

# Comm 3404 (Media Law and Ethics) Table of Contents

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# SYLLABUS: COMM 3404

## Media Law and Ethics

### Spring 2025

Wednesday/Friday: 2:20-3:40 p.m.

280 Pomerene Hall

Please sign up for Slack ASAP: [https://go.osu.edu/kraftcommslack\\_sp25](https://go.osu.edu/kraftcommslack_sp25)

## I. Course introduction

### Instructor

Instructor: Dr. Nicole Kraft (please call me Nicole)

Email address: [kraft.42@osu.edu](mailto:kraft.42@osu.edu)

Phone number: 614-407-6612

Twitter: [@nicole\\_kraft](https://twitter.com/nicole_kraft)

#### Office Hours:

T/R 1:20-2:20 281 Journalism

Wednesday 2-4 p.m. on Zoom: [https://go.osu.edu/kraftcommoffice\\_zoom\\_sp25](https://go.osu.edu/kraftcommoffice_zoom_sp25)

#### Teaching Assistant:

Jaclyn Karpinsky

Email: [karpinsky.5@buckeyemail.osu.edu](mailto:karpinsky.5@buckeyemail.osu.edu)

#### Office Hours:

By appointment

## Course Overview

This interactive, engaging course explores the world of law and ethics as they pertain to Journalism and the First Amendment. It will feature legal and ethical issues facing journalists—as dramatized in the movies. It is a unique adaptation of the case study approach often used in journalism law and ethics classes.

Journalists have been major characters in the movies since film began, and use of film in this course will help you visualize and understand the basic protections and restrictions offered by legal interpretations of the First Amendment, as well as to see and deal with the ethical problems and dilemmas journalists face.

Examining these issues through film will let us see media law and ethics in “real life” situations to better understand First Amendment rights, and journalists’ legal and ethical responsibilities and limitations while looking at them from a practical, historical and societal context. In this course students will learn by examining these fictional and true-life scenarios—as well as recreating significant court cases that have shaped journalism law, crafting arguments representing both sides of legal and ethical issues and debating key issues that arise in the films.

The focus will be on such core concepts as:

- Libel

- Privacy
- Prior restraints
- News gathering
- Privilege
- Objectivity in reporting
- Bias and transparency
- Conflicts of interest
- Sources

This is not a class where students can be passive and do well. Engagement and participation are a key part of student success in the course. The goal is that by the end of the semester, students will be able to understand how the First Amendment is interpreted through U.S. legal decisions, as well as the ethical considerations that reporters face.

You will also be able to: identify the significance of key court decisions in the history of American journalism; distinguish between ethical and unethical conduct by journalists; demonstrate an ability to think critically and make fair and reasoned judgment about news, issues and events; employ journalistic standards and practices in a variety of newsgathering settings; and demonstrate a professional work ethic by being on time and prepared to contribute to each class session.

### **Learning outcomes**

*By the end of the semester, you will have the ability to:*

- Develop an understanding of how the First Amendment is interpreted through U.S. legal decisions
- Develop an understanding of the ethical considerations reporters face and how they make decisions in those areas.
- Identify the significance of key court decisions in the history of American journalism that have shaped modern-day media law.
- Distinguish between ethical and unethical conduct by journalists.
- Demonstrate an ability to think critically and make fair and reasoned judgments about news, issues and events.
- Employ journalistic standards and practices in a variety of newsgathering settings.

## **Mode of Delivery**

This class is an in-person course, which means we will meet together in class two days per week. Please note the workload should equal about 9 hours of work per week.

### **How this course works**

This class follows what is known as the “flipped, active learning model.” That means students develop a knowledge foundation through readings and videos before class. Class time (in person and via Zoom) is then dedicated to engaging with the material through a variety of activities and assessments to determine and build comprehension.

We do not have lectures like conventional classes. With this active learning model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure. That means you must do the readings and watch videos BEFORE you join us for our class sessions. Here is a good schedule to follow:

1. **Monday**, do readings and watch videos.
2. Take assessment BEFORE class on **Tuesday**.
3. Come to class **Tuesday** ready to put into play the ideas you learned in readings and

videos, including in-class activities and assignments.

4. Discussions are due **Thursday** by 11:59 p.m. Responses are due **Sunday** at 11:59 p.m.
5. Major assignments are due **Sunday** at 11:59 p.m.

The quality and quantity of in-class learning means that student attendance and participation are crucial to your success. Being organized is key.

## Course materials

### Required readings:

Leslie, G.P. (2011). *The First Amendment Handbook*. Arlington, VA. The Reporters Committee for Freedom of the Press. *Open Access (Free inside Carmen)*

Moore, R.L. and Murray, M.D. (2011). *Media Law and Ethics*. Routledge; 4th edition (*Free inside Carmen*)

Links to all readings are found in your daily class modules on Carmen. Some readings are through a program called Hypothesis.

## Course Technology

For help with your password, university email, Carmen or any other technology issues, questions or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not set up a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at: <https://resourcecenter.odee.osu.edu/carmen>
  - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
    - [Carmen accessibility](#)
- **[Slack: Sign up here for our community!](#)**
  - This online message and workspace will be utilized for all class communication and some sharing of files.
  - Help guides can be found here: <https://slack.com/help/articles/360059928654-How-to-use-Slack--your-quick-start-guide>
  - [Please review Slack's privacy policy.](#)
- **Zoom**
  - The webinar tool Zoom will be used to host office hours. You can log in here: [https://go.osu.edu/kraftofficehours\\_zoom\\_au22](https://go.osu.edu/kraftofficehours_zoom_au22)
  - Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started-with-Zoom>
- **Hypothesis**
  - Hypothesis is a social annotation tool that is fully integrated with Canvas. Using Hypothesis, I made PDFs and websites annotatable. You will annotate course readings collaboratively, sharing comments and replying to peer's comments. All you need to do to access the readings via Hypothesis is to click on the links in each module under "READINGS".
  - Successful strategies for using Hypothesis include:

- Ask each other questions, share ideas, and collaborate around learning.
- Annotate the syllabus.
- All readings are annotation-enabled creating an optional space for you to connect with each other.
- **Turnitin:**
  - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **VoiceThread:**
  - VoiceThread is an interactive collaboration and sharing tool that enables students to build online presentations by adding images, documents, and videos, and other media to which other users can add comments for discussion. We will use this program to create “Our Code of Ethics.”

### Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen
- **Necessary equipment**
- iPad or computer with high-speed internet connection.
- **Necessary software**
- OSU students have access to Microsoft Office products **free of charge**. To install, please visit [https://osuism.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuism.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)
- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs, including Microsoft Word and Mac Pages, have these abilities.

## Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas. This course, like journalism as a whole, relies heavily on access to computers, specific software and the Internet.

## Computer: Friend or Foe?

At some point during the semester, you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

- Plan ahead: A deadline is the last minute to turn in material. You can start—and finish—early,

particularly if challenging resources are required, or you know it will be time consuming to finish this project.

- Save work early and often: Think how much work you do in 10 minutes. I auto save every two minutes.
- Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

## II. Grading and faculty response

### Grades

Assignment or category	Points and Percent
Assessments	120/12%
Discussion Posts/Film Challenges	310/31%
Court Case Cards (20 points)	20/2%
Let's Play Jeopardy-Midterm	50 /5%
Our Code of Ethics	200/20%
You Be the Justice (Part 1 and 2)	200/20%
Let's Play Jeopardy-Final	100/10%
<b>Total</b>	<b>1000 /100%</b>

*These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.*

### Grading Philosophy

This course will focus on qualitative not quantitative assessment, something we'll discuss during the class. I will be asking you questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. **You should consider this course a "busy-work-free zone."** If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

### Assignment Guide

Court Case Assessments (120 points)

In the first week you will become acquainted with the syllabus, including our course policies. The syllabus quiz will measure what you have learned and ensure you have gained the necessary knowledge to complete the course. 12 times in the semester we will assess your consumption and understanding of the material with a 10-point assessment quiz in Carmen. The questions will relate to readings and lecture videos and will gauge your understanding and application of key concepts.

### **Film Challenge Discussion Posts (310 points)**

This semester we will have four FILM DISCUSSIONS, where we watch a journalism-related film and evaluate a key journalism issue through its lens. You will select from a variety of films that are available through the SECURED MEDIA LIBRARY (a free way to watch on your own computer). You may also select from other suggested journalism films (or ones you find), but they may involve an outside streaming subscription or rental fee. There will also be two other reflection discussions and a project update.

### **Major Assignments**

#### **Our Code of Ethics (200 points)**

Covering a college campus as a member of student media provides ethical challenges that transcend conventional media. It is the job of student journalists to cover their community from the inside, reporting on clubs to which they may belong, student-athletes with whom they share classes, and holding accountable the leadership that sets policies impacting the community as a whole.

This [new College Journalist Code of Ethics](#) was developed based on interviews with students and real-life examples that further refine the ethical applications student journalists may use in their pursuit of campus coverage. This will contain an individual part with interviews and write-ups and a TEAM part with reflections on the code and recommendations for additions or improvements. You will use the program [VoiceThread](#) to create a collaborative presentation

#### **You Be the Justice**

##### **Part 1 and 2 (200 points)**

Your final project in this class will provide you the opportunity to actually embody a member of the Supreme Court of the United States and share with us how and why they made a legal decision in a fabricated court case.

These cases are based on real events but HAVE NOT been considered at the Supreme Court level.

“You Be the Justice” lets each student become a Supreme Court justice from pre-selected cases:

- Explain your personal opinion of the court and case (50 points).
- Become your justice and join with other justices in character to discuss your case and render your decision to affirm precedent, modify precedent or revise precedent. (150 points).

#### **Court Case Cards (20 points)**

Four times in the semester we will outline important court cases in notecards or on a Quizlet to help with our study techniques.

#### **Let's Play Jeopardy (150 points)**

This semester we will have two Jeopardy games—one for our midterm and one for our final—where we will



show what we know about key legal and ethical issues in media.

*All assignments are explained fully inside the weekly Carmen modules.*

## Academic integrity policies for this class

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Plagiarism (stealing work from others, including scraping from websites) and fabrication (making things up) are EXTREMELY serious academic misconduct issues.** If you have any questions if something is allowable, ask before you do it to avoid visiting COAM (see below).
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

## Chat GPT

Can you use Chat GPT? The answer is, "It depends." We have structured ways that we encourage the use of ChatGPT to maximize your writing and learning, and these assignments will be clear and evident in class.

Students are allowed to use ChatGPT and other language models for certain aspects of this course. This policy outlines the guidelines and expectations for using ChatGPT.

### Purpose of Using ChatGPT:

ChatGPT is designed to provide assistance in generating human-like text responses based on given prompts. In this course, you may use ChatGPT to brainstorm, generate ideas, improve your writing, or explore complex concepts. However, it is essential to remember that ChatGPT should complement your efforts, not replace critical thinking and the core learning process.

You are permitted to use ChatGPT in the following ways:

- **Brainstorming:** Use ChatGPT to generate ideas, concepts, or potential solutions to specific problems or assignments.
- **Writing Assistance:** Leverage ChatGPT to enhance your OWN writing, receive suggestions on sentence structure, grammar, and style and refine your written work.
- **Concept Exploration:** Use ChatGPT to gain insights into challenging topics, explore different perspectives and deepen your understanding of course materials.

### Responsible Use and Academic Integrity:

While ChatGPT can be an invaluable resource, it is crucial to uphold academic integrity and responsible use. **Plagiarism and cheating are strictly prohibited and will result in a report to COAM.** When using ChatGPT, you must always provide appropriate attribution if you incorporate any generated content into your assignments or projects.

### Limitations of ChatGPT

Keep in mind that ChatGPT is a machine-learning model and has its limitations. It may not always produce accurate or reliable information. As such, you must critically evaluate the responses generated by ChatGPT and verify the information from reliable sources before incorporating it into your work.

### **Support and Guidance**

If you are unsure about the appropriate use of ChatGPT or have any questions related to its implementation, please ASK before you use and submit!

### **Experimentation and Feedback**

This course encourages experimentation and learning through hands-on experiences. You are encouraged to explore the capabilities of ChatGPT, share your experiences with the class and provide constructive feedback on how it enhances or impacts your learning process.

## **III. Class details**

### **Gentle Reminders**

At the end of every week Nicole will send via Slack a “Gentle Reminder” to look ahead at assignments and goals coming in the next week. Reading your Gentle Reminder is required and items in there may be included on weekly assessments.

### **What’s in a Name?**

Communicating clearly with each other is important. Please help me by letting me know how to pronounce your name, or what different name you use. Please also let me know if you have a preferred pronoun.

My name is Nicole, and I welcome you to call me that. Let’s avoid using the interjection “hey” in messaging, as some of your faculty will likely find it a bit unprofessional.

There has been, since the Wall Street Journal column on Dr. Jill Biden, much discussion about the use of titles.

You can always be safe calling me your faculty professor, as in “I am Prof. Kraft.” The term Doctor (Dr.) is for professors who have a Ph.D. Ed.D. (or the equivalent). So, if you would prefer to address me with a title, it would be Dr. Kraft, since I have an Ed.D.

Mr., Mrs. and Ms. are often not used in college, although they were likely expected of you in high K-12.

### **Faculty feedback and response time**

#### **Grading and feedback**

For weekly assignments, you can generally expect feedback within **2 days**. For major assignments, feedback will come in no more than three days.

#### **Slack**

This course uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging and collaboration system in which “channels” are used to separate communities and discussions. We can also have private, one-on-one conversations through Slack by sending a direct message. I will respond to comments on Slack consistently between the hours of 9 a.m. and 8 p.m. on weekdays, except while I am in class. All students have been invited to the class Slack and are encouraged to sign up and accept ASAP. I am also happy to meet with you by appointment, or for coffee or lunch. Please reach out so I can get to know you and your class needs better!

## Extra Credit

Everyone will have the opportunity throughout the semester to attend virtual events and meetings for Scarlet and Gray Sports Radio, Society of Professional Journalists and the Sports and Society Initiative for extra credit, up to 20 points. All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is the last Friday of classes.

## IV. Learning Details

### Syllabus as a contract

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you by email and in our next class session as soon as any syllabus change may arise.

### Lunch Anyone?

Arts & Sciences has a program called "[Take Your Professor to Lunch](#)," and I would LOVE to have lunch with you! This program is student initiated with an undergraduate student inviting a College of Arts and Sciences teacher to lunch. Meal cards are limited and distributed first-come, first-served.

### Attendance and Make-Up Policy

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes and ask questions. Much of the material presented in class is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

### Student participation requirements

We have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences. Your attendance is partly based on your activity and participation. The following is a summary of everyone's expected participation:

#### Readings and videos:

- There will be readings and lecture videos every week that should be viewed BEFORE class on Wednesday. Also, before class, please take the Assessment.
- **Weekly assignments**
  - We will have activities (participation) and/or assignments (for points) in most classes.
- **Kraft Comm Classes Open Office:** We are available to help you to learn, understand

and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to “Ask the instructor” channel in Slack. Our class office is open W/F from 11:15-12:30 and by appointment.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

**Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online and is not always appreciated in person. Nicole and Jaclyn both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

## Optimal Learning Experience

Previous distance learning and hybrid courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this hybrid course:

- Students kept up with the schedule and assignment due dates.
- Students did their best to have access to a reliable internet connection or let their instructor know of any challenges.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Students reported that completing assigned readings before class helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, assignments AND the real world.

## Canceling Class

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Slack.

# V. Class Schedule

*(subject to change)*

*Complete, accessible schedule is available each week in Carmen under MODULES*

## **Jan. 7 & 9**

### **Week 1: Welcome to #osumediaLaw**

*Welcome to Media Law and Ethics (at the Movies)! We will get started by digging into the syllabus looking at the syllabus and getting familiar with the class. Please also complete our first discussion post by Thursday and respond by Sunday!*

**What to do: Read through this page for an overview of the class.**

### **Learning outcomes for this session**

Understand what is covered by the First Amendment.  
Recognize modern challenges to the First Amendment.  
See how the First Amendment applies to you.  
Understand how Media Law and Media Ethics shape journalism.  
Course roadmap

**Here's everything you need to do and remember this week.**

### **Resources to review:**

Read the syllabus

### **PRACTICE & APPLICATION (In class Tuesday)**

Review class opportunities and syllabus  
In-class activity: Ice-Breaker

### **Do course readings (before class Thursday)**

Week 1 Chapter One- INTRODUCTION TO THE FIRST AMENDMENT.pdf (12 pages)  
Week 1 Media Law and Ethics-Sources and Types of American Law.pdf (19 pages)  
Week 1 Five myths about free speech - The Washington Post.pdf (4 pages)  
*From the News*  
Week 1: Media Seen as Key to Democracy But Not Supporting It Well

### **Watch course videos (before class Thursday)**

Week 1: The First Amendment in Five Minutes (5:51)  
Week 1: Sources of Law (4:40)  
Week 1: The Role of Courts (5:18)  
Week 1: Assessment (before class Thursday)  
Week 1: Assessment: Syllabus and Course Policies

### **PRACTICE & APPLICATION (In class Thursday)**

In-Class Activity: How well do you know the First Amendment?  
In-Class Assignment: First Amendment Cases

### **Dialogue and Reflection (First post due Thursday at 11:59 p.m. Response is due Sunday at 11:59 p.m.)**

Discussion No. 1: Let's meet the legal scholar in you!

**Jan. 14 & 16**

**Week 2: First Amendment Law**

*This week we will examine the real-life implications of the First Amendment, the media's role as the Fourth Estate of government, and the perceptions of the media—legally and ethically—in U.S. society.*

**What to do: Read through this page for an overview of the class this week.**

**Learning outcomes for this session**

Understand what is covered by the First Amendment.  
Recognize modern challenges to the First Amendment.  
See how the First Amendment applies to you.  
Understand how Media Law and Media Ethics shape journalism.

**Course roadmap**

***Here's everything you need to do and remember BEFORE the class.***

**Do course readings (due at the start of Tuesday class)**

Week 2: Chapter Two- PROTECTIONS FOR POLITICAL SPEECH.pdf (34 pages)

Week 2: Contemporary Problems-School Speech.pdf (60 pages)

Week 2: SPJ Code of Ethics.pdf (1 page)

**Watch course videos (due at the start of Tuesday class)**

Week 2: Understanding Free Speech (11:36)

Week 2: The Watergate Scandal: Timeline and Background (5:52)

Week 2: Media Institution: Crash Course in Government (8:45)

**Assessment (due at the start of Tuesday class)**

Court Case Assessment 1

**Here's everything you need to do in class THIS WEEK.**

**Practice and application-Tuesday**

Free-Speech Protections

In-Class Activity No. 1: The Role of the Fourth Estate

**Practice and Application-Thursday**

Film Challenge Introduction

In-Class Legal Scenario: Free Speech in Schools

SURVEY: Check-in at the End of the Week

**Jan. 21 & 23**

**Week 3: Speech and Press Freedoms in Theory and Reality**

*This week we will discuss the realities of press freedom and free speech. We will look at some landmark Supreme Court cases that have helped us interpret the First Amendment.*

**What to do: Read through this page for an overview of the course this week.**

**Learning outcomes for this session**

Understand the origins of the First Amendment and how it has been interpreted.

Be able to name and provide legal ramifications of key Supreme Court cases related to free speech and free press.

Recognize censorship in modern-day form.

Identify and understand prior restraint of the press. Evaluate how those ethical decisions impact coverage and their effect on journalists and the public they serve.

**Course roadmap**

*Here's everything you need to do and remember BEFORE the class Tuesday.*

**Do course readings**

Week 3: Media-Law-Handbook Section 1.pdf (38 pages)

Week 3: Chapter Four- THE SPECIAL (OR NOT) STATUS OF THE PRESS.pdf (97 pages--please skim and become familiar with cases)

Week 3: Chapter Five- STUDENT SPEECH.pdf (31 pages--please skim and become familiar with cases)

**Watch course videos**

Week 3: First Amendment Foundations (7:34)

Week 3: First Amendment and You (9:14)

Week 3: First Amendment Theories (3:41)

Week 3: Forks in the First Amendment Road (7:16)

**Assessment (due at start of class Tuesday)**

Court Case Assessment No. 2

**Here's everything you need to do THIS WEEK.**

**Practice and Application-Tuesday**

Discussing First Amendment Theory

**Practice and Application-Thursday**

In-Class Ethical Scenario: Publishing Protestors

In-Class: When (if ever) should speech not be free?

**Dialogue & Reflection**

Movie Discussion No. 1

What do you wish your professors knew?

**Jan. 28 & 30**

**Week 4: The Ethics of Media in Theory**

*This week we will be looking at the Ethics of Media in terms of theory—before we put it into practice. We will also begin working on your first assignment—an ethical debate, which will be explained and explored in class.*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

Understand how theory shapes media ethics.

Be able to apply theory in media decision-making.

Identify core skills and knowledge for the first major assignment, Our Code of Ethics.

**Course roadmap**

***Here's everything you need to do and remember BEFORE class Tuesday.***

**Do course readings**

Week 4: Ethical Foundations and Perspectives.pdf (22 pages)

Week 4: Journalistic Ethics: The four principles and the impact they can have. (4 pages)

Week 4: SPJ Code of Ethics.pdf (1 page)

Week 4: A fake news frenzy: why ChatGPT could be disastrous for truth in journalism

**Watch course videos**

Week 4: The Nature of Ethics (6:31)

Week 4: The 5 Core Values of Journalism (2:54)

Week 4: Mother Forkin' Morals with Dr. Todd May - Utilitarianism (4:34)

Week 4: Mother Forkin' Morals with Dr. Todd May - Part 4: Deontology (4:06)

**Assessment (due by the start of Tuesday)**

Court Case Assessment No. 3

**Here's everything you need to do THIS WEEK.**

**Practice and Application-Tuesday**

Intro to Our Code of Ethics

Exploring ethical theories

Review: SPJ Code of Ethics

In-class activity: What is ethical?

**Practice and Application-Thursday**

In-Class Ethical Scenarios

In-Class Ethical Scenario: Publishing Names of the Dead

In-Class Ethical Scenario: Images of dead children



## **Feb. 4 & 6**

### **Week 5: Ethics of Media in Reality**

*This week we will discuss the theoretical and practical aspects of journalism ethics and how they drive journalists to make decisions—both good and bad. We will be able to apply ethical theories to journalistic practice and identify what ethical theories and beliefs drive media coverage. We will also learn about the distinctions of free speech and national security so we can identify and understand some speech constraints.*

**What to do: Read through this page for an overview of the class.**

### **Learning outcomes for this session**

Understanding how ethics shape ethical decisions

Being able to apply ethics to real journalistic scenarios and situations.

### **Course roadmap**

*Here's everything you need to do and remember **BEFORE** Tuesday's class.*

### **Do course readings**

Week 5 Media Law and Ethics-Ethical Dilemmas, Issues, and Concerns in Mass Communication.pdf (63 pages)

Week 5 Media-Law-Handbook\_Handbook-Ethics.pdf (28 pages)

*From the News*

Week 5: News Media Weigh Use of Photos of Carnage

Week 5: The Photo That Changed the Face of AIDS (8 pages)

### **Watch course videos (graphic imagery)**

Week 5: Seeking the Truth (11:39)

Week 5: The Most Important Ethical Issues in Journalism (2:27)

Week 5: Recent First Amendment Cases (2:27)

Week 5: Click, Click: Ethics and Photography (graphic) (7:26) (On YOUTUBE)

### **Assessment (due at start of class Tuesday)**

Court Case Assessment 4

### **Here's everything you need to do THIS WEEK.**

Practice and Application-Tuesday

In-Class Ethical Scenario: Publishing Off Social Media

### **Practice and Application-Thursday**

Our Code of Ethics Work

### **Discussion**

Update: Our Code of Ethics Work

**Feb. 11 & 13**

**Week 6: Defamation**

*This week we will discuss one of my favorite subjects—defamation law! By the end of this module, you will recognize the key elements of defamation and understand the case law that has helped to shape it. You will be able to apply the case law to potentially defamatory circumstances.*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

Understand the elements of defamation

Apply defamation law to real journalistic scenarios

**Course roadmap**

*Here's everything you need to do and remember BEFORE Tuesday class.*

**Do course readings**

Week 6 First Amendment Handbook-libel.pdf (9 pages)

Week 6 Key libel cases in history.pdf (26 pages)

*Here are current examples from the news:*

Week 6: Defamation was at the heart of the lawsuit settled by Fox News with Dominion – proving libel in a court would have been no small feat

Week 6: How election lies, libel law were key to Fox defamation suit

Week 6: Jury awards parents of Sandy Hook shooting victim \$4.1 million in defamation case against Alex Jones

Week 6: Cardi B wins \$4 million YouTube defamation case. But her victory is about more than money.

Week 6: Rolling Stone to Pay \$1.65 Million to Fraternity Over Discredited Rape Story - The New York Times

Week 6: Inside Disney's Decision to Settle a Trump Defamation Suit (2 pages)

**Watch course videos**

Week 6: Libel (13:08)

Week 6: Libel Defenses (10:18)

**Assessment (due at start of Tuesday class.)**

Court Case Assessment 5

**Here's everything you need to do THIS WEEK.**

**Practice and Application-Tuesday**

In-Class Assignment: What is libel?

**Practice and Application-Thursday**

In-Class Legal Scenario: Is this libel?

**DIALOGUE & REFLECTION (post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)**

Movie Discussion No. 2

**Court Case Cards (Due Sunday at 11:59 p.m.)**

Court Case Cards: Libel Cases

**Feb. 18 & 20**

**Week 7: Media and Privacy**

*This week we will discuss the various elements of privacy—legally and ethically. By the end of this module, you will understand what exactly the Constitution says about privacy (you may be surprised), as well as how the courts have interpreted the First, Third, Fourth and Fifth Amendments. We will look at undercover reporting and when it may or may not be appropriate, as well as the legal implications of FERPA and HIPPA violations. You may also think a bit differently about your own privacy—at school, online and at home—after your privacy audit.*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

Understand how privacy and journalism converge.  
Applying the laws of privacy to journalistic experiences.

**Course roadmap**

*Here's everything you need to do and remember BEFORE Tuesday class.*

**Do course readings**

Week 7 Weighing privacy against the public interest.pdf (5 pages)  
Week 7 First Amendment Handbook-Invasion of privacy.pdf (8 pages)  
Week 7: All You wanted to Know About: Privacy  
*From the news*  
Week 7: Weighing privacy against the public interest

**Watch course videos**

Week 7: Right to Privacy (11:10)  
Week 7: Privacy Case (9:31)

**Assessment (due at start of Tuesday class)**

Court Case Assessment 6

**Here's everything you need to do THIS WEEK.**

**Practice and Application-Tuesday**

In-class Activity No. 6: Privacy

**Practice and Application-Thursday**

Work on Ethics Project

**MAJOR ASSIGNMENT DUE**

Major Assignment: Our Code of Ethics

**Court Case Cards (Due Sunday at 11:59 p.m.)**

Court Case Cards: Privacy Cases

**Feb. 25 & 27**

**Week 8: Copyright and Fair Use**

*Certain uses of copyright-protected works do not infringe the copyright owner's rights. In the United States, copyright rights are limited by the doctrine of "fair use," under which certain uses of copyrighted material for, but not limited to, criticism, commentary, news reporting, teaching, scholarship, or research may be considered fair. Let's figure out what it is. We will also play midterm Jeopardy and have a visit from Mark Weaver!*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

Understand how fair use works in copyright.

How those standards have evolved over time.

Do a midterm check-in on what we have learned with a game of Jeopardy!

**Course roadmap**

***Here's everything you need to do and remember BEFORE class Tuesday.***

**Do course readings**

Week 8: Principles in fair use for journalism.pdf (12 pages)

Week 8: First Amendment Handbook-copyright.pdf (10 pages)

Week 8: Fair Use Copyright Research Guides.pdf (1 page)

**Watch course videos**

Week 8: Follow the Four Factors of Fair Use (5:49)

Week 8: Fair Use & Journalism | Making Copyright the Journalist's Friend (6:49)

Week 8: Making Copyright Your Friend: Journalism and Fair Use: Pat Aufderheide at TEDxPoynterInstitute (16:28)

**Assessment (due at start of Tuesday class)**

Court Case Assessment 7

**Here's everything you need to do THIS WEEK.**

**Practice and Application-Tuesday**

Midterm: Let's Play Jeopardy

In-class Activity: Fair Use in Journalism

**Practice and Application-Thursday**

Mark Weaver Visit

Mark Weaver bio

## **March 4 & 6**

### **Week 9: Reporter's Privilege**

*This week we will focus on covering breaking news, including meeting with Ohio State police and walking through a breaking news event involving the Ohio State campus and police, to better understand what it's like to cover breaking news. This module will illustrate some of the key areas in which we will cover an event live and on a tight deadline, as well as some of the protocols required.*

**What to do: Read through this page for an overview of the class.**

### **Learning outcomes for this session**

Understand shield laws and how they may protect journalists.

Identify the legal access all citizens have to public records and public meetings.

Be able to use public records requests and the Freedom of Information Act to access public records.

### **Course roadmap**

*Here's everything you need to do and remember **BEFORE** Tuesday class.*

### **Do course readings**

Week 9 Media Law and Ethics-Prior Restraint.pdf Download Week 9 Media Law and Ethics-Prior Restraint.pdf(109 pages)

Week 9 Media Law and Ethics-Press and Public Access to the Judicial Processes, Records, Places, and Meetings.pdf (read only cases under highlighted headings)

Week 9: All You wanted to Know About: Newsgathering

*From the news*

Week 9: Prior restraint against NY Times violates First Amendment

Week 9: The Ethics of Undercover Journalism: Where the Police and Journalists Divide

### **Watch course videos**

Newsgathering (8:13)

Prior Restraint (5:55)

Let the Sun Shine In (9:33)

Working with Sources (4:53)

### **Assessment (due at start of class Tuesday)**

Court Case Assessment 8

**Here's everything you need to do THIS WEEK.**

### **Practice and Application-Tuesday**

Intro to You Be the Justice

In-Class Activity: Understanding Access

### **Practice and Application-Thursday**

You Be the Justice Work

### **DIALOGUE & REFLECTION (post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)**

Movie Discussion No. 3

### **Court Case Cards (due Sunday 11:59 p.m.)**

Court Case Cards: Prior Restraint and Reporter Privilege

### **Optional Check-In**

We are more than 65% of the way through the semester, so I wanted to reach out and see if you had additional thoughts about the semester and our class. I'd love to hear your thoughts and feelings.

**March 11 & 13**

**Week 10: Spring Break**

**March 18 & 20**

**Week 11: Cancel Culture and Changing Social Norms**

*This class we will begin your midterm experience, which will encompass all of the skills we have learned so far. You will show your skill with AP style, news value, story identification and pursuit and meeting deadlines.*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

*This week we will discuss the idea of how the community and its standards often drive what becomes acceptable or unacceptable within the media.*

**Course roadmap**

**Here's everything you need to do and remember BEFORE Tuesday class.**

**Do course readings**

What is cancel culture? Why we keep fighting about canceling people

Week 11 Chapter Three- OF CONDUCT, CONTENT, AND CATEGORIES.pdf (69 pages)

Week 11 EJM-Hate Speech.pdf (4 pages)

*From the news*

Week 11: Free speech or censorship? Social media litigation is a hot legal battleground

Week 11: In the Age of Social Media, Expand the Reach of the First Amendment

**Watch course videos/audio**

Week 11: Desi Lydic Explains Cancel Culture (2:15)

Week 11: Has cancel culture gone too far? (6:07)

Week 11: What We Talk About When We Talk About 'Cancel Culture' (AUDIO) (35:58)

**Assessment (due at the start of Tuesday class)**

Court Case Assessment 9

**Here's everything you need to do THIS WEEK.**

**Practice and Application-Tuesday**

Talking Cancel Culture

In-class Activity: Cancel Culture

**Practice and Application-Thursday**

You Be the Justice Work

**March 25 & 27**

**Week 12: Obscenity, pornography and cursing, oh my!**

*This week we will discuss speech you may not believe is actually legal, including obscenity, pornography and run-of-the-mill cursing.*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

Understand how speech restrictions have ebbed and flowed through time.

*Course roadmap*

*Here's everything you need to do and remember BEFORE class.*

**Do course readings (before class Tuesday)**

Week 12 Chapter Ten- SEXUAL SPEECH.pdf (please review cases marked in yellow)

Week 12 Media Law and Ethics-Electronic Mass Media and Telecommunications.pdf (80 pages)

Week 12: How Generative AI Will Change The Jobs Of Journalists (2 pages)

**Watch course videos**

Week 12: They Said That on TV?!

Week 12: Let's Disagree Morally (17:24)

Week 12: How Journalists Can Use Artificial Intelligence (4:48)

**Assessment (due at start of class Tuesday)**

Court Case Assessment 10

**Here's everything you need to do THIS WEEK.**

**Practice and Application-Tuesday**

Understanding obscenity

Practice and Application-Thursday

Visit with journalists about legal and ethical issues

**DIALOGUE & REFLECTION (post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)**

Movie Discussion No. 4

**MAJOR ASSIGNMENT DUE (Sunday 11:59 p.m.)**

Major Assignment: You Be the Justice Part 1 (Your View of the Court Process and Decision)

**Court Case Cards (Due Sunday at 11:59 p.m.)**

Court Case Cards: Digital and Broadcast Cases

**April 1 & 3**

**Week 13: You Be the Justice Presentations**

*In this module we will create our own Supreme Court and decide the fate of the First Amendment!*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

To apply First Amendment law in a real legal case.

Embody a Supreme Court justice in style and personality.

*Course roadmap*

*Here's everything you need to do and remember BEFORE the class.*

**Practice and Application-Tuesday**

You Be the Justice - Team 1

**Practice and Application-Thursday**

You Be the Justice - Team 2

**Major Assignment Due (at time of presentation)**

Major Assignment: You Be the Justice Part 2 (In Court)



**April 8 & 10**

**Week 14: You Be the Justice**

*In this module we will create our own Supreme Court and decide the fate of the First Amendment!*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

To apply First Amendment law in a real legal case.

Embody a Supreme Court justice in style and personality.

**What to do: Read through this page for an overview of the class.**

*Course roadmap*

**Practice and Application-Tuesday**

You Be the Justice - Team 3

**Practice and Application-Thursday**

You Be the Justice - Team 4

**Major Assignment Due (at time of presentation)**

Major Assignment: You Be the Justice Part 2 (In Court)

**April 15 & 17**

**Week 15: Let's Play Jeopardy!**

*It's time to bring our class and see what you learned with a final game of Media Law and Ethics Jeopardy!*

**What to do: Read through this page for an overview of the class.**

**Learning outcomes for this session**

Showcase your legal and ethical knowledge.

*Course roadmap*

*Here's everything you need to do and remember DURING the class.*

**Practice and Application-Tuesday**

Final Jeopardy review

**Practice and Application-Friday**

FINAL: Let's Play Jeopardy

**POINTS FOR CLASS**

Extra Credit For Class

# VI. University and School Policies

## Resources

During the course of this class and throughout your university career, you may find the following helpful:

- **The Writing Center.** This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.
- **Strunk & White's The Elements of Style.** If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Managing Stress

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 614.292.1111. They will always work with professors on your behalf.

## Student Health

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE* class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

### Student illness or absence

In the event you must quarantine because of exposure to someone diagnosed with COVID-19 OR you are feeling ill with COVID-19 symptoms, you still will be able to make progress in this class. Please contact your instructor right away, as some accommodations may require extra set-up or planning. The quarantine plan for this course is to join remotely via Zoom. This requires a minimum of 1 hour advance notice for device and room set-up. We will also record the class session and post the recording on Carmen and provide materials for each lesson on Carmen.

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able prior to the next class meeting. All materials will be made available on Carmen. At least 1 hour advance notice is necessary for device and room set-up. Alternate assignments or extensions may be arranged.

### Instructor illness or absence

If the *instructor* is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than one hour time before class.

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

### Campus closure

Should The Ohio State University Columbus Campus move to full online instruction due to closure, please wait for your instructor to message directions on Slack for the next session. Our in-person classes will be moved to Zoom and links to the meetings will be provided.

## **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766- and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Student Academic Services**

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

## **Student Services**

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

## **Religious accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the

course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## **Food Insecurity**

**Food Security** (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## **Accessibility accommodations for students with disabilities**

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**