

# Media Law

JRSM 6700-M50

Summer 2023

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## COURSE REQUIREMENTS

### Catalog Description

Origin and development of legal principles affecting freedom of expression and provisions of laws of libel, slander, copyright and other statutes that affect communication in fields of publishing and broadcasting.

### Prerequisite

None

### Required textbook

Clay Calvert, Dan Kozlowski and Derigan Silver, *Mass Media Law, 22nd Edition* (2023), McGraw Hill, ISBN 1260837424.

Here's the link to the University of Memphis Library's eBook license of *Mass Media Law*, 22nd edition that allows up to three users to access the textbook at the same time:

<https://ebookcentral.proquest.com/lib/memphis/detail.action?docID=6976088>

### Course objectives

Media Law examines the body of law concerning the freedom and regulation of American media. This course is designed to give you a basic understanding of the law affecting free expression as well as communication in the media professions. If you plan to work in advertising, broadcasting, news, magazines, creative mass media, public relations, social media or other communication profession, this course will help you understand the laws that affect your work daily.

First, we study the U.S. legal system and the philosophical and historical foundations of freedom of expression in America as well as the political and social forces that helped to shape our system. We next examine government prior restraint/censorship of expression, including government attempts to restrict student expression. Then, we consider libel, the civil lawsuit most commonly filed against media publishers. Next, we examine public access to government information and meetings. Finally, we examine copyright law and the regulation of advertising.

For most of you, this course is your only opportunity to study law. The material is interesting but

challenging. You must read your textbook assignments and view the Canvas PowerPoint slides/lectures carefully to be able to discuss the material, answer the essay questions and complete the quizzes on each chapter. This is not an abstract legal theory class. As a journalist, broadcaster, visual media, advertising or public relations communicator, you need to understand the basic principles of media law in order to successfully navigate your domain. While this course is not designed to make you an authority on media law, you will gain an understanding of your rights under the First Amendment as well as your legal responsibilities as citizens and as media professionals.

### Accessing the Canvas website

You will use the Canvas course site to participate in the class. For each week's Module, you will participate in the Discussion assignment, view the Video Lecture/PowerPoint Slides, take the Quiz and upload your answers to the Essay Questions. You will find on the Canvas Home page course Modules, current Announcements and current Due Dates. You will also find your grades posted in the Canvas Grades tool.

1. Go to the University of Memphis home page: <http://www.memphis.edu>
2. Click on the "Canvas" link at the bottom left.
3. Log in using your University of Memphis username and password.
4. Click on the JRSM6700-M50 button to enter the Media Law course.
5. On the Welcome to the Course Module, read my welcome and the syllabus; download the course study guide.
6. All listed deadline times are Central Daylight time, which is Memphis time.

### Course structure, grades and attendance

You will have several assignments for this asynchronous course divided into nine weekly Modules during the Summer Term, which is five weeks shorter than a typical fall or spring semester. Each week you will read your assigned chapter from the Calvert textbook and view the PowerPoint/lecture video covering that material for that week. You should use the study guide as well as that week's PowerPoint slides to guide your textbook reading,

#### DISCUSSIONS:

**By Wednesday of Week 1 through Week 5 (May 30-July 2), you will post a response to the questions posed in that week's Discussions. Then by Friday of Week 1-5 (May 30-July 2), you will post at least two more times, commenting on at least two fellow student's discussion board posts** in the JRSM6700 eCourseware site. You can respond to more than two students and is encouraged. Each week's Discussion closes Friday at 11:59 p.m. Then we pause for the Fourth of July holidays, July 3-4.

**By Friday of Week 6 through Week 9 (July 5-Aug. 1), you will post a response to the questions posed in that week's Discussions. Then by Sunday of Weeks 6-9 (July 5-Aug 1), you will post at least two more times, commenting on at least two fellow student's discussion board posts** in the JRSM6700 eCourseware site. You can respond to more than two students and is encouraged. Each week's Discussion closes Sunday at 11:59 p.m.

#### ANSWER ESSAY QUESTIONS:

**Each week you will answer a few essay questions based on the assigned reading and PowerPoint/video lecture.** You will find the answers in the assigned textbook reading and my

PowerPoint/lecture posted in that week's Module. Be sure to answer all parts of the question. You will answer each question in complete sentences. Remember this course is taught as part of journalism and strategic media programs. Grammar, punctuation and clear writing are essential to success in this course and in your media profession. **By Sunday of Week 1 through Week 5 (May 30-July 2), you will upload your essay answers in the Canvas link for that week's Module.** I will evaluate each answer and post my evaluation in Canvas each week. After the Fourth of July holidays (July 3-4), **by Tuesday of Week 6 through Week 9 (July 5-Aug. 1), you will upload your essay answers in the Canvas link for that week's Module.**

#### **QUIZ:**

Finally, to test your comprehension/retention of the material, **you will take a timed quiz each week on the assigned readings and the Video Lecture/PowerPoint Slides for that week.** This quiz will be timed, so you can't wait to start reading the chapter and just look up answers when you log-in for the quiz. You will have 30 minutes to answer the 15 multiple-choice/true-false questions. There's not time to look up all the answers to the questions when taking the quiz. I suggest that before taking the quiz you study the assigned readings and Video Lecture/PowerPoint Slides for the week as well as complete the essay questions on the chapter. You will take the quiz linked in that week's Module. **By Sunday of Week 1 through Week 5 (May 30-July 2), you will complete the Quiz in the Canvas link for that week's Module.** After the Fourth of July holidays (July 3-4), **by Tuesday of Week 6 through Week 9 (July 5-Aug. 1), complete the Quiz in the Canvas link for that week's Module.**

No late work will be accepted without prior arrangements acceptable to your professor unless an absence is due to illness or catastrophic emergency that can be documented. This is a program for media professionals who are expected to understand and comply with deadlines.

#### **Grading for Students registered for JRSM 6700**

Weekly Quizzes	30%
Weekly Discussion Board	20%
Weekly Essay Questions	50%

Number grades on tests and quizzes translate into these letter grades: A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, below 60.

#### **Class assignment schedule**

All PowerPoint slides, discussion board postings, quizzes taken and essay question answers will be done through the Canvas site. Click on the link to Canvas and then on the course, JRSM6700-M50.

**The instructor reserves the right to change the schedule with notice in advance of assignments.**

#### **Week 1, May 30-June 4, Introduction to law and the U.S. legal system.**

**Readings: chapter 1, The American Legal System, pp.1-37**

#### **Week 1 Deadlines to Meet:**

Complete Postings on Discussion Board by 11:59 p.m., Sunday, June 4.

Complete Week 1 Quiz by 11:59 p.m., Sunday, June 4.

Upload Week 1 Essay Questions to Dropbox by 11:59 p.m., Sunday, June 4.

## Week 1 Essay Questions:

1. Discuss these five sources of the law in the American legal system: common law, law of equity, statutory law, constitutional law, and executive orders/administrative law. Explain how each was created and discuss what purpose each serves. To which source does the Bill of Rights belong? List the rights that are included in the Bill of Rights? (40 points)
2. Explain the process by which the Supreme Court of the United States agrees to hear an appeal of a lower court case. Include in your answer a discussion of a writ of certiorari and the rule of four. Then, once the Supreme Court agrees to hear a case, explain how the petitioner and respondent present a case before the Supreme Court. Finally, explain how after the case is heard the Supreme Court justices reach a decision in a case and write their opinion/s for the case. (40 points)
3. Take a look at the short biographical sketches of the U.S. Supreme Court justices on the U.S. Supreme Court website: <https://www.supremecourt.gov/about/biographies.aspx> . Take a look at the President who appointed them. First, write how many were appointed by Republican Party Presidents and how many were appointed by Democratic Party presents. Appointments are for the life of the justice or until the justice chooses to retire. First, do you agree with the current system of appointing U.S. Supreme Court justices for life? Second, who becomes a justice is determined what President happens to be in office when a justice decides to retire or happens to die as well as which party is in the majority of the Senate on whether the President's nomination will be confirmed. Explain whether you think the current system of nominating and confirming justices is fair? If you do not, suggest a fairer system for the nomination and confirmation of U.S. Supreme Court justices. (20 points)

## Week 2, June 5-11, History and theory of free expression and the First Amendment

Read chapter 2, The First Amendment: The Meaning of Freedom, pp. 40-77.

### Week 2 Deadlines to Meet:

Post initial response to Discussion scenario/questions by 11:59 p.m., Wednesday, June 7.

Post response to at least two classmates by Friday, 11:59 p.m, June 9.

Complete Week 2 Quiz by 11:59 p.m., Sunday, June 11.

Upload Week 2 Essay Questions by 11:59 p.m., Sunday, June 11.

### Week 2 Essay Questions:

1. List the five freedoms protected by the First Amendment and give examples from your own life in which you have exercised each of these freedoms or examples from recent news events illustrating U.S. citizens exercising each of these freedoms. (40 points)
2. Explain the hierarchy of protected expression outlined in the lecture/Powerpoint slides. Explain whether you agree that certain categories of speech should receive greater First Amendment protection than other categories of speech. (40 points)
3. Explain the Incorporation Doctrine by which the protections of the 1st Amendment protections came to apply to state and local government violations of free speech and press. Be sure to

explain what the **14<sup>th</sup> Amendment** had to do with applying the 1st Amendment rights to state and local government actions. See Video Lecture/Powerpoint and textbook page 72. (20 points)

### Week 3, June 12-18, Prior restraint

Read chapter 2, pp. 78-85

#### Week 3 Deadlines to Meet:

Post initial response to Discussion scenario by 11:59 p.m., Wednesday, June 14.

Post response to at least two classmates by Friday, 11:59 p.m, June 16.

Complete Week 3 Quiz by 11:59 p.m., Sunday, June 18.

Submit Week 3 Essay Questions to Dropbox by 11:59 p.m., Sunday, June 18.

#### Answer Week 3 Essay Questions

1. Explain why in the United States First Amendment protections for speech and press make it so difficult for the government to get the courts to support a prior restraint on speech and press. Illustrate with examples of U.S. Supreme Court decisions on government prior restraints from our textbook/lecture review of prior restraints in U.S. Be sure to include in your answer the U.S. Supreme Court ruling on prior restraint in *Near v. Minnesota* and its rationale for its ruling as well as the few occasions listed in the *Near* majority opinion when a prior restraint might be justified. (50 points)
2. In *Nebraska Press Association v. Stuart* what did the U.S. Supreme Court rule about a judge's prior restraint on the news media reporting a criminal trial? According to the U.S. Supreme Court in *Nebraska Press Association v. Stuart*, under what circumstances can a trial court judge impose a prior restraint on the news media reporting a criminal trial without infringing the reporter's First Amendment protections? (30 points)
3. Explain the major differences in outcomes in these two cases: why in the U.S. v. New York Times case the U.S. Supreme Court denied the U.S. Government's request for a prior restraint to stop the N.Y Times from publishing the classified Pentagon Papers versus the U.S. v. Progressive case in which the federal judge supported the U.S. Government's request for a prior restraint to stop Progressive Magazine from publishing his article about the hydrogen bomb. (20 points).

### Week 4, June 19-25, Free Expression for High School and University Students

Read chapter 3, pp. 88-130.

#### Week 4 Deadlines to Meet:

Post initial response to Discussion scenario this week by the Thursday, 11:59 p.m., June 22, because Monday, June 19, Junteenth is a university holiday.

Post response to at least two classmates by Friday, 11:59 p.m, June 23.

Complete Week 4 Quiz by 11:59 p.m., Sunday, June 25.

Submit Week 4 Essay Questions to Dropbox by 11:59 p.m., Sunday, June 25.

#### Answer Week 4 Essay Questions

1. How do the First Amendment protections for the free speech of high school students differ from the protections that adult citizens enjoy? What can the public high school administrators lawfully do in censoring high school student publications? Please cite relevant cases to support your answer. (40 points)

2. What are the differences, if any, in First Amendment protections for the free speech of students on public university campuses versus the protections ordinary adult citizens enjoy? What can public university administrators lawfully do in censoring student publications? Please cite relevant cases to support your answer. (40 points)
3. Explain why the government is allowed to restrain speech based on the time, place and manner of the communication. Explain the four requirements for the time, place and manner restrictions on speech must meet so as not to violate the First Amendment protection for speech. Include a discussion of the distinction between strict scrutiny of content-based restrictions of speech versus only intermediate scrutiny of content-neutral, time, place and manner restrictions. See Video Lecture/Powerpoint and textbook pp. 73-75 and pp. 116-118. (20 points)

### Week 5, June 26-July 2, Libel Part 1: Establishing a case

Readings: chapter 4 & 5, Defamation: Establishing a Case, pp. 160-199;

#### Week 5 Deadlines to Meet:

Post initial response to Discussion scenario by 11:59 p.m., Wednesday, June 28.

Post response to at least two classmates by Friday, 11:59 p.m, June 30.

Complete Week 5 Quiz by 11:59 p.m., Sunday, July 2.

Submit Week 5 Essay Questions to Dropbox by 11:59 p.m., Sunday, July 2.

#### Answer Week 5 Essay Questions

1. Explain each of the six elements the plaintiff must prove to support an actionable libel suit: defamation, identification, publication, falsity, fault and actual injury. (40 points)
2. Discuss the circumstances of the case, *New York Times v. Sullivan*, and tell how the Supreme Court of the United States ruled in this case. Explain how the Supreme Court's ruling in *New York Times v. Sullivan* dramatically changed state libel law in the United States. (40 points)
3. Explain whether you believe that Congress should change the current Section 230-C protection for online service providers from publisher liability for content posted by its users, including protection from libel lawsuits. (20 points)

### July 3-4, Fourth of July, University Holidays

### Week 6, July 5-11, Libel Part 2: Categories of fault and plaintiffs and libel defenses

Readings: chapter 5 & 6, Defamation: Defenses and Damages, pp. 199-227; 233-266.

#### Week 6 Deadlines to Meet:

Post initial response to Discussion scenario by 11:59 p.m., Friday, July 7.

Post response to at least two classmates by 11:59 p.m, Tuesday, July 11

Complete Week 6 Quiz by 11:59 p.m., Tuesday, July 11.

Submit Week 6 Essay Questions to Dropbox by 11:59 p.m., Tuesday, July 11.

#### Answer Week 6 Essay Questions

1. Explain the meaning of fault in a libel suit and explain the meaning of and the requirements to prove these different standards of fault: actual malice and negligence.

Then, explain how the courts have defined these different categories of libel plaintiffs: public official, public figure and private person. Discuss what type of fault each category of plaintiff must show under various circumstances to support a libel suit. Be sure to include a discussion of a public controversy in determining the fault requirement for a public figure plaintiff. (50 points)

2. Explain three libel defenses you could assert in response to a libel lawsuit. (30 points)
3. Explain whether or whether not you agree that the actual malice fault requirement for public officials and public figures must meet when suing for libel is too difficult to prove and should be changed to allow them to more easily win libel lawsuits? (20 points)

## Week 7, July 12-July 18, Access to Public Documents and Meetings

Read Chap 9, pp 346-407.

### Week 7 Deadlines to Meet:

Post initial response to Discussion scenario by 11:59 p.m., Friday, July 14.

Post response to at least two classmates by Sunday, 11:59 p.m, July 16.

Complete Week 7 Quiz by 11:59 p.m., Tuesday, July 18.

Submit Week 7 Essay Questions to Dropbox by 11:59 p.m., Tuesday, July 18.

### Answer Week 7 Essay Questions

1. According to the U.S. Supreme Court, does the First Amendment free speech/press clause require government officials to grant journalists and the public access to government meetings and information? If so, in what area of government function has the Court found a First Amendment right of access, and in what areas has the Court not found a right of access? Support your answer from information in the textbook and the PowerPoint slides, citing the rulings of specific court cases. (40 points)
2. The Federal Freedom of Information Act (FOIA) provides access to U.S. federal executive-branch agency information. Explain the extent and limits of the act. To which federal government entities does the FOIA apply and to which does it not apply? What categories of government records are exempted from access by FOIA requests? What are some of the difficulties people encounter when trying to access federal records under FOIA? (40 points)
3. If you were a legislator deciding what information to exempt from public access under the Tennessee Public Records Act, what additional kinds of records would you exempt? What exemptions currently in the law would you remove? See current list of exemptions at [https://comptroller.tn.gov/content/dam/cot/orc/documents/oorc/2018-01-19\\_ExceptionstotheTennesseePublicRecordsActFinal.pdf](https://comptroller.tn.gov/content/dam/cot/orc/documents/oorc/2018-01-19_ExceptionstotheTennesseePublicRecordsActFinal.pdf) (20 points)

## Week 8, July 19-25, Intellectual Property: Copyright and Trademark

Read chapter 13, pp. 225-247 (223-245; 233-259; 257-286).

### Week 8 Deadlines to Meet:

Post initial response to Discussion scenario by 11:59 p.m., Friday, July 21.

Post response to at least two classmates by Sunday, 11:59 p.m, July 23.

Complete Week 8 Quiz by 11:59 p.m., Tuesday, July 25.

Submit Week 8 Essay Questions to Dropbox by 11:59 p.m., Tuesday, July 25.

### **Answer Week 8 Essay Questions**

1. Define copyright and trademark and explain the differences between copyright and trademark. (25 points)
2. Explain what the fair use doctrine in copyright law is. Include in your answer what are the four factors that the courts use to assess acceptable and unacceptable fair use of copyrighted materials. Illustrate with court cases. (25 points)
3. Explain why the protection of copyright is important in our society, especially in the digital era when it is so easy to copy and share copyrighted music, movies and other copyrighted materials online without copyright permission. (25 points)
4. Explain the arguments for and against changing current copyright law to allow for greater creativity by artists using existing copyrighted material as a foundation for their new creative works. Base your answer on your discussion the various opinions in the U.S. Supreme Court's May 2023 copyright ruling in Andy Warhol Foundation v. Goldsmith. That case examines Warhol's use of a prominent photographer's portrait of Prince as a foundation for Warhol's own image of Prince. You will find Warhol v. Goldsmith case at: [https://www.supremecourt.gov/opinions/22pdf/21-869\\_87ad.pdf](https://www.supremecourt.gov/opinions/22pdf/21-869_87ad.pdf) (25 points)

### **Week 9, July 26-August 1, Regulating Advertising**

Read chapter 15: pp. 604-650

#### **Week 9 Deadlines to Meet:**

Post initial response to Discussion scenario by 11:59 p.m., Friday, July 28.

Post response to at least two classmates by Sunday, 11:59 p.m, July 30.

Complete Week 9 Quiz by 11:59 p.m., Tuesday, August 1.

Submit Week 9 Essay Questions to Dropbox by 11:59 p.m., Tuesday, August 1.

### **Answer Week 9 Essay Questions**

1. Explain the U.S. Supreme Court's **current** view of First Amendment protection for commercial speech/advertising. What level of protection does the First Amendment provide advertising/commercial speech compared to the level of protection the First Amendment provides to political speech? To what extent can the government regulate advertising? Illustrate with court cases (50 points)
2. Explain each of the various remedies available to prevent the dissemination of deceptive ads: the preventive measures the Federal Trade Commission uses to guide good advertising practices (advisory opinions, industry guides, policy statements, trade regulation rules) as well as the various halting measures (consent agreements, cease-and-desist orders, injunctions) the FTC uses to stop or punish unfair or deceptive advertising. (50 points)



## ASSESSMENT

### Five Pillars in JRSM 6700

- *Professionalism*: Students learn the First Amendment protections for and legal constraints on journalism and mass communication publication and consider these in the context of professional standards of media practice.
- *Writing*: Students are required to articulate the legal concepts covered in the course by writing essays on these areas of media law.
- *Multimedia*: Students examine the copyright limitations of using multimedia elements, including images and music, as well as creative commons/open-source material available for multimedia presentation.
- *Critical Thinking*: Students analyze case scenarios and find applicable media law principles to suggest whether First Amendment protections prevail or government sanctions might be permitted in that case.
- *Media Literacy*: Students examine professional media practice in advertising, public relations and journalism to develop understanding of the role of media in society and why society provides special protections publication under the First Amendment.

### Professional Values and Competencies for JRSM 6700

- Understand and apply the principles and laws of freedom of speech and press in the United States as well as understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
- Demonstrate an understanding of the history and role of media professionals and institutions in shaping communications

### How professional values and competencies will be met

#### *Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically)*

- Students will have a basic understanding of the law affecting mass media as well as how the law affects those who plan to work in media-related fields. In particular, students will learn basics of First Amendment protections, libel, privacy, copyright, access to government information, as well as government regulation of advertising, corporate speech and telecommunications.
- Students will learn about the political and social forces that help to shape the law in order to understand that law is not static but an evolving system of legal principles and government regulations.
- Students will gain knowledge of the operation of the U.S. Supreme Court as well as its influence on their daily lives, including the effect of the law on the rights of women and minorities and their inclusiveness in American life.
- Students will gain confidence in the exercise of their legal protections for free expression in the practice of journalism, public relations and advertising.
- Students will gain an understanding of the workings of state and federal access law, through textbook readings, class lectures and speakers from local media.

### *Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies)*

- Students will demonstrate knowledge of media law in general through successful completion of the following: complete essay questions and a series of quizzes over assigned materials.
- Students will participate in class discussions of media law principles and court cases that affect the meaning and application of the First Amendment today in both their personal and professional lives as well as explore emerging trends in specific areas of media law such as web/social media publication, deregulation in advertising and broadcast expression, and barriers to access of government information.

### **How assessment of student learning will be met**

#### *Awareness*

- Awareness of the historical progression of First Amendment freedoms and their application in journalism and media practice.

#### *Understanding*

- Understanding how media law principles protect and, in some cases, limit publication in the practice of advertising, creative mass media, journalism and public relations.

#### *Application*

- Successfully apply media law principles to legal dilemmas presented by various case scenarios in the practice of advertising, creative mass media, journalism and public relations.

## **JOURNALISM AND STRATEGIC MEDIA POLICIES**

### **Portfolio requirement**

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Undergraduate students are to begin the portfolio in JRSM 3900 and graduate students are to begin in JRSM 7002. Students are to contribute to it in every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experiences and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in their capstone courses.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. Students may use any content management system, but students are encouraged to use WordPress, Wix or Squarespace. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but they must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional lives, via a common email service, such as Gmail.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files and writing pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

### **Email**

Students must have their UofM email accounts activated. Students using another provider, such as Google, are required to have all UofM email forwarded to that account. Students should go to the <http://iam.memphis.edu> website to implement forwarding of UofM email. Students are required to check their email daily. They are responsible for complying with any email sent to by professors or others in the University.

### **Electronic devices**

Some classes require a tablet, laptop or a smartphone. Others do not. Instructors will set the policy for their specific classes.

### **Attendance**

Class attendance is mandatory in Journalism and Strategic Media. Students may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without prior arrangements with the class professor. Students may not be permitted to make up any missing work unless it is for an absence because of illness or other catastrophic emergency, such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). Journalism and Strategic Media is a professional program, and students are expected to understand and comply with deadlines. Students who have some problem making it to class on time should make arrangements to correct the problem or consider taking another class. Students should consider this class as a "job" in the educational process and be on time just as they would elsewhere.

### **Course repetition**

Majors and minors who fail to earn the minimum passing grade ("C-") in a class required by their program of study in Journalism and Strategic Media more than three times will be dropped from the program.

### **Academic integrity**

In addition to University-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses or students receiving any assistance from others for work assigned to be done on their own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, as this is a journalism and strategic media class, students are expected to comply with copyright law and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas. Also to evaluate proper use and assignment of sources. As part of this

process, you may require to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. *(Office of Legal Counsel, October 11, 2018)*

### **ONLINE SETEs**

Students are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, student can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, students should log in to MyMemphis using their UUIDs and email passwords; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations very seriously and use them to improve courses and instructional quality. Student feedback is essential and is appreciated.

### **DEADLINES**

All deadlines are firm. This is journalism and strategic media. Students needing an extension on an assignment must receive approval from the instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

### **AP STYLE AND GRAMMAR**

All written work in this class must follow the AP Stylebook and accepted rules of grammar and punctuation. Students are responsible for learning these rules and checking their work for errors.

### **DISABILITY**

Students who need an accommodation based on the impact of a disability should contact the Office for Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

### **DIVERSITY**

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Media reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

### **WEATHER POLICY**

Always check with local media and the University of Memphis website regarding inclement weather. If the University is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

### **STUDENT SUPPORT**

Student who are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, should visit the Office of Student Accountability, Outreach & Support page to learn about resources that can help: <https://www.memphis.edu/saos/sos/crisis-resources.php>. Any student who faces personal

challenges including, but not limited to securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. Students may also talk with course instructors about the challenges they are experiencing. Instructors may be able to assist in connecting with campus or community support.