

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances” -- *First Amendment to the Constitution*

MC 3080 Section 2: Mass Media Law
Spring 2012 Course Syllabus
3:10-4:30 p.m. Tuesday and Thursday in 236 Hodges

Instructor of Record	Service Learning Partner Contact:
Dr. Erin Coyle Assistant professor Manship School of Mass Communication 215 Hodges Hall Louisiana State University at Baton Rouge Phone 225-578-2098 Email ekcoyle@lsu.edu	Ms. Katie Blunski Assistant Superintendent--Area II East Baton Rouge Parish Schools P. O. Box 2950 Baton Rouge, Louisiana 70821 Phone 225-922-5547 kblunski@ebrschools.org

Dr. Coyle's Office Hours: 10 a.m.-noon Tuesday/Thursday. Other times by appointment.

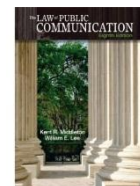
Required Materials

Textbook: Kent R. Middleton & William E. Lee, *The Law of Public Communication 2012 Update, Eighth Edition* (2012) (referred to as M&L below)

Additional readings distributed in class and via Moodle

LSU email and Moodle account

Paper, pens, and pencils



Course Introduction

Mass media law is dynamic, interesting, important, and challenging. The study of law will be new to many of you. You will learn new vocabulary terms while developing critical thinking, logical reasoning, and writing skills. This course primarily is designed to explore key legal issues you are likely to confront as mass communication professionals. Nonetheless, you will be challenged to think critically about the applicability of those issues to individuals and to media institutions that transmit information via spoken communications, writing, traditional media, text messages, social network sites, or email messages.

The First Amendment to the Constitution of the United States of America's freedoms for speech, press, assembly, and petitioning for redress provide a broad foundation for media law. That foundation extends many rights to message providers and recipients, but it does not extend unlimited rights. Numerous court rulings have created and clarified boundaries that limit those freedoms, often indicating that certain responsibilities undergird the freedoms for individuals and institutions to communicate. Contributing to a democratic dialogue and a free flow of information are two of those responsibilities associated with freedom of speech and press.

In this course, we will explore some limitations on freedom of speech and press by identifying activities that undermine the democratic dialogue and free flow of information by harming at least one member of society. We will evaluate hypothetical legal conflicts, apply legal principles covered in assigned readings and class and explain key concepts. You are expected to demonstrate your understanding of the material and ability to recognize legal issues often confronted by professional and non-professional communicators; apply legal reasoning to evaluate legal conflicts; and to assert legally protected rights to gather, prepare, and disseminate information. You also are asked to be cognizant that the professor designed this section of MC 3080 with the Core Values of a Manship Education and Manship Writing Essentials in mind.

This course will push you to think critically about key issues of mass communication law, including libel, Invasion of privacy, intellectual property, source confidentiality, prior restraint, and regulation of electronic communications, including cyber bullying. Work in class settings, on writing assignments, and on exams will require analysis of courts' applications of constitutional tests, common law precedent, statutory language, or administrative rules to the facts of specific cases. Those efforts are intended to help you develop an understanding of how seminal court rulings and other legal rules have expanded or reduced communication-related constitutional freedoms by helping key First Amendment, common law, or statutory principles evolve.

Course Objectives

Academic Objectives

This course introduces the historical and philosophical foundations of America's system of freedom of expression, the American judicial system and process, and key legal issues affecting media professionals and other mass communicators today. Its objectives are fourfold: (1) to familiarize students with the legal issues affecting the mass media industries and other communicators, (2) to develop legal reasoning and analytical skills, (3) to promote an understanding of key responsibilities undergirding the constitutional freedoms of speech, press, assembly, and petitioning, (4) to advance students' abilities to write and report on legal issues.

Civic Objectives

This course explores responsibilities and freedoms that members of the judiciary, legislatures, and scholars have assigned to the media. As their writings have connected purposes for free expression to civic responsibilities, this course has several civic objectives: (1) to demonstrate an understanding of mass communicators' social responsibility through reflective essays, class discussion, partner meetings, and presentations, (2) to analyze the political responsibility of mass communicators through reflective essays, class discussion, and presentations.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Articulate and assert the rights of a media professional and of a nonprofessional speaker or writer.
2. Understand key concepts in media law such as prior restraint, defamation, copyright, obscenity, indecency, and journalistic privilege.
3. Demonstrate an understanding of American courts, including how to read and report on judicial decisions.
4. Apply legal reasoning, judicial tests and precedents to specific factual situations in order to determine whether they are potentially (a) unconstitutional under the First Amendment, (b) illegal, or (c) actionable under civil law.
5. Understand the historical and philosophical evolution of the First Amendment.
6. Explain rationales for the constitutional freedoms to communicate, as well as the limitations associated with those rationales.
7. Communicate without jargon to broad audiences key differences between highly protected speech and unprotected threats.

Service-Learning Course

This section of MC 3080 is certified as a service-learning course. "**Service learning** is a credit-bearing, educational, experience in which students **participate in an organized service activity** that meets identified community needs and reflect on the service activity in such a way as to **gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility,**" according to Robert Bringle and Julie Hatcher's article, "A Service Learning Curriculum for Faculty," published in the *Michigan Journal of Community Service Learning* in fall 1995.

As a service-learning course, this section requires students to actively engage with our community partners by critically evaluating free expression rights for individuals, institutions, and society. Specifically, we will focus on online expression likely to target and harm individual middle school students, and we will work with middle school students to explore how such expression can challenge or exceed the freedoms guaranteed by the First Amendment.

Each student will complete a group-project designed to help middle school students recognize when harmful expression, such as cyber bullying, could fall into a category of conduct not protected by the First Amendment. Each student also will complete a series of reflection papers that require students to critically evaluate their learning through community engagement.

By partnering with this section of MC3080, Southeast Middle School is providing each student with a unique opportunity to learn how to communicate with middle school students and to evaluate contemporary issues related to freedom of expression. In return for this valuable opportunity, each student is expected to treat engaging in the opportunity as a job requiring professional conduct.

Expectations for Professional Conduct

Attendance is vital to the success of your partnership with middle school students. A lot of people are counting on you to go read with a middle school student and to present material to middle school students, teachers, administrators, and parents. Please show them respect and demonstrate a high standard of professionalism through your behavior. Also, please refrain from making your student partners a "Friend" on Facebook or from giving them your cell phone numbers. It is important to clearly establish a professional relationship with your student partner.

Your completed presentations are **expected to be of professional quality that are ready to be shared with the course's community partner, your professor, and your peers as well as to add to your professional portfolio.** Grading rubrics for papers and presentations will incorporate the Manship Writing Essentials, available at the end of this syllabus and on Moodle.

Risk Management

Students who leave the LSU campus to meet with our community partners must comply with the university's risk management policies. Each student is responsible for completing university travel insurance documents and accurately providing information about the dates he or she will be traveling to or from Southeast Middle School.

Course Organization

This section of MC 3080 will emphasize development of critical thinking, high-quality writing, and clear explanations of legal rules that are communicated in a manner that a sixth to eighth grade student could understand. It is important to think about the material conceptually, cumulatively, and in terms of its impact on communicators. Please consider how material from each unit relates to material for other units and to the course's service-learning partnership. Exams and assignments are designed to require college students to think critically as well as to demonstrate familiarity with current and past units from this course in preparation for their futures as civically engaged mass communication professionals.

Course Requirements

Attendance

MC 3080 covers material fundamental for media professionals to understand. It is in your best interest to attend each class and to arrive on time for each class. You are responsible for attendance and completing assignments. Makeup work will only be allowed if the absence is for a documented reason listed in University Policy PS-22. *Regardless of the reason for an absence, you are responsible for learning about missed material.*

Assigned Readings

All assigned readings must be completed before the day the readings are listed on the course schedule. Students will be asked to discuss, debate, and apply concepts from the readings during class time.

Class Participation and Professionalism (50 points total)

Five percent of the MC 3080 course grade results from class participation that will be gauged through engagement in class activities and in-class writing assignments.

Exams (500 points total)

Fifty percent of the course grade results from two exams. Both exams will include essay questions. The material included in the exams will be drawn from assigned readings, class slides, and class discussion. The exam study guides posted on Moodle will indicate which material is most likely to be on the exams. The midterm exam, worth 200 points, will include material covered during the first part of the semester. The final exam, worth 300 points, will be cumulative.

Service-Learning (450 points with up to 150 points for writings and up to 300 points for partnership components)

Reflection Writing (150 points total)

Fifteen percent of the MC 3080 course grade results from reflection assignments. Throughout the semester, you will be assigned to complete seven reflection papers. The first six are each worth a maximum of 20 points. The final reflection paper is worth up to 30 points. The reflection writing assignments are designed to encourage students to think about how the concepts covered in MC 3080 relate to your daily lives and to your work with our service-learning partner. The reflections also are intended to help you learn how to recognize legal issues, to help prepare you to read and understand legal writing, to help you start to critically analyze hypothetical situations, and to help you clearly explain the application of key legal principles when assessing legal issues, as you must do for papers, presentations, and exams and mass media professionals must do throughout their careers.

Service-Learning Reading Partnership Meetings (100 points total)

Ten percent of the course grade is assigned to each student's successful completion of service-learning partnership meetings. Each student will be assigned to a group of two people who will travel to a local middle school once every two weeks to read with a middle school student. **Showing up for that commitment is a foundational requirement. Attempting to hide any failure to meet with a middle school student or to fulfill other obligations of the service-learning project may be considered academic dishonesty and reported to the Dean of Students Office as a violation of the Student Code of Conduct.**

Service Learning Alternatives to the Reading Partnership (100 points total)

Any student with documented inability to travel to a middle school for a reading partnership will be assigned additional readings and reflection assignments. The need to alter the reading partnership or on-site presentation-based components of this course must be explained in writing and submitted to Dr. Coyle by Jan. 31, 2011.

Service-Learning Partner Presentations (200 points total)

Each student will be assigned to a group to prepare and deliver a lesson on freedom of expression and cyber bullying, hate speech, invasion privacy, or libel. Each student must perform research, contribute to a lesson plan, and present the lesson to our class as well as to middle school students, teachers and administrators, or parents. If a group is unable to travel to a middle school to present lessons, the group may receive permission to create a video-based or web-based lesson.

Part of the partner presentation assignment will require each group member to evaluate and grade the contributions of one's self and one's group members. Those evaluations may raise or lower a student's grade.

Late or Missing Assignments Policy

Unless the professor has made an exception for a documented reason listed in University Policy PS-22, a grade deduction of at least 10 percent will be assigned for papers turned in after deadline. An additional 10 percent deduction will be assigned for each 24-hour period that the assignment is overdue. Any written assignment that has not been handed in within two days of the deadline will be deemed missing unless the professor has made an exception for a reason listed in PS-22. No points will be assigned for missing assignments.

Grading

Grading Scale

91-100 = A 81 - 90.999 = B 71 - 80.999 = C 61 - 70.999 = D 60.999 or lower = F

How Your Final Grades Are Calculated:

Your final grade in this course will be determined by calculating the percentage of the 1,000 maximum-possible points that you have earned this semester. Although Moodle might round your grade, the grade reflected on Moodle will not be considered your final grade. The professor will not round an exam, paper, class participation, or a final course grade by more than .001 percent. Your final grade will be determined by 1) adding the total points you earn by completing quizzes, exams, papers, and class participation and 2) dividing that number by 1,000. You may monitor your grade by assessing the percentage of total points you have earned on the aforementioned components of the course grade. Your final grade will be based on the precise number of points you earned. The final course grade will not be based on a curve. The final course grade will not be rounded by more than .01.

Questions or Concerns about a Grade:

The professor will be happy to answer questions about how you are doing in the class. That said, if you have any questions or concerns about a grade assigned for a paper or exam, you must contact the professor within one week of receiving a grade and feedback. If the university is closed for a week day during that week, an additional week day will be added to accommodate for the closure.

If you request an exam or assignment be graded again, please keep in mind that the professor will grade the assignment or exam again. That may result in a deduction or an addition of points.

Academic Dishonesty

As media professionals, our integrity is vital to our field. **Plagiarism, cheating, collusion, and falsification are serious forms of academic dishonesty.** The Student Code for Academic Misconduct allows any such act to be punished by failure on the exam, paper, or assignment; failure in the course; and/or expulsion from LSU. The university requires any documented instance of academic dishonesty to result in a report to the Dean of Students.

Cheating includes the use of any non-approved materials for the completion of an assignment or exam. If a student has another person complete his/her assignment or exam, that act constitutes cheating. If a student copies another's work on an assignment or an exam, that may be considered cheating. **A report will be sent to the Dean of Students if cheating is observed.**

Plagiarism is the presentation of another's ideas or writing, either verbatim or in substance, as your own without properly acknowledging the other's work. This would include reliance on materials downloaded from the Internet, found online, or found in printed materials.

Plagiarism also includes the submission of any assignment by two or more students who were not assigned by the professor to complete the work together. For example, this professor has to report any instance in which a student copies any written assignment written by another person, whether that information was found posted online or in another source, and submitting that paper as if it were the student's work will result in a report to the Dean of Students. For example, if two students hand in individually assigned papers that include at least one sentence of non-quoted material consisting of the exact same wording, which are not inside quotation marks, the instance will result in a report to the Dean. For more information and examples, see the Plagiarism Section of the Student Code or "Plagiarism: What it is and How to Avoid It."

IMPORTANT: Any incorporation of another person's words or ideas in your writing must be clearly presented as the words or ideas provided by the source in which you found the information. Proper citation must include the name of the author or name of the case and the page number on which you found the material. Presenting those words or ideas as your own may be considered plagiarism or another form of academic dishonesty. Using exact phrases from the course slides or textbook without using quotation marks and proper source citation may be considered plagiarism. If no citation is added to a sentence, clause or phrase taken from another writer's work—even when changing one or two words from the sentence, clause, or phrase—may be considered plagiarism. Any suspected use of plagiarism will be reported to the Dean of Students.

A report will be sent to the Dean of Students in any documented instance in which a student altered the content or grade of an already graded assignment, exam or other project to change the assigned grade. Of course, when students are instructed to make revisions to a previously graded assignment, the student's actions would not be considered falsification.

As noted above, a report also will be sent to the Dean of Students in any documented instance in which a student falsifies records of meeting with a reading partner or colludes to hide the falsification of records of meeting with a reading partner.

If you have concerns about whether specific conduct would constitute academic dishonesty, ask Dr. Coyle before you act.

Students with Special Needs

Students who have a condition that may make it difficult to complete class work in the time, format, quantity, or quality required, should notify the professor within the first week of the semester so that an appropriate plan of action can be implemented. To receive academic accommodations, you must register with the LSU Office of Disability Services. That office provides disability management counseling and advocacy for students with documented disabilities. ODS also provides students with disabilities with note takers, communication assistants, readers, sign language interpreters, computerized support assistance and advising on campus accessibility. For more information, please visit <http://www.lsu.edu/disability>.

Your professor will be happy to provide the academic accommodations described in an official letter from ODS after she receives that letter. Please plan and prepare to have examinations given pursuant to a request for special accommodations administered at the Office of Student Disability Services.

Revision of Syllabus

This syllabus is subject to change as required over the course of the semester. Changes will be announced in class. If revisions occur, a revised copy of the syllabus also will be posted on the course Moodle site.

Suggested Course Schedule*

* The course schedule is proposed and may change due to current events or special events

Date	Unit Information	Assignment
Jan. 17	Introduction to studying media law and overview of syllabus	Read the syllabus and Service-Learning Handbook; record exam dates and other important dates
Jan. 19	Unit 1: Understanding the Legal System	Read pp. 1-9 in M&L
Jan. 24	Unit 1: Understanding the Legal System	<p>Read pp. 10-25 in M&L Read "Understanding the Federal Courts," available online at http://www.uscourts.gov/FederalCourts/UnderstandingtheFederalCourts/FederalCourtsInAmericanGovernment.aspx. Using the links listed on the left side of that webpage, access and read the linked content on "Federal Courts in American Government," "Federal Courts' Structure," "Jurisdiction of the Federal Courts," "The Difference Between Federal and State Courts," and the "Supreme Court of the United States."</p> <p>Reflection Assignment: Structure & Function of Government Write a <u>225-250 word essay</u> that clearly cites and incorporates material from the readings, class content, and your personal experience to address the following. <i>Considering both the structure and purpose of government, how do you believe that government should or does guide citizens to act legally? Reflect on a situation where you feel legal guidelines have served citizens in a positive or negative way; this can be a personal experience or an example from history.</i> <u>Deficiencies</u> in grammar, spelling, punctuation, citation, or incorporation of course content, including the assignment instructions <u>will reduce grades. Due before 3 p.m. Jan. 26 on Moodle.</u></p>
Jan. 26	Unit 2: History & Scope of First Amendment Protection	Read pp. 26-38 and 42 in M&L Stop at "Tests" and pp. 1-7 in "Living Life Online," available online at http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec15.pdf .
Jan. 31	Unit 2: History & Scope of First Amendment Protection	Read pp. 38-46 Signed copy of service learning student contract due. Dates for traveling to Southeast Middle School due at start of class.
Feb. 2	Unit 2: History & Scope of First Amendment Protection	Read pp. 47-59 in M&L Stop at Forums and read pp. 234-238 in M&L
Feb. 7	Unit 3: Methods of Controlling Expression	<p>Read pp. 59-69 in M&L Read pp. 10-21 in "Cyberbullying," available online at http://onguardonline.gov/articles/0028-cyberbullying</p> <p>Reflection Assignment: History of First Amendment & Purpose of Free Speech Write a <u>225-250 word essay</u> that clearly cites and incorporates material from the readings, class content, and your personal experience to address the following. <i>Think back to your years as a middle school student. Is there a specific time that you can recall being bullied, acting as a bully, or knowing someone who was a victim of bullying? Remember that bullying may include the traditional idea of bullying or cyber bullying, and the victims or bullies may have been students, teachers or any other actors in a middle school environment. Consider the social context surrounding you as a middle school student and how that may have influenced the way you reacted or the impact the bullying had on you. Reflecting on our class discussions of the history and purpose of the First Amendment, what role would you hope the First Amendment would play in situations of bullying?</i> <u>Deficiencies</u> in grammar, spelling, punctuation, citation, or incorporation of course content, including the assignment instructions <u>will reduce grades. Due before 3 p.m. Feb. 7 on Moodle.</u></p>
Feb. 9	Unit 3: Methods of Controlling Expression	Read pp. 70-89 in M&L (Stop at Punishment after Publication)
Feb. 14	Unit 3: Methods of Controlling Expression	Read pp. 89-96 in M&L
Feb. 16	Unit 4: Defamation	<p>Read pp. 97- 116 in M&L Reflection Assignment: Threatening Speech Write a <u>225-250 word essay</u> that clearly cites and incorporates material from the readings, class content, and your personal experience to address the following. <i>Review the resources listed on pages 31-32 and 70-71 of the East Baton Rouge</i></p>

		<p><i>Student Rights and Responsibilities Handbook and Section 8.C of the LSU Student Code of Conduct. Pay close attention to definitions of harassment, bullying, cyber bullying and intimidation in regard to student conduct and school procedures at both the middle school and university level. Considering what you have learned in your experiences at South East Middle, do you feel the definitions outlined in the East Baton Rouge Student Rights & Responsibilities Handbook in regard to harassment, bullying, cyber bullying, and intimidation are appropriate for a middle school student? Why or why not? Are specific lines that can be drawn to help a student determine what speech is considered threatening? Should the definitions and policies on harassment, bullying, cyber bullying and intimidation in middle schools and universities should mirror one another? Discuss why or why not.</i></p> <p><u>Deficiencies</u> in grammar, spelling, punctuation, citation, or incorporation of course content, including the assignment instructions <u>will reduce grades. Due before 3 p.m. Feb. 16 on Moodle.</u></p>
Feb. 21	Mardi Gras Holiday	No class
Feb. 23	Unit 4: Defamation	Read pp. 116 -120 and 147-155 in M&L
Feb. 28	Unit 4: Defamation	Read pp. 120- 145 in M&L and abridged case posted on Moodle
Mar. 1	Unit 4: Defamation	<p>Read pp. 155- 177 in M&L</p> <p>Reflection Assignment: Defamation</p> <p>Write a <u>225-250 word essay</u> that clearly cites and incorporates material from the readings, class content, <i>and</i> your personal experience to address the following. <i>Think about discussions you have had with your middle school student regarding bullying or hurtful speech. Reflect on what we have learned about defamation. Does defamation matter in a middle school setting? Why or why not? Further, should a middle school student plaintiff have to satisfy a different level of fault than a principal or other actors in a school setting? Include any experiences with your middle school student that have impacted your opinion.</i> <u>Deficiencies</u> in grammar, spelling, punctuation, citation, or incorporation of course content, including the assignment instructions <u>will reduce grades. Due before 3 p.m. March 1 on Moodle.</u></p>
Mar. 6	Midterm Exam	Midterm Exam
Mar. 8	Unit 5: Invasion of Privacy	Read pp. 179- 209 in M&L and abridged case posted on Moodle
Mar. 13	Unit 5: Invasion of Privacy	Read pp. 211- 234 in M&L (Stop at Physical Harm)
Mar. 15	Unit 6: Intellectual Property	<p>Read pp. 239-265 in M&L</p> <p>Project Proposal, Plan, and Schedule Due before 3 p.m. March 15 on Moodle</p>
Mar. 20	Unit 6: Intellectual Property	Read pp. 265-286 in M&L
Mar. 22	Unit 7: Access to Information	Read pp. 569-601
Mar. 27	Unit 8: Political Speech	Read pp. 287-308 in M&L
Mar. 29	Unit 8: Political Speech & Breaux Symposium	Read pp. 308-331 in M&L
Apr. 3	Unit 9: Commercial Speech	Read pp. 332-360 in M&L
Apr. 5	Unit 9: Commercial Speech	<p>Read pp. 360-389 in M&L</p> <p>Reflection Assignment: Commercial Speech</p> <p>Write a <u>225-250 word essay</u> that clearly cites and incorporates material from the readings, class content, <i>and</i> your personal experience to address the following. <i>The Federal Trade Commission has defined “vulnerable audiences” in terms of commercial speech. Could and/or should a similar definition be applied to cyber bullying or student speech that involves false or misleading claims? Think specifically in terms of online speech. We have learned that false and unlawful speech is limited in advertising, what connections can you draw between the promotion of unlawful activity through commercial speech and through student speech online?</i> <u>Deficiencies</u> in grammar, spelling, punctuation, citation, or incorporation of course content, including the assignment instructions <u>will reduce grades. Due before 3 p.m. April 5 on Moodle.</u></p>
Apr. 10	Spring Break	No class
Apr. 12	Spring Break	No class
Apr. 17	Unit 10: Obscenity and Indecency	Read pp. 408-425 in M&L (Stop at Indecency)
Apr. 19	Unit 10: Obscenity and Indecency	<p>Read pp. 425-454 in M&L (Stop at Zoning Laws)</p> <p>Reflection Assignment: Obscenity/Child Pornography</p> <p>Write a <u>225-250 word essay</u> that clearly cites and incorporates material from the</p>

		<p>readings, class content, <i>and</i> your personal experience to address the following. Review the following resources from onguardonline.gov to help with this reflection: Living Life Online PDF for Kids and Heads Up! - PDF for Kids</p> <p>What connections can be drawn between sexting and obscenity as we have defined those terms in this course? Consider the differences between actual and virtual child pornography. How can sexting be considered bullying? How do you believe schools or states treat teenagers who distribute sexts more broadly than the initial scope of consent provided by the sender? What difference if any should the age of both parties if any? <u>Deficiencies</u> in grammar, spelling, punctuation, citation, or incorporation of course content, including the assignment instructions will reduce grades. <u>Due before 3 p.m. April 19 on Moodle.</u></p>
Apr. 24	Unit 11: Media and the Judiciary	Read pp. 467-492 (Stop at Controlling Prejudicial Publicity)
Apr. 26	Unit 11: Media and the Judiciary	<p>Read pp. 492 -526 in M&L</p> <p>Final Service Learning Partnership Presentation Materials and Peer Evaluations</p> <p><u>Due before 3 p.m. April 26 on Moodle.</u></p>
May 1	Unit 12: Protection of News Sources	<p>Read pp. 527-44 in M&L (Stop at a Federal Common-Law Privilege?)</p> <p>Capstone Reflection Assignment:</p> <p>Write a <u>325-350 word essay</u> that clearly cites and incorporates material from the readings, class content, <i>and</i> your personal experience to address the following. Read the <i>Commitment to Community</i> posted on Moodle. Is that type of commitment important for encouraging a civil school environment? Reflect on that commitment and conversations you've had with your student partner this semester. Draft three to five principles specific to mass communication or cyber speech that you think should be included in a <i>Commitment to Community for South East Middle School</i>. From a First Amendment perspective, what are the Limitations of a <i>Commitment to Community</i> like the one you have drafted? Assume the school board adopts that <i>Commitment to Community</i> as formal policy with sanctions that schools can impose for violations of the policy. Considering our in-class discussions and course readings, what steps would need to be taken for a document like this to be legal? <u>Deficiencies</u> in grammar, spelling, punctuation, citation, or incorporation of course content, including the assignment instructions will reduce grades. <u>Due before 3 p.m. May 1 on Moodle.</u></p>
May 3	Unit 12: Protection of News Sources	Read pp. 544-561 in M&L
May 7	Final Exam	Mandatory Final Exam from 3-5 p.m. in 236 Hodges Hall

A Manship Education

Your degree in Mass Communication should signify two things:

- You understand the core values underlying the various mass communication professions.
- You've become competent in specific skills vital to success in today's media industries.

This means that each of your MC courses should help you learn *some combination* of these core values and skills.

I. CORE VALUES

In keeping with its emphasis on media and politics, the school is dedicated to promoting democratic discourse. Here are four elements integral to that thrust.

- **FREE SPEECH** Understand the principles of free speech and press – including the right to criticize power.
- **HISTORY** Understand the role of people and institutions in shaping the media landscape over time.
- **ETHICS** Understand the principles underlying the various media professions - and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- **DIVERSITY** Understand how the mass media act as vehicles of culture, and the implications this has on diverse groups of people across the globe.

II. COMMUNICATION SKILLS

The primary goal of a communication professional is to acquire knowledge and convey it to others effectively. The better you can do these two activities, the more successful you'll be.

With that in mind, your Manship courses will give you the opportunity to learn the skills that are crucial to both of these goals:

com · mu · ni · cate \ke-'myü-nə-kāt\
verb
From Latin: communicatus, past participle of
communicare-to impart, participate
1. to convey knowledge of or information about
2. to transmit information, thought, or feeling so
that it is satisfactorily received or understood
Source: Merriam-Webster

ACQUIRE KNOWLEDGE

- **UNDERSTAND CONCEPTS AND THEORIES** Learn about and understand concepts and theories in the use and presentation of images and information.
- **THINK CRITICALLY** Think critically, creatively and independently. Hone your problem-solving abilities.
- **USE (AND DO!) RESEARCH** Learn how to do research and – perhaps more importantly – be able to evaluate the validity of research that's presented to you.
- **APPLY NUMBERS & STATS** Learn how to understand and apply basic statistical concepts.
- **USE MEDIA TOOLS & TECHNOLOGY** Gain proficiency in using the informational resources and software applications used in the media industries.

CONVEY IT TO OTHERS EFFECTIVELY

- **WRITE CLEARLY** Become “fluent” in the written word – writing clearly, without mechanical errors, in the style appropriate for media professions and audiences.
- **EDIT & EVALUATE WRITING** Learn to critically assess your written work and the work of others for accuracy, fairness, clarity, grammar, and style.

III. MASTER'S PROGRAM

- **BUILD KNOWLEDGE** Contribute to knowledge appropriate to the communication professions.



Manship School of Mass Communication

WRITING ESSENTIALS

Writing skills are essential for all of our students, and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. Manship faculty will evaluate student writing with consideration for these fundamental writing concepts.

WORD CHOICE	<p>The following words are often confused or misused in writing. Make sure you understand the difference:</p> <ul style="list-style-type: none"> • accept, except • a lot • all right • affect, effect • among, between • anxious, eager • because, since 	<ul style="list-style-type: none"> • due to, because of • farther, further • fewer, less • its, it's • media (plural), medium (singular) • principal, principle • stationary, stationery
ACTIVE/PASSIVE VOICE	<p>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the "doer" of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not "doer" of the action; the object becomes the "doer" of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</p>	<p>Active: The executive committee <u>approved</u> the new policy.</p> <p>Passive: The new policy <u>was approved</u> by the executive committee.</p>
ANTECEDENT/ PRONOUN AGREEMENT	<p>A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it <i>must</i> be clear what the antecedent is in either case.</p> <p>A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:</p> <p>Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).</p>	<p>Incorrect: If a student loses their books, they should go to lost and found.</p> <p>Correct: If students lose their books, they should go to lost and found.</p> <p>Incorrect: Jerry called Steve 12 times while he was in Reno.</p> <p>Rationale: The pronoun "he" could refer either to "Jerry" or to "Steve."</p> <p>Incorrect: McDonald's cancelled all of their advertising, and they later regretted doing so.</p> <p>Correct: McDonald's cancelled all of its advertising, and it later regretted doing so.</p>
PARALLEL CONSTRUCTION PARALLEL CONSTRUCTION	<p>An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term.</p> <p>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</p>	<p>Incorrect: The French, the Italians, Spanish and Portuguese</p> <p>Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious.</p> <p>Correct: The ceremony was both long and</p>

	When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.	tedious. Incorrect: My income is smaller than my wife. Correct: My income is smaller than my wife's.
ATTRIBUTION/ CITING	Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable. In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.	
PUNCTUATION OF QUOTES	Commas and periods always go inside quotation marks. Semicolons and colons do not go inside quotation marks. If a statement ends in a quoted <u>question</u> , allow the question mark within the quotation marks suffice to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.	“I like to go swimming,” she said, “but I am afraid of getting sunburned.” May asked her daughter, "Who are you going out with tonight?" Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?
SUBJECT/VERB AGREEMENT	Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.	My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.
PREPOSITIONS	A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.	The book fell off of the desk. Where did they go to ? Where is your college at ?

For more help with writing style, the following Web sites and books are recommended:

The Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

The Online Writing Lab (OWL) at Purdue University - <http://owl.english.purdue.edu/owl/>

Latest edition of Strunk, W., White, E. & Angell, R. The Elements of Style, Longman.

Latest edition of The Associated Press Stylebook and Briefing on Media Law

AP Style Study Sheet

abbreviations / acronyms	farther, further
academic degrees	fewer, less
accept, except	flier, flyer
accommodate	gender-neutral titles (ex: fireman vs. firefighter)
addresses	holidays
admit (admit v. acknowledge)	homicide, murder, manslaughter
adviser	hyphen in compound modifiers
affect, effect	its, it's
afterward / forward / toward	lay, lie
ages	like, as
allege	login v. log in
all right	media, medium
alumnus, alumni, alumna, alumnae	mpg / mph
a.m., p.m. / times / time element	millions, billions
amendments to the Constitution	names (last name on second reference)
among, between	nationalities and races / race
bad, badly / hopefully	nicknames
capital, Capitol	numerals / No.
capitalization	occur, occurred, occurring, occurrence
century	over, more than
children v. kids	people, persons
citizen, resident, subject, national, native	percent
collective nouns	plurals
colon / semi-colon	political parties / party affiliation
commas in a series	pore, pour
complement, compliment	possessives
compose v. comprise	principal, principle
composition / magazine, newspaper titles	quotation marks
courtesy titles	rebut, refute
criterion, criteria	semiannual / biannual / biennial
days of the week / months / dates / seasons	state names (abbreviations, Washington, D.C.)
decades	stationary, stationery
defendant	temperatures
demolish, destroy	that, which
directions and regions	their, there, they're
dimensions	titles (people)
dollars / cents	under way
each, either	verbs (agreement / split forms)
each other, one another	who's, whose
either...or, neither...nor	who, whom
email / Web / Internet / website	women vs. "girls"
emigrate, immigrate	yesterday / today / tomorrow (don't use in print)
ensure, insure	ZIP code