

**FIRST AMENDMENT STUDIES
COMMUNICATION 4853.W1
FALL 2018**

INSTRUCTOR CONTACT INFORMATION:

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COURSE TITLE:

COMM 4853.W1 – First Amendment Studies

CATALOGUE DESCRIPTION:

First Amendment Studies explores the contemporary debate concerning the First Amendment guarantee of freedom of speech and the proper limits to expression. Major topics include subversive speech, nonverbal expression, artistic expression, as well as libel, slander, obscenity, copyright and cyberspace.

PREREQUISITES:

NONE

REQUIRED MATERIALS:

- Tedford, Thomas L. and Dale A. Herbeck. Freedom of Speech in the United States. 8th ed. State College, PA: Strata Publishing, 2017.

OPTIONAL MATERIALS:

- NONE

TECHNICAL REQUIREMENTS/SKILLS:

Available through the Southeastern Distance Education webpage under Technology or <http://homepages.se.edu/blackboard/student-support/>. You will be responsible for research using additional Internet sources.

NETIQUETTE (INTERNET ETIQUETTE):

Available through the Southeastern Distance Education webpage under Technology or <http://homepages.se.edu/online-learning/technology/communication-netiquette/>.

LIBRARY AND INFORMATION RESOURCES:

Available through the Southeastern Distance Education webpage under Student Services or <http://homepages.se.edu/online-learning/student-services/>.

OTHER RESOURCES AND LOCATION:

Additional explanations and interactive websites for content covered in this class are available under “External Links,” located on the left-hand side of the Blackboard menu. The website accompanying

Freedom of Speech in the United States is available at www.tedford-herbeck-free-speech.com. Cases decided since the textbook was published are described in the annual updates available on the web site.

COURSE OBJECTIVES:

The objective of this course is to explore the evolution of political and personal freedom in western history as well as debates about the degree of freedom individuals should have. Ultimately this course seeks:

1. to provide you with a clearly organized historical survey and analysis of free speech issues in the United States;
2. to explain specialized terms so that you can follow legal controversies that are inherent to the study of freedom of expression and to expose you to general knowledge of political principles and social values that undergird the field of communication;
3. to explore important subjects such as sedition, obscenity, hate speech; restrictions on time, place, and manner; and constraints in institutional settings;
4. to provide you, presumably with no legal background, a practical understanding of communication law by looking at the basics of defamation, privacy, copyright law and how the courts have applied the First Amendment to commercial expression, prior restraint, free press vs. fair trail, and access; and
5. to provide exercises and activities for you to demonstrate your competency of freedom of expression issues and your discernment in applying them.

COURSE SCHEDULE:

<i>Week #</i>	<i>Dates</i>	<i>Topic</i>	<i>Reading</i>	<i>Assignments</i>	<i>Due Date</i>
1	Oct 22-28	<i>Introduction: Welcome to the course! The Origins of Freedom of Speech Freedom of Speech as a Civil Liberty</i>	T&H: Chs.1 & 2	DB1, Q1	10/28
2	Oct 29-Nov 4	<i>Understanding Political Heresy Provocation to Anger Principle</i>	T&H: Chs.3 & 7	DB2, Q2	11/4
3	Nov 5-11	<i>Speech that Defames & Invades Privacy</i>	T&H: Chs.4 & 5	DB3, Q3; Prospectus	11/11
4	Nov 12-18	<i>Understanding Religio-Moral Heresy</i>	T&H: Ch.6	DB4, Q4; Plan	11/18
	Nov 19-25	<i>Thanksgiving Holiday</i>			
5	Nov 26-Dec 2	<i>Protecting and Regulating Commercial Speech</i>	T&H: Ch.8	DB5, Q5	12/2
6	Dec 3-9	<i>Basic Issues of Prior Restraint Special Problems of a Free Press</i>	T&H: Chs.9, 10 & 11	DB6, Q6; Draft	12/9
7	Dec 10-16	<i>General Principles of Copyright The Right of Access Course Wrap up!</i>	T&H: Chs.13 & 14	Final Exam; Final	12/16

SEMESTER CALENDAR:

<i>Date</i>	<i>Event</i>
<i>Oct. 22, 2018</i>	<i>Classes Begin</i>
<i>Oct. 19, 2018</i>	<i>Last day to enroll in or add a class</i>
<i>Oct. 26, 2018</i>	<i>Last day to drop a class with no grade record</i>
<i>Oct. 26, 2018</i>	<i>Last day to drop a class with a refund/no charges</i>
<i>Dec. 4, 2018</i>	<i>Last day to drop a class with an automatic “W”</i>
<i>Nov. 19-25, 2018</i>	<i>Thanksgiving Holiday</i>
<i>Dec. 16</i>	<i>Final Exams</i>
<i>Dec. 16</i>	<i>Semester Ends</i>

COURSE POLICIES:

- Attendance. Regular attendance is expected. In accordance with guidelines set by the University (see University Catalogue), the Registrar’s office defines attendance in online and blended classes as:
 - Stopped Attending** = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor.
 - Never Attended** = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates’ accessing of Bb.
 - Excessive Absences** = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade.

Regular and routine participation is required to be “in attendance” for the course. This includes regularly logging in, turning in homework by required dates/times, **and** participating in discussion forums. Seven (7) consecutive days of non-participation **will** result in your access being disabled without warning. Participation, or lack thereof, may also affect your financial aid. Remember, Blackboard automatically tracks and records every click once you log into a Bb course. Bb administrators can see if and when you logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

- Student responsibilities regarding assignments. In addition to complying with *all* assignment guidelines & specifications:
 - All submitted written assignments must be *typed, 12 pt. font, 1-inch page margins, double-spaced, legibly written, well-organized, free from spelling and grammatical errors and follow the style guides for APA or MLA.* If you feel you need help with your writing, you may get assistance from other campus resources, such as the Writing Lab. Reference works available in

the Henry G. Bennett Library will also help you edit and polish your writing. Remember that most computer programs have spell-checking options that will help you find many, **but not all**, spelling and typographical errors. Students should also have a *backup copy* of all submitted work.

- b. Continually refer to the SE Blackboard webpage for this course to be informed on class updates (including assignments, test dates, schedule notifications, etc.). Refer to www.se.edu or call 580-745-7272 for updates concerning inclement weather and (campus wide) class cancellations.
 - c. Academic work is expected to be the student's own unless otherwise *clearly* indicated. Plagiarism is defined as "to knowingly take and pass off as one's own ideas, writings, words, or concepts of another." In this course, any type of academic dishonesty or the plagiarizing of speeches, outlines, bibliographies, or assignments will subject the student involved to punitive action ranging from failure of an assignment to failure of the course to possible suspension or dismissal from the University.
 - d. Due dates for all assignments are *firm* and failure to deliver on due date will result in *no credit* for the assignment. Prepare now for the unexpected (e.g., printer breakdowns, bad weather, network downtime, work schedules, hungry dogs). Exceptions exist only with instructor's approval.
 - e. Definition of a week. Each week will begin at 12:00 a.m. Monday and will end at 11:59 p.m. Sunday. This will be the time frame for which students will be expected to work within a given week's folder. All assignments will be due at 11:59 p.m., and the last assignment each week will be due on Sunday. All times will be based on the time zone of the institution: **Central Standard Time**.
 - f. Grading Rubrics. Each assignment will use a grading rubric. The rubrics will be attached digitally to your assignments. You should always review the rubric scores and comments to fully understand the grade received and obtain all feedback provided.
 - g. Instructor Feedback. Students can expect replies to emails within 24 hours. Assignments and discussion boards will be graded within one week of the due date (five business days). Discussions will be graded after the due date for peer responses. Grades are reviewable in Blackboard at any time. The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the course schedule.
3. Student E-Mail Policy. Student e-mail accounts are created within 24 hours of class registration and are an official means of communication with students. Important university-related information will be sent to individual e-mail accounts. Students are responsible for regularly reading e-mail messages. Types of communication include but are not limited to financial aid information, inclement weather closings, e-bills and payment deadlines, registration information, and library notices.
 4. Course Archives. A complete set of all materials distributed in class is available on a dedicated Blackboard site created especially for this class. By accessing this web site, you will be able to obtain extra copies of the syllabus, the course schedule, all the handouts, and a variety of study aids. Over the course of the semester, the slides (PDF format) for each chapter will be posted to the archive. This

lecture material is located in the left-hand column under the Course Content tab. All Course Assignments are located in the left-hand column under the Assignments tab.

5. About Fairness. As might be expected, students are often disappointed when they discover that they will not receive the grades they desire. In these circumstances, aggrieved students will frequently plead for exceptions. More often than not, these appeals will start with a variation on the following sentence: “I know you have a policy, but...”

Many students subscribe to fairness in principle, so long as the principle is not applied to their disadvantage. Great philosophers like John Rawls have written books in which they address the importance of fairness. The intent of this statement is not to add to this discourse, but rather to reiterate the commitment to consistently apply the rules and policies set out on this syllabus.

COURSE REQUIREMENTS:

1. Course Format. This class will be administered using the Blackboard web site: <https://blackboard.se.edu/webapps/login/>. Once you have logged in, you can select: COMM 4853.W1: FIRST AMENDMENT STUDIES (FA18) to access your online course materials. You are expected to follow rules of common courtesy in all email, threaded discussion, assignment submissions and other interactions that take place in the online classroom (see **Communication & Discussion Board Netiquette Rules** by clicking the “START HERE” link under **CONTENT** in the navigation pane). A link to the SE Academic Calendar can be found here: <http://www.se.edu/dept/registrar/calendar/>.
2. Course Content Availability. Courses will be made available to students one week (seven days) in advance of the start date. Availability for general items within the course WILL NOT be withheld; however, if shortened visibility for assignments or exams is applied, a minimum of a *48-hour window of availability* will be provided. The course contains a course menu with eight buttons:
 - a. **Course Home Page** - Here, students may obtain quick information regarding announcements, assignments due, etc.
 - b. **Announcements** - Announcements are used to clarify assignments, make changes in the schedule, provide holistic feedback to the class, etc.
 - c. **Start Here** - This section will contain the syllabus, my contact information, course policies, etc.
 - d. **Course Work** - Here students will find a folder for each week of the course. All the content, assignments, etc. will be placed into the appropriate week's folder. An outline of contents is on the front of the folder. Note. Assignments may be due throughout the week.
 - There are Seven Weekly Folders, located under the Course Work tab, containing all course exercises. You will collaborate with me and each other via the online tools provided by Bb, including discussion boards. All assignments, instructions, and explanations are posted to Bb within the corresponding weekly folder. On the front of the folder is the Introduction. It gives you a summary of the contents of the folder as well as an introduction to the subject matter. Assignments, Quizzes, and Discussion Boards are contained in the sub-folders. The course content will be available from the beginning of the course with due dates listed for each assignment. Please note that early submission of an assignment will not result in the assignment being graded earlier.

- e. **Discussion Boards** – Here students can correspond with each other and also interact with me about topics generated from the course.
 - f. **Student Tools** – Students may access any student tool from this area, including grades. You can also email me or classmates from here.
 - g. **Student Email** - All university announcements and other communication from instructors will be sent to student email. This link gives quick convenient access to student email.
 - h. **Henry G. Bennett Library** - This is a link to the SE online library for convenience.
3. Act of Discovery Statement. The Department of Art, Communication, and Theatre strives to provide enrichment opportunities in all its classes through the Act of Discovery Series. Therefore your instructor may assign additional work that can include, but is not limited to: gallery, lecture, or performance attendance; reading, writing, or presentation assignments; group discussions or journaling exercises. We understand that students have commitments outside of the university, and to that end your instructor will make every effort to give students 30 days’ notice prior to an Act of Discovery Series assignment. Certain equipment and supplies, in specific courses, will be provided by the department as part of the Act of Discovery Program.
 4. Class Organization. This class will be conducted with regard for the spirit of freedom of expression. Therefore, openness to a variety of perspectives and points of view is necessary. It follows that we assume a willingness to listen carefully and to react to one another in a mature and thoughtful manner within a spirit that strives for community and understanding. It is important that you own your own words; that is, you must be willing to take responsibility for what you say and give informed reasoning for your statements. While the principles of free speech and academic freedom allow students and teachers, alike, great latitude, expressions or actions that harass or demean others on the basis of sexual orientation, race, creed, age, gender, national origin, and/or physical capabilities will not be tolerated.
 5. Course Evaluations. All students are asked to complete an anonymous evaluation of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.
 6. Preparation. The accompanying schedule provides specific reading assignments for each week. You are responsible and accountable for all reading assignments, even if the material is not explicitly addressed in my lecture notes. Readings should always be completed before taking quizzes or completing assignments. Please note that the subject matter for this course is extremely complex: it would be difficult, if not impossible, to master any appreciable portion of the text in a single extended sitting.

ASSESSMENT (GRADING SYSTEM):

1. Discussion Boards. Throughout the course you will be asked to submit and respond to prompts. Access the prompts through Blackboard’s Discussion Boards link in the navigation pane. Discussion board posts are an opportunity to complete exercises that help you develop a better understanding of the Court’s interpretation of the First Amendment. Respond to at least what another *three* other students say, debate ideas, highlight relationships among ideas offered by different students, and refer back to comments students have contributed. Hopefully this interaction will lead to depth and more frequency of communication with regard to course content. Follow the style guide for APA or MLA. Posts should be approximately 500 words. A total of 50 points are possible. Your evaluation focuses on the

organization, context and purpose of writing for each prompt; the sources and evidence for the point(s) being made, and the syntax and mechanics of your writing. Focus on the following for writing...

(DB1) Cyber Café: The minimum condition for a sense of community to exist is that members of the community know one another. Thus, it's desirable to have class members learn each other's names. Take this opportunity to describe yourself in no more than three sentences and then either comment about a concern you have in the course or ask a question. Upload a picture of yourself or a picture you believe symbolizes the essence of who you are. A sense of community is also fostered by direct involvement among members of the class. You are encouraged to interact with each other and with me on an informal basis with this assignment, my hope is that you will feel more comfortable communicating with each other during the course as well as with me.

(DB2) Revisiting the First Amendment: Study the First Amendment to the Constitution, then rewrite it to make it clearer and more applicable to contemporary society. Can you improve on Madison's language?

(DB3) Code of Conduct: Examine Southeastern's Student Code of Conduct to determine what, if any, prohibitions exist for racist, sexist, or homophobic expression. Provide the article reference (i.e. Student Code of Conduct A.1.a.) and provide the specific wording of the prohibition/act. Next, answer the following: Should the regulations be changed? If so, how? Should this take into account social media?

(DB4) No Means No: In *Cox Broadcasting v. Cohn* (1975), the Supreme Court ruled that anything in an official court record, including rape victims' names, could be published without violating the law. Review *The Durant Daily Democrat* or *The Herald Democrat* and see how much information is reported in stories about rape or sexual assaults. Be sure to properly cite the article that you have found.

(DB5) Gatekeeping: Censorship. That word has a lot of emotional impact today, just as it has throughout American history. But its meaning has shifted over the years. Today, censorship in a legal sense usually means *prior restraint* of communications by an agency of government, not subsequent punishment for disseminating an unlawful form of communication. The First Amendment is not absolute: the courts have allowed a variety of limitations on freedom of expression. But most of those limitations would be classified as subsequent punishments, not prior restraints. First, define prior restraint. Are prior restraints permitted in America? When would a direct prior restraint be constitutional? Are there other rules concerning prior restraints today? Use specific examples from the text to support your answers. May the media be forbidden to identify crime victims? Would tabloid magazines such as *Star Magazine* and *Us Weekly* or websites such as TMZ.com and USMagaazine.com be able to function with prior restraints?

(DB6) The Choice is Yours: Choose between Option A or Option B. **Option A.** Contact a local judge or an attorney to speak to him/her concerning the problems of conducting a fair trial. Ask them their opinions concerning "gag orders" against the press and trial participants, as well as their opinions on the presence of television cameras in the courtroom. **Option B.** Answer the following: Does the state of Oklahoma have a shield law that protects confidential sources and notes of

journalists? If so, find the law in the Henry G. Memorial Library and make a copy. Next, discuss the strong points and weak points of the law.

(DB7) Copyright Myths: There are several [myths](#) about copyright. Using the chapter and original research, determine why each of the following statements is *false*: (a) “Any educational use is necessarily a fair use.” (b) “It is legal to copy and distribute parts of a book if you do not copy more than half the pages.” (c) “Once a book goes out of print the contents pass into the public domain.” (d) “So long as the copyright holder is properly acknowledged, there is no copyright infringement.” (e) “Works that appear on the Internet are not eligible for copyright protection.”

2. **Quizzes.** There will be quizzes scheduled week one through six (25 pts. each) consisting of 10 true/false and 10 multiple choice questions covering reading assignments. Quizzes must be completed before the due date. There is an unlimited number of attempts for each quiz up to the due date. Once the due date has passed you will no longer be able to take and submit the quiz. Quizzes may be accessed in the weekly folders in Blackboard.
3. **Final Project.** The Final Project is meant for you to synthesize all that we have studied in this class and apply it in a practical way. As a result, you are to choose between Option A or B below. The specific details for each option is outlined in its description below. Once you have made your choice, you are to submit a Prospectus. Your Prospectus written in paragraph format will: 1) state the option you have chosen, 2) explain why you have chosen that option, 3) describing a time frame, additional resources, etc. you will need to complete the final project based on the option you have chosen. Your Prospectus should be typed, double-spaced and submitted to me by **Sunday, November 11th**. Your Project Plan will provide an initial descriptive outline of your Project. Additional details will be provided. Your Draft will be the first version of your Project and will receive comments and be returned before submitting the Final draft on the ***final day of class***.

Option A: Hypothetical Case. Assume the role of a judge and write an opinion answering the questions raised by one of the following hypothetical situations. Your opinion must identify the relevant issues and provide a thorough explanation of your decision, complete with supporting precedents (just case names) on each point at issue. You are not expected to conduct research beyond the reading materials assigned on the syllabus or discussed in class lecture notes. You may manufacture additional “facts” as a basis for your opinion, provided they merely expand or supplement, and do not contradict the “facts” provided in the hypothetical situation.

Your paper should be a minimum of 8 full pages in length and should not exceed 12 pages in total. Follow MLA or APA style mechanics. The structure of the paper must follow this format (HOWEVER, DO NOT USE THESE HEADERS IN YOUR PAPER):

INTRODUCTION: (1-1^{1/2} pages) Provide a comprehensive background of the details of the case and identify the relevant first amendment issues raised in the case in this section.

BODY: (7-10 pages) Justify your opinion by explaining your decision. Discuss case precedents used in making your decision and how issues/judgments raised in those cases influenced your decision in this section.

CONCLUSION: (1/2 page) Summarize and bring closure.

Grading Criteria

I firmly believe that we come into existence as human beings through our communication. And so, attention to the quality of our writing is tantamount to improving the quality of our existence. Therefore, you should make every effort to answer affirmatively the following questions, not just to receive a good grade but also to constitute yourself as an enriched individual.

Mechanics (25 pts.): Is the paper typed (double spaced, w/ 1” margins)? Have you proofread until the spelling, punctuation, grammar, and syntax are flawless? Follow MLA or APA style mechanics.

Style (50 pts.): Is your paper intelligible, and engaging of the audience’s attention because it is well organized, while the writing is lively and clear?

Content (75 pts.): Have you comprehensively explained your decision, and is your justification reasonable, well thought out, creative, and insightful?

Hypothetical #1 (incitement and prior restraint)

In an effort to promote circulation and boost revenue, the editor of a local newspaper announces a special contest open to anyone who subscribes to *The Daily Bugle*. The promotion invites readers to write a 500-word essay detailing “How to Commit the Perfect Crime.” Each week, the editor publishes his favorite caper and resets the devious author with a \$50 cash prize. The first week, *The Daily Bugle* prints an article explaining how to “Dine and Dash.” The essay describes how to feast on an expensive meal at a fancy restaurant and then conveniently escape out the back door into a waiting car when presented with the bill. The second week the winning essay explains how to obtain fraudulent credit cards using an assumed name. Fearing what criminal mischief future essays might describe, the local district attorney goes to court and asks the judge to issue a restraining order enjoining *The Daily Bugle* from printing any more installments of the “perfect crime” series. In support of his petition, the district attorney claims that the First Amendment does not protect the advocacy of criminal acts. The editor retorts that the First Amendment protects all speech. To his way of thinking, “no law” means no law. Are the essays protected by the First Amendment? Should a prior restraint be issued?

Hypothetical #2 (copyright law)

Communication professor Faye Mangrum teaches a popular course called “Violence and Media.” As part of an ongoing research project, Professor Mangrum had regularly recorded the most violent shows on television for the previous three years. To illustrate her lecture on the pervasiveness of violence on prime-time television, the professor used her recordings to create a 15-minute video composed of brief excerpts from 10 popular shows. The class was such a rousing success that Professor Mangrum decided to market her video. The next semester, she placed a small ad in a leading professional journal announcing the availability of a DVD, with a video depicting television violence, priced at \$49.95. Anticipating strong demand, Professor Mangrum purchased 100 blank DVDs at a local discount store (paying less than \$1 per DVD) and began burning copies on her computer. Before she sold her first DVD, a local television station filed a lawsuit alleging that the professor’s use of copyrighted materials in class constituted copyright infringement. Professor Mangrum responded that she only used short excerpts from any given show and that her tape was a protected fair use. Does the television station have a strong case for

copyright infringement? Does Professor Mangrum's use of the excerpts qualify as a fair use? Can she legally market her tape to other professors for classroom use?

Hypothetical #3 (notice and takedown)

Dig Diggler is an amateur photographer who likes to display his photographs featuring local figures and establishments, on his web site. Much to Diggler's surprise he discovers that several local politicians and businesses are using his images on their web sites without permission. An angry Diggler responds by sending DMCA takedown notices to the web hosting company where most of these sites reside. In accord with its published policy, the web host immediately blocks access to all of Diggler's copyrighted material. As a result, a web site for a candidate for city council is shuttered. (It had featured a picture Diggler had taken of the candidate speaking at a public meeting.) Several web sites for local businesses are also blocked because they used Diggler's pictures to advertise their establishments. The result is a nasty series of lawsuits. The candidate claims his use of the photos is protected as political speech and under fair use doctrine. He does not understand how Diggler can own his likeness. The businesses claim the photos are unworthy of copyright protection because the buildings are in plain sight. Moreover, a businesswoman claims she is entitled to damages due to lost sales when her web site was blocked. How should the court respond? Does Diggler have a case? Are these fair uses? Is the candidate entitled to use his own image? Can the businesses sue for damages?

Option B: *Exercising First Amendment Freedoms.* This option requires you to exercise a First Amendment Freedom, in particular you are to file a request for documents under the Freedom of Information Act (i.e. tax returns, etc.). In addition to exercising your First Amendment Freedom in this manner, you will also need to reflect on the entire process.

In a three-page write-up that summarizes the content of your experience, please address the following:

- *Give the name of the document(s) you requested.* Include the reason for requesting these documents, what information you needed to supply, and a description of the requirements and procedure for requesting documents using the Freedom of Information Act. Note when the request was made, when you received a response back and the nature of the response.
- *Summarize the process* of filing a request for documents under the Freedom of Information Act. (Provide screen shots of the application. Treat this as if you were creating a news piece in which you produce a segment based on information you gained from the request.
- *Discuss barriers* to the process that you encountered. Also note things that facilitated the filing request.

Grading Criteria

Evaluation will focus on following directions in scheduling, apt filing of paperwork and summarizing your experience.

Mechanics (25 pts.): Is the summary typed (double-spaced, w/ 1" margins)? Have you proofread until the spelling, punctuation, grammar, and syntax are flawless? Follow MLA or APA style mechanics.

Style (50 pts.): Is your summary intelligible, and engaging of the audience's attention because it is well organized, while the writing is lively and clear?

Content (75 pts.): Have you comprehensively summarized your experience? Have you included the appropriate information about the process? Have you provided an adequate summary of the discovery and implementation process told as though you were a reporter prepping for an expose to be included in a news segment? Is your application reasonable, well thought out, creative, and insightful?

4. Examinations. There will be a final examination (***Due Sunday, December 16th***) to gauge what you have learned in the course. To match educational objectives and test questions I use Bloom's taxonomy of educational objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. The final will be comprehensive in scope, although there will be disproportionately more questions on material covered during the final half of the course.
5. Your final grade will be determined by the following:

<i>Assignments-Abbreviation (Point Value)</i>	<i>Total Points</i>	<i>% of grade</i>	<i>Due Date</i>
<i>Discussion Boards</i>	350	35	
<i>Cyber Café-DB1 (50 pts.)</i>			10/28
<i>Revisiting the First Amendment-DB2 (50 pts.)</i>			11/4
<i>Code of Conduct-DB3 (50 pts.)</i>			11/11
<i>No Means No-DB4 (50 pts.)</i>			11/18
<i>Gatekeeping-DB5 (50 pts.)</i>			12/2
<i>The Choice is Yours-DB6 (50 pts.)</i>			12/9
<i>Copyright Myths-DB7 (50 pts.)</i>			12/16
<i>Quizzes</i>	150	15	
<i>Q1 (25 pts.)</i>			10/28
<i>Q2 (25 pts.)</i>			11/4
<i>Q3 (25 pts.)</i>			11/11
<i>Q4 (25 pts.)</i>			11/18
<i>Q5 (25 pts.)</i>			12/2
<i>Q6 (25 pts.)</i>			12/9
<i>Final Project</i>	300	30	
<i>Prospectus (25 pts.)</i>			11/11
<i>Plan (50 pts.)</i>			11/18
<i>Draft (75 pts.)</i>			12/9
<i>Final (150 pts.)</i>			12/16

<i>Examinations</i>	200	20	
<i>Final (200 pts.)</i>			<i>12/16</i>
	<i>1000 pts.</i>	<i>100%</i>	

Final grades calculated using the following scale:

94 - 100 = A (i.e., 90% + = A)	= 935—1000pts.
84 - 93 = B (i.e., 80% + = B)	= 835—934
74 - 83 = C (i.e., 70% + = C)	= 735—834
64 - 73 = D (i.e., 60% + = D)	= 635—734
0 - 63 = F (i.e., below 60% = F)	= 0—634

UNIVERSITY AND SCHOOL POLICIES:

1. Academic Integrity. Students will uphold all policies set forth by the University in accordance with the Academic Integrity Policy of SE. Students should familiarize themselves with this policy in the SE Student Code of Conduct, which can be accessed on the Office of Student Life Website or by contacting the office of Academic Affairs. We will handle any issues or problems on a case by case basis, documenting all in writing.
2. Equal Opportunity Statement. In Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and other Federal Laws and Regulations, Southeastern Oklahoma State University does not discriminate on the basis of race, color, national origin, sex, sexual identity, sexual orientation, age, religion, handicap, disability, or status as a veteran in any of its policies, practices or procedures, this includes but is not limited to admissions, employment, financial aid, and educational services.
3. Notice of Non-discrimination on Basis of Sex. Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) states: No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...” Southeastern Oklahoma State University does not discriminate on the basis of sex in its education programs or activities, in compliance with Title IX and the U.S. Department of Education’s regulations at 34 C.F.R. §§ 86.1 et seq. Individuals who believe they have been discriminated against on the basis of sex may contact S.E.’s Title IX Coordinator at 580-745-3090, 580-745-3090, titleix@se.edu, or PMB 2750.
4. Responsibility Pertaining to Students with Special Needs. I will do my best to accommodate and to assist every student to facilitate a student’s learning and to enhance a student’s educational experience. Any student needing special accommodations due to a disability should contact the Coordinator for Disability Services, GDJ Student Union, Room 328 or call (580) 745–2392 (TDD# 745–2704). It is the responsibility of each student to make an official request for accommodations to the Coordinator.