After lecture 7, students will be able to:

1. Distinguish Balance from Fairness and news media bias from audience bias.
2. Explain the difference between a single unfair story and a pattern of unfairness.

3. Explain why unexamined public acceptance of charges of news media bias might be unhealthy in a democracy.

4. Use specific events and examples to illustrate news media bias and audience bias.

5. 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)

After lecture 8, 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"

After lecture 9, students will be able to:

1.   Explain how photos and recorded sound serve as powerful verification of journalist truth, aiding the news consumer's search for reliable information.

2.   Explain how the same photos and recorded sound can trigger strong emotional responses without adding to your understanding.

3.   Use journalistic methods and questions to test the reliability of photos and recorded sound.

4.   Explain the burden social media creators and participants bear when they use these powerful tools.

After lecture 10, 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.

After lecture 11, students will be able to deconstruct news reports to judge reliability

The Deconstruction Method

1. Summarize the main points and then check: Does the headline and the lead support the main point(s) of the story?
2. How close does the reporter come to opening the freezer? Is the evidence direct or "arm's-length?"
3. Evaluate the reliability of the sources using **I'M VA/IN**:
   - ✓ Independent sources are better than self-interested sources.
   - ✓ Multiple sources are better than a single source.
   - ✓ Sources who Verify are better than sources who assert:"I know" vs. "I believe"
   - ✓ Authoritative/Informed sources are better than uninformed sources.
   - ✓ Named sources are better than unnamed sources
4. Does the reporter make his or her work transparent?
5. Does the reporter place the story in context?
6. Are the key questions answered?
7. Is the story fair?

After lecture 12, students will be able to:

1. Deconstruct video news reports in real time, analyzing evidence, sources, editing, language and other elements using News Literacy course concepts

2. Describe the challenges for News Consumers that are unique to video news and articulate strategies for getting the most reliable information from video.

3. 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.

4. Skillfully watch and listen to video reports to note uses of manipulative sound or other editing.