

## Media Law

JRSM 4700-001-501-M50/6700-001

Fall 2020

Class meeting: TR 9:40-11:05, Remote

Class meets in Zoom virtual classroom:

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

Meeting ID: 923 0029 0576

Passcode: 128647

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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

60 credit hours earned (undergraduate)

### Required textbook

W. Wat Hopkins, editor, *Communication and the Law*, Vision Press, 2020 Edition (ISBN 978-1-885219-86-2), 2019 Edition (ISBN 978-1-885219-74-9), 2018 Edition (ISBN 978-1-885219-74-9), or 2017 Edition (ISBN 978-1-885219-56-5).

### Classroom format

The class will be presented in both the lecture and discussion formats. Class discussion will involve application of concepts to the law cases. Assignments will require students to analyze case fact settings and apply media law principles.

In light of the Corona Virus pandemic, we're starting the semester fully remote, that is no in-person classroom. Class will meet at its regularly scheduled time in a Zoom virtual classroom at the regularly scheduled time/day beginning at 9:40 a.m., Tuesday, August 18. If conditions allow, those who want to return to the in-person classroom can do so, but even if the campus opens up I'm still planning to Zoom out the class remotely all semester long for anyone who feels more comfortable participating from home during this terrible virus. I want everyone to stay well during this pandemic.

You need a computer/tablet/mobile connected to the internet to join the classroom. To access the Zoom class sessions, from your internet connected computer/laptop/mobile phone, just click on the URL (<https://memphis.zoom.us/j/92300290576>), also listed beside each class period in the schedule below. You will see and hear me and see the PowerPoints as I talk about them, just as we would do in our in-

person class. And I can see and hear you. I'll put you all on mute as you enter the classroom, and then I will unmute your microphones for you to ask questions.

The pattern of the class will be two class periods to cover the Powerpoint/lectures and discussion of the material in the assigned chapter. Then during the third-class period you will take via eCourseware a multiple-choice/true false test on that chapter, which you'll access via the eCourseware Quiz tool. Also, you will have two Essay Questions on each chapter to answer in your own Word Processor and then upload the file with your answers in the eCourseware DropBox on the same day you take the test on that chapter (see the details of each assignment and the questions for each chapter in the schedule below).

### 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 public relations, advertising, broadcasting, news, magazines, or other online publishing, this course will help you understand the laws that will 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 the civil lawsuits most commonly filed against media publishers: libel. Next, we examine copyright law and the regulation of advertising. Finally, we examine public access to government information and meetings.

For most of you, this course is your only opportunity to study law. The material is interesting but challenging. The class will consist of lecture and discussion. Don't be surprised if you are called on to share your knowledge and opinion of a topic from the reading, so keep up with the assignments. Read the assigned reading for each class period before coming to class. This is not an abstract legal theory class. You need to know the basic principles of media law to function as a journalist, broadcaster, advertiser or public relations communicator. While this course is not designed to make you an authority on media law, you will gain an understanding of the protections of the First Amendment as well as your responsibilities and rights as citizens and as media professionals.

### Accessing the course website

1. Go to the University of Memphis home page: <http://www.memphis.edu>
2. Click on the "eCourseware" link at the bottom left.
3. Log in using your University of Memphis username and password.
4. On that ePortfolio page, in your Fall 2020 eCourse list, click on the link for JRSM 4700/6700 to enter the Media Law course.
5. Read all the news items on the Course Home page and follow their instructions.
6. In the right column of the Course Home page, please notice the Calendar items listed with their deadlines.

### Course structure, grades and attendance

Each week students will read assignments from the Watkins textbook and the PowerPoint slides

covering that material plus additional readings as assigned. The PowerPoint slides and the study guide, which are posted on the eCourseware Content page, should serve to guide your textbook reading.

**You will post your response to each of nine scenarios/questions I pose in the eCourseware Discussions board.** Then for each chapter's scenario you will post at least one more time, commenting at least once on a fellow student's Discussions posting in the eCourseware site. The opening date and the deadline for participation in these Discussions scenarios is included in the course schedule below. You will also receive an alert in the eCourseware course site.

**Each chapter you will answer two essay questions on the PowerPoints/lectures and the assigned readings.** You will find the answers in the assigned textbook chapter and the PowerPoints and lectures I present. You will answer each question in complete sentences. Remember writing is important in this journalism and strategic media course. When the questions asks you to discuss, don't just list or give brief bullet points. Grammar, punctuation and clear writing in your answers do matter. You will submit your essay answers in the Dropbox of the eCourseware JRSM4700/6700 course site each week. I will evaluate each answer and post my evaluation in the eCourseware Dropbox.

**Every third class, between 10-11 a.m., during the regularly scheduled class period, you will take a timed quiz that tests your knowledge of the assigned readings, the lectures and the PowerPoint slides. See the Class Assignment Schedule below for dates.** This quiz will be timed, so you don't have time to look up all the answers when you log-in to take the quiz. You will have 30 minutes to answer the 15 multiple-choice/true-false questions. I recommend that you complete the assigned reading, review the PowerPoint slides and study guide as well as answer the essay questions on the chapter before taking the quiz. You will take the quiz in the eCourseware Quiz tool linked from the tool bar at the top of the home page of the course site. The study guide and PowerPoint slides are posted on the Content page of eCourseware.

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. You should consider this class your "job" in the educational process and complete assignments on time just as you would in your job.

### **Grading for JRSM 4700**

Quizzes	30%
Discussion Board	20%
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.

### **JRSM6700 Graduate Students Will Also Write A Semester Paper**

Graduate students (registered for JRSM 6700 Media Law) must write a research paper, which counts 25 percent of their course grade. The paper is a legal analysis of a specific, focused question/topic about Media Law. Your seminar paper should be at least 3,000 words, or about 12 typed, double-spaced pages.

You should read and cite in the text of the paper *at least* 12 sources other than the textbook (legal cases, journal articles, law review articles, books or web information relevant to your paper). This paper's style must conform to the footnote style of The Chicago Manual of Style. The Chicago Manual of Style is available online at: <http://owl.english.purdue.edu/owl/resource/717/01/>. A printed version of the style guide is available in the bookstore and the library. By **Sept. 15, submit a one-page proposal** for this paper including a purpose statement, research questions you plan to address as well as any reference source citations you've found so far. **First draft of the paper is due Oct. 27. Final papers are due Nov. 12.**

### Grading for Graduate Students registered for JRSM 6700

Semester paper	25%
Quizzes	25%
Discussion Board	15%
Essay Questions	35%

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 eCourseware site. Click on the link to eCourseware and then on the course, JRSM4700/6700.

You should complete your postings to each week's Discussion Board no later than at 11:59 p.m. Central Time on the second class presentation day for each chapter. The first Discussion deadline is 11:59 p.m., Tuesday, Aug. 25. See the schedule below for each deadline.

**The instructor reserves the right to change the schedule with notice in advance of assignments. Page numbers of the readings in the 2020 edition of the Hopkins' textbook are listed first, followed by the 2019, 2018 and 2017 edition page numbers in parentheses.**

#### *9:40-11 a.m., Tuesday, Aug. 18, Introduction to Media Law*

Read in your textbook the U.S. Constitution and Bill of Rights, pp. 339-345 (365-370, 395-401; 399-405).

*Class Meets in Zoom virtual classroom:*

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

Meeting ID: 923 0029 0576      Passcode: 128647

*Online Discussion opens Aug. 18: Introduce yourself and express your opinion about the First Amendment (The Discussion board is in eCourseware under the Communication dropdown).*

#### *9:40-11 a.m., Thursday, Aug. 20, The U.S. legal system*

Read chapter 1, The Law in Modern Society, pp. 1-21 (1-21;1-22;1-22).

*Class Meets in Zoom virtual classroom:*

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#### *9:40-11 a.m., Tuesday, Aug. 25, Chapter 1 -- The U.S. legal system*

Read chapter 1, The Law in Modern Society, pp. 1-21 (1-21;1-22;1-22).

*Class Meets in Zoom virtual classroom:*

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*Online Discussion closes at 11:59 p.m., Aug. 25: Introduce yourself and express your opinion about the First Amendment (eCourseware under Communication).*

*10-11 a.m., Thursday, Aug. 27, Take Chapter 1 Quiz in eCourseware.*

*Submit Chapter 1 Essay Questions in eCourseware Dropbox by 11:59 pm., Thursday, Aug. 27.*

1. Discuss these six sources of the law in the American legal system: common law, law of equity, statutory law, constitutional law, administrative law and international law. Explain how each is created and discuss what purpose each serves. To which source does the Bill of Rights belong and what rights are included in the Bill of Rights? (50 points)
2. Explain the process by which the Supreme Court of the United States agrees to hear an appeal. Include in your answer the definitions of a writ of certiorari and the rule of four. Finally, explain the process of presenting a case before the Supreme Court of the United States. (50 points)

*9:40-11 a.m., Tuesday, Sept. 1, Chapter 2, History and theory of free expression/First Amendment*

Read chapter 2, pp. 23-34 (23-35; 23-36; 23-36).

*Class Meets in Zoom virtual classroom:*

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*Censorship Discussion (eCourseware under Communication) opens on Sept. 1*

*9:40-11 a.m., Thursday, Sept. 3, Chapter 2, History and theory of free expression/First Amendment*

Read chapter 2, pp. 23-34 (23-35; 23-36; 23-36).

*Class Meets in Zoom virtual classroom:*

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

Meeting ID: 923 0029 0576      Passcode: 128647

*Censorship Discussion (eCourseware under Communication) closes 11:59 p.m., Sept. 3.*

*10-11 a.m., Tuesday, Sept. 8, Take Chapter 2 Quiz in eCourseware.*

*Submit Chapter 2 Essay Questions in eCourseware Dropbox by 11:59 pm., Tuesday, Sept. 8.*

1. The U.S. Constitution provides a high level of protection for free expression in the United States because freedom of expression serves important purposes in our society. Discuss the four purposes that Thomas Emerson suggests that free expression serves in U.S. society, as outlined in your textbook and the PowerPoint slides. Which purpose is most important to you and why? (50 points)
2. Explain the hierarchy of protected expression outlined in your textbook. Explain whether you agree that certain categories of speech/expression should receive greater First Amendment protection than other categories. (50 points)

*9:40-11 a.m., Thursday,, Sept. 10, Chapter 4, Prior restraint*

Read chapter 4, pp. 47-64 (49-66; 49-67; 49-67).

*Class Meets in Zoom virtual classroom:*

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*Prior Restraint Discussion (eCourseware under Communication) opens Sept. 10.*

*9:40-11 a.m, Tuesday, Sept. 15, Chapter 4, Prior restraint*

Read chapter 4, pp. 47-64 (49-66; 49-67; 49-67).

*Class Meets in Zoom virtual classroom:*

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*Prior Restraint Discussion (eCourseware under Communication) closes 11:59 p.m., Sept. 15.*

*JRSM6700 Graduate students: research paper proposal is due.*

*10-11 a.m., Thursday, Sept. 17, Take Chapter 4 Quiz in eCourseware.*

*Submit Chapter 4 Essay Questions in eCourseware Dropbox by 11:59 pm., Thursday, Sept.17*

1. Discuss the differences between a government prior restraint of speech and press versus a government post-publication punishment of speech and press. Illustrate each with examples from the review of the history of free expression in the United States in your textbook. Include in your answer why many consider a prior restraint of publication to be less acceptable than punishment after publication. Also, what was the U.S. Supreme Court's central ruling about prior restraint in *Near v. Minnesota*. (60 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 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 trial without infringing the reporter's First Amendment protections? (40 points)

*9:40-11 a.m, Tuesday, Sept. 22, Chapter 6 Libel Part 1: Establishing a case*

Read chapter 6, pp. 79-93 (83-98; 83-99; 85-101).

*Class Meets in Zoom virtual classroom:*

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

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*Libel Part 1 Discussion (eCourseware under Communication) opens Sept. 22.*

*9:40-11 a.m, Thursday, Sept. 24, Chapter 6 Libel Part 1: Establishing a case*

Read chapter 6, pp. 79-93 (83-98; 83-99; 85-101).

*Class Meets in Zoom virtual classroom:*

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*Libel Pt. 1 Discussion (eCourseware under Communication) closes 11:59 p.m., Sept. 24.*

*10-11 a.m., Tuesday, Sept. 29, Take Chapter 6 Quiz in eCourseware.*

*Submit Chapter 6 Libel Part 1 Essay Questions in eCourseware Dropbox by 11:59 pm, Tuesday, Sept. 29.*

1. Explain the six elements the plaintiff must prove to support an actionable libel suit: defamation, identification, publication, falsity, fault and actual injury. (50 points)

2. Discuss the circumstances of the case, *New York Times v. Sullivan*, and 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. (50 points)

*9:40-11 a.m., Thursday, Oct 1, Chapter 6 Libel Part 2: Libel: Categories of Fault and Plaintiffs; Libel Defenses*

Read chapter 6, pp. 93-113 (98-117; 99-118; 101-120).

*Class Meets in Zoom virtual classroom:*

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

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*Libel Part 2 Discussion (eCourseware under Communication) opens Oct.1.*

*9:40-11 a.m., Tuesday, Oct. 6, Chapter 6 Libel Part 2: Libel: Categories of Fault and Plaintiffs; Libel Defenses*

Read chapter 6, pp. 93-113 (98-117; 99-118; 101-120).

*Class Meets in Zoom virtual classroom:*

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

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*Libel Part 2 Discussion (eCourseware under Communication) closes 11:59 p.m., Oct. 6.*

*10-11 a.m., Thursday, Oct. 8, Take Chapter 6 Libel Part 2 Quiz in eCourseware.*

*Submit Chapter 6 Libel Part 2 Essay Questions in eCourseware Dropbox by 11:59 pm., Thursday, Oct. 8.*

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. (66 points)
2. Explain three libel defenses you could assert in response to a libel lawsuit. (34 points)

*9:40-11 a.m., Tuesday, Oct. 13, Chapter 7, Regulating Student Expression*

Read chapter 7, pp. 115-120 (119-124; 119-146; 121-148).

*Class Meets in Zoom virtual classroom:*

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Meeting ID: 923 0029 0576      Passcode: 128647

*Student Expression Discussion (eCourseware under Communication) opens Oct. 13.*

*9:40-11 a.m., Thursday, Oct. 15, Chapter 7, Regulating Student Expression*

Read chapter 7, pp. 115-120 (119-124; 119-146; 121-148).

*Class Meets in Zoom virtual classroom:*

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*Student Expression Discussion (eCourseware under Communication) closes 11:59 pm, Thursday, Oct. 15.*

*10-11 a.m., Tuesday, Oct 20, Take Chapter 7 Student Expression Quiz in eCourseware.*

*Submit Chapter 7 Student Expression Essay Questions in eCourseware Dropbox by 11:59 pm, Tuesday, Oct. 20.*

1. When the speakers and recipients of information are high school students, how do the First Amendment protections for free speech/press change from the protections that adult citizens enjoy? Illustrate with court cases. (50 points)
2. Explain what high school administrators lawfully can do in censoring high school student publications versus what university administrators lawfully can do in censoring college student publications? Illustrate with court cases. (50 points)

*9:40-11 a.m., Thursday, Oct 22, Chapter 8, Regulating Advertising*

Read chapter 8, pp. 121-135 (125-140; 147-162;149-164).

*Class Meets in Zoom virtual classroom:*

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*Advertising Discussion (eCourseware under Communication) opens Oct. 22.*

*9:40-11 a.m., Tuesday, Oct. 27, Chapter 8, Regulating Advertising*

Read chapter 8, pp. 121-135 (125-140; 147-162;149-164).

*Class Meets in Zoom virtual classroom:*

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

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*Advertising Discussion (eCourseware under Communication) closes 11:59 pm, Tuesday, Oct 27.*

*JRSM6700 Graduate students first draft of the research paper is due.*

*10-11 a.m., Thursday, Oct. 29, Take Chapter 8 Advertising Quiz in eCourseware.*

*Submit Chapter 8 Advertising Essay Questions in eCourseware Dropbox by 11:59 pm., Thursday, Oct 29.*

1. Explain the U.S. Supreme Court's current view of First Amendment protection for advertising/commercial speech. How much protection does advertising/commercial speech receive from the First Amendment? What categories of advertising are protected and what categories of advertising are not protected? Illustrate with court cases. (50 points)
2. Explain the various 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)

*9:40-11 a.m., Tuesday, Nov. 3, Chapter 13, Intellectual Property: Copyright and Trademark*

Read chapter 13, pp. 223-245 (233-259; 257-286; 259-289).

*Class Meets in Zoom virtual classroom:*

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*Copyright Discussion (eCourseware under Communication) opens Nov. 3.*

*9:40-11 a.m., Thursday, Nov. 5, Chapter 13, Intellectual Property: Copyright and Trademark*

Read chapter 13, pp. 223-245 (233-259; 257-286; 259-289).



*Class Meets in Zoom virtual classroom:*

<https://memphis.zoom.us/j/92300290576?pwd=VHNYdk9qUWpackd2RGxjL2tQSitRUT09>

Meeting ID: 923 0029 0576      Passcode: 128647

*Copyright Discussion (eCourseware under Communication) closes 11:59 pm, Thursday, Nov. 5.*

*10-11 a.m., Tuesday, Nov. 10, Take Chapter 13 Copyright Quiz in eCourseware.*

*Submit Chapter 13 Copyright Essay Questions in eCourseware Dropbox by 11:59 pm., Tuesday, Nov. 10.*

1. Explain copyright and trademark and discuss the differences between copyright and trademark. (50 points)
2. Explain the fair use doctrine in copyright law. Then explain what the courts have found to be acceptable fair use of copyrighted materials for educational purposes as well as what the courts consider fair use copying of copyrighted music. Illustrate with court cases. (50 points)

*9:40-11 a.m., Thursday, Nov. 12, Chapter 17 Access to Public Documents and Meetings*

Read chapter 17, pp. 317-329 (339-355; 367-384; 371-390).

*Class Meets in Zoom virtual classroom:*

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*Access Discussion (eCourseware under Communication) opens Nov. 12.*

*10-11 a.m., Tuesday, Nov. 17, Chapter 17 Access to Public Documents and Meetings*

Read chapter 17, pp. 317-329 (339-355; 367-384; 371-390).

*Class Meets in Zoom virtual classroom:*

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*Access Discussion (eCourseware under Communication) closes 11:59 pm, Tuesday, Nov. 17.*

*10:30-11:30 a.m., Tuesday, Nov. 24, Take Chapter 17 Access Quiz in eCourseware.*

*Submit Chapter 17 Access Essay Questions in eCourseware Dropbox by 11:59 pm., Tuesday, Nov. 24.*

1. According to the U.S. Supreme Court, to what extent 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 cases. (50 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? (50 points)

## ASSESSMENT AND OUTCOMES

### Five Pillars in JRSM 4700

- *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 for publication under the First Amendment.
- *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.
- *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.

### Professional Values and Competencies for JRSM 4700

- 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: three major exams and a series of online Discussion scenarios..

- 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 them 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.

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the résumé and logo).

### **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 and accommodations**

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 and inclusivity**

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**

Students 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.

## **COVID-19 protocols for this course**

### **Student Accommodations**

Students with accessibility issues or learning accommodation issues due to a disability should contact Disability Resources for Students (DRS) to submit an official request for course accommodations. Contact DRS at 901.678.2880 or at [drs@memphis.edu](mailto:drs@memphis.edu). (<https://www.memphis.edu/drs/index.php>)

### **Academic Integrity**

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures. (<https://www.memphis.edu/osa/students/academic-misconduct.php>)

### **Student Health**

Students who have a positive COVID-19 test should contact the Dean of Students at [deanofstudents@memphis.edu](mailto:deanofstudents@memphis.edu).

### **Student Resources**

Students who need additional resources can visit the Dean of Students Office website at <https://www.memphis.edu/deanofstudents/crisis/index.php>.