

F — “Failure to meet minimum performance requirements.”

CLASSROOM BEHAVIOR

Students are strictly forbidden from using or creating any content that is obscene, indecent, or profane as defined by the [FCC's broadcast regulations](#).

Students are expected to adhere to the [Society of Professional Journalists Code of Ethics](#) and conduct themselves in a legal manner.



You will respect everyone's opinions and ideas no matter how different from your own. Lack of respect toward classmates will not be tolerated.

You will also bring all required materials and resources to class every day. This includes, but is not limited to, writing devices, paper, textbooks, AP Stylebooks, et cetera.

Technology

You may use a laptop or tablet to take notes during course sessions. You are not allowed to have your cell phone ring or alert notifications on during class.

Students found texting or using computers for anything other than note taking during class will be asked to discontinue the practice or leave. Repeated issues will result in the lowering of your attendance/participation grade.

ATTENDANCE

You are required to attend the class. You are a member of a classroom community, and your behavior has a profound effect on the other members of this community. It is a matter of mutual respect and integrity. Not attending or wandering in and out is a distraction and downright rude. The following points serve as clarification to any questions about this policy that you might have. **Just remember:** *Attendance points cannot be made up. You make choices. You live with the consequences.*

1. There is not necessarily such a thing as an excused absence in the real world. If you are unable to attend class and it should be excused, I should receive an e-mail from you, the coach/sponsor, and/or the Academic Dean's office indicating the validity of your excuse.
 - a. The emails highlighting the week's events and required absences are helpful, but in addition to this you need to take ownership and communicate with me as well.
2. If you miss more than 5 class periods, you will lose all of your attendance points.
3. If you miss more than 10 class periods, you will fail the course
4. Students greater than or equal to 5 minutes late to class will be considered absent – unexcused
 - a. 2 times tardy (< 5 minutes late) equal 1 unexcused absence
5. Students who miss class are responsible for knowing material covered in class and for completing all assignments and exercises.
6. In case of a death in the family, please notify me before class and as soon as possible. **This is your responsibility.**
7. Athletic and performance-based absences are permitted **only with prior notification.**
 - a. Even if you are gone for an athletic event, understanding the course material still is your responsibility.



- b. Missing class for any activity does not grant an excuse for gaps in knowledge in this content area. Extra leniency will not be applied to essays, quizzes, tests, or assignments to compensate for missing class.
- 8. Being physically present does not mean that you are in attendance.
 - a. Students who violate classroom behavior policies **will not** be considered in attendance for the days in which classroom behavior policies are violated.
 - b. Students who choose to nap in class will also not be considered present.
 - c. Students who drop off their bags/personal belongings and leave will also not be considered present.
- 9. Under some circumstances, I reserve the right to not mark a person absent.

LATE WORK

We are studying journalism and media. Journalism and media are deadline-driven professions. Missing a deadline is not acceptable in the professional world. Therefore, late work is not accepted in the classroom. The following points serve as clarification about the ways in which this policy is applied.

- 1. If an assignment is missing, it immediately becomes a zero.
- 2. There are no excuses for not completing work, even in the instance of computer hardware malfunction. You have access to our institutional computer labs on the college/university campus. You should not find you are unable to access a computer lab because they are rarely closed.
- 3. Know the tools that exist and are available to you.
- 4. Simply put, there is no excuse for late work or missing assignments.
- 5. Instructor has the right to amend this policy as needed or grant an extension solely at his/her discretion when circumstances of a dire nature dictate such an allowance.
 - a. Do not count on an allowance being made.

Missed Assignments

Missed assignments cannot be made up without my approval. I will not accept assignments sent to class with peers. If you miss class, it is your responsibility to obtain any assignments, handouts and notes that you miss. I will not contact you regarding your absence. I also will not save copies of course materials distributed during individual class sessions.

EXTRA CREDIT

Extra credit to improve a grade is NOT an option in this course. The philosophy on this subject is that extra credit should be a reward for positive work, effort or performance. Too often, students ask for extra credit in an attempt to makeup for poor performance on an assignment or in another area of the course. Therefore, do not ask for extra credit. On extremely rare instances (*think endangered species rare*), extra credit may be offered for different tasks and/or activities, but these will be initiated by the professor at the sole discretion of the professor. Student requests asking for extra credit will not be entertained.



TEACHING METHODOLOGY

We are a community of risk takers — a teaching method and philosophy that I use to build a mindful, respectful, critical, and daring classroom climate. My teaching methods include in-class discussion, individual and group activities, media presentations, and student speeches. At times, we may encounter sensitive material, including cultural or political ideas, language, and concepts that may be uncomfortable for some. My suggestion is always to talk to ME first about what is making you uncomfortable and together, to work through the challenges you may face with mindful dialogue. I use an ONTOLOGICAL approach to teaching, which is learning by doing (first), discussing and reading (second), then reapplying and evaluating our skills (third). As such, this class might not be structured in a familiar way. I invite fun, laughter, and humor into the classroom in a variety of ways, all the while adopting a critical approach to the curriculum that is sensitive to and appreciative of our various identities.

ELECTRONIC COMMUNICATION

There are two electronic communication platforms I use that are not part of the institutional offerings. First, I will use Twitter ([@profvogts](https://twitter.com/profvogts)) to post course announcements and communications, sometimes using a hashtag comprised of the course number for this class. You can communicate with me in this fashion, especially using the direct message functionality. This account may also be used as part of class-wide exercises and assignments when necessary. It is not my primary Twitter account, but it is the account that will be used in conjunction with my teaching. As such, it is focused on my courses and journalism and media related issues. Second, my website (www.profvogts.com) exists as a resource to you. It has my semester schedule, copies of all my syllabi (in their most up-to-date format), various resources and materials, a form to schedule a meeting with me, and much more. Different assignments may reference files on this site, so be aware that it exists and contains information pertinent to my courses.

The institutionally provided Learning Management System (LMS) will be used for assignments, projects, exams, and other coursework. Also, announcements may be posted on the LMS from time to time. Be sure to check the LMS often. You are encouraged to use the messaging function within the LMS to contact me as well.

Obviously I also use my institutional email account. I make a concerted effort to read and respond to e-mail within 24 hours of receiving your message. You also may contact me via any other electronic or social media profile that I have specifically shared with you, but do not expect, necessarily, to receive a response unless it is through the institutional e-mail or a Twitter direct message (unless otherwise specified).

ACADEMIC INTEGRITY

Students are expected to abide by university policies regarding plagiarism and as such, plagiarism of any sort will not be tolerated. Assignments which have been plagiarized will



receive a zero in the grade book — no exceptions. In addition, all university policies regarding plagiarism will be followed.

Academic integrity violations (i.e. plagiarism, cheating, false information, recycling previous assignments, supporting academic integrity violations, and disrupting the learning process and/or experience) will be dealt with in accordance with the Academic Catalog processes.

READING EXPECTATIONS

This is a writing intensive course and requires that you model said writing off of professional, industry-wide standards. As such, our applicable course text models itself towards answering the question “how” you write for each specific media. The question “what should my writings look like?” is answered through additional readings, which will be assigned (see Course Outline).

All readings are presumed to have been read before class begins unless otherwise noted. Failure to read and engage in course discussions will result in deductions from your attendance in the course. (We need your brain in the class, not just the vehicle that transported it there!)

STATEMENT OF NONDISCRIMINATION

Sterling College does not discriminate on the basis of race, color, national origin, sex, disability or age. The policy in the current Academic Catalog will be followed for this class.

DISABILITY ACCOMMODATIONS

Any student with a disability who may need classroom accommodations in this course should contact the Academic Support Office, located in Mabee Library (campus ext. 463). The office serves students with a wide range of documented physical and learning disabilities.

SPECIAL INFORMATION

Dates and assignments are subject to change per instructor. I reserve the right to change any course requirements during the course of the semester due to circumstances such as school closing due to weather, illness or problems with scheduling. Students will be notified with an either an announcement in class, via the LMS, via email, via @profvogts, via profvogts.com, or any combination thereof. Students are responsible for knowing of the changes. An effort will be made to post a new syllabus electronically via LMS.

There may be assignments in this course where you are required to turn in your assignment to TurnItIn.com, which is a plagiarism detection service and the platform through which I will grade these assignments. In order to submit these assignments, you must register for the



course at www.turnitin.com. If you already have a turnitin.com account, you may log in with that account and then enter the new class information. If you do not yet have an account, you may create one at this site: https://www.turnitin.com/newuser_join.asp. If the use of TurnItIn.com is required, more information will be given to you.

Academic Written Assignments Policy

All written work must be typed, double-space, Times New Roman font, size 12 point, and submitted via the LMS. Handwritten assignments will not be accepted unless otherwise specified for in-class work. All assignments are due via the LMS by the listed deadlines. I do not accept papers via e-mail, though if you are experiencing problems submitting via the LMS, I always suggest e-mailing me a copy as a backup (*to show it was, in fact, submitted on time*). Students should use APA format, which means a title page and references page will be required for all assignments unless otherwise specified. The title page and references page will not count toward any word-count requirements. Please refer to the OWL Purdue website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for additional help with APA style. I expect papers to be proofread, free of grammar/spelling/punctuation errors, formatted appropriately with proper citations and attributions, and to offer new/original insight free of plagiarism or other academic integrity violations that demonstrates your learning and understanding of an issue or concept.

SPECIFIC EXPLICATIONS & EXPECTATIONS

This course exists to serve dual purposes. It will cover both communication law and communication ethics. This will teach journalists about their legal and ethical rights and responsibilities. As such, this is a survey course and will deal with both the historical trajectory of the law and ethics, as well as contemporary legal and ethical situations and issues. As such, a lot of ground and information will be covered, so diligent attention will be required for success. Due note, this course will also deal with contemporary issues of freedom of speech, the democratic role of journalists in society, and in some cases materials that may be offensive to some. Please note that controversial content like obscenity will be dealt with in class.

First, the course will inform students how laws and policies shape media, communication systems, industries and content. The law is always changing, so students will learn about the specific laws that guide the work of communication practitioners and journalists, including intellectual property, libel, privacy, obscenity, electronic media regulation, hate speech, and commercial speech. Students will be asked to think, write, and speak critically about the political, social, and economic forces that shape media law and the impact those laws have on the cultures in which they operate. Students will develop an appreciation for the reflexive nature of media and individual rights through continued exposure and analysis of current First Amendment events and issues. Students will be asked to articulate their own perspective regarding whether and how governments, organizations, or individuals should restrict expression.



Second, the course will provide students with a theoretical framework that will enable them to both spot and analyze ethical issues — in the broadest sense — as they arise in the mass media. News, persuasion and entertainment will be considered. Ideally, students will be awakened to ethical issues, become acquainted with scholarly literature on professional ethics, question the profession's conventional wisdom, understand themselves better, and understand the subtle and complex nature of ethical decisions.

Generally speaking, the law is black and white, even though interpretations can vary. Ethics, on the other hand, is shrouded in gray. It exists in the spaces between the lines of the law. The entire idea is just because you can do something according to the law doesn't always mean you should do it ethically speaking.

Course Methodology

To accomplish the goals of this course, we will rely upon lectures and discussions as our first method of learning. This means readings must be done by the prescribed deadlines according to the course schedule.

The first half of the course will focus on communication law, dissecting what the law says and how it impacts and influences the actions of journalists and society as a whole. Attempts will be made to highlight as many court cases as possible, but there are many important court cases. This means we will not be able to go in-depth for all of them simply because of the course's time constraints. However, specific courses that have been chosen for deeper investigation were selected because they will hopefully be more relatable and interesting to you.

The second half of the course will focus on communication ethics, delving into what ethics are and how ethical decisions can be made as they relate to the existing body of law. Again, there are many instances of ethical lapses in the media and journalism world. However, because of the time we have available, we can't possibly go through them all. That is why we will be using the Christians et al case studies to help us cover as much ground as we can in this intriguing aspect of communication.

Dividing the semester in half is intentional because students need to have an understanding of the law in order to understand how ethics can be applied to given situations.

Whether covering law or ethics, robust in-class discussion is necessary to supplement the direct instruction administered via lectures. Participation is key to demonstrating understanding the concepts.

Of course, students will also be given the opportunity to demonstrate their understanding through written assignments. This second method of learning will include case briefs, research papers, and opinion-orientated writings.

Beside typical exams and quizzes, the third method of learning will see students expanding upon their written assignments and crafting presentations to share with the class.



The design of this course is to create a learning community where students support and assist each other in the learning of these concepts. As it is an upper-level course, students should plan to adjust their study habits to accommodate this type of workload, especially if they hope to achieve an above-average grade.

Assignment Details (*applicable rubrics provided with project descriptions*)

1.) Attendance (100 points) — Attendance is critical to understanding assignment specifications and completing this course maintaining the potential to earn an “A.” Outside of specifically graded discussions/activities, failure to take part in class by speaking up and participating can result in loss of attendance points. Students are required to attend all class sessions unless otherwise noted. Please refer to the Attendance Policy above for questions regarding how points will be earned.

2.) In-Class Activities & Exercises (50 points) — We will complete several activities in class, including lively discussions, mini-projects and debates, presentations, group assignments, impromptu exercises, and consuming media in both auditory and visual mediums. We may do this in class or it may be assigned to students to complete individually. As such, students must be in class. Furthermore, the activities correspond with the readings; therefore, students must come prepared, which means reading prior to the class. Points will be awarded based upon the demonstrated quality of thought and effort put into the work. When the exercise is to be done individually using the discussion board/forum on the LMS, students will need to consume the media on their own. In either instance, a brief response will be required. Such responses will revolve around questions relating to the piece of media consumed. Specifics regarding the required responses will be given at the time of the exercises. When the exercise is assigned to be completed individually, students will respond on the discussion board/online forum via the LMS. To earn the available credit, students must also respond to the posts of at least two other students. This exercise is an all-or-nothing assignment. It is either completed in its entirety or no points will be possible.

3.) Extreme Speech Op-Ed (50 points) — The purpose of this assignment is to explore aspects of communication law. You will write an editorial that provides an overview of relevant arguments for and against allowing hate speech. You will then be asked to provide and support your own position regarding whether and how hate speech should be regulated in the United States.

An op-ed is an essay intended for publication opposite the editorial page of a newspaper. Scores of submissions come in to a newspaper – The Washington Post receives more than 400 every day of the week and prints two or three per day maximum. For this assignment, students will write a 750-word op-ed addressing the assigned topic. An op-ed is a focused opinion piece. It loves blunt opinion, advocacy, denunciation, outrage, astonishment—all the heavy emotions. Editors want to create buzz. They want people to say, “Wow! Did you see



that opened today?" Failing that, they want to elicit a "Hmm. That's amazing/fascinating/outrageous." They want to be leaders in shaping public debate, and you will do best by joining in that goal. As such, it must be generally structured as follows:

1. A provocative idea on any subject.
2. A sharp opinion on a current issue that is controversial, unexpected, authoritative, and/or newsworthy.
3. A call to action on a neglected subject.
4. A new or unexpected slant on a current issue.
5. Bite and wit on a current issue.

Here is [the rubric](#) that will be used for this assignment.

4.) Communication Lawsuit Synthesis Paper (100 points) — The purpose of this assignment is to explore aspects of communication law. You will synthesize a recent communication lawsuit (*either adjudicated or still in the courts*), explain why it is related to the course, how the issue was resolved (*if it has been resolved*), and whether you feel that the issue was correctly decided (*or how it should be decided*).

The paper needs to be between 3-4 pages double spaced and contain at least two scholarly sources. The Academic Written Assignments Policy applies to this assignment.

Here is [the rubric](#) that will be used for this assignment.

In order to help you get an idea of how this paper can/should look, here is [an example](#).

5.) Communication Law Issue Research Paper (200 points) — The purpose of this assignment is to explore aspects of communication law. You will complete a research paper on a contemporary communication law issue of your choice, but you must obtain final approval of the topic for the research paper from the instructor.

The paper will need to cover the major topics of: defining the legal issue, explaining why it is important to communication and legal scholarship, describing how some legal scholars or courts have dealt with the issue, analyzing how approaches to the problem might differ or be similar, and providing a normative argument from your perspective about what should be done about the issue.

The paper needs to be between 6-8 pages double spaced and contain at least five scholarly sources. The Academic Written Assignments Policy applies to this assignment.

Here is [the rubric](#) that will be used for this assignment.

In order to help you get an idea of how this paper can/should look, here is [an example](#).

6.) Midterm Exam (50 points) — This will be a test that includes items such as multiple choice, true/false, matching, and short answer questions. It is reasonable to expect 1-2 essay



questions. Students may or may not be able to use notes or any other supplemental materials during the exam. A review may be done in class prior to the exam. However, if this does not occur, know that the test questions will come from the readings. This exam will include questions from the chapters covered up to this point in the course.

This particular test is a "take home" exam. This means it will open the morning of the first class meeting of the week it is due, and it will be due by 11:55 p.m. on the day of the last class meeting of the week. In short, you will have a 72-hour window to take the exam. However, you will only have one hour to complete the test once you begin it.

You are welcome to use your textbook or notes, but keep in mind, as was just stated, that you will only have 60 minutes to complete the exam.

7.) Law & Ethics in Film (30 points) — The purpose of this assignment is to explore the connections between communication law and ethics as depicted in popular culture. First, you will need to watch one of the following films (*these films are available for free/rent/purchase via many streaming services*):

- All the President's Men
- The Post
- Absence of Malice
- The Insider
- Broadcast News
- State of Play
- Shattered Glass

Then, write a two-paragraph description of a particular instance of both a legal issue and an ethical decision being made found in the film. These instances can involve any character and not just a journalist. The final sentence of each paragraph should summarize specific legal and ethical issues(s) the film raises for you.

Here is [the rubric](#) that will be used for this assignment.

8.) Ethical Discussion Boards (4 discussions worth 25 points each = 100 points) — The purpose of this assignment is to explore ethical decision making. Four different times during the ethics portion of the class, students will be required to take part in online discussions regarding ethics and how various decisions are made in relation to specific ethical cases. These exercises are to be done individually using the discussion board/forum on the LMS. Students will need to read the ethical cases on their own. Then a brief response to a specific question or series of questions will be required.

This initial post must be at least 350 words long, addressing the case overall and all questions posed. Then, by 11:55 p.m. on the day it is due, each student must comment on AT LEAST TWO of the posts of their fellow classmates. These responses must be at least 150 words long and contribute to the discussion. The responses should not be a simple



affirmation or “attaboy” in agreement. There must be an actual reaction to what was written evident.

In order to earn points, all three primary aspects (initial post and two responses) must be completed to be eligible for any credit. Failure to meet any of the requirements will result in an automatic zero for this particular online discussion. To put a fine point on it, the assignment is either completed in its entirety or no points will be possible.

Again, this exercise is an all-or-nothing assignment. It is either completed in its entirety or no points will be possible. Therefore, you need to make your initial post/response early so others in the class have time to respond before the final due date.

9.) Ethical Analysis of Journalistic Work (100 points) — The purpose of this assignment is to be able to spot ethical dilemmas in the media arena. Each student will find a current (*October 2019 or later*) story or other item in the media that raise a significant ethical issue in his/her mind. The student will provide a copy of the item plus his/her analysis of it, based on ethical concepts (principles, philosophical approaches, codes, tools, whatever) discussed in class or in the readings.

The paper needs to be between 3-4 pages double spaced and contain at least two scholarly sources. The Academic Written Assignments Policy applies to this assignment.

Here is [the rubric](#) that will be used for this assignment.

10.) Ethical Case Study Paper (200 points) — The purpose of this assignment is to demonstrate ethical reasoning. Students will research an ethics case study, focusing on a decision or set of decisions where you think journalists and their organizations goofed or one they did well. You may construe the notion of journalism quite broadly, so advertising and entertainment cases are appropriate for this assignment. In your case study, you must set out the facts of the case itself, discover who made the various decisions and learn what they considered and why, review what actually was published (or what failed to be published) based on these decisions, and, most importantly, provide your analysis of the appropriate decision and the justifications for it all. Use the case studies in the book as your examples.

The paper needs to be between 6-8 pages double spaced and contain at least five scholarly sources. The Academic Written Assignments Policy applies to this assignment.

Here is [the rubric](#) that will be used for this assignment.

In order to help you get an idea of how this paper can/should look, here is [an example](#).

11.) Law and Ethics in Media Report (250 points) — The purpose of this assignment is to synthesize the connections between communication law and ethics. Students will select a communication current events legal issue (*within the last 24 months*), as well as an ethical lens to evaluate the issue through (*ex: you might select a current event such as the release of*



the Trump dossier by BuzzFeed and evaluate it through the ethical lens of Kant's interpretation of ethical rights to truth, privacy, injury, or contract).

This paper needs to be between 10-12 pages double spaced and contain at least seven scholarly sources. The Academic Written Assignments Policy applies to this assignment.

Ideally, the paper will be structured as follows:

- Introduction of the current event
- Discussion of the legal issue present
- Discussion of the ethical approach or lens you will be evaluating the situation through
- Application of legal precedents and the chosen ethical lens to the situation
 - Be sure to address . . .
 - legal precedents
 - fairness
 - outcomes
 - responsibilities or obligations that apply
 - character
 - liberty
 - empathy
 - authority
 - rights
- Discuss what the “right thing” to do is and why
- Conclude and summarize the issue, synthesizing the information and applying it to your situation

Here is [the rubric](#) that will be used for this assignment.

12.) Final Exam (50 points) — This will be a test that includes items such as multiple choice, true/false, matching, and short answer questions. It is reasonable to expect 1-2 essay questions. Students may or may not be able to use notes or any other supplemental materials during the exam. A review may be done in class prior to the exam. However, if this does not occur, know that the test questions will come from the readings. This exam will include questions from the chapters covered since the midterm exam, which means it is not cumulative.

This particular test is a "take home" exam. This means it will open the morning of the first class meeting of the week it is due, and it will be due by 11:55 p.m. on the day of the last class meeting of the week. In short, you will have a 72-hour window to take the exam. However, you will only have one hour to complete the test once you begin it.

You are welcome to use your textbook or notes, but keep in mind, as was just stated, that you will only have 60 minutes to complete the exam.



13.) Law and Ethics in Media Presentation (50 points) — The purpose of this assignment is to showcase what has been learned. Students will briefly discuss their completed reports. They will walk audience members through their chosen issue, highlighting the legal and ethical components. Students should also discuss how the situation was resolved, how they would have done anything differently, any difficulties they had, as well as any moments of clarity or joy they experienced. In essence, these presentations will be conference-style presentations where students will be sharing project questions, key topics, major themes gleaned from their work, the literature that drove their interest, and important/representative snippets from their final project. Each presentation should be 5-6 minutes long.

Presentation aids are required as they will help the audience understand the core concepts. Due note, though, such aids should help explain the issue. Students should not read from their presentation aid as it should only serve a supplemental role.

This assignment will be shown in class on the final meeting day.

Here is [the rubric](#) that will be used for this assignment.

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COURSE OUTLINE/DAILY SCHEDULE

Instructor reserves the right to make changes to the schedule or adjust the course outline to meet important needs as deemed necessary or reasonable. Any changes will be announced in class; students who are absent are responsible to become informed of such changes/adjustments. Any changes will be made first on the provided LMS and then on the syllabus, which can be found on the [live syllabi page](#) of the professor's website.

Week	Date	Topic/Focus	Read/Consume <i>R=required O=optional</i>	Activity/Assignment
1	1/27	Dead Day — No Class		
	1/29	Course Introduction // The Rule of Law <i>(lecture)</i>	<ul style="list-style-type: none"> ● R: Syllabus ● R: Trager et al, chapter 1 	<ul style="list-style-type: none"> ● Comm. Law Issue Research Paper <i>(assigned)</i>
2	2/3	The First Amendment <i>(lecture)</i>	<ul style="list-style-type: none"> ● R: Trager et al, chapter 2 	<ul style="list-style-type: none"> ● n/a
	2/5	The First Amendment <i>(discussion/activity)</i>	<ul style="list-style-type: none"> ● R: Trager et al, chapter 2 	<ul style="list-style-type: none"> ● Court Hearing: Morse v. Frederick <i>(activity)</i> ● Extreme Speech Op-Ed <i>(assigned)</i>
3	2/10	Speech Distinctions <i>(lecture)</i>	<ul style="list-style-type: none"> ● R: Trager et al, chapter 3 	<ul style="list-style-type: none"> ● n/a
	2/12	Speech Distinctions <i>(discussion/activity)</i>	<ul style="list-style-type: none"> ● R: Trager et al, chapter 3 	<ul style="list-style-type: none"> ● Court Hearing: Tinker v. Des Moines <i>(activity)</i>
4	2/17	Protecting Privacy // Electronic Media Regulation <i>(lecture)</i>	<ul style="list-style-type: none"> ● R: Trager et al, chapter 6 ● R: Trager et al, chapter 9 	<ul style="list-style-type: none"> ● Comm. Lawsuit Synthesis Paper <i>(assigned)</i>
	2/19	No Class Meeting (re: KSPA) <i>Applies to this course only. Institution still open.</i>	<ul style="list-style-type: none"> ● R: Trager et al, chapter 7 ● R: Trager et al, chapter 8 	<ul style="list-style-type: none"> ● Branzburg v. Hayes <i>(online discussion)</i> ● Extreme Speech Op-Ed <i>(due 11:55 p.m.)</i>

		<i>Assignments may still be due.</i>		
5	2/24	Libel and Emotional Distress (lecture)	<ul style="list-style-type: none"> • R: Trager et al, chapter 4 	<ul style="list-style-type: none"> • New York Times Co. v. Sullivan (online discussion)
	2/26	Libel (lecture)	<ul style="list-style-type: none"> • R: Trager et al, chapter 5 	<ul style="list-style-type: none"> • n/a
6	3/2	Obscenity and Indecency (lecture)	<ul style="list-style-type: none"> • R: Trager et al, chapter 10 	<ul style="list-style-type: none"> • n/a
	3/4	Obscenity and Indecency (discussion/activity)	<ul style="list-style-type: none"> • R: Trager et al, chapter 10 	<ul style="list-style-type: none"> • Court Hearing: Snyder v. Phelps (activity) • Comm. Lawsuit Synthesis Paper (due 11:55 p.m.)
7	3/9	Intellectual Property (lecture)	<ul style="list-style-type: none"> • R: Trager et al, chapter 11 	<ul style="list-style-type: none"> • Midterm Exam (assigned)
	3/11	Advertising (lecture)	<ul style="list-style-type: none"> • R: Trager et al, chapter 12 	<ul style="list-style-type: none"> • Law & Ethics in Film (assigned) • Comm. Law Issue Research Paper (due 11:55 p.m.) • Midterm Exam (due 11:55 p.m.)
8	3/16	Spring Break — No Class		
	3/18			
9	3/23	Ethical Foundations and Perspectives (lecture)	<ul style="list-style-type: none"> • R: Christians et al, introduction 	<ul style="list-style-type: none"> • Law & Ethics in Film (due 11:55 p.m.)
	3/25	Ethical Foundations and Perspectives (discussion/activity)	<ul style="list-style-type: none"> • R: Christians et al, introduction 	<ul style="list-style-type: none"> • Your Ethical Stance (discussion) • Ethical Analysis of Journalistic Work (assigned)
10	3/30	Truth-telling and Objectivity (lecture)	<ul style="list-style-type: none"> • R: Christians et al, chapter 2 • R: Christians et al, chapter 3 	<ul style="list-style-type: none"> • n/a

	4/1	Truth-telling and Objectivity (discussion/activity)	<ul style="list-style-type: none"> • R: Christians et al, chapter 2 • R: Christians et al, chapter 3 	<ul style="list-style-type: none"> • Case #8 & #13 (discussion) • Ethical Discussion #1 (due 11:55 p.m.)
11	4/6	No Class Meeting (re: KCM) <i>Applies to this course only. Institution still open. Assignments may still be due.</i>	<ul style="list-style-type: none"> • R: Christians et al, chapter 5 	<ul style="list-style-type: none"> • Ethical Analysis of Journalistic Work (due 11:55 p.m.)
	4/8	Privacy (discussion/activity)	<ul style="list-style-type: none"> • R: Christians et al, chapter 5 	<ul style="list-style-type: none"> • Case #20 & #22 (discussion) • Ethical Discussion #2 (due 11:55 p.m.) • Law & Ethics in Media Report & Presentation (assigned)
12	4/13	Easter Break — No Class		
	4/15	Persuasion Ethics (lecture)	<ul style="list-style-type: none"> • R: Christians et al, chapter 6 • R: Christians et al, chapter 7 	<ul style="list-style-type: none"> • Ethical Case Study Paper (assigned)
13	4/20	Persuasion Ethics (lecture)	<ul style="list-style-type: none"> • R: Christians et al, chapter 8 • R: Christians et al, chapter 9 	<ul style="list-style-type: none"> • n/a
	4/22	Persuasion Ethics (discussion/activity)	<ul style="list-style-type: none"> • R: Christians et al, chapter 6 • R: Christians et al, chapter 7 • R: Christians et al, chapter 8 • R: Christians et al, chapter 9 	<ul style="list-style-type: none"> • Case #26 & #27 (discussion) • Case #31 & #39 (discussion) • Ethical Discussion #3 (due 11:55 p.m.)
14	4/27	Is Seeing Believing? (lecture)	<ul style="list-style-type: none"> • R: Christians et al, chapter 14 • R: Christians et al, chapter 17 	<ul style="list-style-type: none"> • Ethical Case Study Paper (due 11:55 p.m.)
	4/29	Is Seeing Believing?	<ul style="list-style-type: none"> • R: Christians et al, chapter 14 	<ul style="list-style-type: none"> • Case #58 & #74 (discussion)

		<i>(discussion/activity)</i>	<ul style="list-style-type: none"> ● R: Christians et al, chapter 17 	<ul style="list-style-type: none"> ● Ethical Discussion #4 <i>(due 11:55 p.m.)</i>
15	5/4	Social Justice <i>(lecture)</i>	<ul style="list-style-type: none"> ● R: Christians et al, chapter 4 ● R: Christians et al, chapter 13 ● R: Christians et al, chapter 16 	<ul style="list-style-type: none"> ● Final Exam <i>(assigned)</i>
	5/6	Ethics and the Bottom Line <i>(lecture)</i>	<ul style="list-style-type: none"> ● R: Christians et al, chapter 1 ● R: Christians et al, chapter 15 	<ul style="list-style-type: none"> ● Law & Ethics in Media Report <i>(due 11:55 p.m.)</i> ● Final Exam <i>(due 11:55 p.m.)</i>
16	5/11	Finals Week — No Class		
	5/13	Final Presentations — 11 a.m.-1 p.m. <i>(Law & Ethics in Media)</i>		

NOTE: *As has been made clear, the above schedule is subject to change. Of course, this semester this is even more important to understand because my wife is pregnant, and her current due date is during the first week of March. So it is very likely that changes will be made sometime during weeks 4-7 (it all boils down to when the child decides to enter this world). Be prepared for this, and rest assured I will be in close communication with you both in class and online regarding any and all necessary schedule adjustments.*



FINAL EXAM POLICY: *The final exam is the last meeting for all classes.* Instructors are not permitted to change times for class or individual examinations. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one test. **Students should make travel arrangements for the end of term that will permit taking of all examinations as scheduled.**

Evening Courses: Finals for evening classes will be at their usual class time during finals week.

ED 490: The final exam for ED 490 will be M 6:30 to 8:30.

Seniors: Please note that Assessment Testing is *required* of all graduates. Contact the Associate VP for Academic Affairs in Kelsey Hall with any questions.

	FINAL EXAM SCHEDULE			
CLASS MEETING TIMES	EXAM DAYS			
MWF, MTWThF or any combination of MWF	Monday	Tuesday	Wednesday	Thursday
7:30 a.m.	8:00-10:00 a.m.			
8:00 a.m.	8:00-10:00 a.m.			
9:00 a.m.			8:00-10:00 a.m.	
10:00 a.m.	6:30-8:30 p.m.			
11:00 a.m.			11a.m. – 1 p.m.	
Noon	2:00-4:00 p.m.			
12:35	2:00-4:00 p.m.			
1:00	11a.m.-1 p.m.			
2:00			2 – 4 p.m.	
2:25			2 – 4 p.m.	
3:00			6:30-8:30 p.m.	
T-Th				
7:50		8 – 10 a.m.		
8:15		8 – 10 a.m.		
9:15				8 – 10 a.m.
9:40				8 – 10 a.m.
10:40		11 – 1 p.m.		
11:00		11 – 1 p.m.		
12:00				11 a.m. - 1 p.m.
1:00		2 – 4 p.m.		
2:00				2 – 4 p.m.



2:35				2 – 4 p.m.
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The Purpose of the Final Exam Schedule and Policy is...

1. ... to establish the official last meeting for all classes;
2. ... to establish and communicate exam dates/times to students for all courses at Sterling College;
3. ... to avoid overlaps in exam dates/times;
4. ... to avoid situations where a student has more than 3 exams in one day;

Special Instructions for Faculty...

1. *Faculty are not permitted to change times for class or individual examinations, without express written approval from the Academic Dean.*
2. *Final exam dates/times must be posted in all syllabi, and for all courses, for each term they are offered... and addressed with students during the first week of classes when the syllabus is distributed.*
3. Instances where students should be forwarded to the Academic Dean for exceptions...
 - a. Four or more exams scheduled on one day;
 - b. Two (or more) exams scheduled and overlapping on the same day/time;
 - c. Requests to reschedule based on flight arrangements;
 - d. Requests to reschedule based on other valid and extenuating circumstances.

Special Instructions for Students...

1. *Students should make travel arrangements for the end of the term that will permit taking of all examinations as scheduled.*
2. Potential exceptions...
 - a. **Four or more exams on one day**
 - i. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one exam.
 - ii. This request should be made by (1) a personal visit with the Academic Dean; or (2) via an email to the Academic Dean, listing the reason for the request along with the four course names, instructors, and exam times.
 - b. **Overlap of final exams**
 - i. Any student who has exams that overlap on a given day/time may request permission from the Academic Dean to reschedule one of those exams.
 - ii. This request should be made through (1) a personal visit with the Academic Dean; or (2) via an email to the Academic Dean, listing the reason for the request, along with the two course names, instructors, and exam times.
 - c. **Flight arrangements**



- i. Any student that has an exam conflict due to outgoing flight arrangements, may request permission from the Academic Dean to reschedule that exam.
 - ii. This request must be made through a **personal visit with the Academic Dean.**
 - iii. At this meeting, *a copy of the plane ticket must be produced by the student to verify the conflict, and reasoning why this flight arrangement was made in conflict to the Final Exam Schedule policy.*
- d. **Other extenuating circumstances**
- i. If a student has extenuating circumstances that are in conflict with a scheduled exam date/time, the student may request permission from the Academic Dean to reschedule that exam.
 - ii. This request must be made through a **personal visit with the Academic Dean.**
 - iii. At this meeting, **proper information and evidence of a valid conflict with the scheduled date/time must be produced, for a potential exception to be approved.**