

**Introduction to Media Law**

**MEJO 740: 3 Credits**

**Fall 2021**

# **COURSE POLICIES & SYLLABUS**

**Professor:** Amanda Reid, J.D., Ph.D. (she/her/hers)

**Office:** Room 393

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**Office hours**: Wednesdays 10:00 a.m. to 12:00 p.m.

 *Other times also available by appointment*

**Zoom room:** <https://unc.zoom.us/j/98051487857?pwd=Zkk5TURMS1dHVkJRbzJEdTFqNzYvdz09>

## 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 from 3:30 p.m. to 6:15 p.m. in Carroll 305.
	+ Should the need arise for a remote session, here is the link for our class: <https://unc.zoom.us/j/97462214180?pwd=QWxPakttVlAyd3hwOWEwM2kwVGdBQT09>
		- Meeting ID: 974 6221 4180
		- Passcode: 740

## Required texts

* The Bluebook: A Uniform System of Citation (21st ed. 2020).
* Susan Dente Ross, Amy Reynolds & Robert Trager, The Law of Journalism and Mass Communication (7th ed. 2020) (ISBN-13: 978-1544377582).
	+ Some helpful study aids that accompany our textbook are available at this link: <https://edge.sagepub.com/medialaw7e>
	+ Chapters 1 & 2 of the textbook are available on the publisher's website: <https://us.sagepub.com/en-us/nam/the-law-of-journalism-and-mass-communication/book259322#preview>

## Course Learning Objectives

* Explain the historical and philosophical bases of the First Amendment.
* Explain concerns about censorship in a democratic republic.
* Analyze and synthesize primary sources of media law.
* Apply legal tests to new scenarios and hypotheticals.

## 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 class alone 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.**

## 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.

## 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 through 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.

## Course Assessments

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

|  |  |  |
| --- | --- | --- |
| What | When | How Much |
| Case Brief: *NYT v. US* | Due Class 2 | 5% |
| Reading Quizzes | On Sakai | 15% |
| Discussion Leaders & Class Participation | Starting Class 3in Class | 5% |
| Case Note Selection Memo | Due Class 4 | 10% |
| Literature Review | Due Class 7 | 15% |
| Case Note Full Draft | Due Class 12 | 15% |
| Case Note Final & Polished | Due Class 15 | 30% |
| Case Presentation & Discussion | Exam PeriodSat. 12/4 at 4 p.m. | 5% |

*Late Assignments*: Assignments are due at the beginning of class or at 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.

*Discussion Leaders & Class Participation*: Preparation and class attendance are a basic expectation in this course. 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 reading the casebook or just from listening to me. **I will use a “panel system” to structure most of the class participation.**

The class will be divided into panels (see below). Each panel is assigned to specific class periods. I will call on students from the assigned panel for the specified day. You will know in advance when you will be called upon. All members of the on-call panel should be prepared to answer questions and to discuss the required reading for the day. You are always free to volunteer – and indeed are expected to do so. To be clear, members of panels that are not on call for a given day are expected to have read the required readings and are free (and encouraged) to participate in the discussion. The fact that a panel is assigned for a specific day does not relieve you of your responsibility to do the reading or to participate in class. It simply means that when I call on people for specific answers, I will choose from the panel for that particular session. If you are unable to participate on your assigned panel day, please contact me in advance of the class session.

With that in mind, I expect you to be prepared for each class. The panels are to encourage a livelier discussion, not to relieve you of any responsibility.

The six (6) panels are assigned by the **first letters of last names**:

* Panel 1: **A** to **F**
* Panel 2: **G**
* Panel 3: **H**
* Panel 4: **J** to **K**
* Panel 5: **L** to **R**
* Panel 6: **S** to **Z**

*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 Case Note*: 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.

## Office Hours

I host regular office hours on Wednesdays from 10:00 a.m. to noon in Carroll 393. Additional times are available by appointment. If you prefer to join my office hours remotely, use this link:

<https://unc.zoom.us/j/98051487857?pwd=Zkk5TURMS1dHVkJRbzJEdTFqNzYvdz09>

**Alternative access to Zoom office hours:**

Meeting ID: 980 5148 7857

Passcode: **law**

Office hours are specific times I have set aside to get to know you and to assist you with your work for the course. Please feel free to reach out to me. Please note that I employ the Zoom “waiting room” feature for office hours; if I am meeting with another student, I may ask you to make an appointment with me.

Occasionally my office hours will conflict with faculty meetings, conferences, or department meetings. As a result, I will need to cancel the office hours for that time.

## Extra Credit

If an opportunity for extra credit arises – of which there is no promise or guarantee – it will be offered to the entire class. No individual extra credit opportunities are offered. Students should not ask for individual exceptions.

## 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. For discussions in this class, we will abide by the [Chatham House Rule](https://www.chathamhouse.org/about-us/chatham-house-rule?gclid=CjwKCAjwxo6IBhBKEiwAXSYBs196QlVnmOsxZgZh81pStFGWsUH8Vn5nnjd0xgvcPsu-qAFbaFLnjxoCjrIQAvD_BwE): “participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.” If you have questions or concerns about this Rule, please don’t hesitate to ask.

## 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 set up a meeting time with me if the question seems to require a lengthy response.

**Please feel free to e-mail me, particularly if you encounter an interesting media law issue in the news.**

## Communicating About Grades

Grades are not open to negotiation; grades are earned. I am happy to discuss 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.

## UNC Honor Code

[The Honor Code](https://catalog.unc.edu/policies-procedures/honor-code/) forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

You are expected to conduct yourself according to the guidelines of the University honor system. 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.

## Accreditation Values and Competencies

The Hussman School of Journalism and Media’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://hussman.unc.edu/accreditation>.

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. In this class, we will focus on the following values and competencies:

* Understand and apply the principles and laws of freedom of speech and press, and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* Think critically, creatively and independently;
* Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* Contribute to knowledge appropriate to the communications professions in which they work.

## 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: <https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>. 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 & Class Schedule[[1]](#footnote-1)**

**MEJO 740**

**Dr. Reid**

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| --- | --- | --- | --- | --- |
| Class | Date | Topic | Assignment | Notes |
| 1 | 8/24 T | Introductions & Overview of Court Systems and Civil LitigationRule of Law**Sakai Module 1: Lessons 1** | Chapter 1Read: Pgs. 1-35Read: *Marbury v. Madison* (pgs. 36-39) & *Citizens United v. FEC* (pgs. 39-45)Visit: 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. * How many U.S. Circuit Courts of Appeals are there?
* In which federal circuit is North Carolina?

**Bring your court answers to Class 1****\*Quiz 1 due by 11:55pm on Friday, 9/27**  | Westlaw passwords will be distributed. Check email for access code.Come to class prepared to discuss areas of law, regulation, or policy that interest you. Bonus if it relates to your program of study. |
| 2 | 8/31 T | 1st A Theories &1st AHierarchies**Sakai Module 2: Lesson 1** | **Case Brief due at the beginning of Class 2** Chapter 2Read: Pgs. 47-76Read: *NYT v. US* (pgs. 77-80) & *Reed v. Town of Gilbert* (pgs. 80-87)**\*Quiz 2 due by 11:55pm on Friday, 9/3** | To help guide you through Westlaw, a law librarian will visit our class for a legal research tutorial. Come to class with potential questions to research with the librarian. |
| 3 | 9/7 T | Speech Distinctions**Sakai** **Module 2: Lesson 2**  | Chapter 3Read: Pgs. 89-110Read: *Elonis v. US* (pgs. 126-131) Listen: A Thousand Ways to Kill You - [https://one.npr.org/i/789202495:789202497](https://one.npr.org/i/789202495%3A789202497)Listen: Rap on Trial: How An Aspiring Musician's Words Led To Prison Time - [https://one.npr.org/i/876485823:876495368](https://one.npr.org/i/876485823%3A876495368)**\*Quiz 3 due by 11:55pm on Friday, 9/10** | **Panel 1 Discussion Leaders** |
| 4 | 9/14 T | Speech in the Schools**Sakai** **Module 2: Lesson 3** | **Case Selection Memo due at the beginning of Class 4**Chapter 3, cont.Read: Pgs. 110-122Read: *Tinker v. Des Moines* (pgs. 123-126)Listen: The Most Moderate Protest - [https://one.npr.org/i/781082031:781082033](https://one.npr.org/i/781082031%3A781082033)Listen: Drugs for a Deity - [https://one.npr.org/i/784660015:784660022](https://one.npr.org/i/784660015%3A784660022) **\*Quiz 4 due by 11:55pm on Friday, 9/17** | **Panel 2 Discussion Leaders** |
| 5 | 9/21 T | Obscenity & Indecency**Sakai** **Module 2: Lessons 4** | Chapter 10Read: Pgs. 395-417Read: *FCC v. Pacifica* (pgs. 418-424)**\*Quiz 5 due by 11:55pm on Friday, 9/24** | **Panel 3 Discussion Leaders** |
| 6 | 9/28 T | Advertising & Commercial Speech**Sakai** **Module 3: Lesson 1**  | Chapter 12Read: Pgs. 477-507Read: *Central Hudson* (pgs. 508-513) & *Sorrell v. IMS Health* (pgs. 513-519)**\*Quiz 6 due by 11:55pm on Friday, 10/1** | **Panel 4****Discussion Leaders***First Amendment Day* |
| 7 | 10/5 T | Overseeing the Courts**Sakai** **Module 4: Lesson 1** | **Literature Review** **due beginning of Class 7**Chapter 8Read: Pgs. 303-321Skim: 321-343Read: *Richmond Newspapers v. Virginia* (pgs. 344-349)**\*Quiz 7 due by 11:55pm on Friday, 10/8** | **Panel 5 Discussion Leaders** |
| 8 | 10/12 T | Libel and Defamation**Sakai** **Module 5: Lesson 1** | Chapter 4Read: Pgs. 133-169; 183-189Read: *NYT v. Sullivan* (pgs. 169-171) & *Milkovich v. Lorain Journal* (pgs. 200-203)Listen: Middle Finger To God - [https://one.npr.org/i/778744140:778744142](https://one.npr.org/i/778744140%3A778744142)**\*Quiz 8 due by 11:55pm on Friday, 10/15** | **Panel 6 Discussion Leaders***University Day* |
| 9 | 10/19 T | Emotional Distress, Defenses to Defamation & CDA § 230**Sakai** **Module 5: Lesson 2** | Chapter 4, cont.Read: Pgs. 175-183; 189-199Read: & *Hustler Mag. v. Falwell* (pgs. 171-173)Listen: Terry Abrahamson's Dirty Joke - [https://one.npr.org/i/776650608:776650610](https://one.npr.org/i/776650608%3A776650610)  | **Panel 1 Discussion Leaders***No Quiz: Fall Break* |
| 10 | 10/26 T | Protecting Privacy **Sakai** **Module 6: Lesson 1** | Chapter 6Read: Pgs. 213-243Read: *Cox Broad. v. Cohn* (pgs. 246-249)**\*Quiz 9 due by 11:55pm on Friday, 10/29** | **Panel 2 Discussion Leaders** |
| 11 | 11/2 T | Privacy & Data Protection**Sakai** **Module 6: Lesson 2** | Chapter 6, cont.Read: Pgs. 244-245Read: *Carpenter v. United States* (pgs. 249-255)**\*Quiz 10 due by 11:55pm on Friday, 11/5** | **Panel 3 Discussion Leaders** |
| 12 | 11/9 T | Copyright &Fair Use**Sakai** **Module 7: Lesson 1** | **Case Note Full Draft due beginning of Class 12**Chapter 11Read: Pgs. 431-454Read: *ABC v. Aereo* (pgs. 472-475)**\*Quiz 11 due by 11:55pm on Friday, 11/12** | **Panel 4 Discussion Leaders** |
| 13 | 11/16 T | Trademarks& Dilution**Sakai** **Module 8: Lesson 1** | Chapter 11, cont.Read: Pgs. 454-465Read: *Matal v. Tam* (pgs. 465-471)Skim: *Iancu v. Brunetti*<https://www.supremecourt.gov/opinions/18pdf/18-302_e29g.pdf>**\*Quiz 12 due by 11:55pm on Friday, 11/19** | **Panel 5 Discussion Leaders** |
| 14 | 11/23 T |  | In class editing: Bring a printed draft of your Case Note to workshop and peer edit in class. |  |
| 15 | 11/30 T | Electronic Media Regulation & Net Neutrality**Sakai** **Module 9: Lesson 1** | **Case Note** **due beginning of Class 15**Chapter 9Read: Pgs. 353-382Read: *Red Lion v. FCC* (pgs. 383-387) & *Turner Broad. Sys. v. FCC* (pgs. 388-392)**\*Quiz 13 due by 11:55pm on Friday, 12/3** | **Panel 6 Discussion Leaders** |
| Final  | 12/4(Sat.) | 4 p.m.  | Case Note Presentations & Discussion | Presentation Due |

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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-1)