

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No: LSC Action-Date:	UWUCC Use Only Proposal No: <u>12-65</u> UWUCC Action-Date: <u>AP-11/27/12</u> Senate Action Date: <u>App-1/29/13</u>
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Dr. Stanford G. Mukasa	Email Address Mukasa@iup.edu
Proposing Department/Unit Journalism	Phone (724) 357 3097

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or <u>Title Change</u>	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: JRNL 347 Journalism Law

Proposed course prefix, number and full title, if changing: JRNL 347 Journalism Law and Ethics

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area
 Global and Multicultural Awareness
 Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy

3. Other Designations, as appropriate

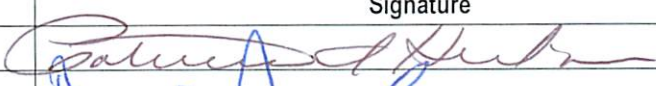


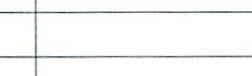
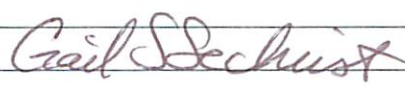
Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		10/14/12
Department Chairperson(s)		10/12/12
College Curriculum Committee Chair		10/29/12
College Dean		10/29/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		Received 11/28/12

Received

NOV 28 2012

Liberal Studies

NOV 8 2012

Liberal Studies

I Syllabus of Record

Catalog description

JRNL 347 Journalism Law and Ethics

**3 class hours
0 lab hours
3 credits**

Prerequisites: JRNL105 or COMM101, permission

Introduces students to the laws that govern the mass media in America, notably libel, privacy and free press/fair trial and their impact on First Amendment rights of a free press. It also focuses on media ethics and its application in journalism.

II Course outcomes and assessment (Expected Undergraduate student learning outcomes)

Students will

1. Understand the historical origins of journalism law and ethics
2. Demonstrate knowledge of the relevant constitutional freedoms, legal issues and ethical principles in mass communication,
3. Apply the mass media law and precedents to specific situations (such as a news article or advertisement) and determine if there are potential legal problems.
4. Articulate the First Amendment rights of the public and press and how they might be applied to emerging media.

III Course outline

A	Course introduction		1 hour
B	The American Legal System. The First Amendment: The Meaning of Freedom	Introduction to ethics in journalism Historical background Ethical theories: Absolutist; situational; antinomian	3 hours
C	The First Amendment: Contemporary Problems	Ethical dilemmas	3 hours
D	Libel: Establishing a Case	Ethics case studies: Conflict of interest	3 hours
E	Libel: Defenses and Damages Test 1	Ethics case studies: Plagiarism	3 hours
F	Invasion of Privacy: Appropriation and Intrusion	Ethics case studies: Invasion of privacy	3 hours
F	Invasion of Privacy:	Ethics case studies: The Ethics of	5 hours
G	Publication of Private Information and False Light	Photo and Video Journalism	
H	Gathering Information: Records and Meetings Test 2	Offending or distasteful content; controversial photos.	4 hours

	First case study presentations		
I		Ethics case studies: Anonymous sources	4 hours
	Protection of News Sources/Contempt Power		
J		Ethics in journalism: freebies, false light, misrepresentation	5 hours
	Free Press--Fair Trial: Trial-level Remedies and Restrictive Orders		
K		Ethics in journalism: withholding information	4 hours
	Free Press--Fair Trial: Closed Judicial Proceedings. Regulation of Obscene and Other Erotic Material		
L	Copyright	Ethics in advertising	2 hours
M	Regulation of Advertising		2 hours
	Second case study presentations		
N	Final exam		2 hours
IV	Evaluation methods		
A	The final grade for the course will be determined as follows		
1	Tests: Students will take two tests and one final examination.		
2	Final exam: Students will take one final examination		
3	Case study presentations: Students will make case study presentations on legal issues.		
4	Case study presentations: Students will make case study presentations on ethical issues.		
5	Class participation		
B	Grading scale		
	Activity		Percentage of final grade
	Two tests		45
	Final exam		20
	Law presentations		15
	Ethics presentations		15
	Class participation		5
C	Grade weights		
	≥90 % =A	80% - 89%=B	70%-79%=C
			60%-69%=D
			Less than 60%=F

V **Undergraduate attendance policy**

The course will follow the official university attendance policy.

VI **Required reading**

Pember, Don (2013). *Mass Media Law (18th Edition)*, NY: McGraw-Hill.

Brown, Fred (Editor) (2011) *Journalism Ethics: A Casebook of Professional Conduct for News Media* Publisher: Marion Street Press. Oregon.

Legal briefs

Near v. Minnesota, 1 MLR 1001 (1931)

Miami v. Tornillo, 1 MLR 1898 (1974)

Herceg v. Hustler, 13 MLR 2345 (1988)

Leathers v. Medlock, 18 MLR 1953 (1991)

Nelson v. McClatchy, 25 MLR 1703 (1997)

Rice v. Paladin, 25 MLR 2441 (1998)

Arkansas v. Forbes, 26 MLR 1673 (1998)

Atlanta Journal v. Atlanta, 31 MLR 1842 (2003)

Flynt v. Rumsfeld, 32 MLR 1289 (2004)

N.Y. Times v. Sullivan, 1 MLR 1527 (1964)

Ethics case study resources

Strange Bedfellows

Federal agents in a TV newsroom

Link:

<http://journalism.indiana.edu/resources/ethics/aiding-law-enforcement/strange-bedfellows/>

Stop! This is a warning. . .

Suppressing news at police request

Link:

<http://journalism.indiana.edu/resources/ethics/aiding-law-enforcement/stop-this-is-a-warning/>

Knowing when to say "when!"

Drawing the line at cooperating with authorities

Link:

<http://journalism.indiana.edu/resources/ethics/aiding-law-enforcement/knowning-when-to-say-when/>

"They said it first"

Is that reason for going for the story?

Link:

<http://journalism.indiana.edu/resources/ethics/being-first/they-said-it-first/>

Playing into a hoaxter's hands

How the Virginia media got suckered

Link:

<http://journalism.indiana.edu/resources/ethics/b>

<i>Gertz v. Robert Welch</i> , 1 MLR 1633 (1974)	<p>eing-first/playing-into-a-hoaxters-hands/ <i>Witness to an execution</i> <i>KQED sues to videotape capital punishment</i></p>
<i>Medico v. Time</i> , 6 MLR 2529 (1981)	<p>Link: http://journalism.indiana.edu/resources/ethics/getting-the-story/witness-to-an-execution/</p>
<i>Philadelphia v. Hepps</i> , 12 MLR 1977 (1986)	<p><i>When a story source threatens suicide</i> <i>"I'm going to kill myself!"</i></p>
<i>Hustler v. Falwell</i> , 14 MLR 2281 (1988)	<p>Link: http://journalism.indiana.edu/resources/ethics/handling-sources/when-a-story-source-threatens-suicide/</p>
<i>Milkovich v. Lorain</i> , 17 MLR 2009 (1990)	<p><i>Vulnerable sources and journalistic responsibility</i> <i>Are we our brother's keeper?</i></p>
<i>Zeran v. America</i> , 25 MLR 2526 (1998)	<p>Link: http://journalism.indiana.edu/resources/ethics/handling-sources/vulnerable-sources-and-journalistic-responsibility/</p>
<i>WFAA v. McLemore</i> , 26 MLR 2385 (1999)	<p><i>The source wanted out</i> <i>Why our decision was 'no'</i></p>
<i>Dietemann v. Time</i> , 1 MLR 2417 (1971)	<p>Link: http://journalism.indiana.edu/resources/ethics/handling-sources/the-source-wanted-out/</p>
<i>Deteresa v. American</i> , 25 MLR 2038 (1998)	<p><i>What the media all missed</i> <i>Times reporter finally sets record straight on Palm Beach rape profile</i></p>
<i>Shulman v. Group W</i> , 26 MLR 1737 (1998)	<p>Link: http://journalism.indiana.edu/resources/ethics/naming-newsmakers/what-the-media-all-missed/</p>
<i>Sanders v. American</i> , 27 MLR 2025 (1999)	<p><i>Not the straight story</i> <i>Can misleading readers ever be justified?</i></p>
<i>Florida Star v. B. J. F.</i> , 16 MLR 1801 (1989)	<p>Link:</p>
<i>Cantrell v. Forest</i> , 1 MLR 1815 (1974)	

- Romaine v. Kallinger*, 15 MLR 1209 (1988) <http://journalism.indiana.edu/resources/ethics/sensitive-news-topics/not-the-straight-story/>
- Sherrill v. Knight*, 3 MLR 1514 (1977) *"And then he said *&%*!!!"*
When sexist and vulgar remarks are new
 Link:
- Houchins v. KQED*, 3 MLR 2521 (1978) <http://journalism.indiana.edu/resources/ethics/sensitive-news-topics/and-then-he-said/>
- Oak Creek v. Ah King*, 16 MLR 1273 (1989) *The Fallen Servant*
When a hero is not a hero
 Link:
- Wilson v. Layne*, 27 MLR 1705 (1999) <http://journalism.indiana.edu/resources/ethics/sensitive-news-topics/the-fallen-servant-when-a-hero-is-not-a-hero/>
- Food Lion v. Capital*, 27 MLR 2409 (1999) *Deadly lesson*
Warning about sexual asphyxiation
 Link:
- National v. Favish*, 32 MLR 1545 (2004) <http://journalism.indiana.edu/resources/ethics/sensitive-news-topics/deadly-lesson/>
- Branzburg v. Hayes*, 1 MLR 2617 (1972) *Colorado media's option play*
Most passed; did they also fumble?
 Link:
- Cohen v. Cowles*, 18 MLR 2273 (1991) <http://journalism.indiana.edu/resources/ethics/sensitive-news-topics/colorado-medias-option-play/>
- Gonzalez v. National*, 27 MLR 2459 (1999) *Handle with care*
Priest murder story required extra sensitivity
 Link:
- Judith Miller*, 34 MLR 1296 (2006) <http://journalism.indiana.edu/resources/ethics/sensitive-news-topics/handle-with-care/>
- Sheppard v. Maxwell*, 1 MLR 1220 (1966) *Protest and apology after Daily Beacon story*
A student newspaper's coverage of an accident brings complaints of racism, sexism and insensitivity from the college community.
 Link:
- Nebraska v. Stuart*, 1 MLR 1064 (1976)
- Landmark v. Virginia*, 3 MLR 2153 (1978)
- Smith v. Daily Mail*, 5 MLR 1305 (1979)

<i>Richmond v. Virginia</i> , 6 MLR 1833 (1980)	http://journalism.indiana.edu/resources/ethics/sensitive-news-topics/protest-and-apology-after-daily-beacon-story/
<i>Seattle v. Rhinehart</i> , 10 MLR 1705 (1984)	
<i>Press v. Riverside</i> , 13 MLR 1001 (1986)	<i>Whose right is it anyway?</i> <i>Videotape of accident victim raises questions about rights to privacy</i>
<i>Harper v. Nation</i> , 11 MLR 1969 (1985)	Link: http://journalism.indiana.edu/resources/ethics/invading-privacy/whose-right-is-it-anyway/
<i>Braun v. Soldier</i> , 20 MLR 1777 (1993)	<i>Kiss and tell</i> <i>Publishing details of a mayor's personal life</i>
<i>Lorillard v. Reilly</i> , 29 MLR 2121 (2001)	Link: http://journalism.indiana.edu/resources/ethics/covering-politics/kiss-and-tell/
<i>FCC v. Pacifica</i> , 3 MLR 2553 (1978)	
<i>CBS v. FCC</i> , 7 MLR 1563 (1981)	<i>Of life and death</i> <i>Photos capture woman's last moments</i>
<i>Turner v. FCC</i> , 22 MLR 1865 (1994)	Link:
<i>Turner v. FCC</i> , 25 MLR 1449 (1997)	http://journalism.indiana.edu/resources/ethics/controversial-photos/of-life-and-death/
<i>U.S. v. Playboy</i> , 28 MLR 1801 (2000)	

VII Bibliography

A Journalism law

—. (2010) *Uninhibited, Robust, and Wide Open: A Free Press for a New Century*. New York: Oxford University Press.

_____. *The Associated Press Stylebook and Briefing on Media Law* 2011, Basic Books; Forty-fifth Edition (July 26, 2011)

Barron, Jerome A. (2004) *First Amendment Law in a Nutshell*. St. Paul, MN: Thomson/West,

Benjamin, Louise M. (2001) *Freedom of the Air and the Public Interest: First Amendment Rights in Broadcasting to 1935*. Carbondale: Southern Illinois University Press,

Dilts, Jon (1996) *Media Law* McGraw-Hill Humanities/Social Sciences/Languages; 4 edition

Pember, Don, Clay Calvert (2010) *Mass Media Law* McGraw-Hill Humanities/Social Sciences/Languages; 17 edition

Russoman, Joseph , Susan Dente Ross (2011) *The Law of Journalism and Mass Communication* [Paperback], CQ Press College; 3rd edition

Zelezny, John. (2010) *Cases in Communications Law (McGraw-Hill Series in Mass Communication and Journalism)* [Paperback] Wadsworth Publishing; 6 edition

B Journalism ethics

Atkins, Joseph B., ed. (2002) *The Mission: Journalism, Ethics, and the World: International Topics in Media*. Ames: Iowa State University Press

Boeyink, David E. and Sandra L. Borden. (2010) *Making Hard Choices in Journalism Ethics: Cases and Practice*. New York: NY: Rutledge

Bugeja, Michael J. (2007) *Living Ethics: Across Media Platforms*. New York: Oxford University Press

Goldstein, Tom and Howard H. Baker. (2007) *Journalism and Truth: Strange Bedfellows*. Evanston: Northwestern University Press

Friend, Cecilia and Jane B. Singer. (2007) *Online Journalism Ethics: Traditions and Transitions*. Armonk, New York: M.E. Sharpe

Sloan, William David and Jenn Burleson Mackay.(2007) *Media Bias: Finding It, Fixing It*. Jefferson, NC: McFarland & Company

Smith, Ron F. (2008) *Ethics in Journalism*. Malden, MA: Blackwell.

2. Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The existing course, JRNL 347 Journalism Law, is being expanded to include ethics. It has been upgraded to a required course because it gives the students the legal and ethical background specific to journalism that they will need in their profession.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

It is now being offered as a required course.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

It is an expansion on an existing course.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No. It is not meant to be a dual-level course.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

It will not be taken for a variable credit.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Journalism law and ethics is offered at most journalism departments in the United States.

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Yes. Association for Education in Journalism and Mass Communication

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

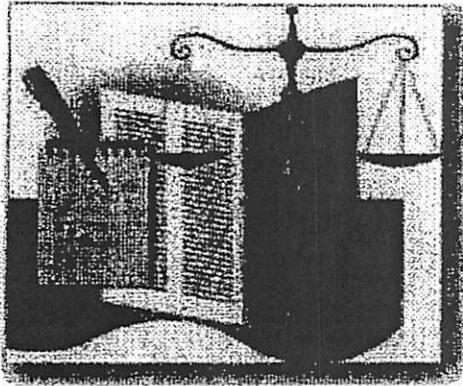
No other departments teach journalism law and ethics.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments

No.

III. Letters of Support or Acknowledgement

Syllabus



Journalism Law JRNL 347 Spring 2009

What: Journalism Law, JRNL 347, Section 001, CRN 21257

Who: David Loomis, Ph.D., instructor
Office: Davis 421
Office hours: MWF: 2:30-3 p.m.; TueThu: 1:45-3:30 p.m.; or by appointment
E-mail: dloomis@iup.edu
Telephones: 724-357-2742 (office)
724-357-8005 (home)

Where: Davis 418

When: TueThu, 12:30-1:45 p.m.

Why: From the 2006-2007 Undergraduate Catalog: "Prerequisites: JRNL 328, junior/senior standing (or with permission.) A survey of the major Supreme Court and state court rulings governing the mass media, especially the news media. Areas include libel, antitrust, free press/fair trial, privacy. Approach is nontechnical."

Course goals:

From the syllabus written by the creator of the Journalism Law course, former IUP professor Bob Russell: "The purpose of this course is to familiarize students planning a career in the media with their rights and responsibilities under the law. This course is not intended primarily for students planning to attend law school and pursue a career in the law, although they may find the field intriguing enough that they may want to consider this." The course also will enable students to think critically as citizens about how media – especially news media – fit into the foundations of the U.S. form of representative democracy.

These course goals will be approached several ways -- assigned readings (in the textbook and in supplemental readings and other supplemental media), guided individual research, and discussion of readings and current events that reflect course themes.

Required skills:

Students are responsible for ensuring that they receive email messages. This means that students will need to check regularly their IUP email account for course-related communication.

Students also should have access to Adobe Reader computer software to allow access to supplemental readings and other materials that occasionally will be sent electronically. Adobe Reader is a free download, easily installed. Campus labs and libraries are equipped with computers that have Adobe Reader installed.

The textbook:

Don Pember, Clay Calvert (2009-2010 edition). *Mass Media Law*. New York: McGraw-Hill.

Additional readings:

Supplemental readings will be assigned. They will be made available by email attachment or in class. As noted above, some may require use of Adobe Acrobat Reader. Watch your IUP email in-box for announcements of supplemental reading assignments and related course communication. These may include news stories on current events that are relevant to our studies this term. This is a journalism course. Students will be expected to know current events and how they relate to our course content. That is, students will be expected to be consumers of reliable and authoritative news, especially news about media as it relates to course content. Evaluations of this will be made on class participation, which represents 10 percent of your course grade. That's one full letter grade.

Suggested supplemental resources:

The following books are standard references for writers. They are useful for answering questions of usage, style, punctuation, grammar and so on.. These books are useful for preventing weak writing from adversely affecting your grade in this journalism course.

- Brian S. Brooks, James L. Pinson and Jean Gaddy Wilson (any recent edition will do). *Working With Words: A Handbook for Media Writers and Editors*. New York: Bedford/St. Martin's.
- Also: *When Words Collide*, and other guides to standard English usage, grammar and style.
- Norm Goldstein, ed. (any recent edition will do). *The Associated Press Stylebook and Libel Manual*. New York: Associated Press. (Used-book prices at Amazon.com and BarnesandNoble.com are in the \$2 range for recent editions.)

Suggested Web sites:

- FindLaw.com: <http://www.findlaw.com/> A popular Web site for free legal information. Features include a Constitutional Law Center containing landmark U.S. Supreme Court cases and a searchable database of decisions back to 1893; Circuit Court and state court rulings; federal and state legal codes, and a legal dictionary.
- Refdesk.com: <http://www.refdesk.com/> Virtual reference library. Factual information in almost every conceivable category. Includes online dictionary and thesaurus.
- New York Times Navigator: <http://www.nytimes.com/library/tech/reference/cynavi.html> (Includes 1918 version of Strunk & White's "Elements of Style" and links to the Encyclopedia Britannica, World Almanac, Roget's Thesaurus, phone directories, print media Web sites, and more)
- Poynter Institute: Reporting, writing and editing resources at http://www.poynter.org/content/content_view.asp?id=1226
- Merriam-Webster's dictionary and thesaurus: <http://www.m-w.com/>
- American Journalism Review: <http://www.ajr.org/Newspapers.asp?MediaType=1> offers links to U.S. newspapers, including Pennsylvania papers. The site's home page includes numerous media links.
- Info Please Almanac: <http://www.infoplease.com/> More facts.
- <http://www.oit.umd.edu/units/web/literacy/>: A University of Maryland Web site for evaluating Web sites. It is one of many. Use this site (and others like it) to evaluate information you find on the Web. Be careful out there. The online environment is a shot full of factual black holes. Always employ skepticism as part of your critical-thinking skills, but be especially skeptical of everything you read online.

The work:

Graded work for the course includes research papers, periodic tests on assigned readings, student oral presentations and class discussion of assigned readings. Tests will be announced in advance, either in class or in email messages sent to your IUP email account. An all-inclusive final exam will conclude the term.

A more detailed explanation of the semester's graded assignments follows. Additional details will be provided during the semester:

I. Written, Oral Research Projects:

1. Contemporary media law issue. Description, analysis, conclusion.

This assignment has two parts -- one written, the other oral. From your reading of recent news and current events, find a press-law issue that reflects the content of our course and textbook. Example: Consider the case of former New York Times reporter Judith Miller, who was jailed for nearly three months in 2005 for refusing to divulge to federal investigators the content of phone conversations she had with high-placed Bush administration sources and for refusing to identify a leaker. In January 2007, Miller's name came up again in connection with the case, which by then was bringing the leaker -- I. Lewis "Scooter" Libby, a close aide to U.S. Vice President Dick Cheney -- to trial. In either event, in either case, what's the press-law issue? What are the legal precedents? So what? Why should news media professionals care? Why should American citizens care? From the news media's perspective, what should be done about the legal issue? By whom? Why? How?

These two court cases are examples. Find your own. The case need not be national in scope. It may be a local or state case. Consider, for example, the recent case of a Beaver County teen rapper who was expelled from his middle school for rap lyrics he posted online. He was arrested in his middle school in April 2005, led from the building in handcuffs, and jailed briefly in a juvenile detention facility. He sued. In December 2006, he won. High-school and college newspaper censorship cases are another area of current case law.

Due to me: first, a 1-page proposal for your topic, subject to approval by me. This proposal should include details about the plaintiff and the defendant, the facts, the case history and status, and the issue -- such as defamation, censorship, et cetera. Following approval of the proposal, research and write a 6-8 page paper, including a bibliography. A 5-10 minute oral presentation of your case also will be scheduled. A one-sheet summary (and study guide) of your presentation, including bibliography, must be distributed to each class member. A rubric detailing how your oral presentation will be graded -- organization of material, evidence/facts, delivery, argument/refutation and discussion/class participation -- will be distributed in class to help you prepare and present. I will use the rubric for your oral-presentation grade. See "calendar" section at end of syllabus for deadlines and presentation scheduling.

2. Historic case presentations: oral argument

Twice this semester, each student will present -- orally -- one side of a court case relevant to our course. The other side will be presented by another student assigned the same case. So, for example, if the assigned court case is *Schenck v. United States* (1919), one student will argue Schenck's side of the case, and the other student will present the U.S. government's side. Each member of these two-person groups will be evaluated on organization of material, evidence/facts, delivery, argument/refutation and discussion/class participation. Both presenters will be responsible for explaining the outcome of the case, the court's reasoning in its decision and the case's relevance to our course content. A rubric detailing these assessment criteria will be distributed to help you organize and prepare for these oral presentations. Engagement of the class in discussion of your case and how it reflects course content will be one measure of assessment.

Each student will present one side of one case in each half of the semester -- for a total of two such presentations during the semester.

Due to me: a written summary of the facts and arguments on your side of the case, a list of two or three key issues for class discussion and a bibliography listing sources for your information. Be sure to follow an accepted style of citation -- this includes citations for Web and Internet sources. (See "research note," below.)

Be sure to make enough copies of your summary, discussion issues and bibliography for distribution to each member of the class (including the instructor) on the day you are scheduled to present.

Length of written assignment: 2 pages, doubled-sided (one sheet of paper), double-spaced, including bibliography. No large images or graphics. Stick to the substance.

Duration of oral presentation: 20 minutes total -- max -- per group, including class discussion.

RESEARCH NOTE: Be sure to follow an acceptable guide for citation of sources for your research. The IUP library's Web site -- <http://www.lib.iup.edu/instruction/guides/researchpap.shtml> ("Steps to Successful Research Papers") -- has concise guides for structuring your research, your citations and your writing.

II. Quizzes, exam(s):

Occasional quizzes on assigned readings and on class discussions will be given, but no quiz will come as a surprise. A midterm examination is tentatively planned. A final exam is definitely scheduled. Keeping good class notes will be your best study guide and key to the content of quizzes and exams.

III. Class discussion:

The quality of your participation in class discussion represents 10 percent of your course grade. A substantial portion of this participation will be evaluated according to the following critical-thinking scale. The scale will be applied to all course work, not just class discussion.

Course grading:

I. CRITICAL THINKING

Following is a guide for your written work and class discussion and for evaluation of your work in this course. The guide is a six-level taxonomy (or classification) of critical thinking and how it relates to grading of college work:

LEVEL 0 -- Irrelevant

Writing that is off the subject or otherwise unscorable.

LEVEL 1 – Unilateral Descriptions

Students define terms, paraphrase information or restate the question. Information is repeated and simple "good" or "bad" statements are presented, such as "I agree," with no reason given. Nothing new is added to the issue or question.

LEVEL 2 - Simplistic Alternatives

Students make unsupported assertions or simplistic arguments. They take sides but do not explore other alternatives. They make an assertion, without evidence, often in the form of a question that modestly advances thinking or attempts to get the discussion back on track. Challenges are made to previous assertions, but without evidence to support the challenge. Previous statements are clarified. Does not address conflicts with opposing views or does not explore them.

LEVEL 3 - Basic Analysis/Reasoning

A serious attempt is made to construct an argument or to analyze multiple arguments by appealing to (simple) evidence. An assertion with explicit evidence is offered (or a reasoned challenge of another's assertion), but without a clear, logical framework. Casual observation, anecdotal evidence, an example or a datum (not data) are provided as support for an argument or assertion. An appeal to a recognized (appropriate) authority is presented. Data are presented but without analysis. One or more factors are listed as evidence but are not integrated within a logical framework. No clear conclusion or choice between alternatives is made. For example, when choosing a "best" explanation, the response is that all choices are equally valid. A measure of ambiguity or confusion is apparent.

LEVEL 4 - Theoretical Inference

Theory is used to make a cohesive argument. [See list of mass-communication theories to be distributed to the class.] Logical statements are made. Assumptions are identified. A key assumption of another's theory or argument is challenged. A series of logical questions are posed. A conclusion is reached, based on theory or logical argument.

LEVEL 5 - Empirical Inference

Empirical evidence is presented to strengthen theoretical argument. Analysis of appropriate historical data is presented to "test" the validity of an argument. At least an implicit logical framework is evident. Data are used to reach a clear conclusion or to choose between alternative theories or arguments. A challenge is made to a peer's empirical measure or evidence.

LEVEL 6 – Merging Values with Analysis

A move is made beyond objective analysis to incorporate subjective interests. An argument may be made that while positive evidence exists to validate a particular policy or action, there are other consequences that must be considered. A particular policy or action is selected from several that have positive evidence to support them.

In summary, the more critical thinking you show in your work and your class discussion, the better your grade will be in this class. You should strive to perform at least at Level 3.

II. WRITING

Writing ability also is an important measure of academic performance – and of critical thinking. Good writing skills must be well demonstrated. Solid and consistent use of good grammar, punctuation, spelling, sentence structure, paragraphing, attribution/citation and other issues in basic communication writing courses should be evident in all work submitted for assessment and grading. Logical organization and clarity of expression are factors in good writing. Use of Associated Press style – found in the Associated Press Stylebook listed as a suggested supplemental text, above – is expected.

For the grammatically challenged, other suggested supplemental texts and online sources are listed above. Lots of English-grammar-and-composition reference books are out there. If you think you need one (and most of us do), then buy one that addresses your writing needs and seems user-friendly. Also, come see me for samples and suggestions.

The grading standards for work in this course:

Scores on course work will correspond to the following letter grades, and vice versa:

90 and up = A
80 and up = B
70 and up = C
60 and up = D
Below 60 = F

Following are weights and points for course assignments that will figure in your final course grade:

- Research paper (contemporary issue) 25%
- Group oral presentations (historic cases) 25%
- Quizzes/tests 15%
- Class participation 10%
- Final exam 25%

Course Policies:

Communication:

Students will be responsible for using their IUP-provided email address for receiving messages on email. Students will be responsible for staying current with all course-related electronic messages during the term.

Writing format:

All work for this class must be typed, double-spaced, in 12-point type with standard page margins (about an inch on each side of the page). If you must submit work electronically, first get permission. If granted, submit the assignment as an attachment in Microsoft Word. Hard copy submitted in class is the default. Electronic submission is discouraged. Be sure that atop each piece of work submitted are your name, the due date, the class and section, and the slug – a word or two that describes the assignment. Here's a sample of what it looks like:

Joe Doaks
JRNL 347/Journalism Law
Feb. 14, 2009
Research paper

Number the pages. Put your name on each page.

Makeup work:

Makeup work may be accepted. But late work will cost one letter grade with each passing week. Exceptions to this general rule may be made in case of verifiable medical emergency, death in the family or the like. If you are unable to turn in an assignment at the deadline, make arrangements with me *in advance* to turn in your work *before* the deadline.

Attendance:

Attendance will be recorded. It will be reflected in the "class participation" portion of the course grade. Class participation and course performance are strongly correlated. The more class sessions that students attend, the better their grades.

Academic integrity:

Be sure you are familiar with the "Academic Integrity Policy and Procedures" section of IUP's 2003-04 Undergraduate Catalog:

<http://www.iup.edu/registrar/catalog/acapolicy/index.shtml#Academic%20Integrity%20Policy%20and%20Procedures>

Know what plagiarism is. Know the penalties for committing it. They are severe. Professors are given wide latitude to deal with cases of plagiarism. In journalism, plagiarism is regarded as a most serious offense. I share that view.

If you need a refresher on plagiarism and how to avoid it, visit <http://www.indiana.edu/~istd/>, to borrow one Web example. It is a tutorial posted by Indiana University (of Indiana). It offers examples and a quick and easy interactive quiz of your understanding.

Gadgets:

Please switch off and keep out of sight all electronic devices, including cell phones. Repeated violation of this request may result in adverse consequences for your grade. Exceptions may be granted in the case of laptop computers for in-class course-related research.

Exams:

A midterm exam may be scheduled. The final exam will cover all assigned readings and material covered in class discussion. A review of the course and preview of the final exam is scheduled for the final class session. (See calendar, below.) Your class notes are your best study guide for exams and other such assessments.

Calendar:

The following class schedule is tentative and subject to change.

Class Week/Day	To Do Before Class	To Do in Class
Week 1 Tue., 1/13/09 Thu., 1/15	Get Pember & Calvert textbook Read Pember & Calvert text, Chap. 1	Preview course
Week 2 Tues., 1/20 Thu., 1/22	Read Pember & Calvert text, Chap. 2-3: First Amendment	Discuss readings Turn in contemporary-media-law-issue proposal. Hand out, schedule first of two assignments of historic-case arguments.
Week 3 Tues., 1/27 Thu., 1/29	Read Pember & Calvert, Chaps. 4: Libel	Discuss readings. Finalize contemporary-media-law-issue proposals.
Week 4 Tues., 2/3 Thu., 2/5	Read Pember & Calvert, Chap 5: Libel	Discuss readings. Historic-case-argument oral presentations begin.
Week 5 Tues., 2/10	Read Pember & Calvert, Chap 6: Libel	Discuss readings. Historic-case-argument oral presentations continue.

Thu., 2/12		Historic-case-argument oral presentations continue.
Week 6 Tues., 2/17	Read Pember & Calvert, Chap 7: Invasion of Privacy	Discuss readings. Historic-case-argument oral presentations continue.
Thu., 2/19		Historic-case-argument oral presentations continue (conclude?)
Week 7 Tues., 2/24	Read Pember & Calvert, Chap 8: Invasion of Privacy	Discuss readings.
Thu., 2/26		Contemporary-media-law-issue paper due; oral presentations begin
Week 8 Tues., 3/3	Read Pember & Calvert, Chap 9: Gathering Information	Discuss readings. Contemporary-media-law-issue oral presentations continue.
Thu., 3/5		Midterm exam
Week 9 Tues., 3/10	SPRING BREAK	
Thu., 3/12	SPRING BREAK	
Week 10 Tues., 3/17	Read Pember & Calvert, Chap 10: Protection of News Sources	Discuss readings. Contemporary-media-law-issue oral presentations continue. Hand out, schedule second of two historic-case-argument assignments.
Thu., 3/19		
Week 11 Tues., 3/24	Read Pember & Calvert, Chap 11-12: Free Press/Fair Trial	Discuss readings.
Thu., 3/26		
Week 12 Tues., 3/31	Read Pember & Calvert, Chap 13: Obscenity, Etc.	Discuss readings.
Thu., 4/2		Historic-case-argument oral presentations begin.
Week 13 Tues., 4/7	Read Pember & Calvert, Chap 14: Copyright	Discuss readings. Historic-case-argument oral presentations continue.
Thu., 4/9		Historic-case-argument oral presentations continue.
Week 14 Tues., 4/14	Read Pember & Calvert, Chap 15: Regulation of Advertising	Discuss readings. Historic-case-argument oral presentations continue.
Thu., 4/16		Historic-case-argument oral presentations continue.
Week 15 Tues., 4/21	Read Pember & Calvert, Chap 16: Telecom Regulation	Discuss readings.
Thu., 4/23		Preview exam
Final Exam Thursday, April 30, 10:15 am - 12:15 pm		Ace final