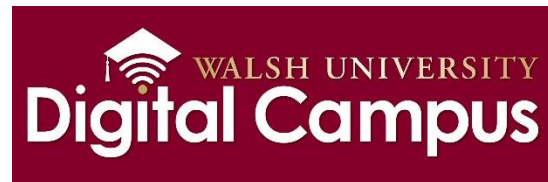


COM 370: Mass Media Law and Ethics
Summer A/B 2019
3 Hours



INSTRUCTOR INFORMATION

Instructor: Dianne Digianantonio
Email: ddigianantonio@walsh.edu or diannedigi@gmail.com
Phone: 330.232.5899
Virtual Office Hours: Contact instructor to schedule

COURSE DESCRIPTION

Most of the students who take this course don't aspire to a career in journalism. However, every person in the United States needs to understand the laws affecting their privacy, protections against published falsehoods and copyright law so they don't "steal" photos they find online, then discover they must pay thousands of dollars.

More specifically, marketing managers need to understand intellectual property laws covering patents, service marks, trademarks and, of course, copyrights. Human resource managers need to understand the fundamentals of privacy and libel laws to help create a safe workplace that complies with legal standards. Anyone who uses social media needs to be aware of libel law to avoid the repercussions of damaging someone's reputation – even when joking.

We live in a **litigious society**. **Knowing the law can help you do the right thing and avoid costly mistakes.**

This course offers you a comprehensive survey of mass media law and ethics. We will cover case law, legal theory and media ethics spanning a wide variety of legal areas including the First Amendment and freedom of expression law, censorship, libel/defamation, privacy, copyright and advertising regulation. This course is taught in a lecture format via streaming slide decks, student analysis and discussion forum. You will gain a basic understanding of the state of the law in each of these legal areas and become familiar with the major cases and theories that have led to the current system of media law and regulation.

Course Prerequisites: None

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upon completion of this course, students will be able to:

- Evaluate mass media-related legal issues in terms of practical applicability in professional communication settings (PSLO #1)
- Assess and interpret ethical issues associated with media law in professional communication settings (PSLO #2)

COURSE STUDENT LEARNING OUTCOMES (CSLOs)

Upon completion of this course, students will be able to:

- Understand how media law impacts not only journalists, but also professionals in human resources, marketing, advertising, public relations and other fields so they can avoid making costly mistakes. (CSLO #1)
- Recognize how important court and legislative decisions impact privacy, libel/slander, copyright/trademark and fair use legal requirements – some of which may seem counter-intuitive. (CSLO #2)

REQUIRED COURSE MATERIALS

Mass Media Law, Calvert, Kozlowski, Silver, 20th Edition, McGraw Hill

Additional Readings, handouts and resources: As listed in the weekly assignments

Students are responsible for all material discussed and assigned in class throughout the course.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings, as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

Computer and Digital Literacy

Students need access to a computer (Mac or Windows) and the Internet for major amounts of time for this course. Students are expected to have a working knowledge and capability with computer hardware and a variety of software applications before beginning this class. Students must know how to use and check their email daily. Each student will need to download the lockdown browser for testing purposes.

All students need a working understanding of ECN, as well as the Microsoft Office Suite. Students will be asked to submit assignments using the Assignments tool. Students will also be asked to use the Discussion Forum. Correspondence with the instructor will be conducted through the ECN messaging application and through Walsh email. If you are not sure how to use any of these technologies, please contact the course instructor.

Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion topic and at least two (2) responses to colleagues' postings. This will result in a minimum total of three (3) postings each week, per topic.

NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Sunday at 11:55 p.m.

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief — try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and

responding also.

- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
- The instructor will read all your contributions. If posts are satisfactory, the instructor may not comment. For incomplete or incorrect posts, the instructor will highlight what is missing or what is wrong. The instructor will certainly highlight exceptional answers and open the opportunity for further discussions and questions, if the need arises.

Assignments

All course written requirements should be submitted via the Assignments tool in ECN. Lessons will run Monday-Sunday of each course week. Lessons will open on Friday at 5 p.m. prior to the start of a lesson. All assignments, other than discussion forum posts, should be completed and submitted by the last day of the lesson week (Sunday) at 11:55 p.m. Because of the way the course is structured, students must stay on track with assignment dates and cannot complete an assignment from a previous week once the due date is passed.

Computerized Web-Based Evaluations for Courses/Faculty

Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional clinical conduct in all learning activities. Course assignments will be weighted as follows:

Category	Points (%)	
Category 1	Case studies: 5 for 401 points each	200
Category 2	Facebook Case study: 1 for 802 points	802
Category 3	Quizzes: 3 for 50 points	150
Category 4	Forum discussions: 2/week at 10 points each	162
TOTAL:		590

A grade will be assigned based upon achievement of points within one of the following ranges:

Letter Grade	Percentage	Total Points
A	93% - 100%	549 points
A -	90% - 92%	531 points
B+	87% - 89%	513 points
B	83% - 86%	490 points
B-	80% - 82%	472 points
C+	77% - 79%	454 points
C	73% - 76%	431 points
C-	70% - 72%	413points
D+	67% - 69%	395 points
D	63% - 66%	372 points
D-	60% - 62%	354 points
F	Below 60%	348 points

Late Assignments

All assignments are due by on the day indicated on the assignment

Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student's responsibility to notify the instructor in-advance of the assignment. The instructor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

COURSE POLICIES

Develop a lifelong habit of staying up-to-date on the news

Every student is expected to read the news daily and look for contemporary articles related to media law issues covered in this class. Our objective is to keep the class as fresh as current events and watch as stories unfold on the public stage.

Communicate with Your Instructor

Instead of sending email questions/concerns regarding the course, please post course questions in the General Discussion Forum. This is the best place to post all non-private questions that pertain to the course because other students will benefit from the exchange. The instructor will respond to all questions posted there within 48 hours.

However, please contact the instructor via Walsh email (see Page 1) if you have an urgent message or if you have personal and/or private issues or questions. The instructor will respond within 24 hours. You are also welcome to telephone or text your instructor, if you have an urgent issue.

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity

Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor.

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Sodik, the Director of Academic Support Services, at 330-490-7529 or msodik@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 8-week course – after two weeks
- 15-week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

STUDENT SUCCESS SUPPORT

Sara Shaffer, MAT
Manager, Recruitment and Retention
Cell Phone: 330.933.5417
Email: sshaffer@walsh.edu

TECHNICAL SUPPORT

Walsh University Help Desk
Phone: 330-244-4357
Email: helpdesk@walsh.edu

COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.

Week	Deliverables	Due Date
Week 1 Chapter 1	Common and Equity Law Case Study 1	May 5
Week 2 Chapter 2	Free Speech Case Study 2 and Quiz 1	May 12
Week 3 Chapter 4	From Rash Words to Libel Lawsuit Case Study 3	May 19
Week 4 Chapters 5-6	New York Times Libel Case Study 4 and Quiz 2	May 26
Week 5 Chapter 7	Work on Facebook Case Study	June 16
Week 6 Chapter 8	Work on Facebook Case Study	June 16
Week 7 Chapter 14	Facebook Case Study	June 16
Week 8 Chapter 15	Advertising Case Study 5 and Quiz 3	June 22

APPENDICES

Discussion Rubric

Criterion	Below Average-0	Average-1	Very Good-2	Excellent-3	Score*
Quality of Information in Posting	Posting simply restates the main concept.	Postings consistently focus on the week's topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail or example.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Comments including several supporting and details and/or examples.	Max 3
Citations and Resource Development	Never cites sources and /or does not provide information regarding outside resources related to the topic.	Rarely cites sources or provides information regarding outside resources related to the topic.	Occasionally cites sources or provides information regarding outside resources related to the topic.	Consistently cites sources used to develop posting and provides information regarding outside resources related to the topic.	Max 3
Critical Thinking	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources	Max 3
Participation	A post own comments but does not interact with others in the online community.	Rarely interacts or responds to other members of the online community other than required responses.	Occasionally responds to other members of the online community over the required minimum number of postings.	Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings.	Max 3
Total Score: (May be recorded in decimals or fractions)					12

Writing Rubric for Case Studies

Criterion	Not Acceptable-0	Needs Improvement-1	Satisfactory-2	Exemplary-3	Score*
Organization & Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	Max 3
Professional Tone/Voice	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	Max 3
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	Max 3
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	Max 3
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	Max 3
Grammar & Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	Max 3
Punctuation & Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	Max 3
Total Score: (May be recorded in decimals or fractions)					21

Content Rubric for Case Studies

Criterion	Not Acceptable-0	Needs Improvement-3	Satisfactory-6	Exemplary-10	Score*
Content	Insufficient information to complete assignment	Basic Information	Sufficient information to cover the topic	Supplemental information showing additional research	Max 10
Analysis	No analysis of assignment topic	Basic analysis	Adequate analysis and conclusions	Insightful analysis and meaningful conclusions	Max 10
Total Score: (May be recorded in decimals or fractions)					20