SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Guided reading questions for chapter five

1. Why are journalism, media innovation, freedom and community valuable to the process of democracy and civics education?

2. Name the two examples of modest projects the Knight Foundation helped to fund.

3. Why is pursuing truth important in our society today?

4. What does journalism contribute to the process of truth-seeking? What does innovation contribute?

5. Give your own definition of "comfort news."

6. What are other comparisons the author offers between news and food?

7. According to the author, who controls media consumption?

8. Why is literacy important in our society?

9. How can digital literacy contribute to media literacy, news literacy and civics literacy ?

10. What is the author's definition of great journalism?

11. How long did San Francisco Public Press have to wait to get tax-exempt status?

12. What is the problem with the way the IRS grants media outlets non-profit status?

13. What happened in relation to the First Amendment after 9/11?

14. On what date do schools observe Constitution Day?

15. Should teachers know about current media technology? Why or why not?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Shaded terms for chapter five

Grant: Usually, funds disbursed by a grant-maker to a recipient who intends to accomplish something. Academic grants could fund tuition, special projects or often research. Such gifts frequently go to schools, nonprofits and government, but they also can go to businesses and individuals.

Media Diet: The information a person consumes through media.

Body Politic: People joined by a political entity, such as a city, state or nation.

Truth: A representation of reality based on an interpretation of facts and experiences known at the time. There are many forms of truth: objective, subjective, absolute or relative. Journalists say truth is something one seeks but rarely finds because new facts and interpretations keep emerging.

Story impact: In journalism, whether a story or opinion piece changes what people think or do about the issues it raises. Media impact is broader than story impact, as it involves all messages and interactions with media.

Civics literacy: The basic knowledge and skills one needs to effectively participate or lead in society. Examples: Knowing how a bill becomes a law or understanding when public input can change the outcome of a public policy debate.

Philanthropy: Literally means "love of humanity" in Greek. As opposed to charity, which seeks to help people in immediate need, philanthropy hopes to solve a problem's underlying cause and create greater impact on the future. As in the ancient Chinese proverb: "Give a man a fish, you feed him for a day; teach a man to fish, you feed him for a lifetime."

For-profit organization: Businesses and other organizations that make money and pay taxes. They may provide community benefits, but the organizations are structured to create profit.

Nonprofit organization: An organization created to benefit the public that is not structured to make profits and usually does not pay taxes. Often, nonprofit organizations are formed for identified religious, charitable or educational

purposes.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Comfort news rooted in bias

Finding comfort news is easy, even in places you might not expect to find it. When we are exposed to news that might be outside of our comfort zones, we tend to label it as "biased." But what is "bias"? View Stony Brook University Dean Howard Schneider's talk about understanding audience bias as part of news literacy.

What's audience bias? It's the phenomenon that causes conservative audiences to say conservative news sources are the most objective and liberal audiences to say liberal sources are the most objective. Yet by any objective measure, middle-of-the-road news sources are the most fair. Are the media extremes politically healthy?

Activities at three levels:

Flashlight: Comfort news is slanted, sometimes deliberately, other times not, to make it more attractive to an audience. For a class discussion, each student brings an example of comfort news from a national media outlet. Why do you think they qualify as comfort news? Looking at the types of media bias, which form of bias made this story more "comfortable?"

Spotlight: For homework, ask students to take the bias test developed by Harvard University researchers. Were they surprised by the results? Organizations such as the Southern Poverty Law Center, in programs such as Teaching Tolerance, try to fight stereotypes. How do journalists avoid shading the news based on their own unconscious biases? What happens if they don't?

Searchlight: People say they want "neutral" war coverage. But what does that mean? In this war survey, conservatives wanted more news about constructive work in Iraq and liberals wanted more anti-war news. If one side thinks the war news is too positive, and the other side says it is too negative, how is a "neutral" media outlet to react? Often experienced journalists feel that if two partisan groups attack them from opposite sides, they probably got the story right. But is that always true?

Extra credit: This study shows a plurality of working journalists (40%) are liberal, with 33% middle of the road, 25% conservative and the rest not saying. On the other hand, the high-level executives running the companies that own most of

the mainstream media are a political mirror image of the staff. Do labor and management cancel each other out? Or do you think the media as a whole slants left or right? (Bear in mind, "experimenter's bias," in which liberal researchers tend to find conservative bias in the media, while conservative researchers tend to find liberal bias.)

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Attack of the 'attack ads'

Imagine you are watching television. You see an American flag melting away. A frightening voice says "A ***cancer*** eats at American politics… there are more of them than ever … they're in your home … they're trying to get into your head … they want to ***destroy democracy*** …."

What are they? Attack ads! Short television spots with scary images and allegations flooded television in the 2012 presidential election. An unprecedented wave of money entered the campaign because the U.S. Supreme Court lifted restrictions on who can donate in the Citizens United case.

Attack ads made up 70 percent of total television advertising in the 2012 presidential race, soaring up from 9 percent in 2008. Rather than say good things about their candidate, attack ads aim to damage the reputation of the other candidate. Some of the allegations in attack ads have been famously false, such as the 2004 "Swift Boat" ads challenging the combat record of Sen. John Kerry.

Pick from these five student activities:

Flashlight: What is an attack ad? Watch this well-known attack ad, "Daisy Girl." Look at this description of how to make an attack ad as well as this imagined attack ad on Abraham Lincoln. Make a class list of the elements of the typical attack ad. Questions for discussion: Do you think attack ads are more likely to be inaccurate than positive ads? Why or why not? Have political campaigns always been this way, or is something new happening?

Spotlight: This PBS MediaShift article predicts the rise in attack ads. What's more, in many states candidates routinely avoid answering questions about their positions from reporters or the public. Why do politicians prefer to use advertising, marketing or partisan media instead of talking to mainstream journalists? Why is this routine in some states but not others? Find a news story on the issue and post a comment in response, bringing the comment to class.

Searchlight: After looking at all the links on this page, ask students to turn the tables by creating short ad-style videos opposing the spread of attack ads. Like other parodies, use the same techniques attack ads use, but substitute real facts about the rise in negative ads. These attack-ads-attacking-attack-ads could be 30-

second or one-minute spots. What is the “call to action”? Should you urge viewers to turn off the ads? Run from the room? Call and complain? Sign a petition? Post the best attack ads on line.

Extra Credit: Political advisers believe attack ads always work. Some scholars have argued they play an important role. Other researchers say ads from unknown sponsors (which one presumes are even more negative) are even more effective. Is there any research on Google Scholar or elsewhere showing whether political ads on television are becoming more or less effective in the era of social and mobile media? Present your findings to the class and distribute through your social media network.

Bonus questions for class discussion: Such organizations as FactCheck.org and PolitiFact.com expose false statements. If a candidate’s ad is proven false, he or she might pull it; in a few cases, broadcasters have refused to air false ads. But in recent years, false ads have stayed on the air. Critics say broadcast news looks the other way. The Radio and Television Digital News Association’s chair said false ads don’t bother him, only the ones that deceive by pretending to be news stories. Do you agree with that position? What elements of the RTDNA code of ethics apply? Do consumers have any recourse if stations refuse to pull false ads? What can the class do about it?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Building bridges in social networks

Political bloggers tend to cluster because we share information within our own social groups. Yet researchers have shown that some organizations and individuals can connect the groups. Some are developing new tools to help put more surprise and serendipity in our lives. As a communicator, do you divide or unite?

Student activities on three levels:

Flashlight: In *The Tipping Point*, writer Malcolm Gladwell offers a simple test to see if you are a "connector." First, take the test. Now, think about the groups of friends or cliques in your school. Are there individuals who bridge multiple social networks? What qualities do they share? How would they have done on the test? Come to class prepared to discuss.

Spotlight: In the bestseller *Connected*, scholars Nicholas Christakis and James Fowler explain "how your friends' friends' friends affect everything you feel, think and do." Have students watch either the TED talk or this full-hour lecture on how social networks function. The class should discuss the videos in the context of their own social networks. Do students believe the things they do – eating, consuming media, voting – are affected by their networks?

Searchlight: Researchers from the University of Georgia found that political talk on Twitter is highly partisan. Students should seek out research that focuses on Twitter conversations that bridge the partisan groups. What do the bridging conversations have in common? If the class finds a good number of studies, recommend the best to the Journalist's Resource at the Shorenstein Center.

Extra credit: In this book, the author argues that journalists need to be experts in how "digital sunglasses" work. The MIT Center for Civic Media develops digital age filters like Truth Goggles and Lazy Truth. Services such as Twitter Audit say they can tell you "how many of your followers are real." Try it. Tweet your opinions of these projects.

SEARCHLIGHTS AND SUNGLASSES
LEARNING LAYER

Do politics control news?

The author argues that some American news outlets tailor the news to fit the political beliefs of their audiences. Britain's national newspapers have done this for years; it was a feature of early American newspapers, based on the belief that people are drawn to news that validates their own beliefs.

Activities for students:

Flashlight: Conduct a survey. Students will distribute a simple anonymous survey, either digitally or physically on campus. The survey will consist of two questions:

1) Check how you voted (or would have voted, if you didn't actually do it) in the most recent presidential election: _____ Republican _____ Democrat _____ Independent ____ Not voting

2) Check the television news outlet you depended upon on most for national news: ____ Local affiliate ____ Fox ____ CNN ____ MSNBC ____ NBC ____ ABC ____ CBS ____ PBS As a class, go over the survey results. Which outlets push "comfort news"? What percentage of the surveyed students uses those outlets? Are they politically aligned with the outlets? Help your students create an infographic of the results.

Spotlight: Have the students read this description of structural bias, focusing on the section on media bias. The writer says political bias is not as important as the others. What examples can the class give of the nine forms of media bias listed? Are these conscious or unconscious acts? Do you think "expediency bias" was to blame when a KTVU news anchor read obviously fake names in a jet-crash story. *(Note: The Asian American Journalists Association found the video "grossly offensive" and chose not to repeat the names. From South Korea, CNN reported a similar reaction to the incident.)*

Searchlight: Some stories are interesting but unimportant, what we might *want* to know (like celebrity gossip); others are important but not interesting, what we might *need* to know (like local zoning changes). Have students pick a local news outlet and estimate the percentage of stories in each category. Class discussion: If you ran an outlet, how would you

handle the “story mix”? Does social responsibility come into play, or is the priority what works best for the business? Consider how the TV anchor in HBO’s Newsroom handles story mix: Does he try to make important things interesting by having a point of view?

Extra credit: In newsrooms, some stories are called “DBI” – Dull But Important. It’s an issue the Christian Science Monitor grappled with as it went web-only. Can such “broccoli” stories be made into tasty broccoli soup? Student activity: Find a Monitor story that could not be called “light” or “soft” news. Recast it so that it would be interesting to you.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Track consumption with a media diary

One the first tools nutritionists give their clients is a food diary. In it, dieters record everything they eat during the day. Online versions calculate calories as you go. Let's spin off of the idea of news as "brain food."

Choose from these student activities:

Flashlight: Using this example of a food diary, students will develop their own media diary. Entries should specify the "media meals," such as "Morning snack, 10 a.m., 45 minutes of Good Morning America." Have students assign a "nutritional information value" to each entry, a scale of 1 to 5, "1" being almost no information to "5" being high-value information. After a week, students discuss:
1) Do you have a healthy media diet ?
2) What should you cut back on or consume more of?
3) Do you "eat" too much of the same media?
4) Why is your diet the way it is?

Spotlight: Designed by a cardiologist, the South Beach Diet limits "bad carbohydrates." In addition to sugary sweets and alcohol, dieters must do without potatoes, pasta, rice, bread and more for the first two weeks. The diet promotes vegetables, fruits, whole grains and lean proteins. What would a "South Beach Diet for News" look like? A healthy food diet promotes physical health: What does a healthy news diet promote?

Searchlight: The author defines good journalism with the acronym FACT, the Fair, Accurate, Contextual search for Truth. Bad journalism, he says, is the opposite: unfair, wrong, sensational and false. (FACT is a shortened version of the principles of journalism created after four years of research by the Committee of Concerned Journalists.)

Have each student find a news story that was told by two different outlets. Create two "nutrition labels" for each story, one using FACT criteria, the other translating that into food language, like protein, fat, etc. Don't forget the vitamins! Post the best of these "nutritional news label infographics" on a class blog.

Extra Credit: After reviewing this "healthy eating pyramid," students design their own media diets and stick to them for a month. They do "before and after" videos in the style of a television infomercial, touting the effects of their diets. After viewing the videos, discuss with the class the questions raised in a piece on "Unhappy Meals" in the New York Times by food journalist Michael Pollan. Dieting people often take on a new diet to replace nutrients lost from the original weight loss. Did that happen with the media diets?

Bonus discussion questions: Webster defines truth as "that which is true or in accordance with fact or reality." But people can look at the same fact and say it represents different realities. Professor Jonathan Haidt argues that people are intuitive rather than rational. In the food world, would the "search for truth" mean turning the package around to look at the nutrition label? Or is the "truth" of food how real, natural or authentic it is and not a list of ingredients?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

We are the media

In his book *Mediactive* (available online because of its Creative Commons licensing) participatory media expert Dan Gillmor makes this argument: "We're in an age of information overload, and too much of what we watch, hear and read is mistaken, deceitful or even dangerous. Yet you and I can take control and make media serve us – all of us – by being active consumers and participants."

Class discussions at three levels:

Flashlight: 1) Are people the media now? 2) If you think this is true, what impact does this have on the kind of media that is being produced in the 21st century? 3) Does it have a negative or a positive effect? Explain your answers.

Spotlight: Go over these questions one by one. Ask how many students agree, then discuss with each group why they feel that way:

- I am misinformed by the news media, even though I know my own behavior determines how I learn credible information.
- When I am misinformed, the primary blame falls upon the media, not me.
- Computers put the "me" in media; I often can match news to my interests.
- I am in control of the information I get from the news media.

Searchlight: Some say young people do not care about news or community engagement; others argue exactly the opposite. Participant Media thinks younger people are ready for their own serious cable channel, Pivot. Participant's media work includes social change campaigns, such as this one on news literacy. At the Missouri School of Journalism, a class specializes in the 18-24-year-old demographic it calls YAYAs (Youth and Young adults). Assignment for students: Can you find academic research showing whether young people today are more or less informed and engaged than previous generations?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Photojournalism: Is seeing believing?

"The one look, the perfect moment, the serendipitous split-second confluence of subject, light, shadow; camera, shooter, history; the right place, the right time — this is a photojournalist's quest. ... The elusive goal of the photojournalist: proving the unthinkable true." — **From the book "Crusaders, Scoundrels, Journalists"**

Is seeing believing? When Oliver Wendell Holmes looked at Civil War photographs in Mathew Brady's New York gallery, he said yes: "Let him who wishes to know what war is, look at these." Yet many of Brady's pictures were staged; corpses posed for dramatic effect. Early cameras could capture only subjects that remained perfectly still. Brady's pictures of the dead could not yet appear in print. For newspapers and magazines, sketch artists drew battle scenes.

Regardless of medium, for journalists, truth is the goal. Said World War II photographer Margaret Bourke-White: "Utter truth is essential." Though a camera never blinks, we can. Photographs can lie – a warning to all in an age when smart phones and the cameras they contain are becoming universal.

Activities at three levels for students:

Flashlight: Explore the following photojournalism websites: TIME LightBox, Noor, Kashi, The New York Times LENS and World Press Photo. Identify common elements that make great images and select your favorite photo. How does this picture tell a story that words alone cannot describe?

Spotlight: Enroll in the free Language of the Image module at Poynter News University. See how the elements of emotion, juxtaposition, point of entry and many others combine to create amazing pictures. Take the quiz at the end of the module. How did you do? Blog your thoughts about the class (is it dated or still relevant?) as well as your opinion about this quote: "When photographers and editors don't articulate the journalistic value of an image, an important voice of the publication is muted or rendered ineffective."

Searchlight Go out and take a picture that tells a story. Upload it to Tumblr with an explanation of why it is a good photo. Describe the elements from the

Language of the Image course that are part of your photo. Now find a picture that isn't real from the fact-checkers at Snopes.com. Blog both, explaining why the good picture was good and how people knew the bad one was false.

Extra credit: Find a site like CNN's iReport. Look at the assignments page. Take a photo or video and submit it to the news organization you've selected. Wait until the newsroom selects the citizen journalism it wants to use. Did you make the cut? Explain why or why not.

SEARCHLIGHTS and SUNGLASSES
LEARNING LAYER

Why do so many resist change?

> *"It may be hard for an egg to turn into a bird;*
> *it would be a jolly sight harder for it to learn to fly while remaining an egg.*
> *We are like eggs at present.*
> *And you cannot go on indefinitely being just an ordinary, decent egg.*
> *We must be hatched or go bad."*
> **--C.S. Lewis**

Why are the majority of human beings so resistant to change?

Have students conduct research on the psychology of human behavior and motivation theory. Here are some readable, practical books:

- *Leading Change* by John P. Kotter
- *Too Perfect: When Being In Control Gets Out of Control* by Jeannette Dewyze and Allan Mallinger
- *Superhero Success* by James Malinchak and Scott Alexander
- *Working on Yourself Doesn't Work: The 3 Simple Ideas That Will Instantaneously Transform Your Life* by Ariel and Shya Kane
- *Who Moved My Cheese?* by Spencer Johnson and Kenneth Blanchard.

Three levels of small-group discussion questions for students:

Flashlight: Come up with a list of ideas for creating positive change in student news organizations, the local community and the world. What are the roadblocks?

Spotlight: Think about a teacher or another person who said something that changed the way you think or act. What did

that person say that struck you as important? Did you agree or disagree? In their popular book, *Switch*, the Heath brothers argue that emotional messages change behavior, not intellectual ones. Was that true in your case?

Searchlight: Company lifespans are shorter than ever in the digital age. Inability to keep up with change is a major factor. Kodak invented digital cameras but didn't switch to them fast enough. Blockbuster kept expecting people to come to their stores as Netflix pioneered mail and web delivery of movies. Many of the 20th century functions of a newspaper are now pursued better elsewhere, such as stock quotes, movie listings, real estate offerings. Auctions happen on EBay; music sells through iTunes, and so forth. What do you think the most endangered businesses are today, and why?

Extra credit: Now apply all of what you've learned to the news industry's digital transition. The Poynter Institute provides a list of university libraries with resources for journalists. Other notable institutions include The Internet Archive. Try searching for "journalism crisis" and "journalism education" articles. Can you find any at all dealing with resistance to change?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Online search: 'how to' tips

In the book *The Myth of Digital Democracy*, Matthew Hindman argues that the structure of the Internet is stifling the hope that it would be a great force for democracy. In particular, he looks at powerful search engines like Google and their role as gatekeepers. Search algorithms favor popularity, so big news organizations do well, especially when people use only one or two terms when searching.

Choose a class discussion topic:

Flashlight: View this video on how Google's search engine works. Google gets at least 85 percent of all search engine traffic. But there are other search engines, including, at number two, Yahoo! Ask the class: Do you know anyone who uses a search engine other than Google? What are their reasons?

Spotlight: Google publishes a website with various video tutorials that can help you improve your searching skills. Have students prepare for a class discussion by using these new skills to try to determine why Google dominates the search field. What role does the company's indexing system play?

Searchlight: What is information literacy? Sir Tim Berners-Lee, inventor of the World Wide Web, has a new project, CrossCloud, to help people take control of their data. Instead of your personal information residing in just one social media platform, CrossCloud allows you to move it where you want. Yet others, like Apple co-founder Steve Wozniak, have called cloud based computing and applications "a nightmare" because no matter what anyone says, the data resides in computer servers beyond your reach. How comfortable are you with having your data in the cloud? Without information literacy, how will future generations take control of their data?

Extra credit: Share the concept of the "Invisible Web." The "Visible Web" is indexed by search engines, but that just scrapes the surface. The Invisible Web (or "Deep Web") is what indexing bots don't see. It is perhaps 500 times bigger than the Visible Web. Have students explore sites such as Social Mention, Peek You, Ice Rocket and Zabasearch to do a research project. Next, find a local news story from 2008 or 2009 naming journalists who lost their jobs; or call the local newsroom and see who left in recent years; now use these tools to find and contact those journalists; ask them about

changes in the news industry, what they are doing now and their outlook on the future of journalism.

Bonus assignment: Is the Deep Web mentioned in the news? Find articles that mention use of the Deep Web. Do any of them refer to its use in investigative reporting?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Can you teach freedom without allowing it?

Journalism training has a direct connection to the First Amendment, but not all student journalists receive a true First Amendment experience in high school.

Flashlight: Such organizations as the Student Press Law Center report dozens of stories each year about censorship of high school student media. Add to that school policies on social media. At those schools, do media restrictions hurt or encourage student knowledge and appreciation of the First Amendment? Does student newspaper censorship lead to the survey result that many students think government is allowed to censor news?

Spotlight: Hold a mock press conference, the teacher being interviewed by the class on his or her First Amendment and social media attitudes and knowledge. Ask students to create an infographic comparing the teacher's answers to the answers in the latest Future of the First Amendment survey. You might want to look at this social media graphic for additional context. Discuss as a class and post your work online.

Searchlight: As a class project, create either a fake Twitter account or a fake Facebook account for James Madison, the author of the First Amendment. Students should imagine it is 1789, and they are James Madison. They are wondering what the "free speech" amendment to the Constitution should say and trying out various drafts. Make sure you include the drama between Madison, who at first didn't think a Bill of Rights was needed, and Thomas Jefferson, who convinced him to write it. Make sure there are at least seven tweets or five Facebook posts per student.

Extra credit: Future of the First Amendment survey designers wrote a Neiman Reports article suggesting some remedies. They include enhancing curricula and allowing free expression. Ask students to research academic papers to try to find one on the topic of First Amendment education. Do these papers see a problem? If so, what remedies do they suggest? What remedies make the most sense?

SEARCHLIGHTS and SUNGLASSES
LEARNING LAYER

Revamping student media

The digital age has turned journalism inside out, but not until recently has it had much of an impact on student media. College media at the University of Oregon, Arizona State University and the University of Virginia (just to name a few), have cut down frequency of their print newspapers and focused on innovative, economically efficient ways to serve their communities.

Focusing on one example: between April 2011 and May 2012, the University of Oregon's Daily Emerald transformed itself into a new student media operation, cutting publication frequency from daily to twice a week, switching to a more magazine-style format and focusing on real-time digital delivery of news. (Read more about the transformation from College Media Matters.) The rebirth of student media at Oregon started with its publisher challenging students to forget their 112-year history and pretend they're starting from scratch.

A task for your students:
Do the same thing. Create a plan for rebuilding a student news organization from the ground up. Given the lessons from Oregon, what would you do differently? How would you go about understanding what the campus community needed and shape a journalistically sound mission around that? Each student should draw up a plan with at least 20 steps. Discuss in class. Are there common themes? Now, imagine you've done all the community research and engagement and are ready to write the mission statement. Prepare your proposal carefully, including the business model that would sustain the organization.

SEARCHLIGHTS and SUNGLASSES
LEARNING LAYER

High school media today

Scholastic journalism, like all journalism, is in a state of transition. Take a look at the 2011 national count of high school student media organizations, a study from Kent State. Consider your community: High school journalism matters because it is the feeder system for those interested in journalism careers.

Class discussion questions:

Flashlight: What student media organizations exist at high schools in your city or school district? Are there schools that have no student media? How has that number of student media outlets changed over the years? Are any of those outlets online?

Spotlight: Is there any organization or entity that regularly monitors the presence of high school media in your state? If so, what do they say about the state of scholastic journalism? If not, can you find recent media coverage of local journalism at the high school level? How clear a picture does it provide?

Searchlight: Do you know of journalism programs at high schools that have been replaced by after-school clubs? When a program is lost, should the role of journalism be taught in other subject areas? Civics, certainly, but what about science, math or literature?

Extra credit: What type of journalism does your high school media produce? See this award-winning Three Little Pigs ad from the Guardian in London. Are high schools teaching interactive forms of journalism? Are they engaged with the campus in digital open forums? Or are they like the headline at the beginning of this video, depending on official sources and not delivering the whole picture?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Spying on Americans, seizing reporter records

People want the option to keep some things to themselves. But computerized communication makes privacy more difficult. Unless you actively protect yourself, companies can track your browsing, purchasing and now, with Global Positioning System enabled phones, your location. Add to that the personal details being shared through social media. Companies routinely use this data to sell products and services tailored just for you. Digitization also makes it easier for national security agencies to spy on Americans and seize information from journalists without asking.

Class activities at three levels:

Flashlight: Global media mogul Rupert Murdoch had to close a newspaper and appear before the British Parliament because his journalists hacked into people's telephone messages to get stories. Have students look up the case. Discuss: When does reporting turn into invasion of privacy? Even if laws are not being broken, are there still lines journalists should not cross? Are there some things you shouldn't report? What is gained and lost when journalists observe boundaries?

Spotlight: In states with shield laws, news outlets can fight when law enforcement officials want to learn the identify of confidential sources. But journalists got no warning before federal government grabbed months' worth of phone records from offices where more than 100 Associated Press reporters worked. Investigators wanted to know who told the AP about a CIA operation in Yemen that stopped a 2012 al-Qaida plot to blow up a U.S.-bound plane. This reignited a debate over a federal shield law, strongly supported by journalism organizations but also with journalistic opponents. Have students research the issue and post their shield law comment to a recent news story on the topic.

Searchlight: In 1977, reporter Carl Bernstein's Rolling Stone article, "The CIA & The Media," found that a number of journalists were U.S. spies abroad. In 2013, federal officials seized the emails of a Fox News reporter on the grounds that he was a criminal "co-conspirator" working against the United States. Discussion questions for students: Has the relationship between government agencies and journalists shifted from one extreme to the other? What are the appropriate roles of government and the media? The Justice Department issued

new guidelines after the AP and Fox cases. Do they do the job?

Extra credit: Examine this testimony from journalist and national security expert Scott Armstrong. Armstrong leads "The Dialogue," a project to find ways journalists could report on important national security issues without having their records seized. Read this about Armstrong's opposition to a federal shield law. Which of his remedies do you agree with? Post your views in a place where others can engage with them.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

The digital media literacy prism

Professor Renee Hobbs created a white paper on digital media literacy outlining how such skills can be taught in all schools. But are all schools teaching them?

Student activities in three levels:

Flashlight: Investigate the teaching of digital media literacy in your state. Are standards in place? How rigorous are they? Who teaches these skills? Are they taught in a consistent fashion across subject areas and grade levels? Do gaps in the curriculum exist? How is student learning assessed?

Spotlight: Diversity experts such as the Maynard Institute argue that community literacy for media people is just as important as media literacy for the community. Class discussion: Do you agree? Is news coverage at times inaccurate or unfair because of a poor understanding of the whole community? Do the faces and voices in student media reflect the campus? Why or why not? This Pew study shows that women are losing faith in traditional media faster than men. Could that have anything to do with their underrepresentation?

Searchlight: Thinking about local news and information flows is easier if you consider a particular topic. Have students break into groups and consider: What is the single most important issue to students? Do campus media cover that issue? Where do people get their news and information on the issue? Are nontraditional providers seen as credible?

Extra credit: How much news literacy is part of digital media literacy? Find a digital media literacy class syllabus on line and break down the content. Does the course examine such issues as 'false balance'? That's a big problem in science journalism, when two sides are given equal value when one represents almost all scientists and the other is being paid to dispute the science.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Opinion documentaries as journalism

A Missouri School of Journalism conference called "Based On A True Story" brings in documentary filmmakers, journalists and academics to discuss the distinctions and similarities between documentary and journalism. In 2012, BOATS invited speaker Jason Spingarn-Koff, who oversees The New York Times website Op-Docs, a "forum for short, opinionated documentaries, produced with wide creative latitude and a range of artistic styles, covering current affairs, contemporary life and historical subjects."

Newspapers have a long tradition of printing the work of columnists who offer up analysis and opinions rooted in fact. Opinion journalists, like advocacy journalists or crusading editors, are still journalists, so long as they remain non-fiction storytellers who are transparent about their personal opinions.

Op-Doc creators express their views in the first person, through their subjects or more subtly through an artistic approach to a topic. The documentaries are done on deadline and assigned in a way similar to the way other news is being assigned.

Assignments on three levels:

Flashlight: Have students watch this Op-Doc on the rise and fall of the first democratically elected president of the Maldives, Mohamed Nasheed. Ask them to imagine they are media reporters writing reviews of the documentary. Students should read the comments on the article written by the filmmaker and add their own.

Spotlight: Long-form videos can be journalism, too. Ask students to browse the documentaries on the Knight-supported Snag Films site. Each should pick one to view. Is it journalism? Why or why not?

Searchlight: Some say the digital age means the end of long-form journalism. Yet sites such as Longreads and Creativist, as well as such news organizations as the New Republic. Ask students to pick one story from these sites or others specializing in long-form journalism. What does it say that the day-to-day coverage of that issue leaves out? How many news people do you think were required to collect, check, write, illustrate, code, design and do all the other

things needed to publish the story? How does that collaboration affect content quality?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Update

Local nonprofit media matters

Nonprofit media is expanding. The Institute for Nonprofit News manages the Local Media Initiative to produce impactful stories through non-profit online news organizations. Examples of impactful stories produced by digital-native non-profits:

- A Wisconsin Center for Investigative Reporting story on abuses at nursing homes that led to reforms of oversight procedures.
- An NJ Spotlight story on corruption at a public utility company that motivated the state attorney general to conduct an investigation.
- Washington State passed two laws to protect health care workers after InvestigateWest published a story on the health hazards of handling chemotherapy drugs.

Assignment: Look over the web site of the Institute for Nonprofit News. What range of topics do its members cover?. What range of topics do they cover? What topics don't they cover and why not? What sort of media do these organizations use? Select an ongoing story or topic that matters to you and select the organization that is most suited to cover it.

Searchlight: To continue the success of local nonprofit media initiatives, we must find a viable business model. What do you think that entails? Come up with your own business model.

Extra Credit: To continue the success of local nonprofit media initiatives, we must find a viable business model. What do you think that entails? Come up with your own business model.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

iPhone apps for journalists

Is a smart phone the only tool a journalist in the field needs today? The Poynter Institute has a compiled a list of some of the most helpful iPhone apps for journalists. Divide the class into groups, with each picking an app, trying it and reporting their results.

They include:

- Dropbox: an app that allows you to store and share files and documents in the cloud. Like having a big thumb-drive you can access any time.
- Tweetie: an app that allows you to follow what's trending on Twitter. It also can sort tweets geographically so you can track local action (among the 10 percent of Tweets that are geo-tagged). It automatically shrinks URLs when you want to tweet a link.
- TweetDeck: allows you to manage multiple accounts, arrange and display your Twitter feed into separate strands, bundling tweets from friends, tweets from elected officials, tweets that mention you, etc.
- AP Mobile: the push notifications can satisfy general news addicts.
- Instapaper**:** allows you to save articles and blogs to read later — even if you are offline.

Assignment for students: Are these apps useful? Do you know better ones? Come up with a better list and add it to the Poynter Institute post.

Assignment for teachers: Review the ideas developed by the Teaching News Terrifically contest in 2012 and 2013 as well as this blog post on 20 tools and apps. Try a few of the TNT lesson ideas. Can they be applied to the newer tools?

Class discussion: Would you use Google Glass? In Chapter One of this book, the author predicts wearable media will be a next-generation news trend. See this National Public Radio reporter of a documentary filmmaker who captured video of a crime using the camera in his Google glasses. He says they will "revolutionize" citizen journalism. Do you agree? Is privacy an issue?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

How to write grant requests

When applying for a grant, you must realistically consider whether your project and the grant-maker are a good fit. Bear in mind that grant-makers can get hundreds of applications for every grant they make.

Organizations such as Guidestar offer resource lists for grant writers. Here are some general tips: 1) Follow the directions outlined by the grantor carefully. Each grant-maker is different. 2) Make sure you are a solid fit under the eligibility criteria. 3) Research your topic thoroughly so you can explain your project in a larger context. 4) Be clear about what you would do and what impact you believe that would cause among the "target population." 5) Be sure your timeline and budget are practical. 6) Always seek funds from more than one source.

Activities for students at three levels:

Flashlight: Have students read philanthropist Vince Stehle's interview and see the video. Students should come to class ready to each pitch an idea: What sorts of projects would you love to see happen? What would help your community? How would you pitch the idea to try for funding?

Searchlight: A research project: Look at the web site of the philanthropic group Media Impact Funders. What major foundations fund journalism and media projects? Find some interesting projects among those funded. Do you think they will help journalism? How? Blog about your favorite grant, explaining why you chose that one.

Spotlight: Does your library have a subscription to The Foundation Center database? If you can, use it to design a project that might be eligible for a grant. Choose the foundation that seems right for that project. In a class presentation, explain why you see a good fit.

Extra credit: Frontline draws the highest ratings on public television for its enterprising in-depth reports. See this series of clips from its documentary on Internet relationships. Imagine you were a grant writer seeking funds for a classroom program to increase exposure for this series. What foundations would you target, and why? How would you shape your pitch?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Writing well: A tool for any storyteller

Why do some stories stay with humanity for generations, while others fade away? A scientist might say it is the importance of the content. But a journalist, at least a good one, would say it was because the story was well told.

Writing activities on several levels:

Flashlight: Take a sample of your writing and check its Flesch score using Microsoft Word. Follow these directions from Microsoft, which also suggest how to interpret the score. After exploring editteach.org, rewrite the piece to see if you can raise your score. What did you change?

Spotlight: Ask students to find some electronic examples of what you consider to be great writing (Abraham Lincoln's Gettysburg Address, Martin Luther King's "I Have a Dream" speech, etc.). Have them run the Flesch score test. How did they do? Now look in the Sunlight Foundation's database of congressional speeches and find your local representative. What did he or she say about a current issue? How well did they do on the Flesch scale? The score aside, do you feel they could have been more clear? How would you have said the same thing?

Searchlight: Many writers remember the first time someone told them they could write. Ask your students to think back: Do they remember that? Who was it? A teacher? Have them tell the story any way they would like: in a poem, a song, a video, a poster, a graphic, an animation, a video, a blog item, a long story, a documentary. Exactly what happened? Ask students to post their work online. If a student doesn't have a story, why not give them one by telling them they can write?

Extra credit: Dive into the readable, practical books on writing. Here are just a few: *Writing for Story,* by Jon Franklin; *The Only Grant Writing Book You'll Ever Need,* by Ellen Karsch; *Writing for a Good Cause: the Complete Guide to Crafting Proposals and Other Persuasive Pieces for Nonprofits,* by Joseph Barbato; *Fundraising for Social Change,* by Kim Klein, and *Telling True Stories: A Nonfiction Writers Guide from the Nieman Foundation at Harvard University,* by Mark Kramer and Wendy Call.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Further reading for chapter five

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SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Update

#EdShift focuses on journalism education updates

PBS Media Shift, a site dedicated to journalism innovation, is extending the conversation about the future of journalism education taken up by this digital book and teaching tool. Its EducationShift section, revamped through funding from the Knight Foundation, is focusing on practical ways that journalism education can improve.

Kathleen Bartzen Culver, assistant professor in the School of Journalism and Mass Communication at the University of Wisconsin-Madison, is the founding curator of EdShift.

You can participate in the conversation by using #EdShift on Twitter.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

What have you learned?

Ask your students to think about that question.

Lead a discussion in your class about lessons learned from the book. What did they take away from the text, videos, exercises, activities, research projects?

What surprised them?

Small groups activities at three levels:

Flashlight: Have students sit with a partner and conduct an interview about the state of journalism and journalism education. Journalism is being disrupted by new technology. Is the same happening to journalism education? Given that most news industry hiring comes from journalism and mass communication schools, what does that mean?

Spotlight: Have students break into small groups to consider what they would like to see added to the learning layer of this book. What have they learned about journalism that the book should cover? Have them contact the author to let their views be known.

Searchlight: No book is perfect. Are there errors that should be corrected? Are there times when the book is unfair? Join the book's comments forum and have your say.

Extra credit: Consider this quote from Christopher Essex in *Taken by Storm: The Troubled Science, Policy and Politics of Global Warming*, "This seems charmingly paradoxical: scientists seek one truth but often voice many opinions; journalists often speak of many truths while voicing a uniform view." Have your say.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Congratulations!

You've found the final mystery link in *Searchlights and Sunglasses*. Your reward for completing this scavenger hunt? The stories behind each link! Here they are, organized by the sections of the book:

Introduction

Clicking on ***the dirigible*** brings up a Pathe newsreel showing the 1937 crash of The Hindenburg in Lakehurst, New Jersey. Before television, the only moving pictures of news came from newsreels shown in theaters. Herbert Morrison's dramatic eyewitness report for Chicago radio station WLS is one of news history's best-known first-person accounts.

Chapter One

The satellite leads to a 1974 Australian Broadcasting Corporation interview of futurist Sir Arthur C. Clarke, who predicts that by 2001 people will get the information they need for daily life from globally connected computers. (In 1945, Clarke proposed the geostationary satellite, a key element of global communications).

Behind ***the lumberjack*** you'll find a 1937 film called "Trees to Tribunes," tracing the journey of trees through the industrial process that produced important metropolitan newspapers like the *Chicago Tribune*. Emerging from bankruptcy, the Tribune Company in 2013 announced it would separate its publishing business from its more profitable broadcast business.

Clicking on ***the "Delicious" woodcut*** brings up the home page of Videolicious, a company that makes a mobile video-editing app, allowing users to easily create videos from their mobile phones, Videolicious investors include The Knight Foundation and the Washington Post.

The brain graphic leads to an infographic detailing the results of a 2009 Knight News Challenge experiment. MediaBugs hoped to fix media mistakes by helping people publically identify the errors. It didn't get traction. Still, experiments that do not go as planned are not considered failures if insights are gained.

Chapter Two

The roach graphic brings up The New York City Roach Map, a result of The Great Urban Hack NYC. Hackathons have become popular ways for content people, data scientists and programmers to brainstorm new applications. In this case, they figured out how to use restaurant inspection reports to create a clear map showing where roaches were massing.

Chapter Three

The picture of Soviet leader Joseph Stalin leads to a propaganda film on the Cold War. The Challenge of Ideas, was created in 1961 by the United States Army Pictorial Center and the Defense Department. It was hosted by famed broadcast newsman Edward R. Murrow, who left CBS at the end of his career to lead the United States Information Agency. In 1954, Murrow demonstrated the power of television news by exposing notorious communist hunter Sen. Joseph McCarthy.

Chapter Five

The piece of parchment with the word weird misspelled in Al Yankovic's name leads to his popular 2014 music video, "Word Crimes". The song is a parody of Robin Thicke's "Blurred Lines." It gives an overview of frequently committed grammar errors. The video was one of eight released in social and mainstream media over eight days to publicize "Mandatory Fun," his first chart-topping album on Billboard.

Acknowledgements

The news rider graphic has led you here, to the story of the hidden links, of how news technology changes with each American generation. The rider comes from the front page of the Daily Alta California, July 29, 1861. At the top of its columns of civil war news, the engraving explained to the paper's readers how news travelled. It's a snapshot in time, just as the Pony Express was giving way to the telegraph.

A final word:
The submarine on the home page of Searchlights and Sunglasses is a sketch of the USS Alligator. Thirty feet long and no more than eight feet in diameter, it was the first U.S. Navy sub, on active duty during the Civil War. The sub was not done on time or on budget, didn't work well and was lost at sea on its way to Charleston, South Carolina, where Union forces hoped it would help retake the city.