JRN 101/103 News Literacy assignment: YOU Are the Teacher

What you're doing: Writing a short lesson plan you can use to teach a News Literacy concept as if you were the professor or instructor in a News Literacy course.

Why you're doing this: To solidify your grip on Deconstructing TV and other course concepts.

What you should aim to get out of it: The most powerful learning takes place when you teach a concept. Both the preparation of a lesson plan and the presentation of it requires excellent understanding of the material and the concepts being taught. Success on this assignment will help you succeed on the final exam.

Directions:
1. Go to one of the following news networks and watch a few video news reports, either on their website or during their usual broadcasts: ABC News, BBC News, CBS News, Al-Jazeera-English

2. Look for a particularly solid or particularly flimsy or troubling story.

3. Bring to class a set of notes you would use to teach **two** short (3-minute) news literacy lessons using your chosen story as the example. One lesson must be about the specific material from the "Deconstructing TV News" lecture. The second lesson can be any News Literacy concept, including a Deconstructing TV News concept.

At the end of class Wednesday, you'll hand in something that looks like this:

Stew Dint, JRN 103, Professor Herlich's team

I selected this story about international negotiations toward a treaty concerning Mercury pollution:
http://www.aljazeera.com/video/

LESSON 1: TV'S DISADVANTAGE
Ask students: TV has a disadvantage in telling this story. What is it and how does the producer overcome that?
(*Probe students, asking questions to move them closer to thinking about TV's inability to tell complex stories or stories about...meetings, basically. In this case, the producer chose to open with the dramatic photos of Japanese children harmed by mercury poisoning. The treaty negotiations, boring video, provide a visual background for the reporter to explain what's happening. It's dull TV about an interesting topic.*)

LESSON 2: ANALYZING SOURCES

Ask: Analyze Paul Kasten. What kind of source is he. Break it down using IMVAIN.
     Analyze Maria Barretto

If I were standing up, running this lesson, I'd be sure to point out that we don't know who funds the Alliance for Responsible Mining and we don't know if the UN has taken an official stance.