

CURRICULUM VITAE OF LAURA E. HLAVACH
(updated Jan. 27, 2011)

I. PROFESSIONAL AFFILIATION AND CONTACT INFORMATION

Assistant Professor, School of Journalism, College of Mass Communication and Media Arts
Southern Illinois University Carbondale
lhlavach@siu.edu
home: (618) 549-4780; 204 S. Brook Lane, Carbondale, Illinois 62901
cell: (618) 303-0937

II. EDUCATION

University of Texas School of Law, Austin, Texas, J.D. with honors, May 1985.
I focused my studies on First Amendment and communications law issues, taking courses with media law scholars David A. Anderson and Lucas A. Powe, Jr. I received the highest grade in class in “Educational Policy,” which was taught by Mark G. Yudof. Also, during my third year of law school, I was selected to be a “Teaching Quizmaster.” TQs were upper-level law students who helped teach legal research, analysis, writing, and oral advocacy to first-year law students.

Indiana University School of Journalism, Bloomington, Indiana, working toward a Ph.D. in mass communications, with concentrations in law and history. I passed my qualifying examination Dec. 3, 1999, and currently am researching and writing a dissertation focused on libel, new means of public discourse, and First Amendment theory. I was awarded a Chancellor’s Fellowship for 1996-1997 and a Knight Fellowship for 1997-2000. As part of the Knight program, I participated in week-long workshops on reporting and writing for broadcast and the Web. As part of my IU graduate training, I took courses on mass communications law and copyrights with law Professor Fred Cate. I also took a graduate seminar on telecommunications law with Associate Professor Herbert Terry; for this class, I tracked policy arguments about which broadcast programming “labels” should be adopted and used with the V-chip program.

Indiana University, Bloomington, Indiana, B.A. in journalism and Spanish, May 1979.
Phi Beta Kappa. Each semester I was an undergraduate, I worked at the campus student paper, the *Indiana Daily Student*. Studies included a summer in Mexico City and a semester in Washington, D.C., working in a U.S. Senate office.

III. EXPERIENCE AS EDUCATOR, LAWYER, AND JOURNALIST

Assistant Professor, School of Journalism, Southern Illinois University Carbondale, Illinois, fall 2004 to present. I have taught or am teaching undergraduate classes “Journalism Law” (JRNL 332), “Writing for Mass Media” (JRNL 310), and “Journalism History” (JRNL 400) and graduate classes “Law and Policy of Mass Communications” (MCMA 506) and “Intellectual Property” (MCMA 501). I have served as a member on four doctoral

dissertation committees (one still pending), on three master's theses (one as chair, one still pending), and one master's professional project. I was mentor to an undergraduate student participating in the McNair Scholars Program and was named one of the program's four "outstanding mentors" for the 2005 Summer Research Program. (My mentee was Adebowale "Debo" Osisanya, whose research examined the FCC's policy and regulatory approaches to broadcasts involving indecency and violence.)

Editor of online, multimedia MBA and executive-level business courses, Cardean University, UNext.com, Bloomington, Indiana office, April 2000 to September 10, 2001 (when the entire office closed). I helped develop, write, and edit an MBA-level finance course, an introductory investments course, and an executive education course on the environment's role in corporate strategy. Courses were developed by collaborative, multidisciplinary teams. Working with university business faculty and other subject matter experts, as an editor I helped research, write, edit, code, and test these online courses. As an editor, I also was responsible for considering copyright and other legal issues.

Associate Instructor, Indiana University School of Journalism, Bloomington, Indiana, fall 1997 to fall 2000. I taught J300 "Communications Law" for two semesters; J200 "Reporting, Writing, and Editing I" for one semester; and J201 "Reporting, Writing, and Editing II" for two semesters. Stories were prepared for print, broadcast, and Web publication. Also, for two semesters, I assisted Professor Jon Dilts with his J300 class.

Assistant Professor, Southern Methodist University, Center for Communication Arts, Dallas, Texas, fall 1992 to spring 1996. [*While I taught at SMU, its Center for Communication Arts had between 400 and 500 students majoring in advertising, broadcast and print journalism, cinema, public relations, and radio/television production. The structure of the program has since changed somewhat.*] Each semester, I taught three classes. I taught communications law and at least one section of editing each semester. Some semesters, I had a second section of editing; some semesters, I had a section of "Women in Journalism," a course I initiated and designed. The "Editing" course topics included editing of news stories for content, grammar, and style issues; headline writing; and newsletter and newspaper page layout using PageMaker on Macintosh computers. My SMU colleagues gave me the Center for Communication Arts "Award for Teaching Excellence 1996."

Visiting Assistant Professor, Southern Methodist University, Center for Communication Arts, Dallas, Texas, fall 1991 to July 1992. I taught communications law and two sections of editing each semester.

Adjunct Instructor (part time), Southern Methodist University, Center for Communication Arts, Dallas, Texas, fall 1990 and spring 1991. I taught communications law each semester.

Litigation associate [lawyer], Jackson & Walker, Dallas, Texas, June 1985 to August 1991. As a lawyer, I worked on a variety of cases, including lawsuits involving libel, privacy, open government, First Amendment, the FCC's "fairness doctrine," and other media law issues. In one libel lawsuit (tried in federal court), we successfully defended a convention

keynote speaker. I also helped respond to public and press pro bono “hotline” questions about state open meetings and open records acts.

Capital bureau newspaper reporter, in Austin, Texas, working for the *El Paso Times* of El Paso, Texas, January to June 1983 (while in law school). I covered the Texas Legislature.

Lifestyle section newspaper reporter, *Austin American-Statesman*, Austin, Texas, January to May 1982. I wrote features on diverse topics, including health.

City-side newspaper reporter, *El Paso Times*, El Paso, Texas, June 1979 to December 1981. I covered the health and environmental beat, which included hospitals, industrial and air pollution, water resources, and nuclear and solar energy. I occasionally covered state and federal courts, the police beat, and general assignments. Also, I occasionally filled in as an assistant city editor.

IV. TEACHING AWARDS AND INTERESTS

Teaching Awards and Honors:

I was named the 2010 Outstanding Teacher for the College of Mass Communication and Media Arts at SIUC. [See <http://mcma.siu.edu/news/faculty-news-and-awards/laura-hlavach-honored-with-the-excellence-through-commitment-award-for-superior-teaching> or <http://www.siu.edu/ExcellenceAwards/Teaching/collegeteachers10.html>]

I was named one of the SIUC McNair Scholars Program’s four “outstanding mentors” for its 2005 Summer Research Program.

My Southern Methodist University colleagues gave me the Center for Communication Arts “Award for Teaching Excellence 1996.”

Teaching Interests and Specialties:

At SIUC, I have taught or am teaching undergraduate classes “Journalism Law” (JRNL 332), “Writing for Mass Media” (JRNL 310), and “Journalism History” (JRNL 400) and graduate classes “Law and Policy of Mass Communications” (MCMA 506) and “Intellectual Property” (MCMA 501).

As a graduate student at Indiana University, I was instructor of record of “Communications Law” for two semesters, “Reporting, Writing, and Editing I” for one semester, and “Reporting, Writing, and Editing II” for two semesters (where stories were prepared for print, broadcast, and Web publication).

At Southern Methodist University, I taught communications law, editing, and “Women in Journalism,” a course I initiated and developed.

As an editor of online, multimedia MBA and executive-level business courses for Cardean University, UNext.com, I was a member of collaborative, multidisciplinary teams and helped research, write, edit, code, and test online courses.

During my third year at the University of Texas School of Law, I was selected to be a “Teaching Quizmaster” and helped teach legal research, analysis, writing, and oral advocacy to first-year law students.

V. RESEARCH INTERESTS, PUBLICATIONS, AND PRESENTATIONS

Research Interests and Specialties: mass media law, especially libel, privacy, copyright and intellectual property, and public access to information; journalism pedagogy; journalism history; journalism ethics

Books: Co-editor (with Professor Darwin Payne) of *Reporting the Kennedy Assassination: Journalists Who Were There Recall Their Experiences*. Dallas: Three Forks Press, 1996. This 174-page volume is a footnoted transcript of a Nov. 22, 1993, "Reporters Remember" conference at SMU.

Articles in Academic Journals:

Co-author (with SIUC School of Journalism Director William H. Freivogel) of "Ethical Implications of Anonymous Comments Posted to Online News Stories," which is scheduled to appear in the *Journal of Mass Media Ethics*, Vol. 26, Issue 1 (2011).

Co-author (with Pai-lin Chen, Deborah S. Chung, Amanda Crane, Jacqueline Pierce, and Elizabeth K. Viall) of "Pedagogy Under Construction: Learning to Teach Collaboratively," *Journalism & Mass Communication Educator*, 56 (2), 25-42, Summer 2001. (We student co-authors were awarded \$100 for our paper.)

Chapters and Encyclopedia Entries in Academic Books:

Author of encyclopedia entry, "Magazines for Women" in Blanchard, Margaret A., ed. *History of the Mass Media in the United States: An Encyclopedia*. Chicago: Fitzroy Dearborn Publishers, 1998.

Co-author (with media lawyer Charles L. Babcock) of the Texas chapter in *Tapping Officials' Secrets*, a multi-volume compendium on state open government issues published by The Reporters Committee for Freedom of the Press (as published in 1989 and 1993).

Co-author (with media lawyer Charles L. Babcock) of chapters about the Texas Open Records and Open Meetings acts in the *Texas Freedom of Information Handbook (3rd Ed.)*, published by The Freedom of Information Foundation of Texas, Inc. in 1992.

Papers and Other Presentations at Academic Meetings:

Presented a paper titled "*Fairey v. AP: Is the 'Obama Hope' Poster a 'Fair Use' or a Copyright Infringement?*" in a refereed paper research scholar-to-scholar poster session of the Association for Education in Journalism and Mass Communication Law Division at the AEJMC annual conference in Denver, August 2010. (The lawsuit settled out of court Jan. 12, 2011.)

Was a panelist on a PF&R panel session titled "Is the Communications Decency Act Protecting Indecency?," at the AEJMC annual conference in Denver, August 2010.

Co-presenter (with SIUC School of Journalism Director William H. Freivogel) of a paper titled "The Internet's Anonymous Poster: Anonymous Pamphleteer, Anonymous Source or Anonymous Gossip?" (a paper examining the ethical issues raised by anonymous

Internet postings) at the April 2010 St. Louis Colloquium of the Media Ethics 2000 Colloquium.

Presented a paper titled “‘Moral Rights’ Versus Amoral Rights, ‘Fair Dealing’ Versus ‘Fair Use’: A Comparison of the Copyright Statutes of Canada and the United States” to the Association for Education in Journalism and Mass Communication Law Division at the AEJMC annual conference in New Orleans, August 1999.

Co-presenter (with Deborah S. Chung, Amanda Crane, and Elizabeth K. Viall) of a paper titled “Pedagogy Under Construction: Learning to Teach Collaboratively” at the AEJMC annual conference in New Orleans, August 1999.

Presented a paper titled “*Dun & Bradstreet, Inc. v. Greenmoss* and Some Troublesome Ways Some Courts Have Interpreted Public Concern/ Private Concern in Libel Cases” to the Association for Education in Journalism and Mass Communication Law Division at the AEJMC annual conference in Atlanta, August 1994.

Co-presenter (with Sharon Thomas) of “A Lost Voice,” a documentary in progress examining how the Dallas news media responded to the closure of the *Dallas Times Herald* in December 1991, at the Texas Association of Broadcast Educators’ 1993 spring conference.

Panelist at SIUC:

Was a panelist on a April 4, 2007, forum titled “Stupidity, Privacy, and the First Amendment: What Every Frat Boy Should Know After Borat,” discussing privacy and legal issues raised by the movie, “Borat,” hosted by the local branch of the American Civil Liberties Union.

Was a panelist on a Sept. 19, 2005, European Media Law forum hosted by the SIU School of Law and the College of Mass Communication and Media Arts.

Was a panelist Oct. 9, 2004, discussing international copyright issues at the fall 2004 launch of SIU’s Global Media Research Center.

Creative Contributions: Author of “Open Door,” a bimonthly column on open government issues for the *Texas Press Association Messenger* newsletter. Columns appeared over 18 months in 1990 and 1991.

VI. UNIVERSITY SERVICE EXPERIENCE

SIUC School of Journalism Committees and Related Service:

Co-chair of “committee of the whole” for search to fill director’s position (2006-07)

Chair, curriculum committee (2005-06 and 2006-07). I continued to serve as a member in 2007-10 as well as participate in news-ed curriculum and technical literacy discussions.

Member, ACEJMC Standard 9 Assessment accreditation subcommittee (2005-06 and 2006-07)

Member, search committee for newswriting position (in 2004-05)

Member, search committee for ethics position (in 2005-06 and 2006-07)

Member, director’s advisory committee (in 2004-05 and 2006-07)

Member, school’s scholarship committee (2004-05)

Guest lecturer on U.S. media law to visiting scholars and journalists from East Africa (in spring 2006 and 2007) and in colleagues' JRNL 310 sections and in nine other undergraduate and graduate classes (from 2005 to present)

Contest reviewer/ judge for a business writing contest (2005), for two Polly Robinson Feature Story contests (2005 and 2006), for some Southern Illinois School Press Association [SISPA] mail-in contest entries (2008, 2009, and 2010), and for the 2006, 2007, 2008, 2009, and 2010 IHSA Journalism Sectional Competitions

SIUC College of Mass Communication and Media Arts and University Committees:

On college's undergraduate curriculum committee (2004-08)

Member in 2004-05 of a college scholarship subcommittee and in 2006-07 of college scholarship subcommittees for the Morris, Davis and Single Parent scholarships

Participated in the MCMA "News Group" curriculum discussion group (2004-2006)

In early 2006, worked on subcommittee to develop outline for MCMA news core class

Served on a university-wide undergraduate scholarship applicant review team (2006)

Southern Methodist University Committees and Related Service:

Co-adviser, student chapter of Society of Professional Journalists, fall 1991 to spring 1996

Member, [SMU] President's Commission on the Status of Women, fall 1991 to spring 1996

Member, Women's Studies Council, fall 1993 to spring 1996, responsible for its newsletter

Member of computer technology committee within the Center for Communication Arts

Member of judging committees for a national Society of Professional Journalists reporting award and for college scholarships awarded by the Texas Association of Journalism Educators

Lectured on media law at a statewide intercollegiate journalism convention in spring 1992

Listed by defendant as an expert witness in a privacy suit against the *Fort Worth Star Telegram*

VII. PROFESSIONAL SERVICE AND MEMBERSHIPS

Consulting Editor for the Journal of Media Psychology (as of February 2010)

Peer-reviewer in April 2009 of three papers submitted to the Community Journalism Interest Group of the Association for Education in Journalism and Mass Communication, for possible presentation to the August 2009 conference.

Consultantships: Consulted on U.S. media law with two visiting media scholars from South Korea (summer 2006)

International activities: In May 1992, I was one of seven Texas journalists, professors, and lawyers to spend 10 days in Latvia and Russia discussing free press and open government

issues with Latvian and Russian journalists and governmental officials. After this visit, I participated in Texas conferences with visiting journalists from Latvia and other East European nations.

Membership in Professional Associations:

Association for Education in Journalism and Mass Communication

American Journalism Historians Association

(news writing syllabus copyright Laura Hlavach 2000, 2011)

The Hlavach News Service Employees Handbook [Tentative]
(aka JRNL 310 sections 5 & 6 [News] Writing for Mass Media — spring 2011 syllabus)

We meet 9:30-10:50 a.m. Mondays and Fridays in Communications Building Room 1213

Managing Editor: assistant professor Laura Hlavach (LAH-vic). E-mail: lhavach@siu.edu
Office: Communications Building Room 1232. Home phone: (618) 549-4780. [*Feel free* to call (before 10 p.m.). I don't have e-mail at home.] Office hours: noon to 2 p.m. Mondays and Fridays, and 9 to 11 a.m. Wednesdays. Other times, by prior arrangement.

Style and training manuals

Required: *The Associated Press Stylebook and Briefing on Media Law*, New York: The Associated Press, (the spiral version, any edition from 2005 or more recent). You will be able to buy the 2010 edition of this book (for \$12.50, a very reasonable price) from the journalism school's reception area. Cash and checks will be accepted. Write checks to: Journalism Activities Fund. *Always bring this book with you to class.*

Also required: Read, listen to and watch news!

HNS's goals — to help you ...

1. dedicate yourself to thorough, accurate news reporting.
2. learn to listen well to what other people are saying.
3. develop clear, concise news writing.
4. be sensitive to the interests and needs of various audiences.
5. personally develop as a curious, critical observer of the world.
6. personally develop your social skills as a member of a collaborative work unit.
7. have fun learning and exploring through news reporting.

About Laura Hlavach

I was a reporter at daily newspapers in El Paso and Austin, Texas, where I covered health and environmental issues, the police, courts and the Texas Legislature. I have a law degree from the University of Texas, practiced law for six years, taught editing and media law for five years at Southern Methodist University in Dallas, taught reporting at Indiana University, and have been an editor of online business courses. I joined SIUC's faculty in 2004.

How you will learn to report and write news

You will learn to report and write news in much the same way you may have learned to play a musical instrument or a sport.

First, you will individually develop a certain range of skills. This demands practice. Just as a pianist practices scales and a basketball player practices free throws, you will practice various reporting and writing skills by timely completing 20 “**exercises.**” You will work on most of these exercises outside of class.

Second, you will learn to follow the “rules of the game.” A musician must be in tune with the rest of the band and follow the conductor's beat. A baseball player can “steal a base” only if the player follows certain rules and is not tagged out. Similarly, a news reporter must follow

certain grammar and style rules. We will review basic English grammar rules and learn the style guidelines of the Associated Press. (See below for details on **exams 1, 2 and 3.**)

Third, just as an athlete learns by observing and analyzing how other athletes compete, you should develop the habit of following international, national and state news. To encourage you to do so, by the second class day, each of you will be assigned two news “beats.” By noon of the following 10 Saturdays (Jan. 29, Feb. 5, Feb. 12, Feb. 19, Feb. 26, March 5, March 26, April 2, April 9 and April 16), you will e-mail to me and your class colleagues a well-written summary (roughly 400 words long) of the week’s key news events on your two beats. For these 10 **weekly news summaries**, you will gather information from well-written, well-respected *news* sources. (For example, do not gather news from perspective-driven pundits, opinion and commentary columns, talk shows, parody and satire sources, any “aggregator” site that summarizes the news reported by others, or any discussion — such as on Wikipedia and many blogs — where the author is anonymous or uses a pseudonym. “The Daily Show” and “The Colbert Report” are fun and informational, but neither pretends to be news.) In your summaries, you will cite your sources. Do not just “copy, cut and paste” from your sources. Instead, summarize the news in your own words. I will give you a sample weekly news summary.

Fourth, as another way of encouraging you to read, listen to and watch the news professionals, we will have 10 **Monday news quizzes** on international, national and state news. (While I do encourage you to follow campus, local, sports and entertainment news, I will not ask you quiz questions on these topics.) You will not be able to make up a quiz you miss. Quizzes will be at the very beginning of class on Jan. 31, Feb. 7, Feb. 14, Feb. 21, Feb. 28, March 7, March 28, April 4, April 11 and April 18.

Fifth, as a further way to encourage you to “consume” news, on three occasions I will distribute various news magazines or citations to other news sources. You will have a week to analyze the assigned news source, critique it and report on it to the class. The specific instructions for each **news source analysis** will vary based on the nature of the source. For each assignment, you will be given specific instructions and deadlines.

Sixth, you will apply the skills you have been developing as you report on and write 10 types of **news stories**. Just as a concert or a game proceeds as scheduled whether an individual musician or athlete is ready, news story deadlines are absolute. You will write 10 news stories, and I will automatically drop your three lowest scores. You will not be able to rewrite any of these news stories to receive a higher score. (See below for more detail on these assignments.)

Five basic guidelines for all news stories

1. Above all, each of your news stories must be truthful, objective and well reported. In this class, fiction is absolutely not acceptable. Nor is this class about writing opinion, advocacy pieces, arts or sports criticism, or first-person narratives (unless otherwise requested). You must base your news stories on solid, balanced reporting of what you have learned from identified, reliable sources.
2. Other than for the first “My Turn” assignment, for all other class news stories you must interview at least three live sources. (This is true even on the speech story.) At the end of each story, you must list telephone numbers and e-mail addresses for each source. In your story, you must identify each source by his or her real first and last name.
3. For ethical reasons, your news sources may not include your friends, family, roommates, housemates or teammates. If they are newsworthy, tell a class colleague about the story idea.

4. On the second and third news stories, I will assign your specific story subject. On the other eight news stories, you will determine your story subject, within the parameters of the assignment instructions. At least one of these eight must be an objective news story based on a charity group you will be assigned.

5. While I certainly encourage you to get your work published, the work you turn in for a grade must be “virginal.” By that, I mean you should turn in your work as it was before anyone outside of class had a chance to read or edit it. I do, however, permit and encourage you to share your work with colleagues in this class, even in advance of turning it in. Also, you may not turn in work in this class that has been or will be submitted for another class.

HNS policies and rules

Attendance policy: I respect that we are all adults with competing demands on our time. However, because you have enrolled in college and this class, your first “job” is as a student. As at any job, attendance is necessary to earn the desired compensation. Specifically,

1. It is your responsibility to sign the daily attendance sheet and keep track of your absences.
2. Your absence from a class does not change whether an exercise or a news story is due. In the news business, deadlines are absolute.
3. You must not miss an exam without *first talking* about the matter with me.
4. If — for any reason — you miss more than five class meetings, you will receive an “F” in the class. There is no such thing as an “excused” absence.

If you cannot adhere to this attendance policy, discuss your situation with me immediately, before you have missed classes.

HNS Golden Rule #1: Never *ever* make up a story, a source or a quotation. We write news, not fiction. Write fiction for a news organization, and you will be fired. Write fiction for HNS, and you will fail the class — or worse.

HNS Golden Rule #2: Never plagiarize or take credit for another writer’s work. (For example, do not copy and paste sentences from the Web unless you use direct quotation marks and attribute the direct quotation to the Web source.) In the news business, credibility is everything; so, we must be accurate and honest. Academic dishonesty will result in an F in the class.

Compensation (aka grades) will be calculated based:

35% on your performance reporting and writing individual news stories. [350 points total maximum, 50 points maximum a story.] Outside of class time, you will report on and write 10 different news stories. As in real life, deadlines are absolute, and you will not have a chance to rewrite these stories to receive a higher grade. I will automatically drop your three lowest scores. Stories are due at the beginning of class on the day indicated below. Stories must be turned in on paper and double-spaced. All (except news stories 1 and 3) must be based on at least three live interviews and must include a list of source telephone numbers and e-mail contacts. You will receive a more detailed instruction sheet for each assignment. Story deadlines are:

1. Your “My Turn” Newsweek-style first-person piece. Due Friday, **Jan. 28**.
2. Your profile of a classmate. Due Friday, **Feb. 4**.
3. News story written from information I’ll provide. Due Friday, **Feb. 11**.
4. News story covering a live, public speech. Due Friday, **Feb. 25**.

5. News story covering a public meeting of a government body. Due Friday, **March 4**.
6. Interview-based news feature. Due Friday, **April 1**.
7. Broadcast news story script. Due Friday, **April 8**.
8. Magazine piece and query letter. Due Friday, **April 15**.
9. In-depth story package for a website. Due Friday, **April 22**.
10. "Wild card" news feature, you choose medium. Due Friday, **April 29**.

10% [maximum 100 points] on 10 "Week-in-Review Beat News" Saturday summaries.

10% [maximum 100 points] on 10 Monday news quizzes.

3% [maximum 30 points] on three news source analysis reports.

2% [maximum 20 points] on exercises.

10% [maximum 100 points] on AP Style, Grammar and Editing **Exam 1**. Friday, **Feb. 18**.

10% [maximum 100 points] on AP Style, Grammar and Editing **Exam 2**. Friday, **March 11**.

20% [maximum 250 points] on AP Style, Grammar and Editing **Exam 3**. Friday, **May 6**.

Exams: For each exam, you will be able to use a paper dictionary and your stylebook for the *second* part of the exam (but *not* for the *first* part). Exam 3 also will have a third part where you will write a news story based on facts supplied to you at the exam.

Grading scale: You will be able to earn up to 1,000 total points on the elements listed above.

A = 950-1,000 B+ = 870-899 C+ = 770-799 D+ = 670-69 F=<600 points

A- = 900-949 B = 830-869 C = 730-769 D = 630-669 F=>5 absences

B- = 800-829 C- = 700-729 D- = 600-63

Classroom-specific courtesy guidelines

1. As soon as you enter Room 1213, turn off all electronic communication devices (including iPods and cell phones), put away unrelated reading, and stop working on any DE puzzles.
2. During class, do not read e-mail, social media blogs or any Web page unrelated to *this* class.
3. If someone starts sleeping in class, please nudge him or her awake. If you don't, I may.
4. Absolutely no food or drink is permitted in Room 1213.
5. When you chose to enroll in any class at SIU, you agreed to abide by the SIU student conduct code, which is available for your review online.

Message from the School of Journalism

Before you receive any passing grade in JRNL 310, you must pass the School of Journalism's grammar test. You will be given the test early in the semester. If you do not pass it, you will receive additional feedback and information about required grammar workshops and retesting. Your grade in class will be based on your performance on items that your instructor has described in the syllabus above, *except* that your instructor will not be allowed to give you a grade of C or higher until you pass the School of Journalism grammar exam.

Message from the SIU administration regarding emergency procedures

"Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our

control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Team (BERT) program. Emergency response information is available on posters in the buildings on campus, on the BERT's website (www.bert.siu.edu), on the Department of Public Safety's website (www.dps.siu.edu, disaster drop down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

“Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”

(journalism law syllabus copyright Laura Hlavach 1999, 2011)

Hlavach's JRNL 332 Journalism Law (Section 1) — spring 2011 syllabus

11-11:50 a.m. Mondays, Wednesdays and Fridays, Communications Building, Room 1244

Instructor: assistant professor Laura Hlavach (pronounced LAH-vic). E-mail: lhlavach@siu.edu
Office: Communications Building Room 1232. Home phone: (618) 549-4780. [**Please** call any time before 10 p.m. since I do not have access to e-mail at home.] Office hours: noon-2 p.m. Mondays and Fridays, and 9 to 11 a.m. Wednesdays. Other times, by arrangement.

Readings: There is no textbook. Instead, we will be reading excerpts or the full text of about 46 official decisions by the U.S. Supreme Court, as well as the language of several federal and state statutes. Under U.S. copyright law, these court opinions and statutes are public records and in the public domain. In class, we will discuss the several places you can review these materials — for free. Also, if you want, you can download a folder with the material to a CD or flash drive.

About this course: Everybody knows at least something about the American legal system. We'll specifically explore the relationships between this important political/social institution and another — the American news media industries.

Hlavach's goals — to help you ...

1. become familiar with major legal decisions and laws governing and protecting the news media.
2. increase your understanding of the U.S. legal system.
3. develop your ability to read court opinions, understand the rationale, and predict how a court might apply that rationale to another set of facts (which is particularly important in this class).
4. improve your analytical and critical thinking skills.
5. generally improve your research skills and specifically develop your ability to use law library and online legal resources well enough to locate common state statutes and major court opinions.
6. improve your ability to work as a member of a team.
7. build confidence in your ability to share your analytical thinking aloud with others.
8. “own” the First Amendment as a citizen.
9. have fun learning.

About Laura Hlavach: I reported for daily newspapers in El Paso and Austin, Texas, have a law degree from the University of Texas, and for six years practiced law in the litigation section of a Dallas law firm whose clients included newspapers and TV stations. For five years, I taught editing and media law at Southern Methodist University in Dallas. I also taught journalism law at Indiana University. I have been an editor of online business courses, am conducting research on libel and a variety of other First Amendment issues, and joined SIU in fall 2004.

Classroom courtesy and honesty guidelines

1. As soon as you enter Room 1244, please turn off all electronic devices (including iPods and cell phones), put away unrelated reading, stop working on any DE puzzles, and stop writing or receiving text messages, blogs or “tweets.”
2. If someone starts sleeping in class, please nudge him or her awake. If you don’t, I may.
3. When you chose to enroll in any class at SIU, you agreed to abide by the SIU student conduct code, which is available for your review online.

Grades: will be calculated on the basis of 10 parts, (details outlined below):

10% on 15 **quizzes** on readings (I will automatically drop your five lowest scores.)

2.5% for your performance writing a brief on Nebraska Press Association, due **Feb. 4**

2.5% for your performance reporting to class orally on a legal news story

5% for your performance on five **state law legal research exercises**

5% for your performance as a **class expert** on one of our key cases

5% for your performance on **ONE** of the following **analysis papers:** A. a written report on an assigned book or legal journal article, B. a written analysis applying Illinois law to a libel hypothetical, C. a written analysis applying Illinois law to a privacy hypothetical, or D. a written analysis applying Illinois law to a public records access hypothetical.

10% on **Exam #1** (38 multiple choice Qs and an analysis hypo. on commercial speech/ TV)

20% on **Exam #2** (25 multiple choice Qs and an analysis hypo. on libel issues)

10% on **Exam #3** (25 multiple choice Qs and an analysis hypo. on privacy or copyright)

30% on the **Final Exam** (100 comprehensive, cumulative multiple choice questions).

Final exam DATE: Tuesday, May 10, from 12:50 to 2:50 p.m.

Grading scale: Although SIU does not award grades with pluses and minuses, students in this class frequently seek law school, graduate school and job references from me that require me to be more specific about how you performed in class. Here’s my grading scale. You will be able to earn up to 1,000 total points on the 10 grading parts listed above.

A = 950-1,000	B+ = 870-899	C+ = 770-799	D+ = 670-69	F=<600
A- = 900-949	B = 830-869	C = 730-769	D = 630-669	F=>6
	B- = 800-829	C- = 700-729	D- = 600-639	absences

Description of graded class elements

Quizzes: From a reading perspective, we have a fair number of cases to consider. If you haven’t done the readings, class discussion won’t make as much sense, and your comprehension will suffer. To monitor how effectively you are reading, we will have in-class “pop” quizzes, *roughly* a quiz every week. We will have 15 quizzes, and I will drop your five lowest scores.

Nebraska Press Association brief: Everyone in class will write *his or her own* one-page legal “brief” on Nebraska Press Association v. Stuart, 427 U.S. 539 (1976). (A “brief” is a formally structured outline law students use to analyze court opinions. I will provide you a sample of the format I want you to follow.) A paper print-out of your own individual Nebraska Press Association brief is **due at 11 a.m. Friday, Feb. 4**. No late work will be accepted. Deadlines are important in journalism and even more so in law.

Law in the News: Based on your individual interests, each of you will find a distinct legal news story (relevant to journalism law) on which you will orally report to the class. Your presentation

should be brief and take about five minutes or less. The date of your presentation will depend on the subject matter of the news article.

Description of graded class elements, continued

Five state law legal research exercises: For these exercises, I will provide a detailed instruction sheet (specifying the deadline). While each of you will have to do your own individual exercises because you each will be assigned different states, I encourage you to work together on these exercises, if you want. I will take everyone in class (in groups of about five or six) on a quick tour of the law school's library. For these exercises, you will use both books (at the law school) and online legal resources to find state statutes and court opinions.

Class case expert: You will select one of roughly 30 key cases we will be considering. When we as a class discuss this case, you will be our expert. As such, you will:

1. write a one-page "brief" of the case.
2. distribute a copy of your brief to each classmate. (Bring 30 copies.)
3. present the case to the class, address questions about it, and help lead class discussion.
4. write and give Hlavach three multiple choice questions about your case. These questions are due when you begin discussion of your case.

Analysis paper: You will write ONE of the following. (It is your option which.)

A. Book report: There are several well-written, engaging books and law journal articles specifically about some of the cases or issues we will be considering. It would help our entire class if a few of you opted to be the class discussant on one of these books/ journal articles. You would be responsible for 1. reading the book/ article *by the relevant class date*, 2. reporting to the class in roughly five minutes what insight you gained from the book/ article, and 3. writing a 5-page (double-spaced) summary and analysis of the book/ article for Hlavach, due 11 a.m. the class day the book/ article is discussed. I will provide a list of these books and journal articles in a separate document. The first student to "claim" a book/ article will be our class discussant on it.

B. Written analysis applying Illinois law to a libel hypothetical: As many law students do their first year of school, you will analyze a hypothetical libel issue in light of a list of Illinois "primary" legal sources (court opinions and statutes) that I will provide you. You will have to read these primary legal sources, apply them to the hypothetical *libel* issue, and write a paper (at least five pages long, double-spaced). Due: 11 a.m. Monday, **March 28**.

C. Written analysis applying Illinois law to a privacy hypothetical: You will analyze a hypothetical privacy issue in light of a list of Illinois "primary" legal sources (court opinions and statutes) that I will provide you. You will have to read these primary legal sources, apply them to the hypothetical *privacy* issue, and write a paper (at least five pages long, double-spaced). Due: 11 a.m. Monday, **April 18**.

D. Written analysis applying Illinois law to a public records access hypothetical: You will analyze a hypothetical public records access issue in light of a list of Illinois "primary" legal sources (court opinions and statutes) that I will provide you. You will have to read these primary legal sources, apply them to the hypothetical *public records access* issue, and write a paper (at least five pages long, double-spaced). Due: 11 a.m. Monday, **May 2**.

Exams: We will have four exams, all “closed book,” no notes allowed. The final exam is comprehensive and will only have multiple choice questions. The first, second and third exams will include multiple choice questions and an analysis question asking you to analyze the legal implications of a hypothetical situation. Before the exams, you’ll see samples of some of my previous analysis hypotheticals and grading checklists. Also, you’ll see samples of some of my multiple choice questions in the form of in-class quizzes. To review for the comprehensive final, we will play journalism law “Jeopardy” for our last quizzes.

Attendance policy

I respect that we are all adults with competing demands on our time. However, because you have enrolled in college and this class, your first “job” is as a student. As at any job, attendance is necessary to earn the desired compensation. Specifically,

1. It is your responsibility to sign the daily attendance sheet and keep track of your absences.
2. You must not miss an exam without *first talking* about the matter with me.
3. If — for any reason — you miss **more than six** class meetings, you will receive an “F” in the class. Other than the following exception, there is no such thing as an “excused” absence. The sole exception: if you are going to miss a class, you may arrange to have a class colleague make an audio recording of the class, IF the members of the class agree to be recorded. (The person making the recording must announce his or her intent to record at the beginning of class and ask class members for their permission.) You then must listen to the recording, take notes, and show a copy of those notes to me within a week of the class date.

If you cannot adhere to this attendance policy, discuss your situation with me immediately.

Some important dates and deadlines

Nebraska Press Association brief — 11 a.m. Friday, Feb. 4.

Exam #1 — Friday, Feb. 25

Option B — Illinois libel hypothetical analysis paper — 11 a.m. Monday, March 28

Exam #2 — Friday, April 1

Option C — Illinois privacy hypothetical analysis paper — 11 a.m. Monday, April 18

Exam #3 — Friday, April 22

Option D — Illinois public records access analysis paper — 11 a.m. Monday, May 6

Final Exam — **Tuesday, May 10, from 12:50 to 2:50 p.m.**

Message from the SIUC administration regarding emergency procedures

“Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Team (BERT) program. Emergency response information is available on posters in the buildings on campus, on the BERT’s website (www.bert.siu.edu), on the Department of Public Safety’s website (www.dps.siu.edu, disaster drop down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”