

**Media Law**

**MEJO 740.2: 3 Credits**

**Fall 2019**

**COURSE POLICIES & SYLLABUS**

**Professor:** Dr. Amanda Reid

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**Office hours:** Tuesdays 1:30 to 5:00 p.m.

 Wednesdays 10:00 a.m. to 12:00 p.m.

 Other times also available by appointment

I am always happy to speak with students outside of my office hours. Please feel free to stop by any time. However, I reserve the hour before my class to prepare. The times when I teach are listed below. If you stop by my office during one of these time periods, I will ask you to come back during office hours or schedule an appointment. Thanks in advance for your understanding.

**Course Overview**

Welcome to Media Law! MEJO 740 is a graduate course in which students explore the delicate balance that exists between freedom and control of the media. Specifically, this course is an introduction to the laws of libel, defamation, privacy, indecency, obscenity, net neutrality, copyright, trademark, commercial speech, and prior restraint. This course is designed to introduce a basic understanding of how the law is made and the importance of free expression in a democracy. We will study both old and new law because both are relevant today. We will trace some of the key developments in the philosophies underlying media law and we will survey an array of legal doctrines so that you are equipped to identify and analyze many of the practical legal issues that impact your chosen professions. You should expect to recognize and understand how law and regulation are – or are not – continuing to adapt to and evolve in the rapidly advancing digital media and communication landscape. And, perhaps most importantly, you’ll learn how our legal system works in a self-governing democracy to ideally protect our constitutional and legal rights as informed and participatory advocates, media professionals, and citizens.

**Class time & place**

* Tuesdays and Thursdays from 9:30 a.m. to 10:45 a.m. in Carroll 338.
	+ Note: I also teach on Tuesdays and Thursdays from 11:00 a.m. to 12:15 p.m. in Carroll 33, and Wednesdays from 3:10 p.m. to 4:05 p.m. at the law school.

**Required text**

* The Bluebook: A Uniform System of Citation (20th ed. 2015) (ISBN 978-8925598376).
* Robert Trager, Susan Dente Ross & Amy Reynolds, The Law of Journalism and Mass Communication (6th ed. 2018) (ISBN 9781506363226).
	+ Be sure to get the most recent edition (i.e., 6th), as the law is constantly evolving.
	+ Note, some helpful study aids that accompany our textbook are available at this link: <https://study.sagepub.com/medialaw6e>

**Class website**

I will use Sakai, UNC’s online course-information system (<https://sakai.unc.edu>), for posting course materials and communicating outside of the classroom. You should check Sakai regularly for any class materials, updates, and announcements.

**Course Learning Objectives**

* Understand and explain the historical and philosophical bases of the U.S. system of freedom of expression and the First Amendment.
* Understand and explain concerns about censorship in a democracy.
* Understand and explain the judicial system and processes.
* Analyze and synthesize primary sources of media law.
* Apply legal tests to new scenarios and hypotheticals.

**Legal Disclaimer**

Nothing in this course should be construed as legal advice or legal opinion on any specific matter or circumstances. The law changes frequently, and every case is different because of its unique facts for purposes of legal analysis and potential liability. Media professionals frequently need to consult an attorney and have liability insurance coverage for errors and omissions regarding their professional activities. This is especially true for those who work for themselves or start-ups. Professionalism often means knowing when to seek legal advice.

**AEJMC Values And Competencies**

The School of Media & Journalism’s accrediting body, The Association for Education in Journalism and Mass Communication (AEJMC), outlines a number of values you should know and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas.

**Class Attendance**

You are required to attend class. Learning is participatory. I will pass around a sign-in sheet at the beginning of each class. **It is your responsibility to ensure that you sign in every day.** Please seek out the attendance sheet. You may not sign in for another student or permit another student to sign in for you. If you do not sign in, you will be recorded as absent for the day. **You will not be permitted to sign the attendance sheet after I have left the classroom at the end of class time.** I will not engage in after-the-fact discussions as to whether or not you attended class, but did not sign in.

You make take up to **three (3) absences** for any reason without it adversely impacting your grade. Unless you are on Panel, you do not have to notify me of your reasons for the three absences, and you do not have to provide a doctor’s note. **Use your absences wisely**. If you know you need to be absent for university-related activities or other obligations, be sure to take those into account. Good attendance gives you the continuity required to ask good questions and make constructive critiques of the course material.

**Achieving Success**

In this course we will cover a significant amount of dense material at a relatively quick pace. Some of the reading assignments are longer and more complicated than what you have encountered in other courses. Class attendance, active participation, and diligent preparedness are essential in order to master the material. The material cannot be memorized in a short amount of time. Skimming the material before class (or not reading at all) and “learning” the material from the professor in class will not lead to success. Success requires you to read, evaluate, critically think, and internalize the material before class so you can actively participate (either verbally or intellectually) during class. **The key to success in this course is preparation on a daily basis.**

**Class Preparation**

It is critical that each student fully participate in classroom discussions to enrich the learning experience. (See explanation of Class Participation below.) You must come to each class prepared to participate. “Prepared” means that you have already read and thought about the assigned materials for the day’s class, and you are ready to participate in class discussion.

Class time will primarily be used to (a) stress particular points made in the reading, (b) cover areas not addressed in the reading that I believe will increase your knowledge, or (c) work though hypotheticals and problems to help illustrate what you should have learned from the reading.

While I expect you to take class preparation and participation seriously, I do not require that you have a perfect answer prepared for every possible question I might pose during our class discussions. Moreover, there is rarely only one “right” answer to a legal question. Rather, different arguments of varying strength exist. I am interested in helping you hone your skills in identifying, making, and evaluating those arguments. If you have thoroughly read and considered the assigned material, but nonetheless find yourself perplexed, don’t worry. Your ability to clearly articulate to me and to your classmates what you found confusing will be a helpful learning tool for everyone.

Finally, our class conversations should always be civil and respectful. The law is about addressing and evaluating conflicting views and we will not always agree with one another. However, in debating differing viewpoints and perspectives, I require that everyone do so in a respectful and professional manner.

**Class Participation**

MEJO 740 is part seminar, part lecture class. That means each student is a seminar participant, expected to contribute to the discussion and play a significant role in conducting the class. Some days it will be necessary for me to lecture. Other times classes will be discussions in which all students will be expected to share their knowledge, opinions, and questions. Regardless of the format of a particular class, it is absolutely essential that all students come to every class and come prepared. That means all reading assignments on the class schedule must be completed before the class period during which we will discuss a particular topic.

Preparation and class attendance are a mandatory part of this course. Class participation is a component of your course grade. I expect you to be present at each class session and to be prepared to actively listen and participate. I will call on students in class to generate a conversation about the course material. By contributing your own perspectives and engaging with the perspectives of others in class you will come away with a richer understanding of the material than you would just from the casebook or just from listening to me.

**Professionalism**

You are attending a professional school, and as such, I expect you to act professionally during class and during any interaction with me and your fellow students. Evidence of professionalism can include, but is not limited to, arriving to class on time and being prepared for and actively engaging in class activities. I consider it disrespectful to me and your classmates to leave early, pack up your materials before the end of class, or frequently come and go during class. I reserve the right to ask you to leave class if you demonstrate disruptive or unprofessional behavior, including, but not limited to, engaging in private conversations during class time, cell phone disruptions (turn them OFF), or being unprepared for class on more than one occasion. **If you demonstrate unprofessional, rude, or disruptive behavior, it will be counted as an absence for that day.**

**Classroom Environment**

It’s important to the success of class discussion for everyone to feel comfortable asking questions, discussing issues, and expressing opinions and viewpoints. Please feel free to raise questions or comments that relate to our topic of discussion, and please be respectful of others when they are speaking. Free and open discussion of various viewpoints often helps us better understand issues and concepts.

**E-mail Communication**

Because you are attending a professional school, and part of my responsibility is to teach you professionalism,**I expect all emails you send to me to be professionally written and contain an appropriate tone.** You should include an appropriate and professional salutation (i.e., not “hey prof” or “hiya”), and you should include a signature, specifying who is drafting the email. Do not assume I will know who you are from the email address. In addition, you must use correct grammar and punctuation.

If I receive an email that is not professionally written, or an email that would not be acceptable to send to an employer, I will instruct you to revise your email, and I will not further respond until you do so. Of course, if you find this email policy too burdensome, you may always come to my office hours to ask any questions you have.

I usually respond to email within twenty-four hours of reading the message. However, on weekends, evenings, and holidays my responses may be delayed. If I can answer your emailed question, I will put my response in writing and send it back to you by email. But I may ask you to come see me if the question seems to require a lengthy response.

**UNC Honor Code**

You are expected to conduct yourself according to the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. You should properly attribute any work done by others. Your full participation and observance of the Honor Code is expected, and it is your responsibility to be aware of what constitutes a violation of the Honor Code. You should also be mindful that you are responsible for upholding and maintaining the honor of our University learning community.

**Course assessment & grades**

Your individual grade in this course will be determined as follows:

|  |  |  |
| --- | --- | --- |
| What | When | How Much |
| Current Event Presentations & Class Participation | Thursdays – starting Class 4In Class | 10% |
| Reading Quizzes | Tuesdays – starting Class 3On Sakai | 15% |
| Case Note Selection Memo | Class 7 | 10% |
| Literature Review | Class 13 | 15% |
| Case Note Full Draft | Class 22 | 15% |
| Case Note Final/ Polished | Class 29 | 30% |
| Case Presentation & Discussion | Exam Period12/10 at 8 a.m. | 5% |

*Late Assignments*: Assignments are due at the beginning of class or the time listed in the syllabus or assignment instructions. After that time, an assignment will be considered late. Late submissions are not acceptable, and generally a computer malfunction is not sufficient justification for late submission of documents.

**\*\*\* No late written assignments will be accepted. This means you will receive a zero on any assignment handed in after the deadline. \*\*\***

As a friendly bit of advice, always back up your data files. Budget your time with the possibility of equipment failure in mind, leaving sufficient time to deal with unexpected problems. If exceptional circumstances arise (such as an emergency, a serious illness, or a debilitating injury), send me a message at the earliest possible time by email, requesting an extension and stating the reasons for the request.

*Reading Quizzes*: I will administer quizzes throughout the semester to ensure you are reading and comprehending the course material. These continual assessment questions will be posted on the class Sakai site. These quizzes will be timed and accessible for a limited time. In other words, once you start the quiz you will have a limited amount of time within which to complete the quiz. Please plan accordingly. You may consult your notes and other class materials, but you may not receive assistance from anyone. The Honor Code is in effect for these quizzes.

*Current Event Presentations*: Starting Class 3, one or more students will be required to present a current event relevant to the topic under discussion. Each student on the assigned day is required to make an 8 to 10-minute, in-class presentation of a relevant media law story in the news. Further instructions will be provided at the appropriate time.

*Case Note Selection Memo*: Each student will submit a two to three-page double-spaced memo explaining what case has been selected for analysis and discussion in the Case Note.

*Literature Review*: In addition to your selected case, read at least 10 secondary sources on your topic and/or other background materials relevant to your case. Each student will submit an eight to twelve-page double-spaced memo containing the introduction to your paper and literature review.

*Full Draft of Case Note*: Each student will submit a full draft (between 18 and 22 pages) of the case note.

*Revised/ Polished Final Draft*: Each student will submit an edited and polished document, which accounts for 30% of the final grade.

*Case Discussion and Presentation*: During the final exam period, students will give a brief presentation (no more than 10 minutes) of their case analysis.

**Unauthorized Collaboration & Plagiarism**

The UNC Honor Code governs *all* your work at UNC. If you have not already familiarized yourself with its terms, please do so: <http://instrument.unc.edu>. It prohibits *all* forms of academic dishonesty, including unauthorized collaboration and plagiarism. The Instrument defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise."

Students must complete all assignments independently, with the exception of group work. Be mindful to avoid the appearance of impropriety. Do not, through your actions, behavior or words, place yourself in situations where other students or faculty may believe you have been or are involved in plagiarism or inappropriate collaboration. Do not joke about engaging in inappropriate behavior. Each student has an obligation to come forward with credible information he or she may have about other students who may be cheating. All such allegations will be treated seriously and investigated. If you have questions about what the Honor Code requires, it is your responsibility to ask; professors welcome such questions.

All written work must be submitted with the following pledge: **“On my honor, I have neither given nor received unauthorized aid on this assignment.”** Violations of the Honor Code will result in a grade penalty or an “F” for the course.

**Grading System**

A word about the UNC graduate school grading system: It is different from the traditional A/B/C/D +/‐ system by which most of us were measured as undergraduates. You can read about graduate school grades in the UNC Graduate School handbook (available in full as a .pdf document at <http://gradschool.unc.edu/handbook/pdf/handbook.pdf>). Here is a description of how grades can be earned in this course:

**H (clear excellence and superiority):** The grade of H is earned by students who convincingly and constantly demonstrate a superior ability to critically analyze, synthesize, and apply assigned readings to class discussions and written assessments; and who produce legal research papers that demonstrate a superior ability to formulate and conduct an original legal research project that uses a variety of highly relevant and appropriate secondary and primary legal sources, contributes substantial and original knowledge to the field, and is impeccably-documented and footnoted using *The Bluebook: A Uniform System of Citation.*

**P (entirely satisfactory):** The grade of P is earned by students who consistently demonstrate a clear and substantial ability to critically analyze, synthesize, and apply assigned readings to class discussions and exams; and who produce legal research papers that demonstrate a clear and substantial ability to formulate and conduct an original legal research project that uses sufficient, relevant. and appropriate secondary and primary legal sources, contributes original knowledge to the field, and is well-documented and footnoted using *The Bluebook: A Uniform System* *of Citation.*

**L (low pass):** The grade of L is earned by students who demonstrate substantial achievement of most but not all of the requirements necessary for the grade of P. The grade of L is earned by the student who achieves the minimum passing requirements for all components of the course but whose work is, on average, below the level of being worthy of the grade of P.

**F (failure):** The grade of F is earned by the student who misses class, has not completed assigned readings, only occasionally participates in class discussions, or fails to meet the minimum requirements for the legal research project.

Please note that most UNC graduate students earn Ps in their classes. An H represents truly exceptional work.

**AEJMC Southeast Colloquium**

Students are strongly encouraged to submit their Case Notes to the paper competition for the 2020 AEJMC Southeast Colloquium. The University of Memphis will host the 45th annual AEJMC Southeast Colloquium at the FedEx Institute of Technology on March 19-21, 2020. The complete call for papers and proposals, as well as hotel and travel information, is available at: <https://www.memphis.edu/jrsm/southeast2020.php>

**Communicating About Grades**

Grades are not open to negotiation; grades are earned. I am happy to meet with you regarding a specific assignment or exam grade as long as you contact me within one week of receiving the grade. And if there is a clerical error, I will happily correct it before final grades are posted. Also note, my emails can be considered “public” due to my role at a public university, and I cannot guarantee our correspondence will be private. As a result, I will not correspond by email with students about their grades. If you wish to discuss a grade with me, it must be done in person.

**Diversity & Inclusivity**

The University is committed to fostering a diverse and inclusive academic community, and it prohibits discrimination and harassment. The University’s policy statements on Equal Employment Opportunity and Nondiscrimination are outlined here: <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>. In summary, the University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression or disabilities. Moreover, the University does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. I am fully committed to fostering the University’s goals, and enforcing these policies. If you need assistance with a discrimination or harassment issue, please bring it to my attention or The Office of the Dean of Students, dos@unc.edu or 919-966-4042.

**Special Accommodations**

Students with diagnosed or suspected disabilities that might impact their performance in the course should contact the Department of Accessibility Resources and Service (ARS) to determine whether and to what to extent services or accommodations are available for this course. It is the goal of ARS to “ensure that all programs and facilities of the University are accessible to all members of the University community.” If you need information about disabilities and accommodations, visit the Learning Center website at <http://learningcenter.unc.edu/ldadhd-services/> or call 919-962-3782. Relevant policy documents related to registration, accommodations determinations, and student registration forms are available on the ARS website at <https://ars.unc.edu/about-ars/policies>.

**Reading Assignments & Course Schedule**[[1]](#footnote-2)

**MEJO 740**

**Fall 2019**

**Dr. Reid**

All readings should be completed before class.

If you are uncertain what you should be reading for a particular class, just ask.

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| --- | --- | --- | --- | --- |
| Class | Date | Coverage | Assignment | Notes |
| 1 | 8/20 T | **Module 1:**Introductions & Overview of Court Systems and Civil Litigation | Read: Course syllabusSkim: Chapter 1Visit: The Federal Courts website at <http://www.uscourts.gov/FederalCourts.aspx> Read: From the menu across the top of the page, use the drop-down – “About the Federal Courts” – and click on each subtitle and read each page (“The Federal Courts & the Public,” “Court Role and Structures,” and “Types of Cases” – and click on the hyperlinks to each sub-section on left and read those pages also). Explore the website including the federal circuits map. In which federal circuit is North Carolina? | Distribute Westlaw passwords |
| 2 | 8/22 Th | Rule of Law | Chapter 1Read: Pgs. 1-49Reread: Cases for Study (pg. 40-49)View: Video about the U.S. Supreme Court: <http://www.c-spanvideo.org/program/HometoA> | Discuss areas of media law, regulation or policy that interest you and relate to your program of study |
| 3 | 8/27 T | 1st A Theories &Prior Restraints | Chapter 2Read: Pgs. 51-68Read: *NYT v. US* (pgs. 85-88) | Law librarian classroom visit for research tutorial |
| 4 | 8/29 Th | 1st AHierarchies | Chapter 2, cont.Read: Pgs. 68-84Read: *Reed v. Town of Gilbert* (pgs. 88-95) | Current Event Presentation #1 |
| 5 | 9/3 T | **Module 2:**Speech Distinctions | Chapter 3Read: Pgs. 97-119Read: *Elonis v. US* (pgs. 137-143) |  |
| 6 | 9/5 Th | Speech in the Schools | Chapter 3, cont.Read: Pgs. 119-133Read: *Tinker v. Des Moines* (pgs. 134-137) | Current Event Presentation #2 |
| 7 | 9/10 T | **Module 3:** “Commercial” Speech  | Chapter 12Read: Pgs. 537-556Read: *Central Hudson* (pgs. 563-569) & *Sorrell v. IMS Health* (pg. 569-576)  | **Case Selection Memo Due** |
| 8 | 9/12 Th | Advertising & Commercial Speech | Chapter 12Read: Pgs. 556-562 | Current Event Presentation #3 |
| 9 | 9/17 T | Obscenity  | Chapter 10Read: Pgs. 441-455Read: *FCC v. #1*471-478) & *FCC v. Fox* (pgs. 478-483) |  |
| 10 | 9/19 Th | Indecency | Chapter 10, cont.Read: Pgs. 455-470Reread: *FCC v. Pacifica* (pgs. 471-478) & *FCC v. Fox* (pgs. 478-483) | Current Event Presentation #4 |
| 11 | 9/24 T | First Amendment Day | **First Amendment Day**Graduate student participation is expected |  |
| 12 | 9/26 Th | **Module 4:** Overseeing the Courts | Chapter 8Read: Pgs. 341-378Read: *Branzburg v. Hayes* (pgs. 379-389) & *Richmond Newspapers v. Virginia* (pgs. 389-395) | Current Event Presentation #5 |
| 13 | 10/1 T |  | Submit eight to twelve-page double-spaced memo containing the introduction to your paper and literature review | **Literature Review Due** |
| 14 | 10/3 Th | **Module 5:**Libel and Defamation(Identification & Publication) | Chapter 4Read: Pgs. 145-156 | Current Event Presentation #6 |
| 15 | 10/8 T | Libel and Defamation(Defamatory Content & Falsity) | Chapter 4, cont.Read: Pgs. 156-163 |  |
| 16 | 10/10 Th | Libel and Defamation(Fault & Injury) | Chapter 4, cont.Read: Pgs. 163-173Read: *NYT v. Sullivan* (pgs. 187-189) | Current Event Presentation #7 |
| 17 | 10/15 T | Emotional Distress | Chapter 4, cont.Read: Pgs. 178-186Read: *Hustler Mag. v. Falwell* (pgs. 189-191) | No class 10/18Fall Break |
| 18 | 10/22 T | Defenses to Defamation & CDA § 230 | Chapter 5Read: 193-217Read: *Ollman v. Evans* (pgs. 223-228) & *Milkovich v. Lorain Journal* (pgs. 228-231) |  |
| 19 | 10/24 Th | **Module 6:**Protecting Privacy  | Chapter 6Read: Pgs. 233-253 | Current Event Presentation #8 |
| 20 | 10/29 T | Intrusion & Private Facts  | Chapter 6, cont.Read: 253-265Read: *Cox Broad. v. Cohn* (pgs. 275-278) |  |
| 21 | 10/31Th | Privacy & Data Protection | Chapter 6, cont.Read: Pgs. 265-274Read: *Riley v. California* (pgs. 279-284) | Current Event Presentation #9 |
| 22 | 11/5 T |  | Pair + share to discuss full draft (between 18 and 22 pages) of the case note. | **Case Note Full Draft Due** |
| 23 | 11/7 Th | **Module 7:** Copyright | Chapter 11Read: Pgs. 485-504Read: *ABC v. Aereo* (pgs. 531-535)VISIT: U.S. Copyright Office website at <https://www.copyright.gov>/ and then READ the “Frequently Asked Questions” – all of them (just click on the first one under each main heading, and it will take you to all of the FAQs for that section – note that there are two pages of categories); and also READ the various types of works that can be registered (click on “Register a Work” on the main page and then click on each category of works)SKIM: “Welcome to the Public Domain” at <http://fairuse.stanford.edu/overview/public-%20domain/welcome/> SKIM: “Public Domain Trouble Spots” at <http://fairuse.stanford.edu/overview/public-domain/trouble-spots/>  | Current Event Presentation #10 |
| 24 | 11/12 T | Copyright Fair Use | Chapter 11, cont.Read: Pgs. 504-512Reread: *ABC v. Aereo* (pgs. 531-535)SKIM: “Fair Use” at <http://fairuse.stanford.edu/overview/fair-use/> Scroll down and read the four subsections titled “What is Fair Use?,” “Measuring Fair Use: The Four Fair Use Factors,” “Summaries of Fair Use Cases,” and “Disagreements Over Fair Use: When are You Likely to Get Sued” – each of these sections is a hyperlink you must click. |  |
| 25 | 11/ 14Th | **Module 8:** Trademarks | Chapter 11, cont.Read: Pgs. 512-523Read: *Matal v. Tam* (pgs. 524-531) | Current Event Presentation #11 |
| 26 | 11/19 T | Music, Trademarks & Dilution | READ: “Trademark Basics” (and watch videos), and “Trademark Process,” at <https://www.uspto.gov/> (look for these links under “Learn about the process”) READ: <https://www.copyright.gov/circs/circ56a.pdf><https://library.osu.edu/blogs/copyright/2013/03/25/what-is-music-copyright/><http://www.copyright.com/blog/music-licensing-public-performance-license-synchronization/>Read the Table of Contents and skim any portions that pique your interest: <https://copyright.gov/docs/musiclicensingstudy/copyright-and-the-music-marketplace.pdf> Reread: *Matal v. Tam* (pgs. 524-531) | No class 11/22 |
| 27 | 11/21 Th | **Module 9:** Electronic Media Regulation  | Chapter 9Read: Pgs. 397-409Read: *Red Lion v. FCC* (pgs. 429-434) & *Turner Broad. Sys. v. FCC* (pgs. 434-439) | Current Event Presentation #12 |
| 28 | 11/26 T | Political Speech & Net Neutrality |  Chapter 9, cont.Read: Pgs. 409-428Reread: *Citizens United v. FEC* (pgs. 43-49) |  |
| 29 | 12/3 T |  | Each student will submit an edited and polished document, which accounts for 30% of the final grade. | **Case Note Final/ Polished Due** |
| Final  | 12/10 T | 8 a.m. in 338 Carroll Hall | Case Note Presentations & Discussion | **Presentation Due** |

1. *The dates regarding covering the proposed material and assignments are my best estimates. I anticipate we will closely follow this schedule. However, we may need to make adjustments as the semester progresses. We may need to move certain material, slow down and cover certain material in more depth, cancel a class, or incorporate additional information. Please be flexible and consider yourself on notice that we may need to make adjustments from time to time.* [↑](#footnote-ref-2)