

JRN 219: Digital Media Literacy**Spring 2025:** January 28-May 13**Credits:** 3**Prerequisites:** None**Mode of instruction:** Hybrid—Tuesdays together in person; asynchronous video lectures and resources.**Tuesday** 10:30-11:45am, Carman 119**Prof Eileen Markey****Office hours** Carman Hall 265 Tuesdays 1-2pm and Wednesdays by appointment.

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COURSE DESCRIPTION

A course to teach students to exercise their power as citizens by becoming perceptive news consumers. Armed with critical-thinking skills, a firm grasp of relevant history and practical knowledge about the news media, News Literacy students learn how to find the reliable information they need to make decisions, take action, make judgments and responsibly share information through social media. At a time when the digital revolution is spawning a flood of information and disinformation each day, the course seeks to help students recognize the differences between facts and rumor, news and promotion, news and opinion, bias and fairness, assertion and verification, and evidence and inference.

This course combines both asynchronous and synchronous elements. You will view video lectures posted on Brightspace, complete quizzes, homework assignments, a fact-checking project, and a final exam at your own pace, and turn in your work by the assigned deadlines. You will also attend synchronous classes every week. Check your course schedule for the meeting time and place and the instructor of your class. Your class instructor will be your primary contact throughout the semester.

COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- Analyze key elements of news reports - weighing evidence, evaluating sources, noting context and transparency - to judge reliability.
- Distinguish between journalism and other types of information.
- Distinguish between news reporting, opinion journalism and unsupported assertion.
- Identify and distinguish between news media bias and audience bias.
- Blend personal scholarship and course materials to write effectively about journalism standards and practices, fairness and bias, First Amendment issues and their individual Fourth Estate rights and responsibilities.
- Use examples from each day's news to demonstrate critical thinking and civic engagement.
- Place the impact of social media and digital technologies in their historical context.
- Describe major concepts and theories of at least one discipline in the social sciences (SBS).
- Describe the methods social scientists use to explore social phenomena (SBS).
- Demonstrate an ability to distinguish among the ethical principles guiding human behavior (CER).
- Apply ethical reasoning to a variety of situations and human experience (CER).
- Understand and differentiate ethical, legal, social justice, and political issues (CER).

REQUIRED COURSE TEXTS

Anzalone and Schneider, *Making Sense of the News: News Literacy for 21st-Century Citizens* (Great River Learning, 2022).

- You may purchase this online textbook either directly from the publisher at www.GRLcontent.com. Look at [this document](#) for more details. If you encounter any technical problems, contact websupport@greatriverlearning.com.
- The online textbook includes links to required articles to read and videos to watch. Look for these icons, which indicate that a video or article is required. To fully experience the value of the textbook and to master key concepts, it is crucial that you interact with all required icons.

Link Key:

Source link



Required Viewing Link to a video



Required Reading Link to an article

- The online textbook contains most of the course assignments, including multiple-choice quizzes, interactive “What do you think?” activities, and graded exercises. Watch this [video tour](#) of the online textbook for more information. See also the course schedule below for further details and due dates.

Actively consuming news is essential to participating in weekly discussions and completing the coursework. You'll be expected to regularly follow a variety of news outlets. If you do not have a *New York Times* subscription, we encourage you to get one [here](#) for free.

COURSE REQUIREMENTS

Attendance: Between class meetings, you'll watch a required video lecture on the lessons of the week. On Tuesday, you will take part in a face-to-face class, in which you'll work with your classmates to apply the course lessons. It is your responsibility to manage your time and effort to meet the requirements and the due dates laid out in the course schedule below and to come to your class prepared. *Your attendance at these class sections is required.* Your first two absences will be excused, and any absences for religious observances also will be excused. Absences three, four, and five will result in deductions of your participation grade, unless you provide documentation and get permission from your class instructor—ideally, before missing class. Missing six or more classes will result in automatic failure of the course, unless arrangements are made through [Student Support Services](#).

Deadlines: All work is due on time. Late assignments will not be accepted unless special arrangements are made at least 48 hours in advance of the due date. Students are expected to notify their professor as early as possible in advance of any religious observance for which they are requesting an accommodation. They can discuss with their faculty member at that time how they will be able to catch up on the work covered. Since you will submit assignments in the online textbook and on Brightspace, you should be able to submit your work even if you miss a class. If you add the class late, it's your responsibility to immediately contact your instructor and get caught up on the work as soon as possible.

Email: I will post a Brightspace announcement every week detailing the work due during the week ahead. Please check your Lehman email account every day for updates and other information. If you do not see an announcement because you did not check your email, you will still be held accountable for missed information regarding the course.

ASSESSMENT AND GRADING POLICY

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| Participation, including “What do you think?” textbook activities | 15 |
| Fact-checking project | 10 |
| Quizzes | 20 |
| Graded exercises, including news logs | 30 |
| Final | 25 |

A 93%-100%; A- 90%-92.9%; B+ 87%-89.9%; B 83%-86.9%; B- 80%-82.9%; C+ 77%-79.9%; C 73%-76.9%; C- 70%-72.9%; D+ 67%-69.9%; D 63%-66.9%; F <62.9%

Additional information: [Undergraduate Grading System](#)

OVERVIEW OF ASSIGNMENTS

Note: Further details on each assignment are available in the online textbook and in the prompts on Brightspace.

Participation: Active participation in our class meetings creates a richer learning experience for you and your classmates. Active participation requires your engagement with the questions your instructor raises during class as well as your contributions to small-group and class-wide discussions. Because our discussions require your thoughtful analysis of the assigned readings, active participation, and interaction with your classmates, it is imperative that you come to class prepared. You can expect to be queried on the specific contents of the video lectures in class. As part of the participation component of the course, you'll also complete "What do you think?" activities throughout the textbook. Instructors will not assign specific scores for these assignments but will factor the effort you put into the completion of these activities into your participation grade.

Fact-checking project: You'll prepare a slide presentation in which you'll illustrate how you exercised your critical-thinking skills to fact-check questionable information you found online or on social media. You'll find further instructions for this project in Brightspace. **Use of text- generating software (such as ChatGPT, Marmot or Botowski) is not permitted; it will be treated as plagiarism.**

Quizzes: For assigned modules, you will complete a multiple-choice quiz with 10 questions on the relevant textbook chapter, video lessons, and assigned readings. The quizzes are available on the last page of each textbook chapter.

Graded exercises: The graded exercises included throughout the textbook may require you to do research, additional reading, or evaluate news reports. You will be graded on how well you articulate an understanding of the course material, support it with specific examples from the readings, and how you express your own ideas. Your grade will depend, in part, on your ability to write with clarity and logic. Comply with the directions for word length where applicable, stay relevant, and always provide specific examples or evidence to support your points. Follow the course schedule and your instructor's weekly announcements to stay on track. In addition to the graded exercises in the textbook, you'll complete a regular news log by posting summaries and analysis of news stories in discussion forums on Brightspace. You also will have opportunities, throughout the semester, to earn *up to six* extra-credit points toward your "Graded exercises" score. **Use of text- generating software (such as ChatGPT, Marmot or Botowski) is not permitted; it will be treated as plagiarism.**

Final Exam: The final will test your understanding of the course concepts and your ability to apply deconstruction techniques to real-world examples. The exam itself will provide clear instructions. **Use of text- generating software (such as ChatGPT, Marmot or Botowski) is not permitted; it will be treated as plagiarism.**

ACADEMIC INTEGRITY STATEMENT

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. **Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. This can result in a failing grade for the course, dismissal from the journalism program or expulsion from the university.**

LINK TO LEHMAN Plagiarism language>

Other examples of cheating or unethical behavior include:

1. Using sources for stories or assignments that are known to the student. Journalism students must not use as subjects or sources any friends, relatives, roommates, classmates, or business associates – basically anyone they know – as well as any businesses they work for or organizations to which they belong. If you believe an exemption is warranted, **you must receive prior approval from your instructor.**
2. Multiple submissions of the same work
3. Cheating in any form on an exam or assignment

4. Unapproved collaboration on work
5. Falsifying any document, including excuse notes
6. Making up sources, quotes, facts or references

Course material accessed from Brightspace, Zoom, Echo 360, VoiceThread, etc. is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Lehman's Academic Integrity.

Copyright is the exclusive legal right of a creator or owner to reproduce, publish, adapt, sell or distribute his or her original work of authorship. It covers literary, dramatic, musical, artistic and other intellectual works. The published or broadcast work of student journalists, just like any other author, is protected by copyright. The School of Communication and Journalism diligently protects its own copyrighted materials and respects the copyrights of others. When in doubt about the use of any materials created by a third party, always consult with your instructor.

COURSE SCHEDULE

| Week | Topic | Coursework and graded assignments |
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| January 28 | Greeting. Getting oriented. Successful strategies for the semester. Tech check-in and trouble shoot. Building community. | Purchase the e-textbook. |
| February 4 | What Is News Literacy? <ul style="list-style-type: none"> This is a particularly challenging time for news consumers in search of reliable information. They must learn to navigate a fragmented, politically polarized news media landscape as they cope with information overload and a crisis of authenticity characterized by a blurring of the lines between what is and is not news. From Gutenberg to Zuckerberg: Parallels between the first and latest information | <p>Before the class meeting:</p> <ul style="list-style-type: none"> Read the course syllabus Watch the video <i>Navigating the Textbook and the Course</i> Read the Textbook, Introduction. Complete the "What do you think?" activities in the intro <p>After class:</p> <ul style="list-style-type: none"> Watch the Video Lesson <i>News Literacy and the Power of Information</i> on Brightspace. Read the Textbook, Chapter 1. Complete the "What do you think?" activities in the chapter Quiz: Complete Chapter 1 Quiz by Sunday night. After class, please complete the following tasks in this order: <p><u>Graded Exercise 1A:</u> Complete News Blackout (Textbook, Chapter 1, page 6) by Monday. We've learned that news is powerful. If you shut out all news for 24 hours, would you feel a powerful absence? Let's find out.</p> |

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| | <p>revolutions help us understand how profoundly the digital age has changed the way we get and share information.</p> | <p>Beginning sometime before the next class, and ending 24 hours later, adhere to a strict news blackout. Make no effort to obtain news from any source, including from family and friends. No weather forecasts, no sports scores, no news of any kind, including Facebook, Instagram, TikTok, Twitter, YouTube, or other social media.</p> <p>In about 500–600 words, discuss what you learned from cutting yourself off from the news and address the following questions:</p> |
| February 11 | <p><i>The Power of Information and Misinformation</i></p> <ul style="list-style-type: none"> • It's in our nature: Since humans first walked the earth, the power of information has derived from its ability to alert, divert and connect people. • The battle to control information: Napoleon said, "Four hostile newspapers are more to be feared than a thousand bayonets." • The power of images and video: They can move audiences and bring about change. • The power of social media: How platforms like Twitter and Facebook spread and make news—both real and "fake." | <ul style="list-style-type: none"> • Watch the Video Lesson <i>What's Newsworthy and Who Decides?</i> on Brightspace. • Read the Textbook, Chapter 2. Complete the "What do you think?" activities in the chapter • <u>Quiz</u>: Complete Chapter 2 Quiz by Sunday night. • <u>Graded Exercise 2A</u>: Complete News Drivers (Chapter 2, page 3) by Sunday night. <p>Read the following news stories. List at least two news drivers for each story and explain how the drivers (news values) you've identified are relevant to each story.</p> <ul style="list-style-type: none"> • The Amazon Labor Union Took On America's Most Powerful Company—and Won • Rain Fell On The Peak Of Greenland's Ice Sheet For The First Time In Recorded History • Ukraine mother: I saw my daughter killed, then was held captive in basement. <p>*</p> |
| Feb 18 | <p><i>What's Newsworthy and Who Decides?</i></p> <ul style="list-style-type: none"> • Ten Universal News Drivers offer insight into why some stories rise to the top of the news. The more news drivers a story has, the more prominence it is likely to receive. • Who decides? The judgment of editors and, increasingly, the preferences of the audience play a role in | <p>After class, please complete the following tasks in this order:</p> <ul style="list-style-type: none"> • Watch the Video Lesson <i>Know Your Neighborhood: What Makes Reliable News Different</i> on Brightspace. • Read the Textbook, Chapter 3. Complete the "What do you think?" activities in the chapter • <u>News Log</u>: Post stories to the Week 3 News Log Forum on Brightspace by Thursday • <u>Quiz</u>: Complete Chapter 3 Quiz by Sunday night. • <u>Graded Exercise 3A</u>: <p>Go to YouTube and find two videos on the same topic:</p> <ul style="list-style-type: none"> • A report from a news outlet. • A video on the same topic as the news report that blurs the lines between |

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| | <p>determining what's deemed newsworthy.</p> <ul style="list-style-type: none"> • Different news outlets may cater to different audiences, based on location, ideology, or cultural factors. What's relevant to one audience may not be relevant to another. • Great images and compelling video drive story play. They're powerful tools for verification but can distract or influence perceptions of news consumers and skew news judgment. • News consumers need to understand the factors at play to make smart choices about what to watch and read. They need to be their own editors. That's especially true as consumer preferences expressed in real-time analytics play a greater role in determining news value. | <p>information neighborhoods (it resembles journalism but is not journalism)</p> <p>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 conclusions about each. Be sure to provide links to the videos you selected. Remember, an opinion piece from a news outlet is still in the news or journalism neighborhood. (We'll cover opinion journalism in more detail in Chapter 7.)</p> <p>Complete by Sunday night.</p> |
| February 25 | <p>Know Your Neighborhood: What Makes Reliable News Different?</p> <ul style="list-style-type: none"> • Information neighborhoods. The information bombarding news consumers can be divided into "neighborhoods" to separate what's reliable from what's suspect. The most reliable information can be found in the Journalism neighborhood, whose three defining characteristics — Verification, Independence and Accountability — distinguish it from Advertising, | <p>Please complete the following tasks in this order:</p> <ul style="list-style-type: none"> • Watch the Video Lesson <i>Truth & Verification: Provisional Truth and Evidence</i> on Brightspace • Read the Textbook, Chapter 4. Complete the "What do you think?" activities in the chapter • News Log: Post stories to the Week 4 News Log Forum on Brightspace by Thursday. • Quiz: Complete Chapter 4 Quiz by Sunday • Graded Exercise 4A: Complete Documents and Records (Textbook, Chapter 4, page 4) by Sunday. <p>Watch the CBS This Morning report Facebook let kids run up huge credit card bills, documents show on Facebook's practice of "friendly fraud." What kinds of evidence does the reporter use to verify the story? Explain how the reporter uses each piece of evidence to verify the story and note whether the evidence is direct or indirect.</p> |

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| | <p>Promotion/Publicity, Propaganda, Entertainment and Raw Information.</p> <ul style="list-style-type: none"> • Blurring of the lines: One of the primary challenges facing consumers is the blurring of the lines separating the neighborhoods. When they do, always look for VIA and try to identify the primary goal of the information provider. | <ul style="list-style-type: none"> • Read TAYLOR, "At Success Academy School, a Stumble in Math and a Teacher's Anger on Video" |
| March 4 | <p>Truth and Verification: Provisional Truth and Evidence</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Watch the Video Lesson <i>Truth & Verification, Part 2: Evaluating Sources</i> on Brightspace • Read the Textbook, Chapter 5. Complete the "What do you think?" activities in the chapter • Quiz: Complete Chapter 5 Quiz by Sunday. • Graded Exercise 5A: Complete Anderson Cooper assignment. (Textbook, Chapter 5, page 5) by Thursday. <p>In 2004, an earthquake and tsunami struck Sri Lanka, causing widespread destruction and loss of life. As he recounts in Covering the tsunami, Anderson Cooper, the CNN journalist, went to the island nation to cover the rescue and recovery effort. At the behest of his producer in New York, he began to investigate widespread rumors of children being kidnapped en masse. List the 6 steps Cooper took to verify the whereabouts of the two missing children. In an in-class exercise 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 ethical principles 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?</p> |

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| | <p>assertions until they are verified, ideally with direct evidence. Ask: What do I know, and how do I know it?</p> | |
| <p>March 11</p> | <p>Truth and Verification: Evaluating Sources</p> <ul style="list-style-type: none"> We focus on the evaluating sources to judge the reliability of news reports. A news report is only as good as its sources. IMVAIN: News Literacy teaches students to evaluate news sources with a five-step test based on the idea that the most reliable sources are: 1) Impartial, 2) Multiple, 3) Provide Verifiable information, 4) Authoritative or Informed and 5) Named. | <ul style="list-style-type: none"> Watch the Video Lesson <i>Truth & Verification, Part 3: You Are the Fact-Checker</i> on Brightspace Read the Textbook, Chapter 6. Complete the "What do you think?" activities in the chapter <u>Quiz</u>: Complete Chapter 6 Quiz by Sunday. Chapter 6 assignment: Visit the website MinimumWage.com. Read laterally to determine whether the site is a reliable outlet for information about the minimum wage. Would you use MinimumWage.com to make up your mind about whether the federal minimum wage should be increased? Would you recommend the site to others? Why or why not? <p>• Chapter 6 Graded exercise (Fact checking): From the textbook: <i>The best approach is to employ what scholars with the Stanford History Education Group (SHEG) call Lateral Reading. SHEG tested the ability of hundreds of people, from middle school students to college professors, to fact-check information online and on social media, and discovered that many of their subjects fell into the traps discussed earlier in this chapter. The first step that successful fact-checkers took, it turned out, was to leave the post or website in question and seek answers elsewhere.</i></p> <p><i>According to <u>The Challenge That's Bigger Than Fake News</u> article by Stanford scholars, "They read laterally, hopping off an unfamiliar site almost immediately, opening new tabs, and investigating outside the site itself. They left a site in order to learn more about it. This may seem paradoxical, but it allowed fact-checkers to leverage the strength of the entire Internet to get a fix on one node in its expansive web."</i></p> <p><i>Pause now and watch the SHEG video <u>Sort Fact from Fiction Online with Lateral Reading</u>.</i></p> <p><i>As discussed in the video, three key questions guide fact-checkers as they attempt to debunk misinformation and verify reliable information:</i></p> |

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| | | <p><i>3 questions when reading laterally: Who's behind this information? What's the evidence? What do other outlets say?</i></p> <ul style="list-style-type: none"> 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. Make the assignment as instructed, a few pages of slide show. Factchecking project outline.pdf. File by next Thursday. |
| March 18 | <p><i>Truth and Verification: You Are the Fact-Checker</i></p> <ul style="list-style-type: none"> We take a closer look at the concept of provisional truth. News consumers need to look at developments in the context of what is and isn't known and follow the story to get the full picture -- especially in the case of breaking news. Through verification -- one of the defining attributes of journalism -- statements can be checked using independent, reputable news or fact-checking sites, or independently by news consumers seeking direct evidence from authoritative sources. We will discuss strategies for breaking free of the filter bubbles that limit the news and information we consume every day. | <p>After class, please complete the following tasks in this order:</p> <ul style="list-style-type: none"> News Log: Post stories to the Week 7 News Log Forum on Brightspace by Thursday. Work on the Fact-Checking Project <p>After class, please complete the following tasks in this order:</p> <ul style="list-style-type: none"> Fact-checking Project: Complete and submit the project on Brightspace by Thursday March 20. Watch the Video Lesson <i>News vs. Opinion</i> on Brightspace <p>Read the Textbook, Chapter 7. Complete the "What do you think?" activities in the chapter</p> <ul style="list-style-type: none"> Quiz: Complete Chapter 7 Quiz by Sunday. Graded Exercise 7A: Complete Distinguishing News from Opinion (Textbook, Chapter 7, page 4) by Sunday. Select a topic that interests you. Find an impartial news report and an opinion piece, both on the same topic. Explain how you were able to tell them apart, noting relevant labels and language clues that helped you make up your mind. Cite at least three differences between the news report and the opinion piece. |

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| March 25 | <p><i>By the Numbers</i></p> <ul style="list-style-type: none"> Many new reports cite numbers as evidence, such as public opinion polls, economic statistics, and vaccination rates. Some numbers help us understand the world better, but others may be used out of context and in misleading ways. Even accurate numbers may be misinterpreted. How do we make sense of numbers in news stories? | |
| April 1 | <p><i>News vs. Opinion</i></p> <ul style="list-style-type: none"> A persistent source of confusion over media bias is the existence of partisan news outlets and opinion journalism. We will discuss the differences between news reporting and opinion and how to spot them—an increasingly difficult task when consuming news on television and the internet. In order to be well informed with reliable information, it's necessary to identify news that's meant to inform and to distinguish news from opinion that attempts to persuade. | |
| April 8 | <p><i>Fairness, Balance, and Bias</i></p> <ul style="list-style-type: none"> Responsible journalism aspires to being fair to all sides of a story and to the facts themselves. It requires fair | <ul style="list-style-type: none"> Watch the Video Lesson <i>Fairness, Balance, and Bias</i> on Brightspace <p>Read the Textbook, Chapter 8. Complete the</p> |

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| | <p>presentation, language and treatment.</p> <ul style="list-style-type: none"> • Balance — making sure all sides in a conflict are given the same amount of time or space — can be a tool for achieving fairness when the truth or outcome is unknown. In some instances, though, balance can create a false equivalency that can make a story unfair to the evidence. • Bias is a pattern of unfairness found in the coverage of a single news organization over time. It can be a barrier in the way of finding the truth. • Sometimes the perception of bias is rooted not in journalistic bias but in audience bias. News consumers who seek affirmation, not information, distrust or dismiss information that disagrees with their opinions or beliefs because that causes cognitive dissonance. <p>April 15 No Class</p> | <ul style="list-style-type: none"> • “What do you think?” activities in the textbook. If you do not have a <i>New York Times</i> subscription, you may get one here for free. Or you may find here sample “Overlooked No More” obituaries for the activity on page 5. • <u>Quiz</u>: Complete Chapter 8 Quiz by Sunday. • <u>Graded Exercise 8A</u>: Complete Bus Driver Busted (Textbook, Chapter 8, page 6) by Thursday <p>Read the following news story, which is based on real events but has been changed to protect the identities of those involved. Some details have been altered.</p> <p>Is it a fair story? Why or why not?</p> <p>Is the story biased? Why or why not?</p> <p>If it is not an example of bias, what would it take for you to conclude the news outlet exhibited bias?</p> <p>SCHOOL BUS DRIVER BUSTED FOR DEALING DRUGS</p> <p>After class, please complete the following tasks in this order:</p> <ul style="list-style-type: none"> • <u>News Log</u>: Post stories to the Week 11 News Log Forum on Brightspace by Thursday. |
| April 22 | <p>Deconstructing the News</p> <ul style="list-style-type: none"> • This 7-step deconstruction process uses News Literacy concepts to analyze and dispassionately judge a report's reliability. <ol style="list-style-type: none"> 1. Summarize the main points and then check if the headline and the lead support the main point(s) of the story? 2. How close does the reporter come to opening the freezer? Is the evidence direct or indirect? | <p>Read textbook Chapter 9: Deconstructing the News. Complete the What Do You Think? activities by Sunday. Quiz Chapter 9 by Sunday Graded Exercise 9a. Complete by Thursday. 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 AP Investigation: Slaves may have caught the fish you bought, and deconstruct it. Address the following, specific questions and prompts:</p> |

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| | <p>3. Evaluate the reliability of the sources using IMVAIN.</p> <p>4. Does the reporter make his or her work transparent?</p> <p>5. Does the reporter place the story in context?</p> <p>6. Are the key questions answered?</p> <p>7. Is the story fair?</p> | <p>1) Is the headline appropriate to this story? Why or why not? Explain.</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? Explain. If you determine that they are transparent, identify and discuss two examples of transparency in the report.</p> <p>4) Highlight two examples of context in the report. Why is this context important to the story?</p> <p>5) Evaluate the evidence in the report. Did the reporters collect any direct evidence? If so, identify the direct evidence and explain what makes it direct. Would you conclude, based on the evidence, that the reporters "opened the freezer"?</p> <p>6) Evaluate each of the sources listed below, using the IMVAIN criteria you learned in Chapter 6, to determine their reliability. What does each source contribute to the story? Is it a valuable contribution?</p> <ol style="list-style-type: none"> Kamonpan Awaiwanont, an official for the Thai government's Department of Fisheries Praporn Ekouru, a Thai former member of Parliament Maung Soe, a slave in Benjina Lisa Rende Taylor, director of Project Issara <p>7) Did you find this news report reliable? If not, explain and give reasons why not. If you did, explain why, give reasons and say what you can conclude from the report.</p> |
| April 29 | <p><i>To Share or Not to Share? Deconstructing Digital Age Media</i></p> <p>This class looks at the new opportunities—and responsibilities—for news consumers to not</p> | <ul style="list-style-type: none"> Read the Textbook, Chapter 10, pages 6-9. Complete the "What do you think?" activities in the assigned pages by Sunday. <u>Quiz</u>: Complete Chapter 10 Quiz by Sunday. |

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| | <p>only find news, but to participate as “citizen journalists” in news production in the digital age.</p> <ul style="list-style-type: none"> • Students will discuss the multiple means by which they can now influence and even contribute to news coverage via the Web, texting and social media. • The IMVAIN technique should also be used to evaluate the trustworthiness of news websites and social media reports by identifying primary and authoritative sources of information. | |
| May 6. | <p><i>Where Are We? Where Do We Go from Here?</i></p> <ul style="list-style-type: none"> • The final step in the deconstruction process is to conclude whether the news report is reliable enough to act upon. In the past, that was generally a personal choice about what to believe or do. Today, news consumers also are publishers with the added responsibility of deciding not only what to do, but what to share and to create. • This is an uncertain time for the news industry, which has been disrupted by changes in technology and information-consumption habits and hampered by an outmoded business model. We as consumers have more power than ever before to shape the fate of | <ul style="list-style-type: none"> • <u>Final Exam:</u> Thursday May 22 10am. In person. |

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| | news. What might the future bring? | |
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Last Class
Tuesday, May 13

In person final exam Thursday May 22. 10 a.m.

COURSE PROTOCOL

Inclusivity. Lehman College believes in fostering inclusive learning environments, and so do we. Respecting diversity of all kinds is an intrinsic part of this course. We welcome all viewpoints expressed through respectful commentary.

Syllabus Changes. We will do everything possible to minimize and schedule changes, and we will announce (via the Announcements page and email) any such changes as far in advance as possible, with as much class consultation as possible. By the same token, it is your responsibility to keep me informed and contact me with any complications that may arise.

Incomplete policy. Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible. You should also read the University's policies that apply to you in the **IN PUT UNIVERSITY BULLETIN**

STUDENT SUCCESS RESOURCES

INSERT

STUDENT ACCESSIBILITY SUPPORT CENTER STATEMENT

INSERT

PROFESSIONAL VALUES AND COMPETENCIES

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in 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 the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- 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;
- apply basic numerical and statistical concepts;

- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.