



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Cronkite School of Journalism Department NA

Subject MCO Number 425 Title Digital Media Literacy Units: 3

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course NA  
Course description: \_\_\_\_\_

**Requested designation: (Choose One)**

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Submission deadlines dates are as follow:**

For Fall 2014 Effective Date: October 10, 2013

For Spring 2015 Effective Date: March 13, 2014

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

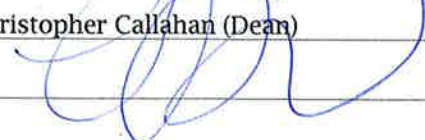
**Contact information:**

Name Marianne Barrett Phone 602.496.6612

Mail code 2020 E-mail: marianne@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Christopher Callahan (Dean) Date: 3/15/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**HUMANITIES, FINE ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria <b>A CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	syllabus, course readings, quizzes, written assignments
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	syllabus, course readings, quizzes, written assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	syllabus, course readings, quizzes, written assignments MC
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.</li> </ul>	
		<ul style="list-style-type: none"> <li>Courses devoted <b>primarily</b> to developing skill in the use of a language – <b>However, language courses that emphasize cultural study and the study of literature can be allowed.</b></li> </ul>	
		<ul style="list-style-type: none"> <li>Courses which emphasize the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>Courses devoted <b>primarily</b> to teaching skills.</li> </ul>	

Course Prefix	Number	Title	Designation
MCO	425	Digital Media Literacy	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2. Concerns the comprehension and interpretation of written, aural, or visual texts, and/or the historical development of textual traditions	A key goal of the course is to help students navigate the 21 <sup>st</sup> century media by becoming more active users of media, not just passive consumers.	Course readings are tied to the theme of helping students learn media literacy. Additionally, students are required to create a blog through which they analyze and critique news stories as they relate to media consumption. For example, week 2's readings which include "Three pillars of trust: Links, revisions and error buttons" by Scott Rosenberg center on the principle: Be Skeptical, Exercise Judgment.
4b. Concerns aesthetics systems and values, literary and visual arts.	One of the course objectives is to help students become conversant on how the media have changed throughout history and the technology that is driving that change today.	Week 1 focuses on the history of the media and media literacy concepts. Readings include the foreword, introduction, chapter 1 and several pages from chapter 10 of the textbook, "Mediaactive." Students create their blogs and write their first critiques of news stories.
4c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	Week 5's principle is "Creating Media with Integrity: Thoroughness, Accuracy, Fairness and Transparency."	Readings for the week include "Transparency is the new objectivity" by David Weinberger, Jomo the Blog: <a href="http://www.hyperorg.com/blogger/2009/07/19/transparency-is-the-new-objectivity/">http://www.hyperorg.com/blogger/2009/07/19/transparency-is-the-new-objectivity/</a>

## MCO 425 Digital Media Literacy

Digital Media Literacy is a course designed to help students begin to navigate the 21<sup>st</sup> century media, starting by becoming active *users* of media, not just passive consumers. The Internet-fueled democratization of media creation has enabled anyone to be a publisher, and given audiences almost infinite choices—with both great and questionable effects. In a world of information abundance, it can be difficult to discern fact from opinion and truth from fiction. We need to know how to wade through this barrage of information with a critical eye, to be better informed, and ultimately become creators of media ourselves.

## MCO 425: Digital Media Literacy

**Instructor:** Dan Gillmor

**Class Dates:** 3/4/13-4/30/13

**Instructor's phone and e-mail:** 650-868-7528, dan.gillmor@asu.edu

**Office hours:** By appointment

**Course goals:** Digital Media Literacy is a course designed to help students begin to navigate the 21st century media, starting by becoming active *users* of media, not just passive consumers. The Internet-fueled democratization of media creation has enabled anyone to be a publisher, and given audiences almost infinite choices -- with both great and questionable effects. In a world of information abundance, it can be difficult to discern fact from opinion and truth from fiction. We need to know how to wade through this barrage of information with a critical eye, to be better informed, and ultimately become creators of media ourselves.

*At the end of the semester, students should be conversant on the following:*

- How the media have changed throughout history and the technology that is driving that change today
- Essential principles for being an active media consumer
- Tactics, based on those principles, to tame the information deluge and be better informed
- Why it's important to understand the tools and techniques of media creation, and how media are used to persuade
- Principles for being an ethical media creator
- Ethical and legal issues in new media

**Textbook and other class materials:** You'll be happy to know that I don't require you to buy anything, though you do need access to the Internet. You can download a PDF of the *Mediaactive* text, under a [Creative Commons](#) license, on the how-to-get-the-book page at [the Mediaactive site](#). You can also purchase a print or Kindle version of the book from the site (or a printed version); this is not required but, of course, I won't complain if you do. I will assign a number of readings from this book and from other sources; some appear here in the syllabus, and I'll be adding others each week. *It is therefore essential that you check the week-ahead assignments each Friday afternoon.*

You'll also need to start a blog -- it'll be private, viewable only by you and me during the course -- on WordPress.com. I'll post detailed instructions on how to do this.

In addition, if you want to contact me during my online "office hours" you'll need to have a Google+ account and join a "Google+ Community" I'm creating for this purpose.

**Deadlines:** Quizzes related to the readings and current events discussions will be posted at the end of Weeks 2-6, and will be available on Saturdays and Sundays. You will be unable to submit a quiz after the deadline; if that happens, you'll receive a grade of zero on that particular quiz. There will be no exceptions.

You will be required to post to your blog two times every week, beginning in Week 2 (week of March 18), for a total of 10 posts. Both posts are due by Friday of each week, though I strongly suggest that you do one earlier in the week in order to manage your time more efficiently.

**Academic Integrity:** Adhering to a high ethical standard is of special importance in the world of journalism, where reliability and credibility are the cornerstones of the field. Therefore, the Cronkite School has adopted a "zero tolerance" policy on academic dishonesty. If any student is found to have engaged in academic dishonesty in any form – including but not limited to cheating, plagiarizing and fabricating – that student will receive a grade of XE for the class and will be dismissed from the Cronkite School. At the beginning of every Cronkite class, each student will be given a copy of the full academic integrity policy, along with accompanying information on plagiarism. Students must sign a pledge that indicates they have read and understood the material and agree to abide by the policy.

**Diversity Principles:** The Cronkite School practices inclusivity in student, staff and faculty populations in order to create an academic environment that embraces diversity of thought and acceptance of all people regardless of race, gender, age, sexual orientation or societal, political, cultural, economic, spiritual or physical differences <http://cronkite.asu.edu/about/diversity.php>

**ACEJMC Values and Competencies:** As a member of the Accrediting Council on Education in Journalism and Mass Communication, the Cronkite School is committed to classroom learning that achieves ACEJMC professional values and competencies. These include the core areas of freedom of speech, ethics, diversity, critical thinking, research, writing and use of tools and technologies related to the field. For a full list of ACEJMC values and competencies, see <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

**Social Media Guidelines:** The Cronkite School has developed standards drawn from the Poynter Institute for Media Studies and the Society of Professional Journalists. You can find these standards at <http://cronkite.asu.edu/node/735>.

**Assignments:** The course will consist of two different types of weekly assignments: reading (listening, watching, etc.) and blogging. There will also be quizzes.

- **Reading, viewing, etc.:** Each assignment will cover material relating to the topic of the week, as detailed below in the schedule. There also will be readings relating to the course's overall theme of media literacy, some of which will be assigned each Friday for

the following week in order to stay current with the news. In addition, you'll follow the work of several prominent media critics and bloggers.

- **Blogging:** You will create a blog on WordPress.com, which you will use to become a media critic. Throughout the semester you will analyze and critique current news stories as they relate to the principles of media consumption and other assigned readings. In addition, you'll do several specific assignments on the blog, as noted in the weekly schedule below. *This blog will be kept private for now*, but you will need to give me access to view it so that I may give you feedback and grade it. As noted above, I'll post detailed instructions on how to create your blog, and some ideas to help you get started, in another document. Please write clearly; I will take off points for misspellings and poor grammar; and it is essential to write accurately.
- **Quizzes:** Beginning at the end of Week 2, students will take a quiz over the week's readings, including chapters from the text, additional related readings and current events material. Once you start each quiz, you will have four hours to complete it. Why so long? The purpose of this course is for you to know the subject, and the purpose of the quizzes is to make sure you've learned. So you'll be able to re-take each quiz up to five times -- though you'll have to start from scratch each time -- to get the best possible score. I'm trying to make it more time-consuming to go back and figure out what you've gotten wrong than to know the material in the first place. I'll try not to include trick questions.

**Grading:** The quizzes will be 70 percent of your grade. The blogging will be 30 percent.

Because there are so many of you and only one of me, I won't have time for detailed reading of your blog assignments. However, I will closely read everyone's blog at least once starting the fourth week of the semester (and will glance at them all earlier to ensure you're on the right track). Since I'm not telling you which blogs I'm reading at what time, you should not assume you can slack off in week 5. I'll score the blogging as follows:

- Number of posts, 10 minimum of approximately 500 words each -- 5 points.
- Quality of logic and analysis -- 10 points.
- Use of links, art (charts, photos, videos etc.) beyond simple text, demonstrating in-depth reporting -- 10 points.
- Overall -- 5 points.



## Course Schedule

Note: This course schedule is not final. It is subject to change throughout the semester. Because this course largely draws from current events, new readings will frequently be added to the schedule and will be posted to the course site. It is your responsibility to pay attention to schedule updates, which will be posted each Friday.

### Regular Readings

In addition to the readings listed below (and the ones I'll assign on a weekly basis), please follow the following people's work on a regular basis. They are doing some of the smartest media criticism you'll find today. Here they are:

- Columbia Journalism Review: <http://www.cjr.org/>
- Jay Rosen, Pressthink: <http://pressthink.org/>
- Margaret Sullivan, New York Times public editor: <http://publiceditor.blogs.nytimes.com/>
- Dan Kennedy, Media Nation: <http://dankennedy.net/>
- Henry Jenkins: Confessions of an Aca-Fan: <http://henryjenkins.org/>
- Jack Shafer, Reuters media writer/critic: <http://blogs.reuters.com/jackshafer/>

(Note: Quizzes may occasionally include something from their work, but the questions will be of a more general nature than what I might ask you about the assigned reading below and each Friday.)

### Weekly Schedule

#### WEEK 1: March 4- 8

Introduction to the course; history of the media; media literacy concepts

Readings, videos, etc.:

- From *Mediaactive*: Foreword, Introduction, Chapter 1 and pages 145-154 from Chapter 10
- Slate Magazine: [“Friends of Hamas”: The Scary-Sounding Pro-Hagel Group That Doesn't Actually Exist](#)
- [Conversation with Renee Hobbs \(YouTube video\)](#)
- General Principles in Media Literacy, Patricia Aufderheide: <http://www.newsreel.org/articles/aufderhe.htm>
- News: Beyond the Myth of Objectivity, Jay Davis, Center for Media Literacy: <http://www.medialit.org/reading-room/news-beyond-myth-objectivity>
- Manti Te'o's Dead Girlfriend, The Most Heartbreaking And Inspirational Story Of The College Football Season, Is A Hoax: <http://deadspin.com/5976517/manti-teos-dead-girlfriend-the-most-heartbreaking-and-inspirational-story-of-the-college-football-season-is-a-hoax>

Week 1 Introduction to the course; history of the media; media literacy concepts

Readings, videos, etc.:

- From *Mediactive*: Foreword, Introduction, Chapter 1 and pages 145-154 from Chapter 10
- Slate Magazine: [“‘Friends of Hamas’: The Scary-Sounding Pro-Hagel Group That Doesn't Actually Exist](#)
- [Conversation with Renee Hobbs \(YouTube video\)](#)
- General Principles in Media Literacy, Patricia Aufderheide:  
<http://www.newsreel.org/articles/aufderhe.htm>
- News: Beyond the Myth of Objectivity, Jay Davis, Center for Media Literacy:  
<http://www.medialit.org/reading-room/news-beyond-myth-objectivity>
- Manti Te'o's Dead Girlfriend, The Most Heartbreaking And Inspirational Story Of The College Football Season, Is A Hoax: <http://deadspin.com/5976517/manti-teos-dead-girlfriend-the-most-heartbreaking-and-inspirational-story-of-the-college-football-season-is-a-hoax>

Week 2 Principles: Be Skeptical, Exercise Judgment

Readings/viewing:

- *Mediactive*, Chapters 2 and 3
- Crap Detection 101 – Howard Rheingold, SF Gate:  
<http://blog.sfgate.com/rheingold/2009/06/30/crap-detection-101/>
- Watch Rheingold video conversation (URL to come)
- Tracking the Anonymice – Jack Shafer, Slate:  
[http://www.slate.com/articles/news\\_and\\_politics/press\\_box/2008/07/tracking\\_the\\_anonymice.single.html](http://www.slate.com/articles/news_and_politics/press_box/2008/07/tracking_the_anonymice.single.html)
- Three pillars of trust: Links, revisions and error buttons – Scott Rosenberg, Wordyard:  
<http://www.wordyard.com/2011/06/24/three-pillars-of-trust-links-revisions-and-error-buttons/>
- Inside the BBC's Verification Hub, David Turner, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102764/Inside-the-BBCs-Verification-Hub.aspx>
- Taking on the Rumor Mill, Katherine K. Lee, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102771/Taking-on-the-Rumor-Mill.aspx>
- Statistics Done Wrong, Alex Reinhart: <http://www.refsmmat.com/articles/statistics.html>

## Week 3

Principles: Opening Your Mind, Asking Your Own Questions

Readings:

- Is linking just polite, or is it a core value of journalism? – Mathew Ingram, GigaOm: <http://gigaom.com/2012/02/25/is-linking-just-polite-or-is-it-a-core-value-of-journalism/>
- Why is it still so hard to get some media outlets to link? – Mathew Ingram, GigaOm: <http://gigaom.com/2011/05/18/why-is-it-still-so-hard-to-get-some-media-outlets-to-link/>
- Start Spreading the News, Mark Briggs, Nieman Reports: <http://www.nieman.harvard.edu/reports/article/102623/Start-Spreading-the-News.aspx>
- A New Age for Truth, Craig Silverman, Nieman Reports:
- A New Age for Truth, Craig Silverman, Nieman Reports: <http://www.nieman.harvard.edu/reports/article/102762/A-New-Age-for-Truth.aspx>
- Quinoa's quagmire – Curtis Brainard, CJR: [http://www.cjr.org/the\\_observatory/does\\_quinoa\\_hurt\\_andean\\_farmer.php?page=all](http://www.cjr.org/the_observatory/does_quinoa_hurt_andean_farmer.php?page=all)
- When Corrections Fail: The Persistence of Political Misperceptions: <http://www.dartmouth.edu/~nyhan/nyhan-reifler.pdf>
- The BackFire Effect, Columbia Journalism Review: [http://www.cjr.org/behind\\_the\\_news/the\\_backfire\\_effect.php?page=all](http://www.cjr.org/behind_the_news/the_backfire_effect.php?page=all)

## WEEK 4

Principles: Media's Persuasive Power, and Why We Need Slow News

Readings:

- PBS: The Persuaders: <http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/>
- Please re-read the "Toward a Slower News Culture" section in *Mediactive* (pages 25-29)
- Four Canadian film students were assigned a project: Create a YouTube hoax video that gets 100,000 views. They got nearly 42 million instead. <http://www.buzzfeed.com/chrisstokelwalker/how-golden-eagle-snatches-kid-ruled-the-internet>
- Why we fall for fast news – Ethan Zuckerman, My Heart's in Accra: <http://www.ethanzuckerman.com/blog/2009/11/09/why-we-fall-for-fast-news/>
- Jumping to Confusion – Greg Marx, Columbia Journalism Review: [http://www.cjr.org/campaign\\_desk/jumping\\_to\\_confusion.php](http://www.cjr.org/campaign_desk/jumping_to_confusion.php)
- I confess a journalistic sin – Jeff Jarvis, BuzzMachine: <http://buzzmachine.com/2012/12/14/i-confess-a-journalistic-sin/>

## WEEK 5:

Principles of Creating Media with Integrity: Thoroughness, Accuracy, Fairness, Independence, Transparency

Readings:

- *Mediactive*, Chapters 5-7
- Transparency is the new objectivity – David Weinberger, Joho the Blog: <http://www.hyperorg.com/blogger/2009/07/19/transparency-is-the-new-objectivity/>
- In real-time journalism, declaring what you won't report can be just as important as what you will – Craig Silverman, Poynter Institute: <http://www.poynter.org/latest-news/regret-the-error/198487/in-real-time-journalism-declaring-what-you-wont-report-can-be-just-as-important-as-what-you-will/>
- Atlantic introduces sponsored content guidelines that address the Scientology incident – Jeff Sonderman, Poynter Institute: <http://www.poynter.org/latest-news/mediawire/202316/atlantic-introduces-sponsored-content-guidelines-that-address-the-scientology-incident/>
- The lessons of the Atlantic's Scientology 'sponsor content' blunder, Dan Gillmor, Guardian: <http://www.guardian.co.uk/commentisfree/2013/jan/16/atlantic-scientology-sponsor-content-blunder>

## WEEK 6: April 22-26

Legal, Ethical and Political Issues for Media Creators

Readings:

- *Mediactive*, Chapter 9
- Daytona crash video tests fair use, copyright for fans and journalists, Al Tompkins, Poynter.org: <http://www.poynter.org/latest-news/als-morning-meeting/205225/daytona-crash-video-tests-fair-use-copyright-for-fans-and-journalists/>
- Other readings to be assigned

## WEEK 7 (partial week): April 29-30

Summing Up

Assignment: Create your private blog (see these instructions if you are not familiar with Wordpress.com already, and follow them even if you are), and invite Dan into the blog from the Users page in the Dashboard.

**March 11-15:** SPRING BREAK (Yes, this is strange timing! But we adhere to the ASU on-campus schedule in the online courses. The good part, aside from a week off, is that you'll get a chance to catch up if you fall behind at the beginning.)

**WEEK 2:** March 18-22

Principles: Be Skeptical, Exercise Judgment

Readings/viewing:

- *Mediactive*, Chapters 2 and 3
- Crap Detection 101 – Howard Rheingold, SF Gate:  
<http://blog.sfgate.com/rheingold/2009/06/30/crap-detection-101/>
- Watch Rheingold video conversation (URL to come)
- Tracking the Anonymice – Jack Shafer, Slate:  
[http://www.slate.com/articles/news\\_and\\_politics/press\\_box/2008/07/tracking\\_the\\_anonymice.single.html](http://www.slate.com/articles/news_and_politics/press_box/2008/07/tracking_the_anonymice.single.html)
- Three pillars of trust: Links, revisions and error buttons – Scott Rosenberg, Wordyard:  
<http://www.wordyard.com/2011/06/24/three-pillars-of-trust-links-revisions-and-error-buttons/>
- Inside the BBC's Verification Hub, David Turner, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102764/Inside-the-BBCs-Verification-Hub.aspx>
- Taking on the Rumor Mill, Katherine K. Lee, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102771/Taking-on-the-Rumor-Mill.aspx>
- Statistics Done Wrong, Alex Reinhart: <http://www.refsmmat.com/articles/statistics.html>

Blog assignments (2 posts)

- To be assigned

**WEEK 3:** April 1-5

Principles: Opening Your Mind, Asking Your Own Questions

Readings:

- Is linking just polite, or is it a core value of journalism? – Mathew Ingram, GigaOm:  
<http://gigaom.com/2012/02/25/is-linking-just-polite-or-is-it-a-core-value-of-journalism/>
- Why is it still so hard to get some media outlets to link? – Mathew Ingram, GigaOm:  
<http://gigaom.com/2011/05/18/why-is-it-still-so-hard-to-get-some-media-outlets-to-link/>
- Start Spreading the News, Mark Briggs, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102623/Start-Spreading-the-News.aspx>

- A New Age for Truth, Craig Silverman, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102762/A-New-Age-for-Truth.aspx>
- Quinoa's quagmire – Curtis Brainard, CJR:  
[http://www.cjr.org/the\\_observatory/does\\_quinoa\\_hurt\\_andean\\_farmer.php?page=all](http://www.cjr.org/the_observatory/does_quinoa_hurt_andean_farmer.php?page=all)
- When Corrections Fail: The Persistence of Political Misperceptions:  
<http://www.dartmouth.edu/~nyhan/nyhan-reifler.pdf>
- The BackFire Effect, Columbia Journalism Review:  
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#### WEEK 4

Principles: Media's Persuasive Power, and Why We Need Slow News

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- Please re-read the "Toward a Slower News Culture" section in *Mediactive* (pages 25-29)
- Four Canadian film students were assigned a project: Create a YouTube hoax video that gets 100,000 views. They got nearly 42 million instead.  
<http://www.buzzfeed.com/chrisstokelwalker/how-golden-eagle-snatches-kid-ruled-the-internet>
- Why we fall for fast news – Ethan Zuckerman, My Heart's in Accra:  
<http://www.ethanzuckerman.com/blog/2009/11/09/why-we-fall-for-fast-news/>
- Jumping to Confusion – Greg Marx, Columbia Journalism Review:  
[http://www.cjr.org/campaign\\_desk/jumping\\_to\\_confusion.php](http://www.cjr.org/campaign_desk/jumping_to_confusion.php)
- I confess a journalistic sin – Jeff Jarvis, BuzzMachine:  
<http://buzzmachine.com/2012/12/14/i-confess-a-journalistic-sin/>

Blog assignments (2 posts)

- To be assigned

#### WEEK 5: April 15-19

Principles of Creating Media with Integrity: Thoroughness, Accuracy, Fairness, Independence, Transparency

Readings:

- *Mediactive*, Chapters 5-7
- Transparency is the new objectivity – David Weinberger, Joho the Blog:  
<http://www.hyperorg.com/blogger/2009/07/19/transparency-is-the-new-objectivity/>
- In real-time journalism, declaring what you won't report can be just as important as what you will – Craig Silverman, Poynter Institute: <http://www.poynter.org/latest-news/regret->

[the-error/198487/in-real-time-journalism-declaring-what-you-wont-report-can-be-just-as-important-as-what-you-will/](#)

- Atlantic introduces sponsored content guidelines that address the Scientology incident – Jeff Sonderman, Poynter Institute: <http://www.poynter.org/latest-news/mediawire/202316/atlantic-introduces-sponsored-content-guidelines-that-address-the-scientology-incident/>
- The lessons of the Atlantic's Scientology 'sponsor content' blunder, Dan Gillmor, Guardian: <http://www.guardian.co.uk/commentisfree/2013/jan/16/atlantic-scientology-sponsor-content-blunder>

Blog assignments (2 posts)

- To be assigned

**WEEK 6:** April 22-26

Legal, Ethical and Political Issues for Media Creators

Readings:

- *Mediactive*, Chapter 9
- Daytona crash video tests fair use, copyright for fans and journalists, Al Tompkins, Poynter.org:
- <http://www.poynter.org/latest-news/als-morning-meeting/205225/daytona-crash-video-tests-fair-use-copyright-for-fans-and-journalists/>
- Other readings to be assigned

Blog assignments (2 posts)

- To be assigned

Note: Final blog posts due by April 26.

**WEEK 7 (partial week):** April 29-30

Summing Up

**Gillmor, Dan. Mediactive. 2009.**

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Introduction

Chapter 1: Darwin's Media

Chapter 2: Becoming an Active User: Principles

Chapter 3: Tools and Techniques for the Mediactive Consumer

Chapter 4: Journalism's Evolving Ecosystem

Chapter 5: Principles of Trustworthy Media Creation

Chapter 6: Tools and Tactics for Trusted Creators

Chapter 7: Owning Your Online Presence

Chapter 8: Entrepreneurs Will Save Journalism, and You Could Be One of Them

Chapter 9: Laws and Norms

Chapter 10: Teaching and Learning Mediactivity

Chapter 11: A Path to Tomorrow

Epilogue

Acknowledgements

- See more at: <http://mediactive.com/book/table-of-contents-2/#sthash.IE5QUFFk.dpuf>



Week 1 Introduction to the course; history of the media; media literacy concepts  
Readings, videos, etc.:

- From *Mediaactive*: Foreword, Introduction, Chapter 1 and pages 145-154 from Chapter 10
- Slate Magazine: [“‘Friends of Hamas’: The Scary-Sounding Pro-Hagel Group That Doesn't Actually Exist](#)
- [Conversation with Renee Hobbs \(YouTube video\)](#)
- General Principles in Media Literacy, Patricia Aufderheide:  
<http://www.newsreel.org/articles/aufderhe.htm>
- News: Beyond the Myth of Objectivity, Jay Davis, Center for Media Literacy:  
<http://www.medialit.org/reading-room/news-beyond-myth-objectivity>
- Manti Te'o's Dead Girlfriend, The Most Heartbreaking And Inspirational Story Of The College Football Season, Is A Hoax: <http://deadspin.com/5976517/manti-teos-dead-girlfriend-the-most-heartbreaking-and-inspirational-story-of-the-college-football-season-is-a-hoax>

Week 2 Principles: Be Skeptical, Exercise Judgment  
Readings/viewing:

- *Mediaactive*, Chapters 2 and 3
- Crap Detection 101 – Howard Rheingold, SF Gate:  
<http://blog.sfgate.com/rheingold/2009/06/30/crap-detection-101/>
- Watch Rheingold video conversation (URL to come)
- Tracking the Anonymice – Jack Shafer, Slate:  
[http://www.slate.com/articles/news\\_and\\_politics/press\\_box/2008/07/tracking\\_the\\_anonymice.single.html](http://www.slate.com/articles/news_and_politics/press_box/2008/07/tracking_the_anonymice.single.html)
- Three pillars of trust: Links, revisions and error buttons – Scott Rosenberg, Wordyard:  
<http://www.wordyard.com/2011/06/24/three-pillars-of-trust-links-revisions-and-error-buttons/>
- Inside the BBC's Verification Hub, David Turner, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102764/Inside-the-BBCs-Verification-Hub.aspx>
- Taking on the Rumor Mill, Katherine K. Lee, Nieman Reports:  
<http://www.nieman.harvard.edu/reports/article/102771/Taking-on-the-Rumor-Mill.aspx>
- Statistics Done Wrong, Alex Reinhart: <http://www.refsmmat.com/articles/statistics.html>

### Week 3

Principles: Opening Your Mind, Asking Your Own Questions

Readings:

- Is linking just polite, or is it a core value of journalism? – Mathew Ingram, GigaOm: <http://gigaom.com/2012/02/25/is-linking-just-polite-or-is-it-a-core-value-of-journalism/>
- Why is it still so hard to get some media outlets to link? – Mathew Ingram, GigaOm: <http://gigaom.com/2011/05/18/why-is-it-still-so-hard-to-get-some-media-outlets-to-link/>
- Start Spreading the News, Mark Briggs, Nieman Reports: <http://www.nieman.harvard.edu/reports/article/102623/Start-Spreading-the-News.aspx>
- A New Age for Truth, Craig Silverman, Nieman Reports:
- A New Age for Truth, Craig Silverman, Nieman Reports: <http://www.nieman.harvard.edu/reports/article/102762/A-New-Age-for-Truth.aspx>
- Quinoa's quagmire – Curtis Brainard, CJR: [http://www.cjr.org/the\\_observatory/does\\_quinoa\\_hurt\\_andean\\_farmer.php?page=all](http://www.cjr.org/the_observatory/does_quinoa_hurt_andean_farmer.php?page=all)
- When Corrections Fail: The Persistence of Political Misperceptions: <http://www.dartmouth.edu/~nyhan/nyhan-reifler.pdf>
- The BackFire Effect, Columbia Journalism Review: [http://www.cjr.org/behind\\_the\\_news/the\\_backfire\\_effect.php?page=all](http://www.cjr.org/behind_the_news/the_backfire_effect.php?page=all)

### WEEK 4

Principles: Media's Persuasive Power, and Why We Need Slow News

Readings:

- PBS: The Persuaders: <http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/>
- Please re-read the "Toward a Slower News Culture" section in *Mediactive* (pages 25-29)
- Four Canadian film students were assigned a project: Create a YouTube hoax video that gets 100,000 views. They got nearly 42 million instead. <http://www.buzzfeed.com/chrisstokelwalker/how-golden-eagle-snatches-kid-ruled-the-internet>
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- Jumping to Confusion – Greg Marx, Columbia Journalism Review: [http://www.cjr.org/campaign\\_desk/jumping\\_to\\_confusion.php](http://www.cjr.org/campaign_desk/jumping_to_confusion.php)
- I confess a journalistic sin – Jeff Jarvis, BuzzMachine: <http://buzzmachine.com/2012/12/14/i-confess-a-journalistic-sin/>

## WEEK 5:

Principles of Creating Media with Integrity: Thoroughness, Accuracy, Fairness, Independence, Transparency

Readings:

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- Transparency is the new objectivity – David Weinberger, Joho the Blog: <http://www.hyperorg.com/blogger/2009/07/19/transparency-is-the-new-objectivity/>
- In real-time journalism, declaring what you won't report can be just as important as what you will – Craig Silverman, Poynter Institute: <http://www.poynter.org/latest-news/regret-the-error/198487/in-real-time-journalism-declaring-what-you-wont-report-can-be-just-as-important-as-what-you-will/>
- Atlantic introduces sponsored content guidelines that address the Scientology incident – Jeff Sonderman, Poynter Institute: <http://www.poynter.org/latest-news/mediawire/202316/atlantic-introduces-sponsored-content-guidelines-that-address-the-scientology-incident/>
- The lessons of the Atlantic's Scientology 'sponsor content' blunder, Dan Gillmor, Guardian: <http://www.guardian.co.uk/commentisfree/2013/jan/16/atlantic-scientology-sponsor-content-blunder>

## WEEK 6: April 22-26

Legal, Ethical and Political Issues for Media Creators

Readings:

- *Mediactive*, Chapter 9
- Daytona crash video tests fair use, copyright for fans and journalists, Al Tompkins, Poynter.org:
- <http://www.poynter.org/latest-news/als-morning-meeting/205225/daytona-crash-video-tests-fair-use-copyright-for-fans-and-journalists/>
- Other readings to be assigned

## WEEK 7 (partial week): April 29-30

Summing Up