Recitation 10 - Deconstructing News

OBJECTIVE

Pick up where the lecture ended. The goal of this session is to continue practicing deconstruction of news stories, following the Deconstruction Workbook, as you did in Lecture.

> ***Very important***: *send reminders to students to bring Deconstruction Workbook to lecture AND recitation.*

Organization

1. Take attendance
2. <TEXT GOES HERE>

News Quiz

<TEXT GOES HERE>

1. Question 1
   a) comments

Recap Lecture

Concepts go here:

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- <TEXT GOES HERE>

Review Assignments

Shattered Glass (optional)

An optional short discussion if you assign students to view the "*60 Minutes"* interview with Glass and the Stony Brook "*My Life As"* conversation with Adam Penenberg, the *Forbes Online* reporter who busted Glass.

Discuss students' impressions of the movie as a way to review the verification process, its importance in journalism, and how the process can break down.

Possible discussion questions: What was the verification process like at *The New Republic*? How did it succeed? How did it fail? What loopholes did Steven Glass take advantage of? How was he caught? What is the function of peer review *before and after* a story is published?

What surprised them about Penenberg's reporting process? Did he miss any ways to check up on Glass?

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Class Discussion

Deconstruction Workbook

Go over the 8 points we make in the guide (you'll find them attached and also in the workbook).

It is likely that the lecturer will not have time to go through each example story for each of the eight points, so after quickly recapping the points that were covered well, you may want to finish deconstructing those stories as a warm-up.

There are plenty of additional story examples. Select one and have students divide into teams to deconstruct the same story. Then have them present their findings and debate differences of opinion. It's important for them to understand that while we are picky about using the process and even the vocabulary, it is possible for reasonable people to reach different conclusions.

Emphasize that students will be using the deconstruction guide and the lessons of today's practice in their final exam. If you have time, give them one story to do exam-style, focusing on three or four deconstruction steps and then deciding what they can conclude. Again, have them discuss and debate answers. The point of deconstruction is not media criticism. It is to decide what can you conclude from a news report and what decisions or actions you might responsibly take as a result and would you forward, post or share the report.

One area to which you should pay particular attention is to make sure the students are not confused by the words *source* and *evidence*. When journalists talk about sources, they most often mean *human sources*. Sources, then, are people who provide journalists with evidence. Students often think of sources as books. It's a small point, but it has caused confusion and you also want to differentiate between Sources and Outlets.

Another common confusion is Transparency and Context. .You may use the "Three Thinkers Talk Context" sheet that is included in the Resources folder as an in-class reading.

Announcements

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Determined by your individual lecture team

1. Remind students that the **Walter Reed** deconstruction assignment is due at the next lecture. For returning adjuncts: it has been greatly revised in an attempt to ensure students actually read it. In the past, there was a lot of glossing. Warn students they have to read the whole thing.

2. Students can prepare for the upcoming test by reviewing lectures, readings, etc AND by focusing on the concepts emphasized in the syllabus summary of weeks 7-11.

3. Students may be asked to closely read 'The Message Machine" to glean examples for use on the exam. Ask your lecturer what s/he has decided.