

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

JRL 4600

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____ 



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
 *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Communication and Performing Arts
Course Designation/Prefix:	JRL
*Course Number:	4600
Course Title:	Legal Ethics in Journalism
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	A critical examination of journalism as a profession with a role in democratic governance. Students will focus on legal and ethical issues often encountered by journalists. There are areas of law that are often implicated in the world of journalism. Those areas of law are the following: US Media Law and the First Amendment, as well as Intellectual Property law, trademark and copyright law, US Media Policy History. Digital and satellite challenges for policy and law. Theories of public interest and deregulation. Cultural and political implications of law and policy.
Prerequisite(s):	None
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	
Frequency course is to be offered (Select All that Apply)	X Fall Winter X Spring Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Journalism and Print Media 2.
<input checked="" type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”

2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Be able to analyze and identify the fundamental legal and ethical challenges of a journalist.
2. Be able to ethically, morally and legally gather and assess information/news and pitch stories for a variety of news formats and genres, including digital, print. PLO 1
3. Demonstrate a clear understanding of legal terms in an effort to avoid claims of defamation and invasion of privacy during their journalism efforts.
4. Develop a greater appreciation and understanding for the history, significance and work involved between the law, courts and journalism.

2. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Be able to analyze and identify the fundamental legal and ethical challenges of a journalist.	25	Critical readings throughout the semester and in-class assignments will facilitate this endeavor.
2. Be able to ethically, morally and legally gather and assess information/news and pitch stories for a variety of news formats and genres, including digital, print.	25	Significant time in-class will be spent preparing students as they gather sources, attend court proceedings, research and schedule interviews with the people needed to facilitate their stories.
3. Demonstrate a clear understanding of legal terms in an effort to avoid claims of defamation and invasion of privacy during their journalism efforts.	25	Independent research as well as in-class reading, essays and debates will reinforce terms and familiarity with the courts.
4. Develop a greater appreciation and understanding for the history, significance and work involved between the law and journalism.	25	Debate Assignment: Every student will be part of a two-person debate team to argue for or against a journalistic moral or ethical issue that is mentioned or appears in the films we view and present it to the class for discussion of the central themes and

		exploration of how to handle such a situation as a journalist.
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- 3- **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

This course would be a required class within the Journalism and Print Media program, but would be open to all students at the college and within CUNY. Students from the Media Arts program would also find the class as a way to enhance their abilities and gain an understanding of how the legal system affects the world of the media.

- 4- Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

Aspiring journalists must have the knowledge and foresight to recognize when the law may play a role in respect to their work as a journalist. Understanding what they can do legally will allow them to get the most out of their reporting. The ability to recognize and successfully deal with ethical dilemmas will empower them to work with confidence as journalists and ensure their credibility.

- 5- Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

Similar Courses in other CUNY:

Brooklyn College: TREM 3535: Communication Law and Policy

6. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

No, it will not. If nothing else, it will add a core foundational component to the Journalism program that is currently missing and will give the program an attractive elective that will be available to all students, especially those in Media Arts.

7. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

The First Amendment Handbook
Inside Reporting, Tim Harrower
The Associated Press Stylebook, 2023 Edition

8. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

JRL XX: Legal Ethics in Journalism

Course Description:

A critical examination of journalism as a profession with a role in democratic governance. Students will focus on legal and ethical issues often encountered by journalists. There are areas of law that are often implicated in the world of journalism. Those areas of law are the following: US Media Law and the First Amendment, as well as Intellectual Property law, trademark and copyright law, US Media Policy History. Digital and satellite challenges for policy and law. Theories of public interest and deregulation. Cultural and political implications of law and policy.

Student Learning Objectives For This Course:

Be able to analyze and identify the fundamental legal and ethical challenges of a journalist.

Be able to critically gather news from a variety of sources and interpret it into their own well-reasoned written and oral arguments to support conclusions.

Demonstrate a clear understanding of legal terms in an effort to avoid claims of defamation and invasion of privacy during their journalism efforts.

Analyze moments in the news throughout history that have shaped the way the law and media interact today.

Develop a greater appreciation and understanding for the history, significance and work involved between the law and journalism.

An understanding of court system in the United States and an ability to use court records in work.

Course Requirements:

Students must attend class every week. They must fulfill the course requirements by writing and completing required pieces. Late work will not be accepted at any time.

Required Pieces:

Debate: Every student will be part of a two-person debate team to argue for or against a journalistic moral or ethical issue that is mentioned or appears in the films we view and present it to the class for discussion of the central themes and exploration of how to handle such a situation as a journalist.

Court Coverage: Cover a court case in-person and write a three-five-page paper on the legal ethics of the case and the challenges one would have in reporting the case for a local newspaper.

Final:

A five-seven-page paper that includes research and report on a legal issue from the real media landscape, that was not discussed in class.

Important Dates:

Please note that this class meets EVERY WEEK at X:XX . Please see the attached calendar:

Week 1:

Introduction. Libel. On and off the record. Reporter's Privilege, Defamation. Tom Junod.

Week 2/3:

Invasion of Privacy. Surreptitious reporting. Steven Glass. Film: Shattered Glass.

Week 4:

Confidential Sources. Prior Restraints. Janet Cooke.

Week 5/6:

Gag Orders. Covering the Courts. Watergate. Film: All the President's Men.

Week 7:

Gaining Access. Food Lion.

Week 8/9:

Freedom of Information. Willow Brook

Week 10:

Copywrite issues in Journalism.

Week 11:

Debates Part One

Court Coverage

Week 12:

Debates Part Two

Court Coverage

Finals Week:

Submit Final Paper, conference.

Grading:

There are no formal quizzes, exams, or homework assignments. You will be graded on the following criteria:

- Class attendance/participation. 25%
- Debate 25%
- Court Coverage 25%
- Final Project 25%

Etiquette and Behavior:

Journalism is defined by collaboration. That means that we all work together for the creation of the work.

The following is expected of all students:

- To show up on time and be present in the work.
- To maintain a safe atmosphere.
- To work together for the good of the production.
- Not to engage in any activity that threatens other students.

- Not to engage in any activity that is meant to create friction or acrimony amongst others.
- To ask questions.
- To be respectful of others at all times.
- To work actively to create a supportive and creatively inspiring environment.

Failure to adhere to these expectations will result in failing the course.

Required Texts:

The First Amendment Handbook

Inside Reporting, Tim Harrower

The Associated Press Stylebook, 2023 Edition

Additional Resources:

[Student Publication Lab at Kingsborough: Weekly Meeting Space]

Adobe Indesign, Photoshop, Audition access for all students.

[List of Relevant MMJ equipment/software already in possession] Laptops, Zoom Recorders. Most of this is already in our possession through Perkins.