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Course Information

Date Submitted: 2/12/2015

Current Prefix and Number: MAS - Media Arts and Studies, MAS 310 MEDIA POLICY AND REGULATION

Other Course:

Proposed Prefix and Number: MAS 310

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

OFFICE OF THE
SENATE COUNCIL

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: School Of Journalism & Telecommunication

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Thomas R. Lindlof

Email: lindlof@uky.edu

Phone: 257-4242

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2016

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: TELECOMMUNICATIONS POLICY AND REGULATION

Proposed Title: Media Policy and Regulation

c. Current Transcript Title: MEDIA POLICY AND REGULATION

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A study of policy and regulation of media in the U.S., primarily broadcasting, cable, telephone, and the internet. This includes traditional issues in the regulation of content, such as freedom of speech, copyright, obscenity, and privacy. It also includes traditional areas in the regulation of the industry structure including monopolies, licensing, cross ownership rules, mergers, and illegal practices.

Proposed Course Description for Bulletin: A study of policy and regulation of media in the U.S., primarily broadcasting, cable, telephone, and the internet. This includes traditional issues in the regulation of content, such as freedom of speech, copyright, obscenity, and privacy. It also includes traditional areas in the regulation of the industry structure including monopolies, licensing, cross ownership rules, mergers, and illegal practices.

2j. Current Prerequisites, if any: Prereq: Media Arts & Studies major status

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Thomas R. Lindlof

Instructor Email: lindlof@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. 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? The course syllabus conforms to University Senate Syllabus Guidelines for Distance Learning Considerations. Timely and appropriate interaction between students and professor will be achieved by the following means: A welcoming message will be sent to students the first week of the semester, accompanied by an explanation of how to get started in MAS 310.201, where to find important information and resources on Blackboard (or Canvas, if and when that course management system replaces Blackboard at UK), the goals of the course and student expectations, and biographical information about the professor. Students will be asked to send an e-mail to the professor during the first week, introducing themselves by providing information about their career interests, what they hope to learn from MAS 310.201, etc. During the semester, the professor will invite questions and comments from the students and the students will have ample opportunity to ask questions, seek clarification about coursework, and engage in the subject matter with the professor and their student peers.

2. 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. Nearly every form of faculty presentation of material, student interaction, and professor-student communication available in a classroom-based version of MAS 310.201 has been replicated or adapted for the DL offering of the course. All course materials will be available either on Blackboard (or Canvas) or through the UK Libraries' eReserves system. All lectures will be presented through voice-narrated PowerPoint slides (and occasionally, web video), mostly in 15-20 segments for ease of viewing. The professor will be available for student consultation via e-mail (or phone, for extended conversations), and will reply to these messages promptly. Discussion forums of the course subject matter will be held on a weekly basis in Blackboard's Discussions feature (or the similar feature on Canvas). Initially the professor will kick off these discussions with a thread, but soon thereafter the students themselves will initiate their own threads of interest pertaining to the topics and course content for the given week. Just as in a traditional class, MAS 310.201 offered by DL will set course goals appropriate to the exploration of media policy and regulation, assess the learning outcomes shown in the syllabus, and engage the students with texts that incite their interest and move them towards an expanded understanding of the subject matter. The exams, discussion forums, the case study requirement, and the policy analysis paper are little different than what is currently designed for the course. In summary, there is every reason to expect that the DL student's experience in MAS 310.201 is comparable to that of traditional instructional delivery.

3. 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. Only students enrolled in MAS 310.201 will be permitted to access MAS 310.201 on Blackboard (or Canvas) via their password-protected link blue UK account. The professor and students will communicate through the technical affordances of Blackboard (or Canvas). Thus a reasonably good level of security exists with respect to communications with the professor and fellow students via e-mail, assignment and exam drops, discussion forum participation, etc. The university's academic integrity policy is featured prominently in the MAS 310.201 syllabus. This section features a description of academic offenses, how to avert them, and the penalties associated with offenses if they are discovered and verified. A more detailed discussion of these matters -- especially with reference to plagiarism and the honor system for examinations -- will occur in a message on Blackboard (or Canvas) early in the semester, and student questions/clarifications of academic integrity policies will be invited and answered.

4. 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? No

If yes, which percentage, and which program(s)? N.A.

5. 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? Students with a documented disability that requires academic accommodations in MAS 310.201 will be told to make their request to the University Disability Resource Center. The Center will require current disability documentation. When the accommodations are approved, the Center will provide the professor with a Letter of Accommodation which details the recommended accommodations. This is no different than the access provided for students in a traditional classroom setting. Student access to articles placed in eReserves will also be available on an equivalent basis. Other student services, as they arise, should be available to the students in MAS 310.201 as they would be in traditional classroom settings.

6. How do course requirements ensure that students make appropriate use of learning resources? The course requirements specify the learning resources they need for completing specific assignments and preparing for examinations. These directions are listed in the syllabus, and will be amplified and expanded upon in the professor's announcements to the students on Blackboard (or Canvas). During PowerPoint lectures, and when preparing students for exams and upcoming assignments, the professor will emphasize the necessity for students to read and study the materials appropriate to those activities. The books will be available in bookstores at the beginning of the semester (along with information about renting or purchasing the e-book version from online venues), and the required readings will be made available through the UK Libraries' eReserves system. Students will be informed by the professor about any supplemental learning resources - such as publicly available videos, articles, blogs, web sites, etc. - that may enhance their performance in course activities.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Other than the equipment required (or recommended) for optimal access to Blackboard (or Canvas), there are no laboratories, facilities, and equipment specific to the proposed course. The following language from the syllabus explains how students will be informed about the technology employed in the class: "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 computer with a webcam and a headset with a microphone."

8. 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 Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The following language from the syllabus explains how students will be informed about the technology employed in the class as well as how they can seek technical help: "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 computer 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); e-mail: dllservice@email.uky.edu Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=8

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student 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. N.A.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Thomas R. Lindlof

SIGNATURE|BBARNES|Beth Barnes|MAS 310 CHANGE Dept Review|20150318

SIGNATURE|MSBEAC2|Megan B Sizemore|MAS 310 CHANGE College Review|20150420

SIGNATURE|JMETT2|Joanie Eit-Mims|MAS 310 CHANGE Undergrad Council Review|20151113

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate F

Open in full window to print or save

Attachments:

Browse...

Upload File

ID	Attachment
Delete 5657	MAS 310DL Syllabus rev A.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number: MAS - Media Arts and Studies MAS 310 MEDIA POLICY AND REGULATION		Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	MAS 310
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or substitution of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General information			
a. Submitted by the College of: COMMUNICATION AND INFORMATION		Submission Date: 2/12/2015	
b. Department/Division:		School Of Journalism & Telecommunication	
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
e.* * Contact Person Name: Thomas R. Lindlof Email: lindlof@uky.edu Phone: 257-4242		* Responsible Faculty ID (if different from Contact) Email: Phone:	
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval	OR Specific Term: ² Spring 2016
2. Designation and Description of Proposed Course.			
a. Current Distance Learning (DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> 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) that proposed changes do not affect DL delivery.			
b. Full Title:		TELECOMMUNICATIONS POLICY AND REGULATION	Proposed Title: * Media Policy and Regulation
c. Current Transcript Title (if full title is more than 40 characters):		MEDIA POLICY AND REGULATION	
c. Proposed Transcript Title (if full title is more than 40 characters):		(Empty field)	
d. Current Cross-listing:		<input type="checkbox"/> N/A	OR Currently ² Cross-listed with (Prefix & Number): none
Proposed - ADD ² Cross-listing (Prefix & Number):			

Proposed - REMOVE ^{2,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern type.					
Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:			3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
IF YES:		Maximum number of credit hours:			
IF YES:		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
A study of policy and regulation of media in the U.S., primarily broadcasting, cable, telephone, and the internet. This includes traditional issues in the regulation of content, such as freedom of speech, copyright, obscenity, and privacy. It also includes traditional areas in the regulation of the industry structure including monopolies, licensing, cross ownership rules, mergers, and illegal practices.					
* Proposed Course Description for Bulletin:					
A study of policy and regulation of media in the U.S., primarily broadcasting, cable, telephone, and the internet. This includes traditional issues in the regulation of content, such as freedom of speech, copyright, obscenity, and privacy. It also includes traditional areas in the regulation of the industry structure including monopolies, licensing, cross ownership rules, mergers, and illegal practices.					
j. Current Prerequisites, if any:					
Prereq: Media Arts & Studies major status					
* Proposed Prerequisites, if any:					
* 					
k. Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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 distance learning.
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 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 technology. 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: MAS 310	Date: 2/12/2015
Instructor Name: Thomas R. Lindlof	Instructor Email: tlindlof@uky.edu
Check the method below that best reflects how the majority 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

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
 The course syllabus conforms to University Senate Syllabus Guidelines for Distance Learning Considerations. Timely and appropriate interaction between students and professor will be achieved by the following means:
- 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 assessment of student learning outcomes, etc.
 Nearly every form of faculty presentation of material, student interaction, and professor-student communication available in a classroom-based version of MAS 310.201 has been replicated or adapted for the DL offering of the

3. 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.

Only students enrolled in MAS 310.201 will be permitted to access MAS 310.201 on Blackboard (or Canvas) via their password-protected link blue UK account. The professor and students will communicate through the

4. 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 a DL, as defined above?

No

Which percentage, and which program(s)?

N.A.

*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 is six months from the date of approval.

5. 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? Students with a documented disability that requires academic accommodations in MAS 310.201 will be told to make their request to the University Disability Resource Center. The Center will require current disability

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The course requirements specify the learning resources they need for completing specific assignments and preparing for examinations. These directions are listed in the syllabus, and will be amplified and expanded

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Other than the equipment required (or recommended) for optimal access to Blackboard (or Canvas), there are no laboratories, facilities, and equipment specific to the proposed course. The following language from the

Student Services

8. 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 of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The following language from the syllabus explains how students will be informed about the technology employed in the class as well as how they can seek technical help:

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

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.

N.A.

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "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."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dliservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Thomas R. Lindlof

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

¹⁴¹See 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 "n form will be sent to appropriate academic Council for normal processing and contact person is informed.*

¹⁴²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹⁴³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

¹⁴⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

¹⁴⁵Generally, 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 generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.I.)

¹⁴⁶You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

¹⁴⁷In order to change a program, a program change form must also be submitted.

MAS 310: Media Policy and Regulation Taught through Distance Learning

Instructor: Professor Thomas R. Lindlof
Office: 212 Grehan Bldg.
Office phone: 257-4242
E-Mail: lindlof@uky.edu
Office hours: TBA

COURSE DESCRIPTION

A study of policy and regulation of media in the U.S., primarily broadcasting, cable, telephony, and the Internet. This includes traditional issues in the regulation of content, such as freedom of speech, copyright, obscenity, and privacy. It also includes traditional areas in the regulation of the industry structure including monopolies, licensing, cross ownership rules, mergers, and illegal practices

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, you should be able to:

- Demonstrate a sufficient level of understanding of the prevalent legal framework that grants free speech protection to, and offers constraints on, media professionals in a variety of contexts and domains;
- Make intelligent decisions in handling privacy, copyright, and other controversial issues in actual (or realistic) situations;
- Display a basic understanding of the historical contours of telecommunications regulation and policymaking in the U.S., and connect the dots between the past and the present of media laws and policies;
- Demonstrate knowledge about the working procedures and institutional power of major entities in setting forth the nation's electronic media law and policy;
- Develop a proficient vocabulary in the dynamic field of media regulations and policymaking;
- Competently analyze basic media issues, and present cogent, intelligent arguments in relation to major ongoing controversies;
- Demonstrate an awareness of the possibilities and limitations of the legal and regulatory framework in the media industry; and
- Prepare yourself to be a critical evaluator and skillful worker in today's changing media regulatory environment.

COURSE MATERIALS

Required Textbook

Ashley Packard (2013). *Digital Media Law*. 2nd edition. Wiley-Blackwell.

Required Articles

Articles from communication law and technology journals and other literature are assigned for you to read this semester. These articles will be made available through the UK Libraries' e-Reserves.

Additional Materials

Other materials (including web links) that illustrate or further elaborate upon the semester's issues will be posted on Canvas. These materials may prove to be useful for the exam, assignments, or discussions, so I advise you to become familiar with them.

Policy News Updates

Throughout the semester, students are encouraged to browse the major news outlets for stories in relation to media policymaking and regulation. *The New York Times*, CNN, *The Washington Post*, *The Wall Street Journal*, as well as many other news media, often feature news stories or editorials on current telecommunications debates. This is an excellent way to stay up to date with the latest developments, and is especially helpful for your policy paper assignment. One way to get automatic updates is to sign up with a number of digital services specializing in areas of telecommunications. Here are a few of the important ones:

- **The Washington Post** will deliver a daily feed of technology policy news directly to your in-box. You can subscribe at <http://www.washingtonpost.com/business/technology/>
- The web site **This Week in Tech (TWIT)** posts – and will deliver to you – podcasts on the latest developments in media/info technology and related policy issues. Here's the link for TWIT: <http://twit.tv/twit>
- One of the recommended sources is **The Benton Foundation's Communications Policy Headline Service**, which you can get by visiting www.benton.org and signing up via your email (at <http://www.benton.org/emails>).
- Another good listserv is the **Gigalaw Daily News Letter** specializing in technology and the Internet (<http://www.gigalaw.com/newsletters/dailynews.html>).
- On television, **C-SPAN** airs Congressional hearings and other policy-focused discussions that may be of interest to you. Check the schedule at its Website (<http://www.c-span.org/>).

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 computer 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); e-mail: dllservice@email.uky.edu

Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=8

COURSE PROCEDURES AND POLICIES

Students will use the Canvas course management system (available through MyUK) for announcements; to access the syllabus, lectures, and other course content; to submit assignments; to engage in discussions with other students; and for other purposes.

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

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. They will participate in discussion groups and engage in an ongoing project of popular culture analysis.

E-Mail Instructions

When students know they are going to take this class, they should e-mail the professor at lindlof@uky.edu

Whenever students send an e-mail to the professor, they should include these words in the subject line of the e-mail: MAS 310. Students should provide the following information within the first week of the semester:

In the subject line of the e-mail, put: MAS 310. Include the following information:

Name: (include your 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:

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Incomplete Work

An “Incomplete” (I) grade is only reserved for the rare occurrence of a student who is suddenly involved in an unanticipated circumstance (e.g., personal or family emergencies) that prevents the student from completing the remaining course work in time. This opportunity can only be granted by the instructor after fully assessing the specific situation/circumstance, and a contract has been reached between the instructor and the student on how and when the remaining portions of the course work can be completed.

Academic Integrity

Part II of Student Rights and Responsibilities (available online on the UK web site) 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, 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.

Students may discuss assignments among themselves or with the professor, 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 s/he 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 minor changes, while leaving the original organization, content, and phraseology intact, is plagiarism. 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.

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.

Respect for Diverse Viewpoints

I consider the diversity that students bring to this class a highly valuable resource and one of the true benefits of your college experience. During the semester, we will discuss topics and readings that touch upon aspects of social and cultural diversity, such as race, ethnicity, gender, sexual orientation, socioeconomic status, and politics. I encourage you to express your thoughts on those aspects relevant to your own background, to listen respectfully to your fellow students, and be open to learning from people who hold views different than yours.

Accommodations Due to Disability (provided by the University)

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Contacting Me

I'm here to help, so please don't hesitate to ask questions or share your concerns about your experience in this class. E-mail is an excellent way to reach me (lindlof@uky.edu), especially for questions that can be answered succinctly. I will likely respond within a day of receipt of your message. If an issue or question requires a conversation, we should schedule a time to talk on the phone; send me an e-mail to make such an appointment.

GRADED WORK

Course grades will be based on the following:

Discussion Board – Case Studies	100 points	25%
Policy Analysis Paper	80	20%
Exam 1	70	17.5%
Exam 2	70	17.5%
Final Exam	80	20%
<i>Total</i>	<i>400 points</i>	<i>100%</i>

Grades for each assignment and exam will be assigned by the following percentage ranges:
A: 90-100% B: 80-89% C: 70-79% D: 60-69% E: Below 60%

Case Studies (25%)

During the semester, there will be six discussion forums for student commentary on case studies focusing on topics in media law, regulation, policy, and/or ethics. The case studies provide the opportunity to confront “real world” examples and decide a course of action. Each case study will be administered after we have gone through one or more units of course material. Each case will describe a set of circumstances and a directive to the student-analyst. It is up to you to cite and apply the appropriate concepts, principles, laws, policies, and information. The student will also “reply” to the posted commentary of one of his/her peers, thus giving every student the benefit of another’s viewpoint on his/her decisions.

The instructor’s prompt for each case study will be posted the day prior to the 24-hour window in which students must post to the discussion board.

Policy Analysis (20%)

Students will write a policy analysis paper focusing on a specific issue in media law, policy, and/or regulation. This paper will require the correct application of course materials; a search for additional resources; an analysis of the facts, the relevant legal and/or policy frameworks, and the different perspectives of the issue; and finally, the formulation of your own position on the issue.

Detailed instructions for the policy analysis assignment will be given on March _____. The paper is due via Canvas submission on April _____. Students must keep a back-up copy on their computers in case the submitted copy does not arrive intact. The paper will not be accepted late except for compelling reasons. The professor will decide whether to accept the late assignment.

Exams (55%)

Three examinations – including the final exam – are scheduled at roughly equal intervals of 4 ½ weeks and will cover the stipulated readings and lecture material. The final exam, which will be held on May ____, will cover readings and lecture material from the last third of the semester as well as selected content from earlier in the semester. All examinations will be administered via Canvas and consist of short-answer and essay questions. The multiple-choice, true-false questions will test the student’s understanding of concepts and specific elements of media law, policy, and regulation that are discussed in the textbook, articles, and lectures. The essay questions 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.

Each exam will be closed-book; that is, no materials or notes will be permitted during the exam. Students will have 75 minutes to complete each of the first two exams, and two hours to

complete the final exam. They will be permitted to take each exam at any time during a 36-hour window.

Study guides will be issued before each exam, and students will have the opportunity to ask the instructor questions about the structure, coverage, and expectations of the exam.

Student Alerts and Mid-Term Grades

Students who fail to complete their assignments and/or fail to take the exam during the first five weeks of the semester will be notified by the UK Student Alert system of the issues and urged to contact the instructor as quickly as possible.

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

MAS 310 Semester Schedule

Topics may occasionally shift a bit from their place in this calendar; however, dates for assignments, case study discussion boards, and exams should be considered firm.

Readings Key:

Packard, Ch. — ___ = Ashley Packard (2013). *Digital Media Law*. 2nd edition.

BB # — ___ = Articles on Canvas (under the Assignments tab)

Week	Date	Assignments & Exams	Topics	Readings
WEEK 1	Jan. 1		Course introduction	
WEEK 2	Jan. 21		Introduction to U.S. legal system	Packard, Ch. 1—Introduction to the Legal System
WEEK 3	Jan. 26		Regulatory agencies and other policy actors	Packard, Ch. 3—Telecommunications Regulation
	Jan. 28		Broadcast/cable regulation	
WEEK 4	Feb. 2	Case study DB	Spectrum policy	BB #1: Questioning the Scarcity of the Spectrum
	Feb. 4		Internet regulation and network neutrality	Packard, Ch. 4—Internet Regulation
WEEK 5	Feb. 9	Case study DB	Network neutrality, cont'd.	BB #2: The Right Way to Fix the Internet
	Feb. 11	Exam 1 study guide issued	Antitrust law and media ownership	Packard, Ch. 12—pp. 358-365 BB #3: Behind the Scenes of Women's Broadcast Ownership
WEEK 6	Feb. 16	Exam 1		
	Feb. 18		Freedom of expression	Packard, Ch. 2—Freedom of Expression BB #4: Overt Censorship: A Fatal Mistake?
WEEK 7	Feb. 23		Freedom of expression, cont'd	BB #5: The Geeks Who Leak
	Feb. 25	No class - Instructor on professional trip		

WEEK 8	Mar. 2	Policy analysis paper assigned Case study DB		
	Mar. 4		Defamation	Packard, Ch. 9—Defamation
WEEK 9	Mar. 9		Intellectual property: Copyright	Packard, Ch. 7—Intellectual Property: Copyright
	Mar. 11		Copyright, cont'd	BB #6: Can Online Piracy be Stopped by Laws?
WEEK 10	Mar. 23	Case study DB	Copyright, cont'd	
	Mar. 25	Exam 2 study guide issued	Intellectual property: Patents and trademarks	Packard, Ch. 8—Intellectual Property: Patents, Trademarks and Trade Secrets
WEEK 11	Mar. 30	Exam 2		
	Apr. 1		Invasion of privacy	Packard, Ch. 10—Invasion of Privacy
WEEK 12	Apr. 6		Privacy in online contexts	BB #7: Privacy Deleted: Is It Too Late to Protect Our Privacy Online?
	Apr. 8	Case study DB	Information gathering	Packard, Ch. 6—Information Gathering
WEEK 13	Apr. 13		Law and regulations governing sex and violence	Packard, Ch. 11—Sex and Violence
	Apr. 15		Ethics and industry self-regulation	BB #8: Using Classic Social Media Cases to Distill Ethical Guidelines for Digital Engagement
WEEK 14	Apr. 20	Policy analysis paper due	Commercial speech	Packard, Ch. 12—pp. 333-358
	Apr. 22	Case study DB		
WEEK 15	Apr. 27		Labor regulation and the media	BB #9: It's Your Own Fault: How Post-Strike Hollywood Continues to Punish Writers for Striking
	Apr. 29	Final Exam study guide issued		
WEEK 16	May 4	Final Exam		

MAS 310 Articles – Spring 2015**February 2**

#1: Ryan P. S. (2005). Questioning the scarcity of the spectrum: The structure of a spectrum revolution. *Journal of Internet Law*, 8 (9), 21-36.

February 9

#2: Anders, G. (2014, November/December). The right way to fix the Internet. *MIT Technology Review*, 117 (6), 28-35.

February 11

#3: Byerly, C. M. (2011). Behind the scenes of women's broadcast ownership. *Howard Journal of Communications*, 22, 24-42.

February 18

#4: Richet, J.-L. (2013). Overt censorship: A fatal mistake? *Communications of the ACM*, 56 (8), 37-38.

February 23

#5: Scherer, M. (2013, June 24). The geeks who leak. *Time*, 23-29.

March 11

#6: Samuelson, P. Can online piracy be stopped by laws? (2012). *Communications of the ACM*, 55 (7), 25-27.

April 6

#7: Witte, D. S. (2013). Privacy deleted: Is it too late to protect our privacy online? *Journal of Internet Law*, 18 (1), 1-28.

April 15

#8: Bowen, S. A. (2013). Using classic social media cases to distill ethical guidelines for digital engagement. *Journal of Mass Media Ethics*, 28, 119-133.

April 27

#9: Henderson, F. D. (2010). It's your own fault: How post-strike Hollywood continues to punish writers for striking. *Popular Communication*, 8 (3), 232-239.