

News literate **you** and the future

**IF YOU SEE
SOMETHING,
SAY
SOMETHING.**

One could boil it all down to this: Now that you've taken News Literacy, you have the skills to both sift the news out of the noise AND to call people who try to pass off junk as journalism.

What if your Blackout™ had lasted 100 days?

"Whaddya know...!
actually do follow the
news."

ANIMATION: CLICK STARTS GRADUAL BLACKOUT, BRINGS UP THOUGHT BUBBLE

BUT...First thing you knew, your NEWS literacy professor FORBID all news...

What the whaaat?

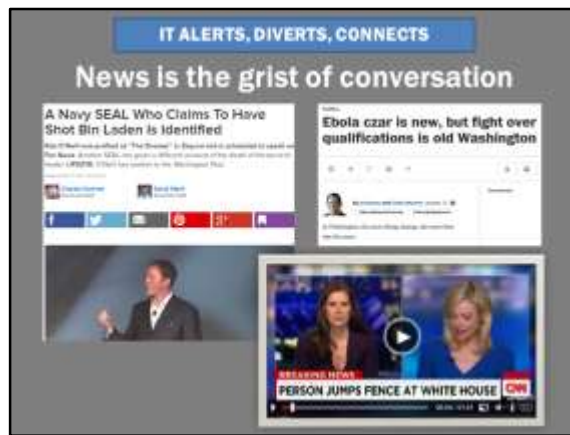
Many of you learned that you actually watch a lot of news without noticing...

So, if that Blackout had lasted all semester, what would you not know?

Let's blaze through it.



The most common thread in the Blackout assignment is that students felt cut off from conversations...dozens of national and regional stories reinforced what we learned about news as the essential grist of human conversation, in which we share information that alerts, diverts and connects us...



What seems to interest us more than trends is individuals.

So, White House security, Public Health and the War on Terror are important topics, what we seem most interested in are the individuals at the heart of those big stories:

The Fence Jumper

The Shooter

The Czar



ANIMATION: EACH CLICK SUBTRACTS EACH PHOTO, IN ORDER.

**FINAL CLICK REVEALS NEW HEADLINE:
“NOW DEAD”**

New lives began in the last 100 days...

We had a surprisingly difficult time trying to diversify this slide, by the way and apologize for the white-and-richness of it. In the context of the global discussion about resources, we note famous births, as well as birth rates.

Wyatt Kutcher, Sept 30

Scarlett Johansen, Sept. 4

In October, announcements that Kate is having twins

LeBron James' daughter Zhuri, Oct. 22

(joke...picture of him)



ANIMATION: EACH CLICK SUBTRACTS EACH PHOTO, IN ORDER.

**FINAL CLICK REVEALS NEW HEADLINE:
“NOW DEAD”**

Time passes, and with it in these 100 days, the famous and the infamous:

Comedian Joan Rivers, Sept. 4, 2014

Pop hitsmith Paul Revere, October 4

Legendary “Watergate” editor Benjamin Crowninshield Bradley, Oct. 21

Sugarhill Gang rapper Big Bank Hank, Nov. 11

Deposed Haitian Dictator Jean-Claude “Baby Doc” Duvalier, October 4

Designer Oscar de la Renta, Oct. 20

Rising MLB star Oscar Taveras, October 26

Director Mike Nichols, Nov. 19

43 Mexican students killed by police and cartel gangsters, Sept. 26

Relevant to you: The costs of war

49 U.S. TROOPS KILLED IN ACTION IN AFGHANISTAN THIS YEAR, 10 THIS SEMESTER

Cathcart, Michael A.	Sergeant 1st Class	Helton, Justin R.	Specialist
Kalahut, Christopher E.	Commander	Walker, Matthew H.	Private 1st Class
Walker, Jonathan D.	Major	Jones, Jason B.	Captain
Weathers, Andrew T.	Sergeant 1st Class	Wykstra, Jacob H.	Private 1st Class
Byus, Stephen		Perkins, Adrian M.	Specialist
Donahue, Mchael J.	Major	Barreras, Martin R.	Command Sergeant Major
Strong, Charles C.	Sergeant	Rasmussen, Deric M.	Chief Warrant Office
Arsenault, Brian K.	Specialist	Chandler, Christian J.	Private 1st Class
Mulalley, Christopher	Sergeant	Farrell II, Shawn M.	Sergeant
Leggett, Matthew I.	Sergeant 1st Class	Danyluk, Kerry M. G.	Specialist
Hairston, Samuel C.	Sergeant 1st Class	Chaffin III, James E.	Captain
Greene, Harold J.	Major General	Poirier, David L.	Master Sergeant
Gass Jr., Girard D.	Staff Sergeant	Erickson, Caleb L.	Lance Corporal
Hamilton, Jr., Donnell A.	Private 1st Class	Torian, Aaron C.	Master Sergeant
Williams, Keith M.	Private 1st Class	Pelham, John A.	Specialist
Prange, Benjamin G.	Staff Sergeant	Skelt, Roberto C.	Sergeant
Spitzer, Thomas Z.	Sergeant	Landis, Christopher A.	Specialist
Wolff, Adam F.	Lance Corporal	Gray, Joshua A.	Private 1st Class
Stewart, David H.	Staff Sergeant	Balli, Edward	Chief Petty Officer
Garabrant, Brandon J.	Lance Corporal	Sipple, Andrew H.	Specialist
Hurne, Terry J.	Specialist	Lee, Daniel Tyler	Sergeant
Clouse, Justin R.	Corporal	Scobie, Drew M.	Sergeant
McDonald, Jason A.	Staff Sergeant	McAdams, Andrew L.	Chief Warrant Officer
Studenmund, Scott R.	Staff Sergeant	Lacey, William K.	Sergeant 1st Class
Toppen, Aaron S.	Private 2nd Class		

ANIMATION: ON CLICK, THE LIST OF KIA APPEARS ONE BY ONE AS PHOTOS OF SOLDIERS FADE IN

Since August, there have been 10 U.S. troops lost in the fighting in Afghanistan, 49 this year.

Overall, the US has lost more than 2,000 in the Afghan War, compared to the 4,000+ lost in Iraq.



In business news that matters to students, Unemployment is about average now, which is a major improvement, and the stock market is setting records, which may be good for your parents' retirement funds.

A thaw... and new chills



U.S., China agree to cooperate further on climate change

By Clinton Davidson

BEIJING — The United States and China said Tuesday they have agreed to intensify efforts to address climate change and to work together on forging a common platform ahead of a global summit on the issue at the end of next year.

Feinstein: U.S.-Russia relationship is at Cold War levels

By Philip Rucker

WASHINGTON — U.S. Sen. Dianne Feinstein (D-Calif.) said Tuesday the relationship between the United States and Russia has deteriorated to levels reminiscent of the Cold War.

Our relations with China grew more cooperative, even as our relations with Russia grew increasingly tense, to the point that Russian military aircraft are now testing the edges of U.S. airspace



The same could be said for relations between the President and Congress, as Republicans swept the midterm elections, both in Congress and in Statehouses.

Some say this will free Obama to be more combative.

Big numbers are big news

DNA Evidence Clears Two Men in 1983 Murder

WASHINGTON, D.C. — Thirty years after their conviction for the rape and murder of an 18-year-old girl in rural North Carolina, based on confessions that the girls' relatives and neighbors never believed, two men were released Tuesday by a judge here.

The men spent the time, always freely admitted after DNA evidence disproved whether they were possible suspects, but some confusion remained by the authorities even though the trial did a full prosecution for nearly a half



Education

Sex offenses on U.S. college campuses

The table shows the number of alleged sexual offenses on campus reported to state or federal authorities, as well as the rate of reporting per 1,000 students, by state or territory in 2012. The table also shows the number of sexual offenses reported to state or federal authorities in 2011. The table is broken down by campus and reporting — public and private, and by sex of the offender. The source of the data is the U.S. Education Department. Reports exclude a campus with a reporting article not immediately after that year with a high rate. Some colleges make more effort than others to report crimes forward. The figure includes multiple offenses, since the same article from the reporting year for campus incidents. For example, more than 10 percent of alleged sexual offenses are reported by the Education Department. The table lists the number of sexual offenses.

State	2012	2011	2012	2011	2012	2011	2012	2011
Alabama	10	10	10	10	10	10	10	10
Alaska	10	10	10	10	10	10	10	10
Arizona	10	10	10	10	10	10	10	10
Arkansas	10	10	10	10	10	10	10	10
California	10	10	10	10	10	10	10	10
Colorado	10	10	10	10	10	10	10	10
Connecticut	10	10	10	10	10	10	10	10
Delaware	10	10	10	10	10	10	10	10
District of Columbia	10	10	10	10	10	10	10	10
Florida	10	10	10	10	10	10	10	10
Georgia	10	10	10	10	10	10	10	10
Hawaii	10	10	10	10	10	10	10	10
Idaho	10	10	10	10	10	10	10	10
Illinois	10	10	10	10	10	10	10	10
Indiana	10	10	10	10	10	10	10	10
Iowa	10	10	10	10	10	10	10	10
Kansas	10	10	10	10	10	10	10	10
Kentucky	10	10	10	10	10	10	10	10
Louisiana	10	10	10	10	10	10	10	10
Maine	10	10	10	10	10	10	10	10
Maryland	10	10	10	10	10	10	10	10
Massachusetts	10	10	10	10	10	10	10	10
Michigan	10	10	10	10	10	10	10	10
Minnesota	10	10	10	10	10	10	10	10
Mississippi	10	10	10	10	10	10	10	10
Missouri	10	10	10	10	10	10	10	10
Montana	10	10	10	10	10	10	10	10
Nebraska	10	10	10	10	10	10	10	10
Nevada	10	10	10	10	10	10	10	10
New Hampshire	10	10	10	10	10	10	10	10
New Jersey	10	10	10	10	10	10	10	10
New Mexico	10	10	10	10	10	10	10	10
New York	10	10	10	10	10	10	10	10
North Carolina	10	10	10	10	10	10	10	10
North Dakota	10	10	10	10	10	10	10	10
Ohio	10	10	10	10	10	10	10	10
Oklahoma	10	10	10	10	10	10	10	10
Oregon	10	10	10	10	10	10	10	10
Pennsylvania	10	10	10	10	10	10	10	10
Rhode Island	10	10	10	10	10	10	10	10
South Carolina	10	10	10	10	10	10	10	10
South Dakota	10	10	10	10	10	10	10	10
Tennessee	10	10	10	10	10	10	10	10
Texas	10	10	10	10	10	10	10	10
Utah	10	10	10	10	10	10	10	10
Vermont	10	10	10	10	10	10	10	10
Virginia	10	10	10	10	10	10	10	10
Washington	10	10	10	10	10	10	10	10
West Virginia	10	10	10	10	10	10	10	10
Wisconsin	10	10	10	10	10	10	10	10
Wyoming	10	10	10	10	10	10	10	10

INTERNATIONAL BUSINESS TIMES

Home Business Economy Technology Science Sport

CONNECT

Expert Advice

Ebola Outbreak: 90,000 Deaths Predicted in Liberia's Montserrado by End of 2014 Without 'Urgent Intervention'

So far, 7.8 million cars have been recalled from 10 manufacturers over explosive airbags

- As ever, big numbers interest us:
- Decades of injustice;
- Campus rape, per capita
- Ebola death toll
- Takata airbag recall: 7.8 million cars

"Scientific truth is a statement of probability proportional to the evidence ... and it will change" (even in 100 days)



The nature of provisional truth is such that if you had been on a news blackout, you might think human stewardship of earth has been, on balance, fairly benign, or that so-called “hard drugs” are most to be feared... that space travel’s kinks have been worked out...and that private companies have the advantage over government agencies when it comes to engineering...Think again.



Stony Brook’s decision to build a new program in extreme weather seems like a sound one. From wildfires in California to the Snowmageddon in Buffalo, weather dictates what humans can and cannot do.



**ANIMATION: CLICK1= FOUR LESSER STORIES
DISAPPEAR, COSBY APPEARS**

Whether it was athletes like Ray Rice and Oscar Pistorius, Empires like China and Britain...the bigger the name, the bigger the news.

And as we approached the 100th day, one of America's biggest TV stars dominated the news



ANIMATION: ONE CLICK STARTS ANIMATION SERIES. EACH PHOTO COMES IN

Since the semester began, 10 journalists have been killed on the job, which is in keeping with the typical rate of about 3 each month, year in year out. To reinforce the lesson from the second week of the course - about the power and the cost of information - we take a few minutes to memorialize each of those killed.

They died gathering the news

Aung Kyaw Naing , "Par Gyi", Freelance October 1, 2014, in Kyaukseaw, Burma	Yusuf Ahmed Abukar , Radio Ergo, Mustaqbil Radio June 21, 2014, in Mogadishu, Somalia	Anja Niedringhaus , The Associated Press April 6, 2014, in Beirut, Afghanistan
Mohammed al-Qasbi , Rozana Radio September 10, 2014, in Idlib province, Syria	Ahmed Hasan Ahmed , Al-Naba News Agency July 20, 2014, in Damascus, Syria	Mayada Ashraf Al-Dustouq March 28, 2014, in Cairo, Egypt
40. Steven Sotloff , Freelance August 17, 2014, in Idlib province, Syria	Edgar Pantaleón Fernández Fleitas , Beldin Comunicaciones June 18, 2014, in Guayaquil, Ecuador	Nils Horner , Serengeti Radio March 31, 2014, in Kabul, Afghanistan
Ishtiaq Mastoi , Online International News Network, ARY News August 28, 2014, in Quetta, Pakistan	Igor Kornelyuk , VOTR, K June 27, 2014, in Donetsk, Ukraine	Muthanna Abdel Hussein , Al-Iraqiya March 10, 2014, in Hama, Hama province, Iraq
Ghulam Rasool , Online International News Network August 28, 2014, in Quetta, Pakistan	Khalid Ali Hamada , Al-Ahad TV June 25, 2014, in Idlib province, Iraq	Khaled Abdel Thamer , Al-Iraqiya March 10, 2014, in Hama, Hama province, Iraq
James Foley , Freelance August 2014, in Idlib province, Syria	Muftah Bu Zaid , Smlaq May 28, 2014, in Benghazi, Libya	10. Ali Mustafa , Freelance March 8, 2014, in Raqqa, Syria
Simone Camilli , The Associated Press August 13, 2014, in Beit Latha, Gaza, Israel and the Occupied Palestinian Territory	Andrea Rocchelli , Censura photo agency May 24, 2014, in Andriyivka, Ukraine	Omar Abdul Qader , Al-Mayadeen March 8, 2014, in Beit Al-Zeer, Syria
Leyla Yildizhan (Deniz Firat) , First News Agency August 6, 2014, in Makhadmah, Jordan, Iraq	Sadrol Alam Nipul , Zainik Mathablanga May 12, 2014, in Chittagong, Bangladesh	Gregorio Jiménez de la Cruz , Noticias and Liberal del Sur Bahrain February 8 and 11, 2014, in La Chaux-de-Fonds, Monaco
Andrei Stenin , Rossiya Segodnya August 6, 2014, in Donetsk, Ukraine	Camille Lepage , Freelance May 2014, in Bahr el Jebel, Central African Republic	Turad Mohamed al-Zahouri , Freelance February 26, 2014, in Yarmouk, Syria
Sameh al-Aryan , Al-Aqsa TV July 30, 2014, in Makhadmah, Gaza, Israel and the Occupied Palestinian Territory	20. Fausto Gabriel Alcaraz Garay , Radio Anambay May 10, 2014, in Puerto Juan Catalano, Paraguay	Vyacheslav Veremiy , Vesti February 18, 2014, in Hama, Hama province, Syria
Rami Rayan , Palestine Network for Press and Media July 30, 2014, in Makhadmah, Gaza, Israel and the Occupied Palestinian Territory	Al-Moutaz Beilal Ibrahim , Shalom News Network May 4, 2014, in Raqqa, Syria	Germán Kennedy Mumbere Mulwawyo , Radio Televisión Mzungu February 20, 2014, in Dinka, Democratic Republic of the Congo
Khaled Reyadh Hamad , Corniche Productions Films July 20, 2014, in Gaza, Israel and the Occupied Palestinian Territory	Mouaz Alomar (Abu Mehdi Al Hamwi) , Freelance April 28, 2014, in Hama, Hama province, Syria	Pedro Palma , Panorama Regional February 15, 2014, in Mucel Pereira, Brazil
30. Anatoly Klyan , Perry Kanal June 20, 2014, in Andriyivka, Ukraine	Rubylita Garcia , Reimata, rwAD April 6, 2014, in Garden City, Philippines	Santiago Ilidio Andrade , Bandeirantes February 15, 2014, in Rio de Janeiro, Brazil
	Bilal Ahmed Bilal , Palestine Today TV Idlib province, in Suwayda, Syria	Firas Mohammed Attiyah , Falujah TV January 20, 2014, in Khalkha, Iraq
		1. Shan Dahar , Abb Takki Television January 1, 2014, in Latakia, Peshawar

ANIMATION: CLICK1 BEGINS THE LIST, WHICH RUNS AUTOMATICALLY

The numbers are highlighted at 1, 10, 20, 30, 40

(Just let it sink in.)

Those in white died just since this semester began. It's not that we place a higher value on the life of a journalist. We highlight these deaths to reinforce the course's focus on the battle for control of information and to remind you that people go to mortal lengths, both to report the truth and to suppress the truth.



Housekeeping.
announcements & notes

Your evaluations help us improve the course



Online evaluation site will soon open

Responses are completely anonymous (It's an off-site contractor)

Instructors and lecturers only see data after all grades are released.

Past student evaluations have led to:

- Changes in course textbooks
- Changes in assignments
- Changes in faculty (both retention and release)

Online Evaluation system is, unlike Rate My Professor, available ONLY to students who took the course. Rate My Prof could be ME and My Wife saying I'm a stellar lecturer.

Students have received notice that the University's online evaluation system is now open.

I ask you personally to participate. This kind of feedback is valuable to me in my work.

I ask you as a professional to evaluate all of your professors. The student voice is important in tenure decisions and whether your evaluation is positive or negative, tenure decisions must not ignore teaching.

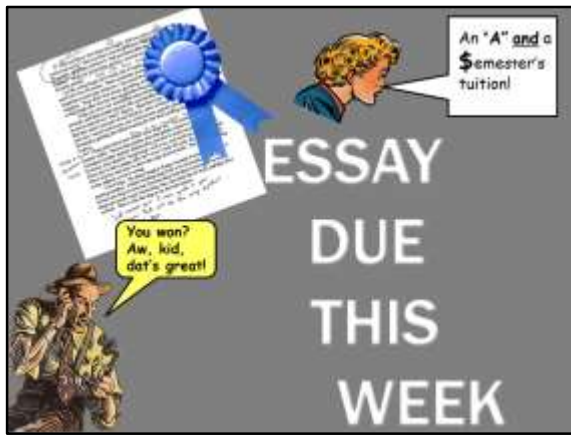
I ask you as administrator of this course, which is one of the largest on campus, to help me make well-informed decisions about staffing, about course content and about

Last week's Quick Quiz

1. Talk tab, warnings, captions and tags all provide transparency and help establish the reliability of Wikipedia entries.
2. Use IMVAIN to judge reliability of tweets and try to establish authenticity. Look at the bio, watch for the checkmark on celebs and be skeptical of tweets purportedly from newsmakers.

Your questions and comments ...

- ❖ "How much verification must occur before a reliable news organization publishes a tweet?"
— Tom Wimmers
- ❖ "Is it possible to truly avoid information overload and still stay current?"
— Joseph Gallagher



Reminder essays are due at your last recitation.

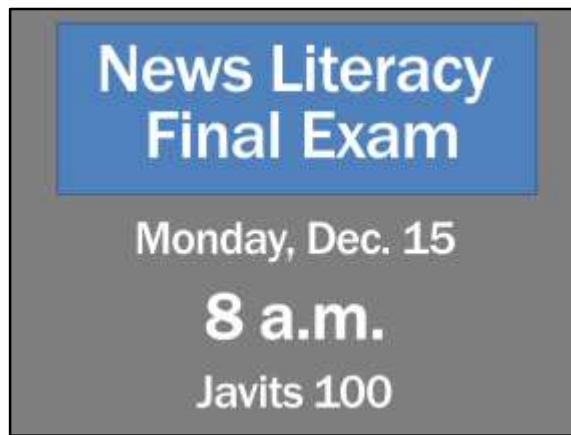


Just a warning. These rent-a-papers get entered into the Safe Assign database, too.

Paper-mills aren't going to customize for you. They only make money if they sell the same work multiple times.

With 50 campuses using the course, odds are quite high the paper you buy has already been submitted.

So, if you buy one, odds are good you'll get caught. The Journalism School policy on this kind of cheating is harsh. Check the syllabus.



(Animation: CRAZY. Next click sends all the text spinning.)

Prepare for...

3 Video news deconstructions
(Approximately 1 hour)



1 Print news story deconstruction
(Remaining time)



You may bring one standard notebook-size page of study notes (front and back)

Remember you can bring the back page of the deconstruction workbook to the exam. **Unmarked.** Drink caffeine ahead of time. Eat a candy bar or energy bar every hour. No guarantees, but Javits is typically overheated during exams.

Final Exam Excerpt F2013



The News Literacy Final

LECTURER'S CHOICE, EITHER GO TO THE ONLINE EXAM SAMPLE AT THIS WEB ADDRESS, OR USE FOLLOWING SLIDES, WHICH USE THE STANDARD INSERTED VIDEO

https://www.youtube.com/watch?v=f3Hxbt7_zAo

How did you do?

Overall, how reliable is information from this source?

Put an "X" in the appropriate box, then explain your rating.

	<input type="checkbox"/>	Very Unreliable
	<input type="checkbox"/>	Somewhat Unreliable
	<input type="checkbox"/>	Somewhat Reliable
	<input checked="" type="checkbox"/>	Very Reliable

Explain: This is an instructor. He's an expert and not talking about his own recently published paper, but someone else's. He has the right background and experience.

Multiple (Crosschecked)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low Solitary
-------------------------	-------------------------------------	--------------------------	--------------------------	--------------

Explain: His conclusions are backed by the authors of the new study.

Authoritative/Informed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Unauthoritative/Uninformed
Explain: Pediatrician discussing childhood immunization.			
Named	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anonymous
Explain: Named, specialty listed. She's solid.			
Overall, how reliable is information from this source?			
Put an "X" in the appropriate box, then explain your rating.	<input type="checkbox"/>	<input type="checkbox"/>	Very Unreliable
	<input type="checkbox"/>	<input type="checkbox"/>	Somewhat Unreliable
	<input type="checkbox"/>	<input type="checkbox"/>	Somewhat Reliable
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Very Reliable
Explain: Dr. Altman stays within her expertise, which is considerable and appropriate. This is who you want to hear from on the question.			

How did you do?

14. There are political activists who say scientists have understated the risks posed by vaccinating children. Are their doubts fairly addressed in this news report? Using course concepts, explain your answer. (2 points)

Students would get a little latitude on their answer, providing their evidence and arguments are sound.

If, for instance, a student says shingles don't need to be included in this story, they have to use the News Literacy definition of fairness to the evidence and then cite the extensive evidence provided in the report and the underlying "Journal of Pediatrics" study.

If, on the other hand, the student says the report should have included doubters and shingles, the student would need to build an argument around the idea that shingles' claims are equal - in evidence - to the claim of science.

15. Can you conclude from this report that you should have your children vaccinated? Using course concepts, explain your answer. (2 points)

A student can conclude in favor of vaccination because this is only one of several studies that found vaccination does not raise risks of autism. Both the CDC and another group of scientists find there is no elevated risk. The politician points out the risks inherent in not acting.

Need more practice?

Spend three hours on this interactive class



newsu.org/courses/watching-tv-news-how-be-smarter-viewer-0

After this lecture, you should be able to:

1. Articulate the key lessons of News Literacy
2. Quantify News Literacy's toll on their life and make a "Return On Investment" calculation.
3. Explain three roles News Literacy prepares them to inhabit.

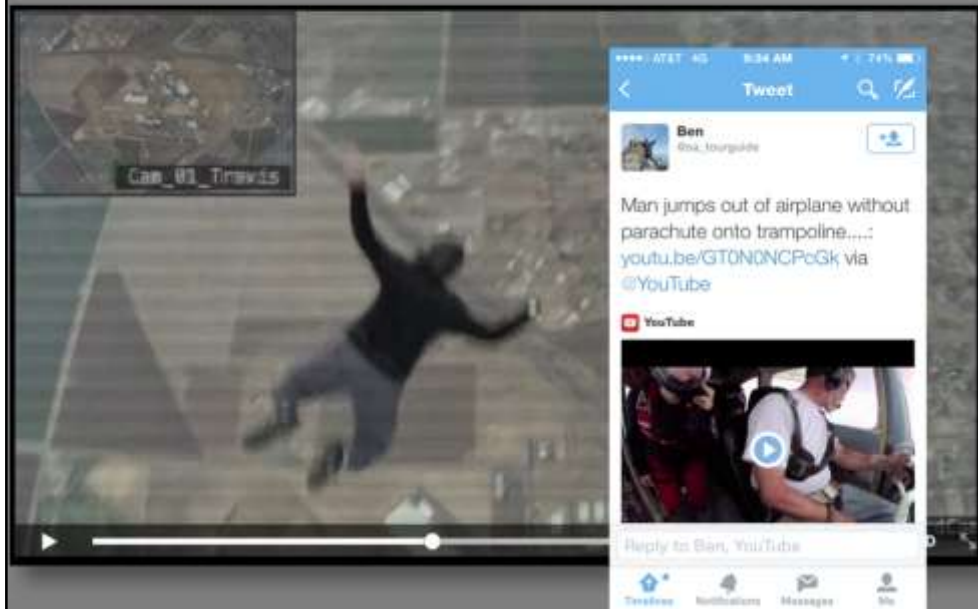
Use what I've learned here even when I'm not paying attention to the news.

This slide intended for instructors as a focusing tool, but can be shared with students to prime them. Each lecture will include a slide like this with specific lecture outcomes that refer to course outcomes.

Here is what the syllabus declares students will be able to do if they successfully complete the course:

1. Analyze key elements of news reports - weighing evidence, evaluating sources, noting context and transparency - to judge reliability.
2. Distinguish between journalism, opinion journalism and un-supported bloviation.
3. Identify and distinguish between news media bias and audience bias.
4. Blend personal scholarship and course materials to write forcefully about journalism standards and practices, fairness and bias, First Amendment issues and their individual Fourth Estate rights and responsibilities.
5. Use examples from each day's news to demonstrate critical thinking about civic engagement.
6. Place the impact of social media and digital technologies in their historical context.

Would you share this?



A viral video purportedly shows a man jumping from a plane 9,000 feet above the earth with no parachute through a small opening in a roof and onto a trampoline. Knowing what you know today, would you share it?

Would you share this?



Insert video here to play automatically (or click on hyperlink to launch in youtube)

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Independent sources are better than self-interested sources



Let's apply the IMVAIN system to evaluate the source of the information to determine its reliability.

Is the video from an independent source or is their self-interest involved?

Twitter and Facebook are great tools for launching a viral video. Looking through the many tweets, we found an odd one with the title "This Really Happened at our California Park." An Internet search turned up various articles reporting the improbable jump, and several mentioned Sector 6, a trampoline park opening in New Orleans. It has a Facebook page, where one of the videos shows the skydive – and includes the line "This Really Happened at our California Park."

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Independent sources are better than self-interested sources



And this version of the video ends with the logos of the new park and its sister site in California.

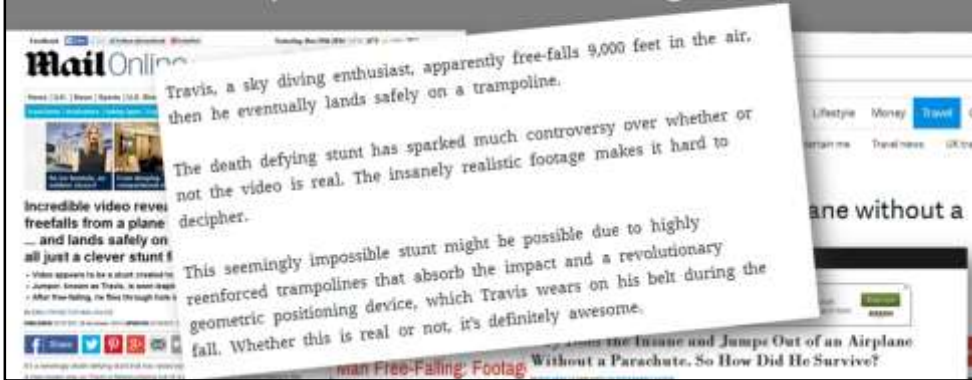
Whatever else this video is, it's not independent. It appears to have been created to promote the new venue.

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Independent sources are better than self-interested sources

Multiple sources are better than single sources



Multiple or single? The question of corroboration.

On the surface, the answer might be multiple because stories about the video can be found on numerous websites, including the London-based Daily Mail's news site.

But they all show the same video. You won't find any independent coverage of the event anywhere. Not the New York Times or the L.A. Times or CNN. If you were staging this dramatic event, would you forget to alert the media?

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Independent sources are better than self-interested sources

Multiple sources are better than single sources

Sources who **V**erify with evidence are better than sources who assert



Video, News Lit teaches us, is the most powerful form of verification. Seeing is believing, right? The power of this video is what's drawing all the attention. But is it authentic? There are no obvious signs of manipulation. But one online commenter noticed something odd. The spot where the video signal dramatically halts, putting the error messages "Connection Lost" and "End of stream" on screen mimics a common error screen from the popular game Minecraft – right down to the odd capitalization. Coincidence? Not likely ...

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Authoritative/**I**nformed sources are better than uninformed sources

Named sources are better than unnamed sources



Is our source authoritative, informed ... or even identified?

No one is named in the video. No names, no credentials. The closest we get is the jumper identified only as "Travis."

Another interesting choice. The closest thing to this video on You Tube is a 7-year-old video featuring extreme sports athlete Travis Pastrana, who jumped from a plane with no parachute but used two companions with chutes to slow his descent. It was a stunt created to promote Red Bull.

Would he do something even more daring and not be fully identified? Wouldn't his home page or Twitter account mention the event or show the video. There's no mention on either, nor can you find any mention of the jump on skydiving news sites.

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Authoritative/**I**nformed sources are better than uninformed sources

Named sources are better than unnamed sources



So who made the video?

The final scene showing Travis being celebrated after the jump flashes an ID – “Sky Newz viral”

No such news organization exists. It’s an obvious play on the name of Britain-based Sky News, a news and entertainment company.

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Authoritative/**I**nformed sources are better than uninformed sources

Named sources are better than unnamed sources



Not independent. Not multiple. Verification is in doubt. No authoritative source in sight. No real names.

Would you share it as news?

From **Gutenberg and Zuckerberg**
to **deconstruction** in 100 Days



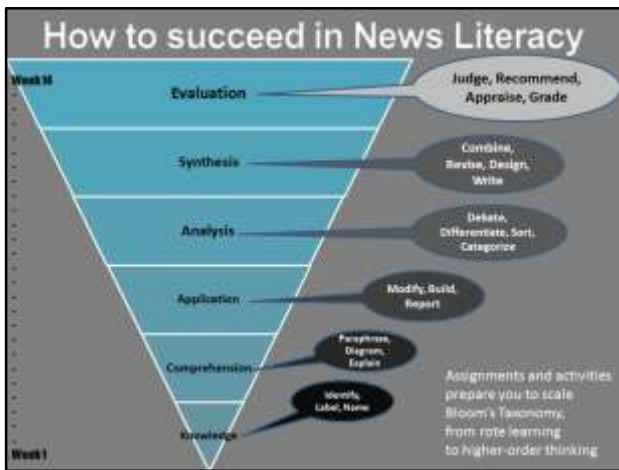
~1% of your life, so far

The average News Literacy student is 20.

A semester is about 100 days...

So, you have devoted about 1 percent of your life
to learning the skills we call News Literacy.

Considering that we expect you all to live a long and
full life, we hope this will be one of the better
bargains of your academic career.



ANIMATION: EACH CLICK ADDS AN OVAL CALLOUT, THE VERBS THAT GO WITH EACH KIND OF THINKING ON BLOOM'S TAXONOMY

We start, at week 1, with the mere accumulation of knowledge. We end, week 14, with what we call “Deconstruction” which is a methodical evaluation of the reliability of a piece of information. That’s an archetypal progression from lower-order cognition to higher-order thinking.

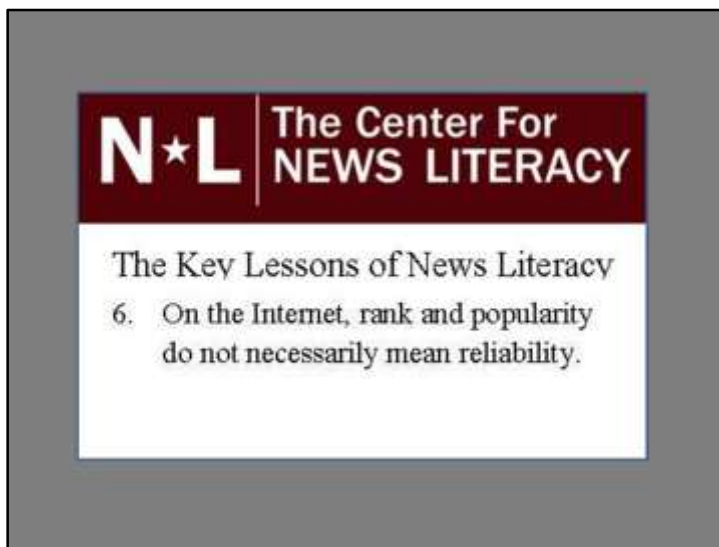
Success, in News Literacy, is built on important verbs.

(START CLICKING)

When you accumulate knowledge, you can identify, label and name. Comprehension you demonstrate through diagrams, explanations and re-statement of ideas in your own works.

Applying News Literacy concepts, you will modify them.

And so on...As we move through this course, your work will take you up and down Bloom’s Taxonomy, conditioning you for the final exam, when you’ll use all of these skills.



Animation: These two slides provide a speed-run through major lessons of News Literacy.

Just Blaze through them, because you return to them individually in coming slides

The first thing many of you noted was that if you continue to passively take whatever news finds you, you're giving up a lot of power to other people to decide what you know.

We have spent most of the course dwelling on this role. You as the consumer.

This is not, as we have said, a course in media criticism.

Rather, we think of ourselves as consumer advocates...News Consumer advocates.

Here, in a short list, are the key lessons of this course.

(Start clicking)

How might this knowledge change your habits?

The Key Lessons of News Literacy

12. Make time for the news. ⌘ - In the digital age, it is hard work.

Don't judge one outlet on the basis of one mistake. Look for patterns.

Continuation of the clicking (split into two slides to make animations work correctly)

(At Stony Brook, we hand out a Key Lessons card on the final day, along with the “Open the Freezer” button.)

So, as we go through these next few slides, we'll talk about the concept and then connect it to these key lessons. Consider it another review and don't worry as much about taking notes as about comprehension.

REMEMBER?			
A Taxonomy of Information Neighborhoods			
	Verification	Independence	Accountability
Advertising	Although false advertising is illegal, advertisers are often more likely to make one-sided claims without supporting or addressing truth.	The paying client controls the content and placement of an ad, by its very nature.	Advertisers and producers do not answer to their work. Clients ultimately determine cost and time.
Promotion/Publicity	It is not necessary to make a claim, because product placement or word placement are advertising alternatives. The intent is to create a positive image for a product or service.	The intent is to create a positive image for a product or service, or to make public statements to improve the client's image.	Publicist and PR staff create original work, but are responsible to their clients and the public.
Propaganda	Effective propaganda often falls with logical and emotional arguments to dominate a cause or person or a group of people.	A government or movement creates a narrative or ideological message to influence opinions or affect behaviors.	Propaganda is not original work and is not publicly created or sold.
Entertainment	Entertainment is not meant to be the most important, but it is meant to be fun and to be a distraction.	The producer controls the content and production, support and cost of the work.	Entertainment producers do not answer to their work. They do answer to their clients and the public.
News	Journalism is defined as a process of verification that uses an evidence or reliable facts.	A code of ethics holds journalists from being or working for any interest group.	Journalists are held accountable for their work. They answer to the public.
Raw Information	Truth is often unedited and unverified. It is not meant to be a distraction, but it is meant to be a distraction.	Unverified information. The person providing it may or may not have an agenda.	Information is not original work and is not publicly created or sold.

Remember this slide?

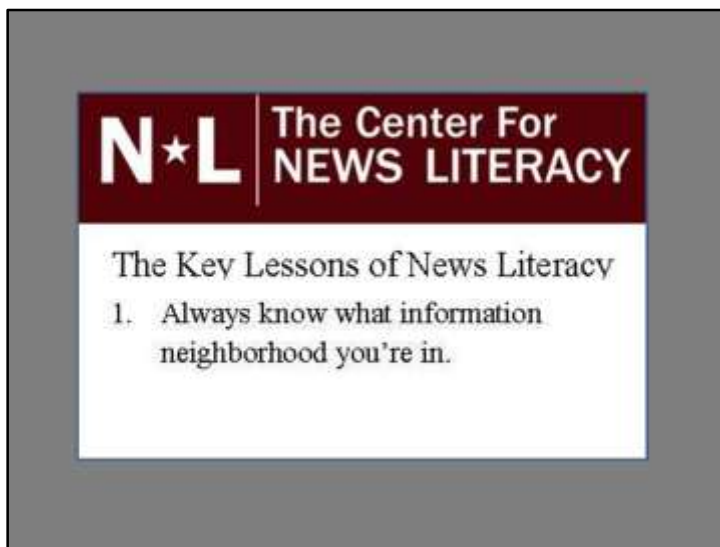
We were pushing you to think about how to tell the difference between NEWS and ENTERTAINMENT, PROPAGANDA, ADVERTISING, AND RAW MATERIAL.

A lot of things try to look trustworthy by looking like journalism.

But only at the intersection of all those characteristics lies the sweet spot where you'll find actionable, reliable information.

That's the standard journalism claims to hold itself to: Verification, Independence AND Accountability.

And that lesson was???? (Click to next slide)



Animation: These two slides provide a speed-run through major lessons of News Literacy.

Just Blaze through them, because you return to them individually in coming slides

The first thing many of you noted was that if you continue to passively take whatever news finds you, you're giving up a lot of power to other people to decide what you know.

We have spent most of the course dwelling on this role. You as the consumer.

This is not, as we have said, a course in media criticism.

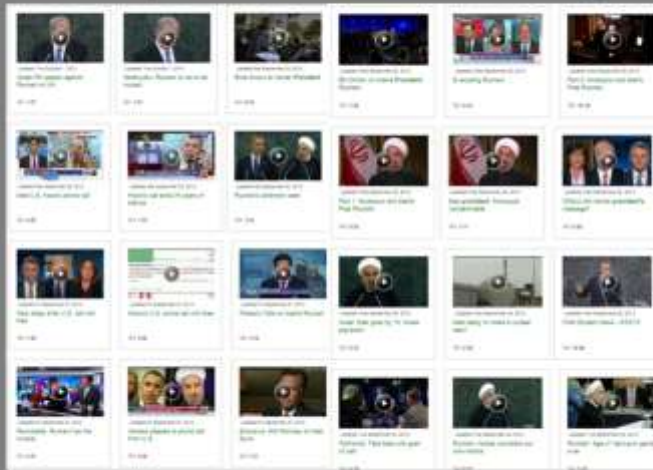
Rather, we think of ourselves as consumer advocates...News Consumer advocates.

Here, in a short list, are the key lessons of this course.

(Start clicking)

How might this knowledge change your habits?

With so much video, how do you know what is opinion and what is reporting?



Language clues

ANIMATION: Automatically, the video menus spin until you change slides

Late in September of 2013, the decades-long feud between the U.S. and Iran seemed to be cooling off.

Online, especially on CBS, you'd find a wide range of reports.

One way to sort out Opinion is by paying attention to language, listening for exaggeration, parody, persuasion and loaded words.

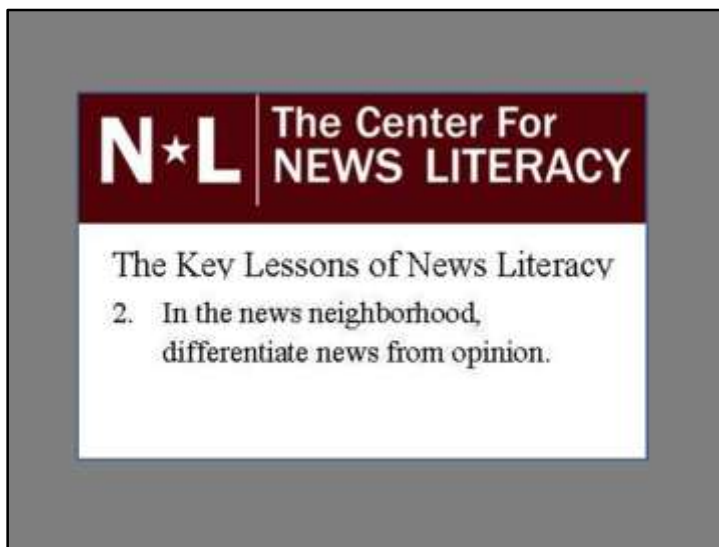
Journalism, opinion journalism
and mere assertion:
What's reliable and what is not

**Everyone is entitled to
his own opinion,
but not his own facts.**



Daniel Patrick Moynihan,
former UN ambassador and
four-term U.S. senator
from New York

We have encouraged you to pay attention to the difference between Opinion Journalism and Mere Assertion. Moynihan's Maxim helps us to keep an eye out for assertions. Which returns us to this next key lesson...



Animation: These two slides provide a speed-run through major lessons of News Literacy.

Just Blaze through them, because you return to them individually in coming slides

The first thing many of you noted was that if you continue to passively take whatever news finds you, you're giving up a lot of power to other people to decide what you know.

We have spent most of the course dwelling on this role. You as the consumer.

This is not, as we have said, a course in media criticism.

Rather, we think of ourselves as consumer advocates...News Consumer advocates.

Here, in a short list, are the key lessons of this course.

(Start clicking)

How might this knowledge change your habits?



September 2009, a Hofstra student reports she was raped in a dorm bathroom by a man who stole her cellphone.

Four men are arrested, named, mugshots published.

Within days the story turns upside down as new information is disclosed.

(After recapping the case)

ASK:

- What was the rush?
- Why not wait until the facts were settled?
- If you have a daughter at Hofstra, how long are you willing to wait to learn about this?
- Was the first story untrue? Or was it merely the first chapter in an unfolding story?



Animation: These two slides provide a speed-run through major lessons of News Literacy.

Just Blaze through them, because you return to them individually in coming slides

The first thing many of you noted was that if you continue to passively take whatever news finds you, you're giving up a lot of power to other people to decide what you know.

We have spent most of the course dwelling on this role. You as the consumer.

This is not, as we have said, a course in media criticism.

Rather, we think of ourselves as consumer advocates...News Consumer advocates.

Here, in a short list, are the key lessons of this course.

(Start clicking)

How might this knowledge change your habits?

Multiple sources, multiple viewpoints



CLICK1=JON SNOW APPEARS AT BOTTOM OF SNOWBANK. CAN'T SEE WHITEWALKER
CLICK2=CAN'T SEE OVER SNOWBANK, CAN'T SEE WHITEWALKER
CLICK3=SUMMITS THE SNOWBANK. SEES THE WHITEWALKER

Students have asked us to explain why our preference for multiple sources isn't merely a counting game of Majority Rule.

Here's why. Each independent source will have a different perspective and the complexity of those accounts will give you a more realistically complex view of the truth.

Here we offer a simple animation to reduce this idea to an optical metaphor, showing how even one source can, over time, have multiple perspectives on the truth...

Forgive us if you have not become addicted to Game of Thrones.

Deep in the forests north of the wall, our hero, Jon Snow, thinks he hears something and goes to investigate.

At the base of the snowbank, all he can see is the tops of the trees beyond. All is well...so far.

Climbing the snowbank, he still cannot see the White Walker in the woods.

Only when he summits the snow pile does he have the perspective that allows him to see the White Walker.

I-M-V-A-I-N

A SYSTEM FOR EVALUATING THE RELIABILITY OF SOURCES

Independent sources are better than self-interested sources

Multiple sources are better than single sources

Sources who **V**erify with evidence are better than sources who assert

Authoritative/**I**nformed sources are better than uninformed sources

Named sources are better than unnamed sources

(ANIMATION: On Click the general questions fade and the Mnemonic, IMVAIN fades in.

For the purposes of this course, here's how we'll methodically evaluate sources who show up in news stories.

Independent vs. Self-interested

Multiple vs. Lone or Sole source

Verifies vs. Asserts

Authoritative/Informed vs. Uninformed

Named vs. Unnamed

In past semesters, students have memorized the 5 strongest characteristics with this mnemonic device: I'M VAIN

These are straightforward ideas. Let's see what happens out in the messy real world.



Animation: These two slides provide a speed-run through major lessons of News Literacy.

Just Blaze through them, because you return to them individually in coming slides

The first thing many of you noted was that if you continue to passively take whatever news finds you, you're giving up a lot of power to other people to decide what you know.

We have spent most of the course dwelling on this role. You as the consumer.

This is not, as we have said, a course in media criticism.

Rather, we think of ourselves as consumer advocates...News Consumer advocates.

Here, in a short list, are the key lessons of this course.

(Start clicking)

How might this knowledge change your habits?



On their own, videos and photographs are stronger evidence than documentary evidence. The eyewitness account from a journalist is stronger than the eyewitness account from a citizen. Look to see if a story has direct evidence. See where that evidence stands in the hierarchy. Put conflicting evidence side by side to see which is stronger. But also always ask...what is this particular piece of evidence actually evidence of? Video is the strongest form of evidence, but if the video does not show something incriminating, you do not have evidence of incrimination.

Key questions: **Is there any direct evidence? How naturally strong is that direct evidence? What is that piece of evidence actually evidence of?**

What about Arm's Length Evidence? The farther away from whatever is at issue, the less strength that evidence has. For example a Second Hand account is stronger than a Third Hand account.

Note: It says natural hierarchy, because this is when considering a piece of evidence by itself and ignoring the source or what other evidence might point to.

Which candidate got higher grades at Yale?



"Does anyone in America doubt that Kerry has a higher IQ than Bush? I'm sure the candidates' SATs and college transcripts would put Kerry far ahead."

Howell Raines
- Former Executive Editor of the New York Times
"The 'Dumb' Factor"
Washington Post, August 27, 2004

ELSA TODAY
6/10/2005

In fact, Bush's were a tad higher. His four-year average was 77; Kerry's 76. Both were C students. Kerry graduated from Yale in 1966; Bush in 1968.

→ During the campaign, Kerry refused to waive privacy restrictions for the full file, but gave the Navy permission to release the documents last month, the Globe reported.

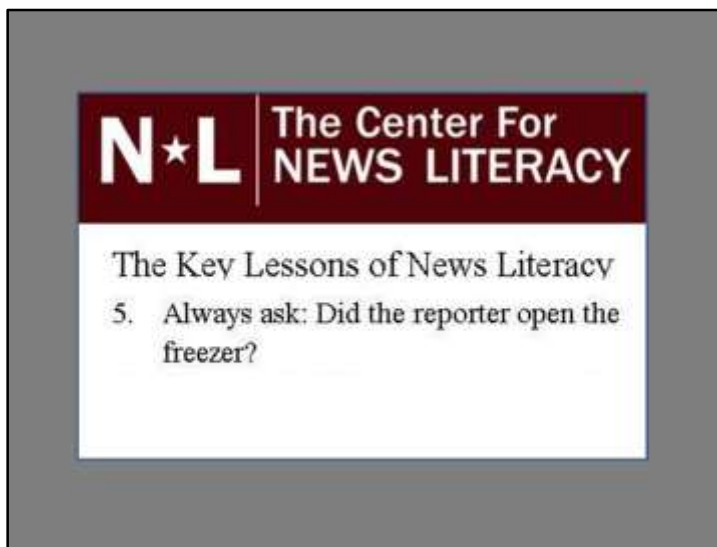
The transcript showed that he got four Ds in his freshman year, Bush received one D in his four years, in astronomy. At the time, Yale considered grades between 70 and 79 a C and 60 to 69 a D.

Animation: Quotes Click In

Voters in 2004 were convinced by journalists like Howell Raines that George W Bush was a dummy and his Democratic opponent, Sen. John Kerry was the star student.

It took years to correct the record on the IQ differential between Bush and Massachusetts Senator John Kerry. As it turned out, neither of them were good students, carrying a "C" average. Whether he challenged himself more than Bush or was a worse student, Kerry got more Ds. Reading Howell Raines' report, what might you have noticed?

And that lesson was???? (Click to next slide)



Animation: These two slides provide a speed-run through major lessons of News Literacy.

Just Blaze through them, because you return to them individually in coming slides

The first thing many of you noted was that if you continue to passively take whatever news finds you, you're giving up a lot of power to other people to decide what you know.

We have spent most of the course dwelling on this role. You as the consumer.

This is not, as we have said, a course in media criticism.

Rather, we think of ourselves as consumer advocates...News Consumer advocates.

Here, in a short list, are the key lessons of this course.

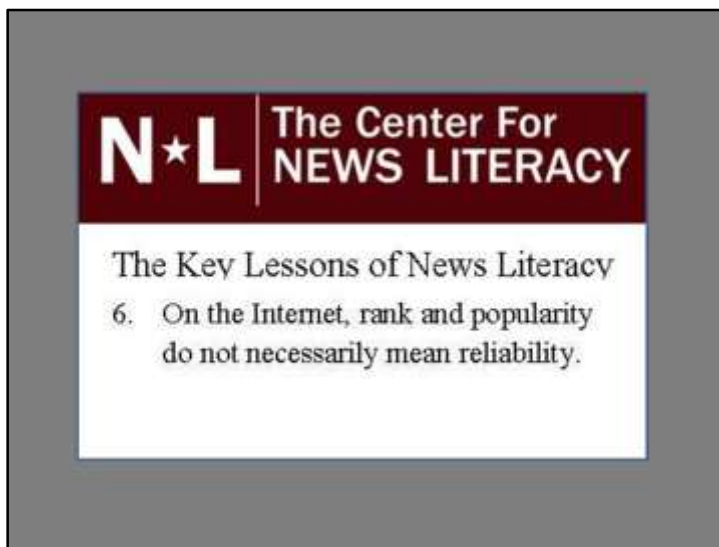
(Start clicking)

How might this knowledge change your habits?



When your little sister goes looking for information about the Rev. Martin Luther King, Jr., she'll find this handy webpage ranked somewhere in the top 10 of the 75 MILLION web pages found by Google...

And it is run by an organization dedicated to showing King's worst side, plus repeating rumors and falsehoods about King. And that lesson was???? (Click to next slide)



Animation: These two slides provide a speed-run through major lessons of News Literacy.

Just Blaze through them, because you return to them individually in coming slides

The first thing many of you noted was that if you continue to passively take whatever news finds you, you're giving up a lot of power to other people to decide what you know.

We have spent most of the course dwelling on this role. You as the consumer.

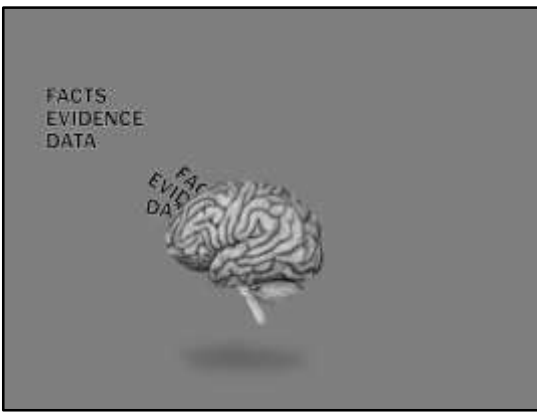
This is not, as we have said, a course in media criticism.

Rather, we think of ourselves as consumer advocates...News Consumer advocates.

Here, in a short list, are the key lessons of this course.

(Start clicking)

How might this knowledge change your habits?

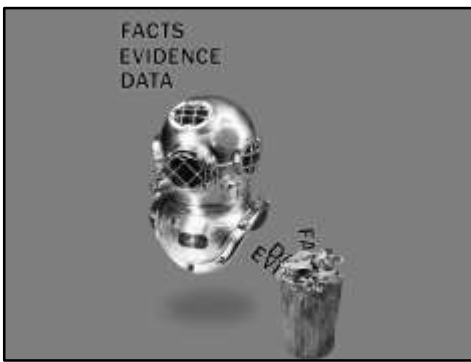


ANIMATION: SLIDE OPENS WITH THROBBING BRAIN

CLICK1= FACTS SPLASHES IN (SOUND EFFECT, TOO)
CLICK2=EVIDENCE SPLASHES IN (SOUND EFFECT, TOO)
CLICK3=DATA SPLASHES IN (SOUND EFFECT, TOO)

That human brain, so porous and powerful does more than just absorb information.

As we have learned, it adds meaning and connections and context...so much so that we can't always trust our perceptions and our memories



ANIMATION:CLICK1= DIVING BELL COVERS BRAIN CLICK 2, 3, 4, BRING IN FACTS, DATA AND EVIDENCE, WHICH BOUNCE OFF (WITH SOUND EFFECT) AND LAND IN THE TRASH.

Harmony seems to matter more to us than truth
Social Psychologists have documented how inconsistency between our acts and beliefs, or between our beliefs and new knowledge is deeply uncomfortable.

We are powerfully motivated to avoid this state of disharmony.

There's a name for this: Cognitive Dissonance

(.....pause.....)

CLICK1: Our craven responses to Cognitive Dissonance are like a diving bell we climb into that blocks out the stuff we don't want to hear.

The stuff that makes us uncomfortable just bounces right off.

CLICK2

Ignorance is not really bliss.

True bliss is the self-satisfied "I KNEW IT!" moment ...when you find you already know everything you need to know.

The Key Lessons of News Literacy

8. Be open to information that challenges your own biases and assumptions.

Continuation of the clicking (split into two slides to make animations work correctly)

(At Stony Brook, we hand out a Key Lessons card on the final day, along with the “Open the Freezer” button.)

So, as we go through these next few slides, we’ll talk about the concept and then connect it to these key lessons. Consider it another review and don’t worry as much about taking notes as about comprehension.

Should you re-post everything?



We've talked about the great power you wield in your smart phone.

There's a flip-side to great power, as Uncle Ben told Peter Parker.

And that lesson was???? (Click to next slide)

The Key Lessons of News Literacy

10. Remember: In the digital age, we are all publishers as well as consumers.

Continuation of the clicking (split into two slides to make animations work correctly)

(At Stony Brook, we hand out a Key Lessons card on the final day, along with the “Open the Freezer” button.)

So, as we go through these next few slides, we’ll talk about the concept and then connect it to these key lessons. Consider it another review and don’t worry as much about taking notes as about comprehension.



ANIMATION: HECTIC. ALL THE PIECES MOVE, AUTOMATICALLY AND UNTIL THE END OF THE SLIDE.

You have an enormous amount of information available to you through the news each day.

Although some academic theorists worry about the consolidation of the major brands under the control of a few large corporate players, there are an overwhelming variety of choices available to you.

The future of news



Your opportunities and responsibilities

Which leads us to the final question: What Next?

Three roles in your future

1. Citizen news consumer
2. Publisher producer
3. Watchdog

It's a little parental, but as we've said several other times during the semester, knowing how things work places a responsibility on you.

Information is powerful and truth is provisional. Knowing that means you know you need to stay informed, or you'll not make full use of the powers reserved to us as citizens.

This final lecture is aimed at prompting you to reflect on what you've learned and thinking how to apply it in your life as a creative person.

These may seem like heavy responsibilities, but that's the way our democracy works: Everybody has civic duties and in return they have the power of the free press: to critique the work of their government and their fellow citizens and express their dream of the more perfect union.

Let's think about your roles in the Information Age
As a Citizen who Consumes the News to make
decisions

As a Publisher and Producer

As a Watchdog

From Ben to Brin



Entrepreneurs shape the news

In the U.S., News is a business...Unlike other nations that have subsidized their news media- Britain, Canada, etc, - we have always relied on entrepreneurs and private capital- not public money- to finance our news industry. Ben Franklin may have protested British taxation without representation, but he wanted the contract to print the King's tax stamps. Google's motto may be "Don't Be Evil" but founder Sergey Brin is a billionaire, made so by publishing advertisements alongside information. Now traditional organizations are trying the same thing, selling so-called "Native Ad Content" which looks an awful lot like ads posing as news. Think of the Atlantic Monthly publishing a glowing history of the Scientologist Church, which we talked about this fall, or the major fall-out between film producers and the NFL when it came to the issue of head injuries.



Here's the major arc of the story: In the early 1800s, city newspapers were expensive and narrow, aimed at people of a single political persuasion.

All of this would radically change in the 1830s because of a young medical student named Benjamin Day. He introduced the "penny Press" – a new business model. He held down the cost to the readers- one penny!- to get big numbers of them. Then he raised the rates on advertisers, because of the mass audience he had built. With that change in the business model, came a change in the definition of news. To capture large numbers of readers, the mass circulation newspapers needed "something for everybody". Too much partisanship was bad. It would alienate readers who disagree with you. Instead, there is more emphasis on "human interest" stories; police, courts and sports now get more emphasis.

And that model worked well, for about 150 years. Newspaper publishing enjoyed one of the highest profit margins in American business (40% was not at all unusual) and a license to broadcast Television signals was, similarly, a license to print money.

The old business model is disrupted



Craigslist, and the resulting loss of ad revenue, kills the old business model.

With ubiquitous internet use came new business models. For starters, the cheapest information was no longer a something-for-everything product. It was the Web, where members of small subcultures find each other and share information.

So much for a mass audience.

And...with Craigslist, Amazon and Ebay, shoppers no longer need an intermediary to help them find goods and services.

Classified ads, a form of advertising so popular that reader typically rate it as their 3rd favorite content in the whole newspaper, disappeared. Buyers and sellers find each other online, for free.

Those ugly little ads were the most lucrative form of advertising for newspapers.

It was, before Craigs's list, often 40% of a newspaper's income.

Advertisers have more choice and more control



- Advertisers have direct access to consumers
- Ad dollars migrate from mass audience to target audience

The 150-year-old model of circulation-driven advertising rates and advertising-subsidized news, created by Benjamin Day, fell apart.

It's no longer about mass audiences, it is about target audiences. The web offers retailers and manufacturers a less expensive way to find customers.

Even the 20% of newspaper revenue that comes from circulation is at risk. Why pay when you can get the content for free?

Newspapers and broadcast news organizations lose leverage with their customers – both consumers and advertisers.

Who will pay for newsrooms?

Options already being tested:

- The consumer
- Nonprofits
- The government



Ask:

If the characteristics of reliable information...actionable news, are Verification, Independence and Accountability, which of those characteristics is threatened by each of these approaches?

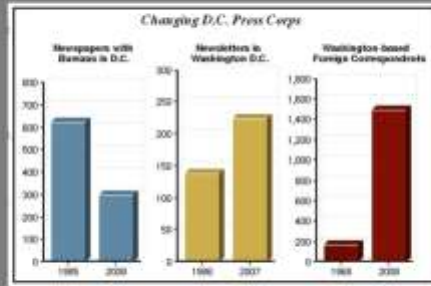


60 Minutes probably spent \$100,000 on its story about the toxic wastes released by computer parts dumped in China.

Who knows what the fixed costs are for CBS: the entire broadcast apparatus, headquarters editing and production crews and all the equipment the network owns or leases, plus licensing and advertising staff, etc, etc, etc...

A field crew: producers, camera and sound, reporter travelled to Boulder.. And Tacoma... and China. They flew Hong Kong harbor in a helicopter. Every minute of tape represents hours of editing and research by the producer, but also by the on-air reporter. Scott Pelley's salary is not public, but in 2009 he sold a home in the suburbs of Washington, D.C. for \$3.3 Million. Say he's a million dollar a year guy... That's \$500/hour... Based on interviews with employees and rough calculations, we figure the average 60 Minutes piece costs \$100,000. So... what would you pay for access to that report?

What's at stake:
Who will open the freezer?



600 newspapers with a D.C. Bureau in 1985.
Today, there are less than half that number.

Most people say they won't pay. There's plenty of information online for free.

It's not their fault that most news organizations decided to put all their content online for free.

But look what has happened?

With revenues vanishing, newspapers laid off thousands of reporters across the country. This chart shows the decline of number of reporters in Washington, D.C. where your tax rates are set and where the taxes you pay are spent.

It's not just DC.

It's local government, state government, education, the environment, business and public safety.

There are fewer watchdogs out there sniffing around because news companies are losing revenue and have to cut spending.

<http://www.nytimes.com/2008/12/18/business/media/18bureaus.html?pagewanted=all>



There are new experiments.

Veteran investigative reporters and foreign correspondents have organized not-for-profit reporting teams like Pro Publica and Global Post to do the things news companies no longer invest in.

They get a little revenue by selling their stories to TV networks and newspaper companies and websites.

Pro Publica has already won two Pulitzer Prizes, the top honor in American journalism: one for national reporting and one for investigative reporting.

But most of their funding comes from the residuals of the great American fortunes: the Sandler, Carnegie and Broad Foundations, for instance.

Do those foundations have an agenda?

Can Pro Publica be Independent of the big foundations that fund it?

What if the Government steps in to fund reporting? Can a government newsroom fulfill the watchdog role?

What about The Atlantic, turning over space to “sponsored content?”

As a consumer, are you well-served with reliable information?

In the future,
who will report the news?



Bloggers? Journalists?
Citizen journalists?

Which raises the question...if the new business models don't bring in much revenue and the old one no longer brings in enough to support a newsroom...Who will report the news?

The First Amendment deputizes us all as watchdogs on the executive, judicial and legislative branches...But do we have the time?



In Egypt, and the other revolutions in the Middle East, sometimes the only information getting out was being generated by people on the streets with cell phones.

The tweeted photo on the left is of a Libyan child taking part in a street demonstration demanding justice for the victims of rapes by Libyan soldiers. And on the right, a series of tweets about street action in Syria, Egypt, Iran, where the Arab Spring uprisings continue.



Matthew Gentzkow, an economist who studies media markets, says that in some ways the Internet has only changed distribution, but not news itself. If that's the case, how does the high cost of quality collide with your generation's pathological refusal to pay for quality content?



This semester, you've looked at some of the best journalism available today: reports from 60 Minutes on computer waste and a Pulitzer Prize winning story from the Washington Post about conditions in our flagship Army hospital: Walter Reed.

If stories and other serious journalism like that were only available to paying customers, who would pay?

The 60 Minutes story from China was a \$100,000 project. Ditto the Washington Post's investigation of the Walter Reed Army Hospital.

How much will you pay to see that?

Your intellectual
and commercial **choices**
will make a difference

- Which news organizations will survive and thrive?
- Will the country make decisions based on reliable information ... or misinformation?

Your commercial and intellectual choices make a difference and will continue to.

When you spend time on a news website, you are rewarding its work, its ethics and its reporters. So where will you linger?

When you open your mind to alternative points of view, you are encouraging a diversity of opinions. What opposing viewpoints will you tolerate?

It's our hope that the skills you learned this semester will serve you well next year when you make the key decision reserved to you under the constitution.

In 2012, you will help pick the next President.

What if
you
demand verification?

Code of ethics

Society of news-literate citizens

1. Ask: Did the reporter open the freezer?
2. Follow the story

Animation: COMPLEX...Slide opens with The SPJ Logo from beginning of lecture. On next click it fades, replaced by a Parody: "Society of News Literate Citizens". On 2nd Click the two Key Lessons come up, proposed as a code of ethics for news consumers.

The lesson of examples like the Sandy Hook Shooter or the Hofstra Rapes or even the invasion of Iraq is you have to follow the news every day. If you don't, your knowledge becomes obsolete...you think we found the WMDs the President told us were the reason for the invasion...you think Ryan was the shooter, when it was his brother Adam.

Your judgment and decisions may rest on obsolete information or falsehoods. Worst of all, you'll re-post or re-tweet falsehoods, polluting the Internet with falsehoods.

Remember the Code of Ethics of Professional Journalists we started the lecture with?

(CLICK)

Imagine a Society of News-Literate Citizens...What would a code of ethics for news consumers look like?

(CLICK)

1. An Ethical News Consumer would pay attention to the evidence behind every story, demanding direct evidence whenever possible by always asking Did the reporter "Open the Freezer?"
2. An Ethical News Consumer would keep up with the news, knowing how the truth changes every day.

Would they pay for that?

Three roles in your future

1. Citizen news consumer
2. Publisher producer
3. Watchdog

It's a little parental, but as we've said several other times during the semester, knowing how things work places a responsibility on you.

Information is powerful and truth is provisional. Knowing that means you know you need to stay informed, or you'll not make full use of the powers reserved to us as citizens.

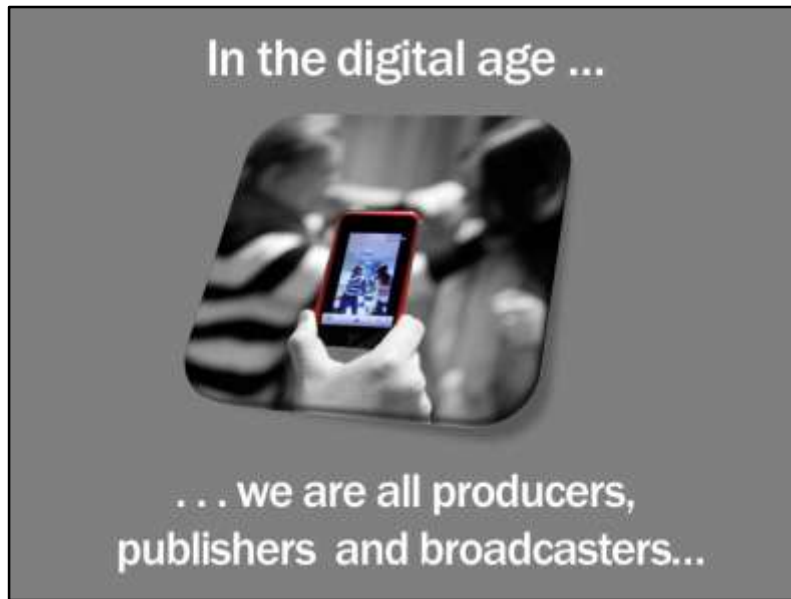
This final lecture is aimed at prompting you to reflect on what you've learned and thinking how to apply it in your life as a creative person.

These may seem like heavy responsibilities, but that's the way our democracy works: Everybody has civic duties and in return they have the power of the free press: to critique the work of their government and their fellow citizens and express their dream of the more perfect union.

Let's think about your roles in the Information Age
As a Citizen who Consumes the News to make
decisions

As a Publisher and Producer

As a Watchdog



Some pioneering thinkers like Jeff Jarvis at NYU predict you and your fellow web users will do the work newsrooms once did and will do it better and cheaper, finding the reliable information fellow citizens can rely on and passing it along.

Whether or not that happens, it is already true that we are all now publishers and broadcasters, using Facebook and YouTube and Twitter and Reddit and dozens of other apps and websites and even “B-Boards” on 4Chan.

Mostly, we seem to want to tell others what to think about current events.

But we also share newsy information: what to be alert for, what to watch or read for diversion, stories that make us go “Awwww.” Or “WOW!”

In the digital age ...



PINAC
Be the Media

Ferguson's citizen journalists revealed the value of an undeniable video

Dan Gillmor

Until the police stop treating communities as war zones and people as enemy combatants, keep your phone handy

... we are all producers,
publishers and broadcasters...

The ubiquity of phone cameras makes it increasingly difficult for public officials to turn a blind eye to misconduct against citizens. In Ferguson and hundreds of cities around the country, people like you are the watchdog: documenting police behavior and sometimes getting rogue police fired or at least disciplined.



The First Amendment deputizes You as a Government Watchdog, not some distant group of reporters.

When you uncover wrongdoing, or just give your opinion online, is an anonymous rant full of made-up statistics all from one point of view a useful contribution to the pool of common wisdom?

If, instead, you take responsibility by signing your name, and you check your facts, and you avoid writing about your family, your employer and your political or religious heroes?

What if you live up to VIA...Is THAT citizen journalism?

Three roles in your future

1. Citizen news consumer
2. Publisher producer
3. Watchdog

It's a little parental, but as we've said several other times during the semester, knowing how things work places a responsibility on you.

Information is powerful and truth is provisional. Knowing that means you know you need to stay informed, or you'll not make full use of the powers reserved to us as citizens.

This final lecture is aimed at prompting you to reflect on what you've learned and thinking how to apply it in your life as a creative person.

These may seem like heavy responsibilities, but that's the way our democracy works: Everybody has civic duties and in return they have the power of the free press: to critique the work of their government and their fellow citizens and express their dream of the more perfect union.

Let's think about your roles in the Information Age
As a Citizen who Consumes the News to make
decisions

As a Publisher and Producer

As a Watchdog



If you see that false information is being spread, you don't have to just sit there and fume about it. The easiest step is to call the news organization or look for their Contact Us or Letter to the Editor link. Whip out your News Literacy notebook and give them both barrels about their obligation to the truth. Bigger news organizations like the Times or NPR or CNN have a full-time staffer called an "Ombudsman" whose job is to report on the mistakes the organization makes. Write to that person if you have a serious concern.

If you see persistent problems, go to a site like News Trust, which harnesses your brains to the process of reviewing news stories so as to drive out the bad stuff and call attention to the good stuff.

And finally, if you're really interested, you can join a conservative or liberal media watchdog group like FAIR or AIM and become an activist for good journalism.



Now that you know better, make sure news outlets hear from you when they break or bend the rules: Hear some loaded language? Notice an imbalanced story about a matter where the truth is unknown? Can't find a single independent voice on a complicated and important topic?

Call the Editor, the News Director or the reporter.

The quick quiz

1. What **date** and **time** and **room** do you need to remember to take the final exam?
2. What can you bring to the final?
3. Write a question we can answer to clarify today's lesson ... or a comment that will help us improve our work.

**Email or hand the answers
to your recitation instructor**

Note, they are to bring the Deconstruction Guide to Recitation, as well.



hus endeth the Lesson...



Here's what the video might look like on the exam. If this were it, you'd be asked to do the IMVAIN analysis on Billy Mallon (an ER doc) and on the video of the kid describing a passed-out friend. You'd be asked to explain if you thought the reporter opened the freezer and then, always, a question about what can you conclude? Ready?



Analyze the TV news clips based on our guidelines and discussions. Be aware that any story can have strong aspects and weak aspects or elements of both, but in the end a news consumer has to make a judgment about the story.

Video #1 (15 points) <http://www.latimes.com/news/local/la-me-hand-sanitizer-20120424,0,4801404.story>
“Teens Using Hand Sanitizer to Get Buzzed”

1. In what way does this reporter “open the freezer” or fail to “open the freezer”? (2 points)

Fails to Open Freezer: The problem with this report is that the reporter doesn’t appear to have spoken to anyone with personal experience. The emergency room doc might have treated someone, but neither he nor the reporter says so. The “6 recent” cases were in San Fernando Valley, not in the LA basin and the reporter hasn’t spoken to anyone involved in that case. He hasn’t drunk sanitizer, hasn’t had it tested, doesn’t even show the label.

2. Fill out the following source evaluation (5 points)

Put an "X" in the appropriate boxes, then explain each rating.

Source: Dr. Billy Mallon, Emergency Room Physician at Los Angeles County/University of Southern California hospital

Explain: INDEPENDENCE? Doc Mallon has no dog in the fight. He’s not selling the stuff or selling hospital services, he’s just an E.R. Doc

Explain: MULTIPLE? Mallon is the lone named source. To be fair, he seems to have done some reading, so a student might be forgiven for noting that. Late in the story, the reporter says “experts say” but

Explain: VERIFIES? Mallon cites material he read, but doesn’t identify it. Extra points for students who point this out

Explain: AUTHORITATIVE/INFORMED? An ER doc is exactly who you’d talk to. They are the most likely to see or have seen idiot teenager alcohol poisoning cases.

Explain: NAMED? Not just named but fully identified by expertise and affiliation.

Overall, how reliable is information from this source?

Unreliable

Explain: Although he is the right source to ask, I devalue Mallon slightly because he doesn’t specifically say whether he has handled any cases and because he makes vague reference to materials about this without coming out and saying if it was the Journal of the American Medical Association or How.com.

You may be forgiven if you give students full credit for saying he is very reliable, but I’m hoping they caught his vagueness.

3. Fill out the following evaluation chart on the kid from the YouTube video who says “Five hours later, this is what happens...” (5 points)

Explain: Get serious. It’s a YouTube Video of unknown provenance and veracity. The reporter should be drawn, quartered and his carcass dragged to the four corners of the compass for using them as evidence.

Very Unreliable

4. From this story, can you conclude that hand sanitizer abuse is a large and growing problem? Explain with specific examples. (3 points)

Growing problem? Maybe. This is obviously the station’s first report on the problem, so maybe that means it hasn’t happened before. I’ll give you growing. Large problem? NO. The reporter/meat puppet said “recent” and “several weeks” but nothing specific about the period over which the six cases occurred. In a city the size of LA, six cases in two weeks would be hard to call a large problem. Nobody died, so there’s no largeness factor in that sense of the word. This is not large. It’s new...ish.

Question	Very Reliable	Reliable	Not Reliable	Very Unreliable
1. Is the source a member of the IMVAIN group?				
2. Is the source a member of the IMVAIN group?				
3. Is the source a member of the IMVAIN group?				
4. Is the source a member of the IMVAIN group?				
5. Is the source a member of the IMVAIN group?				
6. Is the source a member of the IMVAIN group?				
7. Is the source a member of the IMVAIN group?				
8. Is the source a member of the IMVAIN group?				
9. Is the source a member of the IMVAIN group?				
10. Is the source a member of the IMVAIN group?				
Overall Score				

HOW YOU KEEP SCORE

Here’s an example of the Source Analysis Chart you’ll fill in for sources in the TV stories:

On a 1-3 scale, rate them on each of the IMVAIN points. Then rate them overall, from Very Reliable to Very Unreliable. Explain each decision.