

**CUNY Common Core  
Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

<b>College</b>	Lehman College				
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	JRN 219				
<b>Course Title</b>	Digital Media Literacy				
<b>Department(s)</b>	Journalism and Media Studies				
<b>Discipline</b>	Journalism				
<b>Credits</b>	3				
<b>Contact Hours</b>	3				
<b>Pre-requisites (if none, enter N/A)</b>	N/A				
<b>Co-requisites (if none, enter N/A)</b>	N/A				
<b>Catalogue Description</b>	Assessing the reliability and credibility of news reports through close analysis of print, TV, radio, web and social media. First Amendment, consequences of censorship, relationship between journalism and democracy. Evolution of news delivery in the digital era, verification processes, the difference between news and opinion, bias and fairness, assertion versus evidence-based journalism.				
<b>Special Features (e.g., linked courses)</b>					
<b>Sample Syllabus</b>	Syllabus must be included with submission				
<p><b>Indicate the status of this course being nominated:</b></p> <p> <input checked="" type="checkbox"/> current course             <input type="checkbox"/> revision of current course             <input type="checkbox"/> a new course being proposed         </p>					
<p><b>CUNY COMMON CORE Location</b></p> <p><b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; border-right: 1px solid black; padding: 5px;"> <b>Required</b>  <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematical and Quantitative Reasoning  <input type="checkbox"/> Life and Physical Sciences             </td> <td style="width: 33%; vertical-align: top; border-right: 1px solid black; padding: 5px;"> <b>Flexible</b>  <input type="checkbox"/> World Cultures and Global Issues  <input type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression             </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <input checked="" type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World             </td> </tr> </table>			<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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## Learning Outcomes

**In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>   |

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>         |
|  | <ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>                          |
|  | <ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>              |
|  | <ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>  |

**C. Life and Physical Sciences:** Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>   |

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

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|  | <ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>   |

## B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Explain and evaluate the role of the United States in international relations.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li></ul>   |

## C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze how arts from diverse cultures of the past serve as</li></ul>  |

	a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>

## D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

In Chapter 6 *Truth and Verification: Evaluating Sources* students gather, interpret and assess information from a variety of sources and points of view as part of a fact checking case study.

Fact checking exercise: Find a claim on your social media - something an influencer said, something a friend shared, something that came across your feed and grabbed your attention. Using the steps articulated in the chapter and the Powerpoints, fact check the claim. Gather and assess information from multiple sources to assess its veracity.

- Gather, interpret, and assess information from a variety of sources and points of view.

In Chapter 3 *What's Newsworthy and Who Decides?* students practice evaluating evidence and arguments.

In this chapter students learn to distinguish high quality opinion journalism which promotes a position grounded in evidence and reasoned arguments from propaganda and advertising.

Students learn to identify opinion journalism as related to, but separate from, straight news reporting. The class text articulates the learning outcomes of chapter 3:

1. Understand why and how both news and opinion adhere to the journalistic standards of verification, independence, and accountability (VIA).
2. Distinguish between news and opinion by paying attention to labels and language.
3. Recognize that well-done opinion journalism has benefits, especially when consumed along with impartial news reporting.

### Chapter 3, graded exercise 3A:

Go to YouTube and find two videos on the same topic:

- A report from a news outlet.
- A video on the same topic as the news report that blurs the lines between information neighborhoods (it resembles journalism but is not journalism)

In each case, use the rubric Verification Independence Accountability (VIA) to evaluate how you know each video does or does not belong in the journalism neighborhood. Focus on the outlet that produced the video, whether the outlet satisfies VIA, and the outlet's goals. Cite specific details from the videos to support your arguments about each. Be sure to provide links to the videos you selected. Remember, an opinion piece

- Evaluate evidence and arguments critically or analytically.

<p>from a news outlet is still in the news or journalism neighborhood.</p>	
<p>In Chapter 9: <i>Deconstructing the News</i> students practice these skills by studying closely the methods a team of Associated Press journalists used in a major investigation. Using <u>evidence</u> from the articles, students must a <u>written argument</u> on whether the journalists used best practices and standards in their investigation.</p> <p>Graded Exercise 9a.</p> <p>In 2014 and 2015, the Associated Press (AP) spent a year investigating the use of enslaved laborers in the fishing industry. Reporters Robin McDowell, Margie Mason, and Martha Mendoza produced a report that sparked widespread outrage, boycotts against the offending companies, criminal inquiries, and legislative action.</p> <p>Read <u>AP Investigation: Slaves may have caught the fish you bought</u>, and deconstruct it. Address the following, specific questions and prompts:</p> <p>1) Is the headline appropriate to this story? Why or why not? <u>Explain</u>.</p> <p>2) The AP sought comments from corporations and seafood distributors that may distribute and sell fish caught by slaves. The corporations declined to speak on the record. Why did the reporters reach out to these companies? Why do the reporters note that the corporations' representatives declined to comment?</p> <p>3) Are the reporters transparent? <u>Explain</u>. If you <u>determine</u> that they are transparent, <u>identify and discuss two examples</u> of transparency in the report.</p> <p>4) Highlight <u>two examples</u> of context in the report. <u>Why is this context important to the story?</u></p> <p>5) <u>Evaluate the evidence</u> in the report. Did the reporters collect any direct evidence? If so, identify the direct evidence and <u>explain</u> what makes it direct. <u>Would you conclude</u>, based on the evidence, that the reporters "opened the freezer"? (This is a phrase used in journalism to mean vigorously pursuing all leads.)</p> <p>6) Evaluate each of the sources listed below, using the IMVAIN criteria you learned in Chapter 6, to <u>determine their reliability</u>. What does each source contribute to the story? Is it a valuable contribution?</p> <p>7) Did you find this news report reliable? <u>If not, explain and give reasons why not</u>. <u>If you did, explain why, give reasons and say what you can conclude from the report</u>.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

In Chapter 2 *The Power of Information and Disinformation*, students learn the method by which newsworthiness – a fundamental journalism concept - is determined. Graded exercise 2 fulfills this requirement in two ways:

- Students identify the drivers of news (news values) that determine whether events are reported.
- Students apply these news drivers to determine newsworthiness.

Both are fundamental concepts and methods in the discipline of journalism.

1. Understand how ten Universal News Drivers offer insight into why certain stories rise to the top of the news.
2. Learn how the judgment of editors and, increasingly, the preferences of the audience play a significant role in determining what's deemed newsworthy.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, **journalism**, philosophy, political science, psychology, public affairs, religion, and sociology.

- Examine how an individual's place in society affects experiences, values, or choices.

In Chapter 5 *Truth and Verification: Provisional Truth and Evidence* students explore journalists' fundamental obligation to tell the truth and the challenges to doing so. From the syllabus:

- What is truth? Philosophers and scientists have their own definitions. Journalists seek the best available truth at that moment -- a provisional truth that is, by definition, a snapshot in time.
- Context and transparency: Introducing two key concepts in the journey from fact to truth. The most valuable news stories put information in context and are transparent about how the reporters know what they know — and what they don't know and why.
- Truth is more likely to emerge when you look at a story from different perspectives. Journalists do that by trying to include the voices of all involved.
- What's the evidence? No matter how forcefully they are delivered, statements by newsmakers must be considered assertions until they are verified, ideally with direct evidence. Ask: What do I know, and how do I know it?

In the Chapter 5 graded exercise students dissect a news report from CNN's Anderson Cooper, examining the methods he used to determine what was true when he was reporting on the aftermath of a natural disaster. Students must articulate and assess the ethical principles of accuracy, transparency and verification that Cooper is operating under. In an in-class exercise

- Articulate and assess ethical views and their underlying premises.



paired with this assignment, students must write a 500-word essay explaining and discussing how the practices of verification (reporting) that Anderson Cooper engaged in demonstrate the <u>ethical principles</u> journalists operate from. The essay should include evidence of how Cooper's reporting encountered the temporal limitations on the best available truth, why/how context and transparency in his reporting contributed to provisional truth, the value (in his reporting) of finding multiple perspectives and the power of skepticism. How do all of these steps demonstrate the journalist's commitment to finding what's true?	
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
<b>In Chapter 6 Fact-checking on the Internet and Social Media</b> , students <u>engage</u> with the <u>global trend</u> of information being delivered by social media influencers who occupy a nebulous space between information and entertainment. In the What Do You Think? exercise in this chapter students <u>analyze the impact</u> of social media influencers on creating and disseminating misinformation.	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<b>E. Scientific World</b>  A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>