

**Course Outcomes (From Stony Brook syllabus)**

**Successful Students Will Be Able To:**

- 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 and civic engagement.
- 6. Place the impact of social media and digital technologies in their historical context.

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**(Intro/ Lecture 1)**

At the end of this lecture, students will be able to:

- 1. Define News Literacy and its importance
- 2. Explain how two information revolutions shaped history.
- 3. Describe how this course uses specific events and examples to demonstrate course concepts like the impacts of the two communication revolutions at the heart of this lecture.

These skills relate to course outcomes 5 & 6

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**After lecture 2 (Power of Information), students will be able to:**

- 1. Use new vocabulary to describe the human need for information and categorize it into three broad types.
- 2. Compare modern examples of the power of information to historic examples.
- 3. Use specific events and examples to illustrate the power of information and to demonstrate a global understanding of press freedom

These skills relate to course outcomes 4, 5 & 6

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**After lecture 3 (Mission of the Press), students will be able to:**

1. Identify the five freedoms in the First Amendment, and define the Fourth Estate.
2. Summarize major Supreme Court rulings on press freedom.
3. Apply the law's limits on press freedom in order to analyze a series of hypothetical and real-world situations.
4. Explain remedies available to someone who feels wronged by a publisher or broadcaster.
5. Describe specific situations in which freedom of the press conflicts with other constitutional rights.

These skills relate to course outcome 4

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**After lecture 4 (Know Your Neighborhood), students will be able to:**

1. Use a standard taxonomy to precisely distinguish between information neighborhoods.
2. Articulate how three traits define journalism as a source of reliable information.
3. Use specific events and examples to illustrate clear understanding of independence and accountability.
4. Make preliminary inquiries that reveal the reliability of a piece of information.

These skills relate to course outcomes 1, 2 & 4

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**After lecture 5 (What Is News and Sez Who), students will be able to:**

1. Use "News Drivers" vocabulary with precision to describe which kinds of information tend to become news.
2. Analyze the role played by editors/producers, the audience and market forces in determining what is news.
3. Use specific events and examples to illustrate the tension between journalism's mission and market forces.
4. Begin to address the news media's preference for "bad" news.

These skills relate to course outcomes 3, 4, 5 & 6

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**After lecture 6 (Opinion) , students will be able to:**

1. Identify the distinguishing characteristics of the subset of Journalism known as "opinion Journalism"
2. Cite examples that illustrate the value of opinion Journalism
3. Understand differences between historical and modern uses of opinion Journalism.
4. Distinguish between opinion Journalism and "mere bloviation"
5. Identify causes behind the massive increase in bloviation
6. Examine evidence and analyze arguments presented in opinion Journalism compared to bloviation  
These skills relate to course outcomes 5, 4 & 2

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**After lecture 7 (Balance, Fairness & Bias) students will be able to:**

1. Distinguish Balance from Fairness and news media bias from audience bias.
2. Explain why unexamined public acceptance of charges of news media bias might be unhealthy in a democracy.
3. Use specific events and examples to illustrate news media bias and audience bias.
4. Explain the difference between news judgment (a professional mindset characterized by attention to drivers, mission and market in selecting stories) and news media bias (unethical pursuit of political or social goals)  
These skills relate to course outcomes 3 & 4

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**After lecture 8 (Truth & Verification), students will be able to:**

1. Define provisional truth and explain the burden on the news consumer that results from truth's provisional nature.
2. Explain the process by which journalists verify facts and compare/contrast it with other truth-seeking enterprises such as science and justice.
3. Explain how the journalistic verification process breaks down.
4. Use specific events and examples to illustrate the types of evidence news consumers should insist upon, summarized in this phrase "Open the Freezer"

These skills relate to course outcomes 1 & 4

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**After lecture 9 (Evaluating Sources)**  
students will be able to:

1. Articulate the difference between a news outlet and a news Source.
2. Use the "I.M.V.A.I.N." criteria to evaluate sources in news stories.
3. Justify reasons for differential ratings of sources' credibility based on IMVAIN analysis.
4. Use specific examples to illustrate the difference between a source who asserts and one who verifies.
5. Use a three-part test to judge the reliability of anonymous sources.

These skills relate to course outcomes 1 & 2

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**After lecture 10 (Deconstruction #1),**  
students will be able to:

1. Begin to apply key lessons of News Literacy in real time to find or identify reliable information.
2. Use the IMVAIN test of source reliability on the fly.
3. Distinguish, on the fly, between direct and indirect evidence and even spot-check if conclusions are logical or not.
4. Begin to correctly use the terms "Transparency" and "Context" to judge the professionalism of news reporting.
5. Use the Deconstruction Workbook as a means to rehearse detailed and sophisticated judgment of news reports.

These are the capstone skills of this course, encompassing all 6 outcomes promised by the syllabus.

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**After lecture 11 (Social Media and the News),**  
students will be able to:

1. Explain the crisis of authenticity caused by the anonymity of social and digital media
1. Understand the particular challenges news consumers face when searching social and digital media for *actionable* information.
1. Use specific examples to illustrate the difference between reliable and unreliable information found on social media
2. Articulate the particular danger cognitive dissonance poses to news consumers seeking actionable information on social media

These skills relate to course outcomes 6,4,3,2,1

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**After lecture 12, (Power of Images & Sound) students will be able to:**

1. Articulate the ethics of visual Journalism as elements of reliable reporting.
2. Use specific examples from the past and present to illustrate the evolution of these tools of reliable reporting and their impact on our culture.
3. Describe the kinds of stories to which visual reporting tools are best suited and ill-suited.
4. Explain the burden that difference places on news consumers seeking to harness the strengths and weaknesses of visual Journalism.
5. Demonstrate knowledge of ways to test the reliability of images to prepare for Deconstructing TV News exercises

These skills relate to course outcomes 1,3,4,6

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**After lecture 13 (Deconstruction #2: Video), students will be able to:**

1. Write and speak about the influence of ratings on TV News decisions and make fact-based comparisons between the audience for cable and broadcast news.
2. Deconstruct TV news reports in real time, analyzing evidence, sources, editing, language and other elements using News Literacy course concepts
3. Connect concepts from the Power of Images/Authority of Sound lecture to the TV Deconstruction process
4. Describe the challenges for News Consumers that are unique to television news and articulate strategies for getting the most reliable information from tv news.

These skills relate to course outcomes 1,4 & 6

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**After lecture 14 (Finale) , students will be able to:**

1. Put the 1% of their lives spent in this course in the context of the news events that defined this semester.
1. Use recent news reports to illustrate the key lessons of News Literacy
2. Put the likely future of news as a business in the context of news as a business in American history
3. Articulate three roles they inherit (willingly or not) in the Information Age.

These skills relate to course outcomes 1,4 & 6

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