

**JOU 531: Media Law and Ethics**  
**Fall 2012**  
**Taught through Distance Learning**

Instructor: Professor Richard Labunski  
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Office Hours: Virtual office hours through Adobe Connect; can arrange a campus meeting; otherwise, available by e-mail and phone

**Course description from the bulletin:**

**JOU 531 MEDIA LAW AND ETHICS (3)**

A study of the legal and ethical issues facing the mass media. The course will focus on the rights, constraints and responsibilities under the U.S. Constitution, federal and state statutes, administrative law, common law and voluntary codes of ethics. Specific topics include libel, privacy, contempt, copyright, broadcast regulation, the court systems, commercial speech, prior restraint, access, the civil and criminal judicial processes and obscenity.

Prerequisite: JOU 531 is restricted to JOU majors in the primary window, then open to other majors in the School in secondary windows after provisional majors have registered.

**Course description from the professor:**

The study of mass media law is essential for a journalism career. It also provides valuable information to communicators and consumers of news and information who must understand the legal and policy environment of traditional and new media. Because communication law is primarily concerned with the First Amendment, it is different in some respects from the study of other legal issues. However, it cannot be separated from the larger legal environment in which it exists and in that sense has much in common with more general areas of the law.

This course considers the primary legal problems of the mass media and pays particular attention to the concepts of free expression, theories of law, and the role of courts as arbiters of freedom of speech and press issues. Students need to understand not only the issues raised by the individual cases, but also the social and political context in which those cases were decided. A key issue is how the legal environment of the media has changed in response to changing communication technologies. This course will provide important insight and context to those concerned about free expression in a democratic society.

**Student Learning Outcomes:**

- 1) Students will learn the basics of legal research and will be able to:
  - Interpret case citations
    - Recognize which court decided the case
    - Identify where in the judicial hierarchy the court is located
    - Find the volume and page number of the case
    - Describe how cases are compiled in regional case reporters

- Find cases in Lexis-Nexis and through Internet resources
- Identify the various elements of a case
  - The court that decided the case
  - The facts of the case
  - The decision
  - The majority and concurring opinions
  - Dissenting opinions
  - Future issues unresolved by the current case
- Describe how the principles of previous cases are applied to subsequent cases
  - Define such terms as stare decisis, ratio decidendi, and dicta
  - Locate each of those elements in a case
  - Describe the process by which courts apply, distinguish, ignore, or overrule precedents
- Locate cases and law review articles by subject without knowing the case citation or law review citation
  - Demonstrate how to use search fields in Lexis-Nexis
  - Identify the various ways search results can be displayed
  - Demonstrate how to use Shepard's citations and other methods for finding the most up-to-date information about an area of law
  - Find video recordings of court proceedings on the Internet
  - Find audio recordings of Supreme Court arguments on the Internet
- Describe the structure of the state and federal court systems and the relationship of the courts in the judicial hierarchy
- Define how state and federal judges are nominated and confirmed and describe the politics of the appointment and confirmation process

2) Students will summarize the history, evolution, and contemporary meaning of the speech and press clauses of the First Amendment and will be able to:

- Describe how the First Amendment became part of the Constitution
- Define what the words of the First Amendment meant at the time of its ratification
- Identify the major principles emerging from the post-WWI free speech cases and cases decided during the McCarthy era and beyond
- Trace the evolution of the First Amendment from the establishment of the "clear and present" danger test to modern-day interpretation of the First Amendment
- Analyze the First Amendment's continuing development in an era of changing societal conditions

3) Students will identify the challenges that courts, legislatures, and citizens face when adapting the law to changing technology and will be able to:

- Summarize the cases and issues related to the legal environment of the Internet
- Describe efforts of the courts to apply traditional First Amendment principles to new communication technology
- Explain federal laws such as Section 230 of the Telecommunications Act of 1996 and other statutes that affect Internet communication and describe how those statutes have been applied
- Identify the major issues related to jurisdiction in Internet cases
- Provide examples of how the First Amendment continues to evolve in an era of changing societal conditions and developing technology

4) Students will learn substantive areas of the law, such as prior restraint, student press rights, libel, privacy, copyright, fair trial/free press, gathering information (open records, open meetings), protection of news sources and contempt, and will be able to:

- Identify and describe the major cases and issues in each of those areas
- Relate the subjects they studied in class to cases and issues they read about in the mass media
- Identify patterns of development of the First Amendment and explain how various First Amendments areas relate to each and reflect evolving principles

### **Required Materials:**

Mass Media Law by Don Pember and Clay Calvert (McGraw-Hill, 2012). This book is REQUIRED. **(You must purchase the 18th edition, copyright 2012).**

James Madison and the Struggle for the Bill of Rights by Richard Labunski (Oxford University Press, paperback, 2008). This book is REQUIRED. (Royalties from the book will be donated to one of the School's scholarship funds). **You should purchase a new paperback.**

### **Description of Course Activities and Assignments:**

Students will use Blackboard (available through MyUK) for announcements; to see changes to course assignments; for taking short-answer, multiple-choice exams; submitting essay exams; participating in discussion groups with other students; and for other purposes.

The professor will e-mail students through Blackboard, which uses the student's UK e-mail address. Be sure you regularly check your UK e-mail even if you use a different e-mail address most of the time.

In addition to the two required books describe above, students will download articles, cases, and other materials from the Internet that should be placed in a three-ring binder. All of the court decisions can be obtained through Lexis-Nexis Academic Service, a data base available through the UK library: libraries.uky.edu. A PowerPoint tutorial will show students how to access cases through L-N.

Students will also see lectures recorded by the professor; PowerPoint presentations on a variety of topics prepared by the professor; videos and other materials through the Internet; and they will participate in discussion groups.

### **Course Assignments:**

The grades in the class will be based on three exams (worth 80% of the final grade) and a take-home essay on the Madison book (worth 20% of the final grade). Each exam will consist of two parts with the following percentages:

- Exam #1 (after the first five weeks of the semester):

|                                |     |
|--------------------------------|-----|
| Short answer, multiple choice: | 30% |
| Essay:                         | 70% |

- Exam #2 (after the next five weeks of the semester):

Short answer, multiple choice: 30%  
Essay: 70%  
● Exam #3 (after the last five weeks of the semester):

Short answer, multiple choice: 30%  
Essay: 70%

● Take-home essay (3-4 pages) on the Madison book will be due on (date to be added), between the second and third exams.

Students will be tested in a way that requires both a detailed understanding of the subjects and a demonstration that they have thought about the issues covered in the class:

- The short-answer, multiple-choice exams will test their understanding of the specifics of the cases and issues that are discussed in the cases, textbook, and in lectures
- The essay exams will require students to demonstrate not only detailed knowledge of the issues and a fluency in the major cases covered in the course, but also that they can write creative, analytical, and interpretative essays showing their own ideas about the issues covered during the semester.

The short-answer, multiple-choice exams will be closed-book. No materials or notes will be permitted during the exam.

The essay exams will cover more of the conceptual issues in the class while also providing students the chance to use specific examples from the textbook and cases. Students will be able to use all materials that are part of the class (textbook and cases and other assigned class materials), but will not be permitted to consult outside materials for the essay exams.

Students will have one week to complete the essay exams. They will be submitted as an attached document through Blackboard and therefore, must be typed. Each essay will have a page limit of 5 pages double-spaced. Students must complete the essays on their own and will not be permitted to work with classmates or anyone else in preparing the essay.

Substantial improvement from one exam to the other *may* be rewarded when the final grades are determined.

### **Final Exam Information:**

The final will be given on (date to be added). The take-home essay will be due at that time.

### **For graduate students:**

In addition to all other requirements listed in this syllabus, graduate students taking this class for credit will write a 10-15 page research paper on a topic approved by the professor. The research paper will count 20 per cent of the final grade, and thus all other course requirement percentages will be reduced proportionately.

### **Mid-term Grade:**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Grading Scale for Undergraduates:**

90 -100% = A  
80 - 89% = B  
70 - 79% = C  
60 - 69% = D  
Below 60% = E

**Grading Scale for Graduate Students (No “D” for graduate students):**

90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
Below 70% = E

**E-mail Instructions:**

When students know they are going to take this class, they should e-mail the professor at: [labunski@uky.edu](mailto:labunski@uky.edu)

Whenever students send an e-mail to the professor, they should include these words in the subject line of the e-mail: JOU 531. Students should provide the following information within the first week of the semester:

In the subject line of the e-mail, put: JOU 531. Include the following information:

Name: (include first and last name, and nickname if any)

A phone number:

What year are you in at the university:

What career would you like to pursue:

What do you hope to get out of this class:

E-mail address:

This is optional: I would like photos submitted of each student in JPEG format and no larger than 300kb submitted by e-mail. This is not required but is encouraged. It will help me to know the students a little better when we interact by e-mail or phone.

**Submission of Assignments:**

Students will submit all assignments through Blackboard, except when the professor asks for them to be submitted directly by e-mail. Students must keep a back-up copy on their computers in case the submitted copy does not arrive.

Assignments will not be accepted if they are late except for compelling reasons. The professor will decide whether to accept the late assignment.

**Technological requirements for the course:**

You must have access to a computer and high-speed Internet access, either an Ethernet line, a cable modem, a satellite connection, or a DSL line.

Recommended, but not required, equipment includes a laptop with a Webcam (a camera built into the laptop) and headset with a microphone; or a desktop with a Webcam and a headset with a microphone.

If you have a technical problem, you should e-mail me. If I can't solve it, I can seek help from the technical support staff in our College. You should not contact them directly yourself.

You can, however, contact the Teaching and Academic Support Center (TASC) and Information Technology Customer Service Center (ITCSS) at UK. Contact information:

TASC: <http://www.uky.edu/TASC>; phone: 859-257-8272

ITCSS: <http://www.uky.edu/UKIT>; phone: 859-257-1300.

Additional resources:

Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

Carla Cantagallo, DL Librarian; phone 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6); Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

Interlibrary Loan Service: [http://libraries.uky.edu/page.php?lweb\\_id=8](http://libraries.uky.edu/page.php?lweb_id=8)

### **Preferred method for reaching the instructor:**

The best way to reach me is by e-mail ([labunski@uky.edu](mailto:labunski@uky.edu)) then secondarily, but phone (859-421-7072). I will likely respond within a few hours.

### **Diversity Statement (written by the JOU 531 professor):**

The University is committed to creating a learning environment that welcomes people from diverse backgrounds and explores their contributions to our cultural, legal, and political system. This class will consider cases and issues that involve or are related to underrepresented groups and individuals from a variety of backgrounds.

The teaching of mass media law needs to reflect the diverse nature of our society. For example, the Supreme Court's most important libel case, which students will read in its entirety, had its origins in the 1960s civil rights movement.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic

offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu).

### **Student Discussion Groups:**

Student participation in the discussion groups, which will be administered through Blackboard, is an important part of the class. At the beginning of the semester, there will be one discussion group that the professor will lead, although students will be permitted to respond to existing threads or create new ones. Later in the semester, discussion groups of 4-5 students will be created in which students will have the chance to talk about what they are learning in the class.

For the students who are on the border between grades after the exam scores are calculated, strong participation in the discussion groups may boost them to the higher grade. Conversely, poor participation in the discussion groups will result in up to 5 points being deducted from the final average before the grade is assigned.

### **Reading Assignment and Course Lessons:**

Students must keep up with the assigned pages in the textbook and other materials. They must also view the recorded lectures and PowerPoint presentations during the week they are assigned. It is essential that students keep up with the work.

Each of the lessons below will feature all or most of the following elements, which will be available to students at all times:

- a) Video lecture recorded by the professor (usually less than 30 minutes)
- b) PowerPoint tutorial on how to find cases through Lexis-Nexis
- c) PowerPoint tutorial on the structure of the court system
- d) PowerPoint presentations (with audio and video) through Camtasia on the subject covered that week
- e) Videos available through YouTube and other online sites
- f) Discussion groups in which students participate with the class as a whole and later in smaller groups
- g) Possible live discussions facilitated through Adobe Connect

**The dates by which the assignments below must be completed will be added. (Textbook pages refer to the Pember/Calvert book. The page numbers will be slightly different in the 12th edition).**

#### **Part I: Introduction to the legal system; the development of First Amendment jurisprudence; “clear and present danger” and the post WWI free speech cases:**

- 1- Textbook pages 1-30
- 2- Schenck v. U.S., 249 U.S. 47 (1919)
- 3- Debs v. U.S., 249 U.S. 211 (1919)
- 4- Abrams v. U.S., 250 U.S. 616 (1919)

#### **Part II: The end of “clear and present danger” and the first expansive interpretation of freedom of speech and press; historical development of the First Amendment**

- 1- Textbook pages 33-72
- 2- Brandenburg v. Ohio, 395 U.S. 444 (1969)
- 3- Madison book pages 1-23

#### **Part III: Prior restraint**



- 1- Near v. Minnesota, 283 U.S. 697 (1931)
- 2- U.S. v. Progressive, 467 F. Supp. 990 (1979)
- 3- Madison book pages 24-47

**Part IV: Student press rights; time, place and manner regulations; hate speech**

- 1- Textbook pages 76-132
- 2- Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
- 3- Kincaid v. Gibson, 236 F.3d 342 (6th Cir. 2001)
- 4- Hosty v. Carter, 412 F.3d 731 (7th Cir. 2005)
- 5- Madison book pages 48-66

***First multiple-choice, short-answer exam: (date to be added)***  
***First essay exam due (date to be added)***

**Part V: Libel**

- 1- Textbook pages 135-165
- 2- New York Times v. Sullivan, 376 U.S. 254 (1964).
- 3- Madison book pages 67-95

**Part VI: Libel (cont'd)**

- 1- Textbook pages 167-204
- 2- Harte-Hanks v. Connaughton, 491 U.S. 657 (1989).
- 3- Masson v. New Yorker, 501 U.S. 496 (1991).
- 4- Madison book pages 96-119

**Part VII: Libel (cont'd); Internet libel**

- 1- Textbook pages 205-239
- 2- E.W. Scripps v. Ball, 801 S.W.2d 684 (Ky. 1990).
- 3- Warford v. Herald-Leader, 789 S.W.2d 758 (Ky. 1990).
- 4- Zeran v. America Online, 129 F.3d 327 (4th Cir. 1997).
- 5- Blumenthal v. Drudge, 992 F. Supp. 44 (D.C.D.C. 1998).
- 6- Madison book pages 120-146

***Second multiple-choice, short-answer exam: (date to be added)***  
***Second essay exam due (date to be added)***

**Part VIII: Privacy: Appropriation and Intrusion**

- 1- Textbook pages 241-274
- 2- Madison book pages 147-177; 178-212

**Part IX: Privacy: Publication of Private Information and False Light**

- 1- Textbook pages 277-301
- 2- Cantrell v. Forest City Publishing, 419 U.S. 245 (1974)
- 3- Madison book pages 213-241; 242-256

**Part X: Gathering Information: Records and Meetings**

- 1- Textbook pages 303-362
- 2- Madison book pages 257-264

**Part XI: Commercial speech/copyright**

- 1- Textbook pages 497-546

**Part XII: Protection of news sources/contempt**

- 1- Textbook pages 367-410
- 1- U.S. v. Dickinson, 465 F.2d 496 (5th Cir. 1972)
- 2- In re Providence Journal, 820 F.2d 1342 (1st Cir. 1986)
- 3- In re Providence Journal, 820 F.2d 1354 (1st Cir. 1987, en banc)

**Part XIII: Free Press-Fair Trial**

- 1- Textbook pages 413-437
- 2- Madison book essay assignment handed out

**Part XIV: Free Press-Fair Trial (cont'd)**

- 1- Textbook pages 439-466
- 2- Madison book essay due (date to be added)

***Final multiple-choice, short-answer exam: (date to be added)***  
***Final essay exam due (date to be added)***

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

|   |  |
|---|--|
| Course Number and Prefix: JOU 531   | Date: 2-1-12                               |
| Instructor Name: Richard Labunski   | Instructor Email: labunski@uky.edu         |
| Check the method below that best reflects how the majority of course of the course content will be delivered. |  |
| Internet/Web-based <input checked="" type="checkbox"/>  | Interactive Video <input type="checkbox"/> |
|   | Hybrid <input type="checkbox"/>            |

| <b>Curriculum and Instruction</b> |   |
|-----------------------------------|---|
| 1.                                | <p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>I will interact with students through synchronous (using Adobe Connect) and asynchronous presentations and discussions (the discussions will allow students to interact with each other and with me, and there will be a grade incentive to encourage student participation); recorded lectures and PowerPoint presentations that take advantage of Camtasia technology; e-mail; and phone calls. I can also meet with any student who wants to see me on campus.</p>  |
| 2.                                | <p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The students will be assigned textbook readings and cases; they will also be assigned materials on the Internet and will view PowerPoint presentations that I have prepared; and they will apply what they have learned by conducting legal research and writing about topics that I have chosen for them. Through a series of quizzes, exams and essays, there will be a strong incentive for the students to do the reading and to make sure they do not fall behind.</p> <p>I plan to use Blackboard, Camtasia, and Adobe Connect to make the course organization easy for the students to follow and to make the material we cover interesting and relevant.</p> <p>Course goals: For a class in media law, students need to learn the basics of legal research; how to learn about legal topics and find relevant case law, law review articles, and other materials; to understand the structure of the legal system and how First Amendment law has developed; and many other things related to the subject of the course. It is fortunate that there is a huge amount of online material – much of it interesting and up to date – about the First Amendment and the legal system.</p> |

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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|  |  |
|--|--|
|  | <p>I expect that the student learning experience will not only be comparable but will take advantage of distance learning technology in a way that will provide students with a stimulating learning environment. The course will utilize a variety of methods to convey information, discuss the readings, and to ensure that they are learning the material.</p>   |
| 3.   | <p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The syllabus will contain a strong statement on academic integrity, and students will be reminded of the importance of this prior to taking the exams. I will do the following to help ensure the academic integrity of the course:</p> <p>a) Students will take exams that are created in Blackboard. They will also write essays and research papers that will be transmitted to me through Blackboard. Although the exams will not be proctored, Blackboard provides several features (such as limiting how much time students have for the exams) to help ensure the academic integrity of the testing procedures.</p> <p>b) For quizzes and exams, I will set the parameters in Blackboard so that the window during which the exam is available to them will be limited (for example, 15 minutes for quizzes; 1 hour for exams). This may discourage students from taking time during the exam to look up answers in the textbook and other assigned readings.</p> <p>c) For the essay exams, I will create a fictional fact-scenario that requires them to apply the readings in a creative way and to show that they have thought about the issues we have been studying. Because the essay exam prompts are based on fictional characters and circumstances, which is a common testing practice in law-related courses, students will not be able to find content on the Internet that they copy and paste into an essay.</p> |
| 4.   | <p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>  |
| 5.   | <p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students will be able to contact the distance learning help desk, the UK computer center, the writing center, and other campus resources. As I get more experience with distance learning teaching, I will be able to help the students solve some problems that would otherwise require on-campus student services.</p>   |
| <b><i>Library and Learning Resources</i></b> |  |
| 6.   | <p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The course requirements – quizzes, short-answer exams, essay exams, and grade incentives for participating in discussion groups – will require students to use learning resources such as a textbook, cases that are downloaded from the Internet, and other Internet materials related to First Amendment issues. They will also view recorded lectures that I prepare for them. The students will not be successful in the course if they do not make appropriate use of those learning resources.</p> <p>I plan to use Blackboard, Camtasia, and Adobe Connect to make the course organization easy for the students to follow and to make the material we cover interesting and relevant.</p>  |

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|                         |  |
|-------------------------|--|
| 7.                      | <p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>This is a lecture and discussion course, and no lab facilities are needed. However, students must have access to the UK library's Web site so they can use Lexis-Nexis and other data bases. Any UK student is provided such access.</p>   |
| <b>Student Services</b> |  |
| 8.                      | <p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>The syllabus will have all of this information with active links to the appropriate places at UK where they can obtain help.</p>  |
| 9.                      | <p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>   |
| 10.                     | <p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p style="margin-left: 20px;">Instructor's <i>virtual</i> office hours, if any.</p> <p style="margin-left: 20px;">The technological requirements for the course.</p> <p style="margin-left: 20px;">Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</p> <p style="margin-left: 20px;">Procedure for resolving technical complaints.</p> <p style="margin-left: 20px;">Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p style="margin-left: 20px;">Maximum timeframe for responding to student communications.</p> <p style="margin-left: 20px;">Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> <li>○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> <p style="margin-left: 20px;">Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</p> <ul style="list-style-type: none"> <li>○ Carla Cantagallo, DL Librarian</li> <li>○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>○ Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>○ DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;lilib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;lilib_id=16</a></li> </ul> |
| 11.                     | <p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Richard Labunski <span style="float: right;">Instructor Signature: _____</span></p>  |

## COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

|   |                            |  |   |                        |                              |  |
|---|----------------------------|--|---|------------------------|------------------------------|--|
| <b>1. General Information.</b>  |                            |  |   |                        |                              |  |
| a. Submitted by the College of: <u>CCIS</u>   |                            | Today's Date: <u>2-1-12</u> <sup>1</sup> |   |                        |                              |  |
| b. Department/Division: <u>School of Journalism and Telecommunications</u>  |                            |  |   |                        |                              |  |
| c. Is there a change in "ownership" of the course?  |                            |  |   |                        | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| If YES, what college/department will offer the course instead? _____  |                            |  |   |                        |                              |  |
| d. What type of change is being proposed? <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition) |                            |  |   |                        |                              |  |
| e. Contact Person Name: <u>Professor Scoobie Ryan</u>   |                            | Email: <u>scoobie@uky.edu</u>            |   | Phone: <u>257-4362</u> |                              |  |
| f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval OR <input checked="" type="checkbox"/> Specific Term <sup>2</sup> : <u>Fall 2012</u>          |                            |  |   |                        |                              |  |
| <b>2. Designation and Description of Proposed Course.</b>   |                            |  |   |                        |                              |  |
| a. Current Prefix and Number: <u>JOU 531</u>  |                            | Proposed Prefix & Number: <u>JOU 531</u> |   |                        |                              |  |
| b. Full Title: <u>Mass Media Law and Ethics</u>   |                            | Proposed Title: <u>Same</u>              |   |                        |                              |  |
| c. Current Transcript Title (if full title is more than 40 characters): _____   |                            |  |   |                        |                              |  |
| c. Proposed Transcript Title (if full title is more than 40 characters): _____  |                            |  |   |                        |                              |  |
| d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____  |                            |  |   |                        |                              |  |
| Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____   |                            |  |   |                        |                              |  |
| Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____  |                            |  |   |                        |                              |  |
| e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.           |                            |  |   |                        |                              |  |
| Current:  | <u>3 hrs/wk</u><br>Lecture | ____ Laboratory <sup>5</sup>             | ____ Recitation   | ____ Discussion        | ____ Indep. Study            |  |
|   | ____ Clinical              | ____ Colloquium                          | ____ Practicum  | ____ Research          | ____ Residency               |  |
|   | ____ Seminar               | ____ Studio                              | ____ Other – Please explain: _____                        |                        |                              |  |
| Proposed:   | ____ Lecture               | ____ Laboratory                          | ____ Recitation   | ____ Discussion        | ____ Indep. Study            |  |
|   | ____ Clinical              | ____ Colloquium                          | ____ Practicum  | ____ Research          | ____ Residency               |  |
|   | ____ Seminar               | ____ Studio                              | <u>3</u> Other – Please explain: <u>Distance learning</u> |                        |                              |  |
| f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail  |                            |  |   |                        |                              |  |
| Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail  |                            |  |   |                        |                              |  |
| g. Current number of credit hours: <u>3</u> Proposed number of credit hours: <u>3</u>   |                            |  |   |                        |                              |  |

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

|   |   |  |
|---|---|--|
| <b>h. Currently, is this course repeatable for additional credit?</b>   | YES <input type="checkbox"/>  | NO <input checked="" type="checkbox"/>   |
| <i>Proposed to be repeatable for additional credit?</i>   | YES <input type="checkbox"/>  | NO <input checked="" type="checkbox"/>   |
| <i>If YES: Maximum number of credit hours:</i> _____  |   |  |
| <i>If YES: Will this course allow multiple registrations during the same semester?</i>  | YES <input type="checkbox"/>  | NO <input type="checkbox"/>  |
| <b>i. Current Course Description for Bulletin:</b>  | <u>JOU 531 MEDIA LAW AND ETHICS. (3)</u><br><u>A study of the legal and ethical issues facing the mass media. The course will focus on the rights, constraints and responsibilities under the U.S. Constitution, federal and state statutes, administrative law, common law and voluntary codes of ethics. Specific topics include libel, privacy, contempt, copyright, broadcast regulation, the court systems, commercial speech, prior restraint, access, the civil and criminal judicial processes and obscenity.</u> |  |
| <i>Proposed Course Description for Bulletin:</i>  | <u>Same</u>   |  |
| <b>j. Current Prerequisites, if any:</b>  | <u>JOU 531-001 is restricted to JOU majors in primary window, then open to other majors in the School in secondary windows after provisional majors have registered.</u>  |  |
| <i>Proposed Prerequisites, if any:</i>  | <u>No change</u>  |  |
| <b>k. Current Distance Learning (DL) Status:</b>  | <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop   |  |
| *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery. |   |  |
| <b>l. Current Supplementary Teaching Component, if any:</b>   | <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both   |  |
| <i>Proposed Supplementary Teaching Component:</i>   | <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both   |  |
| <b>3. Currently, is this course taught off campus?</b>  | YES <input type="checkbox"/>  | NO <input checked="" type="checkbox"/>   |
| <i>Proposed to be taught off campus?</i>  | YES <input type="checkbox"/>  | NO <input checked="" type="checkbox"/>   |
| <b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>  | YES <input type="checkbox"/>  | NO <input checked="" type="checkbox"/>   |
| If YES, explain and offer brief rationale:<br>_____   |   |  |
| <b>5. Course Relationship to Program(s).</b>  |   |  |
| <b>a. Are there other depts and/or pgms that could be affected by the proposed change?</b>  | YES <input type="checkbox"/>  | NO <input checked="" type="checkbox"/>   |
| If YES, identify the depts. and/or pgms: _____  |   |  |
| <b>b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>   | YES <input type="checkbox"/>  | NO <input checked="" type="checkbox"/>   |
| If YES <sup>7</sup> , list the program(s) here: _____   |   |  |
| <b>6. Information to be Placed on Syllabus.</b>   |   |  |
| <b>a.</b>   | <input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>  | If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.) |

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## COURSE CHANGE FORM

### Signature Routing Log



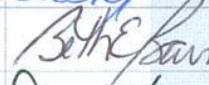

**General Information:**

Course Prefix and Number: JOU 531  
 Proposal Contact Person Name: Scoobie Ryan Phone: 7-4362 Email: scoobie@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

| Reviewing Group      | Date Approved | Contact Person (name/phone/email)            | Signature  |
|----------------------|---------------|--|--|
| JOU faculty          | 1/23/12       | Scoobie Ryan / 7-4362 / scoobie@uky.edu      |   |
| JAT Academic Affairs | 2/3/12        | Scoobie Ryan / 7-4362 / scoobie@uky.edu      |   |
| JAT faculty          | 2/6/12        | Beth Barnes / 7-4275 / bbarnes@email.uky.edu |   |
| CCIS Faculty Council | 2/15/12       | H. Dan O'Hair / 8-0290 / ohair@uky.edu       |  |
|                      |               | / /  |  |

**External-to-College Approvals:**

| Council                      | Date Approved | Signature                  | Approval of Revision <sup>8</sup> |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council        | 4/10/2012     | Sharon Gill                |                                   |
| Graduate Council             | 5/3/12        | Brian Jackson              |                                   |
| Health Care Colleges Council |               |                            |                                   |
| Senate Council Approval      |               | University Senate Approval |                                   |

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.