

**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.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	JRN 221
Course Title	Fundamentals of Multimedia Reporting
Department(s)	Journalism and Media Studies
Discipline	Journalism
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Finding and evaluating facts, interviewing, managing information in multiple formats, story construction and organization in text, audio, video. Journalism as public service and industry. Journalism in society.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission

Indicate the status of this course being nominated:

☒ current course
 ☐ revision of current course
 ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression </div> <div> <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </div> </div>
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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"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • 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. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

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

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

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

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">• 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. |
| | <ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">• 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. |
| | <ul style="list-style-type: none">• Speak, read, and write a language other than English, and use |

	that language to respond to cultures other than one's own.
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B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <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"> 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.
	<ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> 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.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <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"> 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.
	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as 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"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

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

Assignments #3, #4, #9 Gather, interpret and assess information from multiple points of view.

#3 Local government/public meeting memo. Attend in-person a public meeting, hearing or community forum identified in assignment #2. Take notes to gather information on what is discussed at the meeting, selecting one topic, piece of legislation or agenda item to focus on – based on its relevance, immediacy, importance to community or other news values discussed in class. Gather copies of the agenda, legislation, transcripts of the meeting and any other sources of information. Ask questions of stakeholders present at the forum, both elected and unelected and members of the public in attendance until you understand what the issue is about and can interpret it, that is, articulate multiple positions on the matter and understand their importance. Speak to at least three people. Take notes on everything you see and hear. Get a copy of the agenda or legislation. Write a reporter's memo recapping what happened, assessing what was at stake and identifying positions from a variety of sources and points of view. If everyone present was on the same side of the issue, take time to think through why someone might hold an opposite or different position on the matter. Identify what group or groups of people will be impacted by the item in question. How will it impact them? Assess which sources of information are most relevant and reliable. This reporting memo will form the basis of your first news article.

#4 Local/Government news article. The draft article should include two authoritative sources, documents or statistics that provide additional context or complexity for you to interpret what occurred at the forum and among additional information. The draft article needs to include the perspective of a variety of sources including the point of view of people from the group or groups you identified in assignment #3 as impacted by the item or policy.

#9 Public policy summary- audio Select a white paper or report from a public policy research entity or government department, such as the Center for NYC Affairs, Pew Research Center, The Center for an Urban Future or the NYC Department of City Planning relevant to the issues explored in Assignments #7 and #8 or on a different topic. Read the executive summary and the study. Examine the research methodology the authors used so that you can assess the quality and strength of the study's analysis. Study any data visualizations. Contact the study's authors and people impacted by the topic to conduct interviews to gather information from a variety of points of view. Produce a three-minute piece of audio journalism summarizing and interpreting the key findings in the study and including perspectives from the study's author and someone effected by the topic, using audio journalism conventions practiced in class.

Assignments #3, #4, #6, #9, #10. Evaluate evidence and arguments critically or analytically.

#3 Local government/public meeting memo

#4 Local/Government news article.

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

- Evaluate evidence and arguments critically or analytically.

<p>#6 Reading responses and discussion guide Chapter 6 Monitoring Power, Elements of Journalism. Students will file carefully written two-page reading responses and discussion prompt pieces <u>evaluating the arguments presented in the chapter about journalism's role monitoring power.</u> Relate them to contemporary examples in the news. What is the journalist's relationship to government? <u>Present evidence</u> of instances when journalism has held government accountable to the governed. Historically, what constrains has U.S. government attempted to put on the free exercise of journalism? <u>Evaluate the arguments: has</u> that changed in recent years?</p> <p>#9 Public policy summary- audio</p> <p>#10 Journalism Under Threat. Prepare and present a <u>carefully researched</u> and polished five-minute oral presentation on a journalist who is identified as facing government repression or violent threats from other entities because of their work. You will read and watch many pieces of the journalist's work. You'll become familiar with their social media. You'll know their career trajectory. You'll <u>review</u> the issues, social movements, political parties and programs, business interests, conflicts or controversies this journalist has covered. <u>Evaluate the arguments that they are at risk. Are you convinced that the journalist is in danger?</u> Why and how? Explain succinctly but thoroughly why their work involves risk, what dangers they face and why they have come to the attention of free press and human rights organizations.</p>	
<p>Assignments #3, #4, #6, #9, #10. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p> <p>#3 Local Government/public meeting memo</p> <p>#4 Local/government news article</p> <p>#6 Reading responses and discussion guide Chapter 6 Monitoring Power. Elements of Journalism. <u>Students will file carefully written two-page reading responses and discussion prompt pieces arguing the themes in the chapter and specifically relating them to contemporary examples in the news.</u> What is the journalist's relationship to government? What are some ways journalism can hold government accountable? <u>Present evidence from the chapter for your arguments.</u> Historically, what constrains has U.S. government attempted to put on the free exercise of journalism? How has that changed in recent years?</p> <p>#9 Public policy summary- audio.</p> <p>#10 Journalist Under Threat <u>Present a carefully researched five-minute oral presentation</u> on a journalist who is identified as facing government repression or violent threats from other entities because of their work. Read and watch many pieces of the journalist's work, know their career trajectory. Review the issues, social movements, political parties and programs, business interests, conflicts or controversies this journalist has covered. <u>Evaluate what you've learned. Are you convinced that the journalist is in danger? Why and how?</u> Explain succinctly and thoroughly why their work involves risk, what dangers they face and why they have come to the attention of free press and human rights organizations.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Assignments #3, #4, #8, #9. Identify and apply the fundamental concepts and methods of journalism in written and audio formats to exploring the relationship between the individual and society.</p>	<ul style="list-style-type: none"> • 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,

<p>#3 Local Government/public meeting memo</p> <p>#4 Local government news article</p> <p>#8 Data to People. Using the U.S. Census data in the Furman Center State of New York City Housing and Neighborhoods, identify the community district where you live or a different NYC district. <u>Study the statistics in the Community District profile.</u> Select three statistics that are relevant to quality of life: for example, median rent, available park space, income level. Compare these to the NYC-wide average. <u>Develop a graphic explaining these differences that can be easily shared on social media.</u> Interview at least five <u>people in this neighborhood about one or more of the social indicators identified in the statistical data.</u> Ask people what they would like to preserve or change about their neighborhood. How does the data you've identified affect their life? (For example: Are they paying more than 30% of their income in rent? Do they have to travel long distances to work?) How does that affect their lives? <u>What public policy suggestions are there for this issue?</u></p> <p>#9 Public policy summary - audio. Select a white paper or report from a public policy research entity or government department, such as the Center for NYC Affairs, Pew Research Center, The Center for an Urban Future or the NYC Department of City Planning relevant to the issues explored in Assignments #7 and #8 or on a different topic. <u>Read the executive summary and the study.</u> Examine the research methodology the authors used so that you can assess the quality and strength of the study's analysis. Study any data visualizations. Contact the study's authors and people impacted by the topic to <u>conduct interviews to gather information from a variety of points of view.</u> Produce a three-minute piece of audio journalism <u>summarizing and interpreting</u> the key findings in the study and including perspectives from the study's author and someone effected by the topic, <u>using audio journalism conventions practiced in class.</u></p>	<p>anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</p>
<p>#3, #7, #8. Examine how an individual's place in society affects experiences, values, or choices.</p> <p>#3 Local Government/Public meeting memo.</p> <p>#7 Journalism as a Public Forum. Students will file carefully written two-page reading responses and discussion prompt pieces summarizing the themes in Elements of Journalism chapter 7 and specifically relating them to contemporary examples in the news. <u>The reading response must explore the ways in which journalism functions as public forum: a social space for debate, discussion and interaction between and among people of varied position and experience.</u> Is journalism necessary to foster and preserve civic life? <u>Provide two recent (past decade) examples of ways journalism institutions serve as a platform for a wider society to consider multiple experiences, values and choices of individuals and groups.</u> As part of studying this chapter, students must participate in the shared class project producing a live <u>public forum with local news makers, elected officials or candidates for office.</u> Contribute background research, questions for panelists, participate in planning, promotion and production of event, in collaboration with the Lehman College Multimedia Center or Bronxnet.</p> <p>#8 Data to People. Using the U.S. Census data in the Furman Center State of New York City Housing and Neighborhoods, identify the community district where you live or a different NYC district. <u>Study the statistics in the Community District profile.</u> Select three statistics that are relevant to quality of life: for example, median rent, available park space, income level. <u>Compare these local district statistics to the NYC-wide average.</u> Develop a</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.

<p>graphic <u>explaining the differences between the local district and the citywide average</u>, that can be easily shared on social media. <u>Interview at least five people in this neighborhood about one or more of the social indicators identified in the statistical data. Ask people what they would like to preserve or change about their neighborhood. How does the data you've identified affect their life?</u> (For example: Are they paying more than 30% of their income in rent? Do they have to travel long distances to work?) How does that affect their lives? <u>What public policy suggestions are there for this issue?</u></p>	
<p>#1, #5, #10. Articulate and assess ethical views and their underlying premises.</p> <p>#1: Reading responses and discussion guide Chapter 1 What is Journalism? <i>Elements of Journalism</i>, Kovach and Rosensteel, 4th edition. Students will file carefully written two-page reading responses and discussion prompts summarizing the themes in the chapter and specifically relating them to contemporary examples in the news. The reading response must <u>explore the ethical relationship between journalism and democracy, journalism and either the enlightenment or the progressive era</u>. It should discuss the what role reliable information plays in civil society and should connect the ideas in the chapter to specific current examples. The paper needs to include three questions, drawn from the text, to prompt discussion among classmates.</p> <p>#5: Reading responses and discussion guide <i>Elements of Journalism</i>. Chapter 2 What is Journalism For? Students will file carefully written two-page reading responses and discussion prompt pieces summarizing the themes in the chapter and specifically relating them to contemporary examples in the news. <u>The reading response must explore the social role and responsibilities of the journalist. What are some ethical guidelines for journalists' behavior? What are some ways in which journalism contributes to building or breaking civil society or community?</u> Identify three specific issues of importance in your community and articulate ways the practice of journalism could be used to address them. The response should connect the ideas in the chapter to specific current examples. The paper needs to include three questions, drawn from the text, to prompt discussion among classmates.</p> <p>#10 Journalist under Threat presentation.</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
<p>#8 Data to the People. Students will draw on statistical data to ground their reporting in measurable fact and will use the data along with interviews to develop digital news items about public policy proposals – that create an opportunity for the people effected by the data to engage actively with it. By identifying data, building on that data to speak to people affected by it and then communicating the ideas and goals people affected by the data articulate, students will gain hands on experience on the ethical use of data to respond to problems and questions. To do this, students will access U.S. Census data on a NYC community district of their choosing, to <u>identify statistical information that is relevant to quality of life</u>: for example, median rent, available park space, income level. Students will compare community district (neighborhood)-level data to the NYC-wide average and <u>develop a graphic explaining the differences that can be easily shared on social media</u>. <u>Students will use the data they find as a basis for</u> interviews with at least five people in the effected community district to explore the impact of the social indicators identified in the statistical data. Students will ask people what they would like to preserve or change about their neighborhood. (For example: Are they paying more than 30% of their income in rent? Do they have to travel long distances to work?) How does that affect their lives?</p>	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.

What public policy suggestions do the residents have for this issue?	
<p>#2 Who Reps Me? #3 public meeting memo, #4 local government news article, #7 producing a public forum on a local issue. #9 Audio news story on public policy analysis. Identify and engage with local trends or ideologies, and analyze their impact on individual or collective decision-making.</p> <p>#2: Local Government: Who Reps Me? Students will use https://www.mygovnyc.org/ to determine which local, state and federal elected officials represent the neighborhood where they live. <u>Students will produce a memo identifying each of these elected officials</u>, including a brief bio, party affiliation, information on how long they have served in elected office, what committees they serve on and <u>what legislation they have sponsored and supported</u>. Students will identify immediately upcoming <u>hearings, meetings, forums in which legislation or other matters of public policy will be discussed</u>.</p>	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>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:</p>	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role.