

1-2015

JRNL 102Y.01: News Literacy

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Recommended Citation

Fanning, Ray, "JRNL 102Y.01: News Literacy" (2015). *Syllabi*. 2754.
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JOUR 102Y –News Literacy Syllabus – Spring 2015

(Subject to change)

Instructor: Ray Fanning, Associate Professor, School of Journalism, Radio-Television Department.

Office: Don Anderson Hall 405

Office hours: 12:30-2:30 p.m., Tuesdays and Thursdays, or by appointment.

Office phone: 243-4747.

E-mail: ray.fanning@umontana.edu.

Discussion Leaders:

- | | | |
|--------------------|------------|--|
| 1. Charlie Ebbers | Section 01 | Charles.ebbers@umontana.edu |
| 2. Shanti Johnson | Section 02 | Shanti.johnson@umontana.edu |
| 3. Breana Milldrum | Section 03 | Breana.Milldrum@umontana.edu |

Class Meets:

Mon. and Wed. from 2:10- 3:30 p.m., in Stone Hall 304 and Don Anderson Hall 004,009, 306

Readings:

Textbook: "The Influencing Machine," Brooke Gladstone

Articles on Moodle

Websites:

- [The Committee to Protect Journalists](#)
- [Pew Center for Research](#)
- [Poynter](#)

Scope:

This course is designed to teach students how to become more discriminating news consumers at a time when the digital revolution is spawning an unprecedented flood of information and disinformation each day. It will help you recognize the differences between news and propaganda, news and opinion, bias and fairness, assertion and verification and evidence and inference in news articles and broadcast reports. Students will learn to apply critical-thinking skills to these goals so they can act on reliable information. Students will also learn how the journalistic process works and how professional journalists make decisions.

Learning Outcomes:

Successful JRNL 102 students will:

- Analyze the key elements of a news account, including weight of evidence, credibility of sources and context to judge its reliability.
- Distinguish between news and opinion and analyze the logic/rhetoric employed in opinion journalism.
- Identify and distinguish between news media bias and audience bias.

- Blend personal scholarship and course materials to write forcefully about news media standards and practices, as well as First Amendment issues and issues of fairness and bias.
- Connect current news accounts to global concepts of community and citizenship.
- Assess the impact of digital information technologies and place them in their historical context.

Grading:

You will have various assignments. Some may be selections of readings to help you prepare for an upcoming class or to supplement material from a lecture. Others may involve writing or evaluating a news report.

All written assignments must be typed and double-spaced. Remember to include your name and discussion section number at the top of the first page and to staple all pages together.

You will be graded in part on how well you articulate an understanding of the course material and how you express your own ideas.

These assignments will represent 45 percent of your final grade. Individual assignments will be graded according to the following standards:

| | | |
|---------------------|--|--------|
| • Excellent | Surpasses the requirements, well written, shows insights | 90-100 |
| • Good | Meets requirements, written clearly and logically | 80-89 |
| • Satisfactory | Meets requirements, is understandable | 70-79 |
| • Poor | Does not meet requirements, confusing and sloppy | 60-70 |
| • Nothing submitted | No credit | 0 |

You won't earn more points by writing a longer assignment. Comply with the directions for word length, write succinctly, and stay relevant.

Grading Breakdown:

| | |
|----------------------------|-----|
| • Class Assignments | 45% |
| • Tests (2) | 20% |
| • Final Exam | 20% |
| • Participation/Attendance | 15% |

Assignments will not be accepted more than a week after the deadline.

Attendance and Participation:

Attendance and active participation are essential to succeeding in this course. You should consistently demonstrate that you have knowledge of the news; that you have completed the homework and assigned readings; and that you are willing to engage in discussion and debate with your classmates. Participation in class discussions is essential.

Monday Lecture:

I won't take formal attendance, but, five times during the semester, you will have a short question to answer in writing at the end of the class. These will determine your attendance grade for the lectures.

Wednesday Discussion Groups:

Discussion leaders will take formal attendance at the beginning of class.

Moodle:

Your grades will be available on Moodle along with some readings and assignments. You will upload most homework to Moodle.

Academic Honesty:

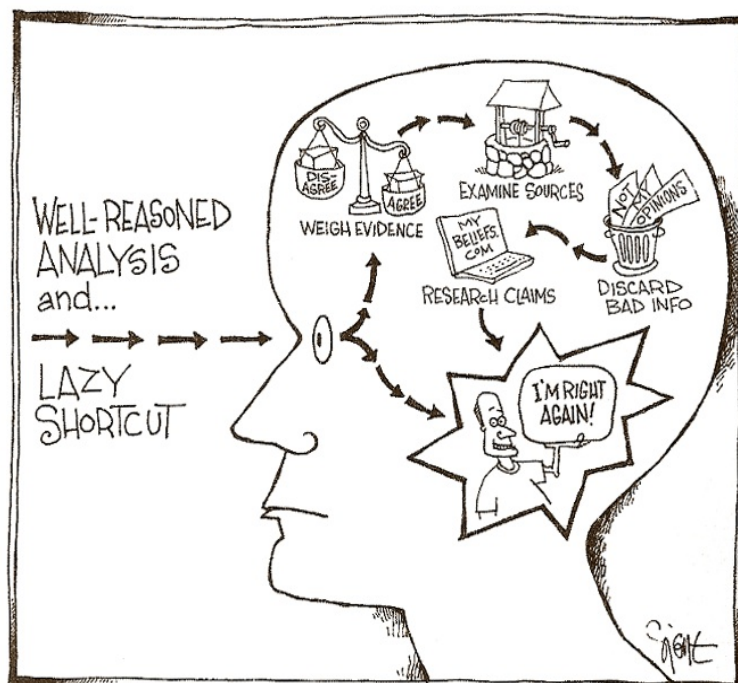
I expect honesty in presenting your own work for this course. Academic misconduct at The University of Montana is subject to an academic penalty ranging from failing the assignment to expulsion from the university. Students need to be familiar with the [Student Conduct Code](#).

Plagiarism:

As defined by "The University of Montana Student Conduct Code" plagiarism is: "Representing another person's words, ideas, data, or materials as one's own." This is strictly prohibited in this class and any case of plagiarism in this course will be subject to the penalties outlined in the student code of conduct.

Accommodations for Students with Disabilities:

This course is accessible to and usable by otherwise qualified students with disabilities. If you have any accessibility problems, please let me know. Disability Services for Students will assist the instructor and student in the accommodation process. For more information, visit the [Disability Services](#) website.



| Week | Date | Class | Readings and Assignments |
|-------------|-------------|---|---|
| 1 | 1/26 | Why news literacy matters From Gutenberg to Zuckerberg | The Influencing Machine- pages 3-21 In the Beginning and The American Exception |
| | 1/28 | | |
| 2 | 2/2 | The Power of Information | The Elements of Journalism- Chapter 1 What is Journalism For? Posted on Moodle |
| | 2/4 | | |
| 3 | 2/9 | The U.S News Media: Too much freedom, or not enough? | The Influencing Machine- pages 22-46 Existential Angst, Canis Journalisticus and Birds on a Wire |
| | 2/11 | Big Sky Documentary Festival Panels | U.C. Theater |
| 4 | 2/16 | Presidents' Day- No Class | |
| | 2/18 | Know Your News Neighborhood | Meet in Stone Hall 304 for lecture |
| 5 | 2/23 | What is News and Who Decides? | The Influencing Machine- pages 47-56 News You Can't Use |
| | 2/25 | | |
| 6 | 3/2 | News or Opinion? | |
| | 3/4 | Test #1 | |
| 7 | 3/9 | The Power of Images | |
| | 3/11 | | |
| 8 | 3/16 | Balance, Fairness and Bias | The Influencing Machine- pages 57-70 and 111-128 The Great Refusal, Bias and Disclosure and The Matrix in Me |
| | 3/18 | | |
| 9 | 3/23 | Truth and Verification | The Elements of Journalism- Chapter 2 Truth: The First and Most Confusing Principle. Posted on Moodle. |
| | 3/25 | | |
| 10 | 3/30 | Spring Break- No Classes | |
| | 4/1 | | |

| Week | Date | Class | Readings and Assignments |
|-------------|-------------|---|--|
| 11 | 4/6 | Evaluating Sources | |
| | 4/8 | | |
| 12 | 4/13 | Deconstructing News | |
| | 4/15 | | |
| 13 | 4/20 | Deconstructing TV News | |
| | 4/22 | Test #2 | |
| 14 | 4/27 | Deconstructing Social Media | The Influencing Machine- pages 129-144 The Influencing Machines and Um Panic? |
| | 4/29 | | |
| 15 | 5/4 | The Future of News | The Influencing Machine- pages 145-156 I, Robot and I, Media |
| | 5/6 | Course Review | |
| 16 | 5/11 | Final- Monday, May 11, 3:20-5:20 p.m. <u>Do not make travel plans to leave before the final. The test will not be available early.</u> | |