

JOU 541: The First Amendment, Internet, and Society
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

Prerequisite: JOU 541 will be restricted to JOU majors in the primary window; open to other majors in the School in secondary window; open to other students during add/drop.

Course description from the professor:

The development of the Internet and other forms of communication technology has raised significant First Amendment issues. Many of the questions of how freedom of speech and press apply to the Internet have not been answered and will continue to challenge policymakers, courts, and millions of people who use the Internet every day to access Web sites, social networks, blogs, exchange e-mail, and for other purposes. The Internet offers the potential for everyone to become a “media outlet.” But as with all forms of communication, there will be some controls imposed by government and some limits based on other considerations.

How the Internet is regulated and the free expression issues that such regulation raises will be the focus of this class. Particular attention will be paid to libel, privacy, hate speech, obscenity, copyright cases, social networks, and anonymity on the Internet because those are areas where there are likely to be recurring developments. Privacy is becoming an increasingly complex problem. At the same time that the use of computers has grown, so has the ability of business, government, and private individuals to gather personal information. How that information is collected and used is a subject of growing importance.

Because some students will not have taken a previous class in First Amendment law, some early lectures will be devoted to general principles of free expression and the way that courts function at the same time that students first read cases and other materials about the Internet. It is important to remember that although the First Amendment is being applied to new media technology, long-settled principles of free expression continue to be influential. Thus, it is important for students to have a foundation in First Amendment law as well as an understanding of how it applies to the Internet.

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 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
- Analyze 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

3) Students will learn substantive areas of the law such as libel, privacy, copyright, legal issues related to social networks, hate speech, obscenity/indecency, anonymity, Internet filters, cyberstalking and cyberbullying, state vs. federal regulation of the Internet, 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 and explain how various First Amendments areas relate to each and reflect evolving principles
- Analyze the legal issues related to social networks such as Facebook and Twitter

Required Materials:

There is one REQUIRED book: *The Offensive Internet: Privacy, Speech, and Reputation* by Saul Levmore and Martha Nussbaum, eds. (Harvard University Press: 2010). Students will also download cases, articles and other materials from the Internet and from data bases such as Lexis-Nexis, which is available through the UK Library Web site. (Students will be shown how to get cases from L-N). The professor will e-mail to students some reading assignments as attached Word documents.

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 required book identified 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 the following:

- A multiple-choice, short-answer exam given on (date to be added) **(20% of the grade)**
- A mid-term essay exam that will be due on (date to be added) **(20% of the grade)**
- A research paper that will be due on (date to be added) **(25% of the grade)**
- A presentation that will be recorded and uploaded (date to be added) **(15% of the grade)**
- A multiple-choice, short-answer final exam on (date to be added) **(20% of the grade)**

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 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 exam 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 a creative, analytical, and interpretative essay showing they have developed their own ideas about the issues covered during the semester.

- The research paper and presentation will require them to explore and write about a subject that goes beyond what was covered in the course and to be able to make a presentation on that subject

The multiple-choice, short-answer exams will cover specific issues and will be closed-book. No materials or notes will be permitted.

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

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.

Students will also make a presentation on their research paper that will be recorded and uploaded to YouTube or some other video site. Students may use Kaltura (being adopted at UK beginning in spring 2012) that allows the video presentation to be embedded in Blackboard. All students in the class will view the uploaded presentations.

Final Exam Information:

The multiple-choice, short-answer exams final will be given on (date to be added).

For graduate students:

In addition to all other requirements listed in this syllabus, graduate students taking this class for credit will write a longer, more sophisticated research paper on a topic approved by the professor.

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

Whenever students send an e-mail to the professor, they should include these words in the subject line of the e-mail: JOU 541. Students should provide the following information within the first week of the semester:

In the subject line of the e-mail, put: JOU 541. 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

Interlibrary Loan Service: 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) then secondarily, but phone (859-421-7072). I will likely respond within a few hours.

Diversity Statement (written by the JOU 541 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.

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.

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 few 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 five 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 that are assigned. 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 during that week
- e) Videos available through YouTube and other online sites
- f) Discussion groups in which students will participate with the class as a whole and later in smaller groups
- g) Possible live discussions facilitated through Adobe Connect.
- h) Students will be e-mailed case excerpts by the professor

Reading Assignments and Topics (more reading assignments to be added)

Part I – Introduction to the legal system; the legal environment of the Internet

- 1- www.nybooks.com/articles/22960 (“The News About the Internet” – Aug. 13, 2009)
- 2 - www.firstamendmentcenter.org/blogging
- 3 - Levmore and Nussbaum – pp. 1-30
- 4 - eBay v. Bidder’s Edge, 100 F. Supp. 2d 1058 (N.D. Cal. 2000) (excerpt by e-mail)

Part II – Libel and the Internet

- 1 - www.firstamendmentcenter.org/libel-defamation
- 2 - www.firstamendmentcenter.org/online-libel
- 3- www.firstamendmentcenter.org/n-y-s-top-court-rejects-online-defamation-lawsuit
- 4 - Levmore and Nussbaum – pp. 107-123
- 5- Stratton Oakmont v. Prodigy, 1995 N.Y. Misc. Lexis 229 (May 1995)
- 6 - Zeran v. America Online, 129 F.3d 327 (4th Cir. 1997)
- 7 - Zeran v. Diamond Broadcasting, 19 F. Supp. 2d 1249 (W.D. OK. 1997)

Part III - Libel (cont’d); jurisdictional issues

- 1 - Levmore and Nussbaum – pp. 174-194
- 2 - Blumenthal v. Drudge, 992 F. Supp. 44 (D.C.D.C. 1998)
- 3- Jane Doe v. MySpace, 528 F.3d 413 (5th Cir. 2008).
- 4- Barnes v. Yahoo, 565 F.3d 560 (9th Cir. 2009).
- 5- Young v. New Haven Advocate, 315 F.3d 256 (4th Cir. 2002)
- 6- www.firstamendmentcenter.org/privacy-newsgathering

Part IV – Privacy; social networks, public forums, and other issues

- 1 – Levmore and Nussbaum – pp. 140-151; pp. 237-256
- 2 - www.firstamendmentcenter.org/filtering
- 3 - Mainstream Loudoun v. Loudoun County Public Library, 2 F. Supp. 2d 783 (E.D. Va. 1998)
- 4- U.S. v. American Library Association, 539 U.S. 194 (2003) (excerpt by e-mail)
- 5- Doe v. Cahill, 884 A.2d 451 (Del. 2005)

Part V – Hate speech, cyberstalking and cyberbullying, and anonymity

- 1 - Levmore and Nussbaum – pp. 91-106
- 2 - www.firstamendmentcenter.org/hate-speech-online
- 3 - www.firstamendmentcenter.org/cyberstalking
- 4 - www.firstamendmentcenter.org/cyberspeech
- 5- Layshock v. Hermitage School District, 2011 U.S. App. LEXIS 11994 (3rd Cir. 2011)

Part VI – Copyright; Digital Millennium Copyright Act

- 1 - www.firstamendmentcenter.org/copyright-p2p-google
- 2- Sony v. Universal City Studios, 464 U.S. 417 (1984) (excerpt by e-mail)
- 3 - A & M Records v. Napster, 239 F.3d 1004 (9th Cir. 2001) (excerpt by e-mail)
- 4- Sony Music Entertainment v. Does 1-40, 326 F. Supp. 2d 556 (S.D.N.Y. 2004)
- 5 - Levmore and Nussbaum – pp. 50-67; 155-173

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

First essay exam due (date to be added)

Part VII – Indecency and obscenity; filters

- 1- www.firstamendmentcenter.org/indecency-online
- 2- www.firstamendmentcenter.org/pornography-obscenity
- 3- www.firstamendmentcenter.org/virtual-child-pornography
- 4 - Levmore and Nussbaum – pp. 124-139; 195-213

Part VIII – Women, minorities, and the Internet

- 1- Levmore and Nussbaum, 31-49; 68-87
- 2- More readings to be assigned

Part IX – Federal vs. state regulation of the Internet

- 1- Washington v. Heckel, 24 P. 3d 404 (Wa. 2001)
- 2 – More readings to be assigned

Part X – International legal environment of the Internet

- 1- Readings to be assigned

Part XI – Domain names; search engines and government regulation

- 1- www.firstamendmentcenter.org/cybersquatting
- 2 - Levmore and Nussbaum – pp. 217-236
- 3- More readings to be assigned

Part XII – Future regulation of the Internet

- 1- Readings to be assigned

Research paper presentation due (date to be added)

Research paper due (date to be added)

Final multiple-choice, short-answer exam: (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 541	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"/>

Curriculum and Instruction	
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 on the First Amendment and the Internet, 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 the especially the challenges that new media technology such as the Internet pose for the freedom of speech, press, privacy, libel, and other First Amendment issues. There is a huge amount of online material – much of it interesting and up to date – about the legal environment of the Internet and the legal system.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLD = Distance Learning Department

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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>*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.</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>
<i>Library and Learning Resources</i>	
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 the legal environment of the Internet. 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</p>

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	to follow and to make the material we cover interesting and relevant.
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>
Student Services	
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 (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</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>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> ○ "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." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
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 Instructor Signature: _____</p>

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

NEW COURSE FORM

1. General Information.	
a. Submitted by the College of: CCIS	Today's Date: 2-1-12
b. Department/Division: School of Journalism and Telecommunications	
c. Contact person name: Professor Scoobie Ryan	Email: scoobie@uky.edu Phone: 257-4362
d. Requested Effective Date: <input type="checkbox"/> Semester following approval OR <input checked="" type="checkbox"/> Specific Term/Year ¹ : Fall 2012	
2. Designation and Description of Proposed Course.	
a. Prefix and Number: JOU 541	
b. Full Title: The First Amendment, Internet, and Society	
c. Transcript Title (if full title is more than 40 characters): _____	
d. To be Cross-Listed ² with (Prefix and Number): _____	
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.	
3 hrs/wk Lecture	_____ Laboratory ¹
_____ Recitation	_____ Discussion
_____ Indep. Study	_____ Clinical
_____ Colloquium	_____ Practicum
_____ Research	_____ Residency
_____ Seminar	_____ Studio
_____ Other – Please explain: _____	
f. Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail	
g. Number of credits: 3	
h. Is this course repeatable for additional credit? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
If YES: Maximum number of credit hours: _____	
If YES: Will this course allow multiple registrations during the same semester? YES <input type="checkbox"/> NO <input type="checkbox"/>	
i. Course Description for Bulletin:	The course will focus on the legal and policy environment of the Internet. Particular attention will be paid to social media, libel, privacy, hate speech, obscenity, and copyright issues. How the First Amendment has been adapted to new media technology is a central part of the class. The course also provides an introduction to the legal system and the basics of legal research.
j. Prerequisites, if any:	JOU 541 will be restricted to JOU majors in primary window; open to other majors in the School in secondary window; open to other students during add/drop.
k. Will this course also be offered through Distance Learning? YES ⁴ <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
l. Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Will this course be taught off campus? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4. Frequency of Course Offering.	
a. Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
b. Will the course be offered every year?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If NO, explain:	_____
5. Are facilities and personnel necessary for the proposed new course available?	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If NO, explain:	_____
6. What enrollment (per section per semester) may reasonably be expected?	15-30
7. Anticipated Student Demand.	
a. Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b. Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If YES, explain:	7a: Journalism and ISC students within the School, for whom the class will be an upper-division elective, will comprise most of the class. 7b: Students in communication, political science, law, and history will also be interested in this course.
8. Check the category most applicable to this course:	
<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established	
<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
9. Course Relationship to Program(s).	
a. Is this course part of a proposed new program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, name the proposed new program:	_____
b. Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES ⁵ , list affected programs:	_____
10. Information to be Placed on Syllabus.	
a. Is the course 400G or 500?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)	
b. <input checked="" type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

NEW COURSE FORM

Signature Routing Log

General Information:


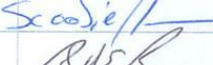
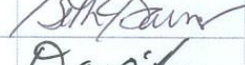
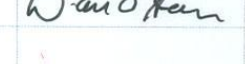
Course Prefix and Number: JOU 541

Proposal Contact Person Name: Professor Soobie Ryan Phone: 257-4362 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 ⁶
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:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.