

## | UOSoJo |

**Objectives:** Students will be introduced to Solutions Journalism and begin their initial inquiry of it; students will learn about the Four Qualities and practice analyzing for them in advance of take-home Finding the Four Qualities assignment.

### **Introduction to SoJo**

**35 minutes**

Instructor gives big picture overview (including civic journalism, that this is a practice not movement, something that hints at changing audiences and disruption of industry) via direct instruction. Includes comparison of Seeking Safety and Crime in Chicagoland with quick intro to frame theory. Lecture ends with BYU explainer video.

### **Think/Puzzle/Explore**

**30 minutes**

Following the video, have students answer think/puzzle/explore questions about SoJo in Discussion on Canvas (learning management system). (The questions: Following the video what do you know about SoJo? What questions or puzzles do you have about SoJo? What do you want to explore about SoJo?) Students then discuss their questions in triads using Think/Pair/Share inquiry strategy. This exercise helps “activate prior knowledge, generate ideas and curiosity and sets the stage for deeper inquiry.” (FYI, the explore question – “What do you want to explore about SoJo? – will be expanded upon later in the term in students’ final reflection pieces.)

### **Introducing the Four Qualities**

**20 minutes**

Instructor shares “It’s solutions journalism if it...” slide with following words highlighted (response and how, evidence and effectiveness, insights, limitations and puff piece). Students read “Hawaii’s Trailblazing Healthcare...” with instructions to seek out the Four Qualities. Instructor then models finding evidence of all of the qualities.

### **Guided Practice on the Four Qualities**

**20 minutes**

In groups of four, students assess a Seeking Safety story for the Four Qualities (15 minutes). At least one group presents its findings to the other groups with instructor feedback.

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**Objectives:** Students will be introduced to the Impostors to better understand what solutions journalism isn't.

### **Twitter Entrance Slip**

**10 minutes**

Instructor tweets "daily entrance slip" question to build on previous lesson. For today: What's one question you have about the Four Qualities? (or) What's one thing that really excites/interests you about the Four Qualities? Students tweet their response and include class hashtag. Instructor calls out a few responses.

### **Introduction to Impostors**

**30 minutes**

Instructor gives presentation on the Impostors, explaining what each one is and how to recognize it.

### **Take-home Assignment Preview**

**10 minutes**

Students read take-home "Finding the Impostors" assignment and rubric. Instructor answers any questions.

### **Analyzing the Impostors**

**10 minutes**

In dyads, students analyze one of the eight impostors for its lack of four qualities and consider a possible new frame that could create a SoJo story.

### **Explaining the Impostors**

**40 minutes**

Each dyad presents its story and analysis in five minutes.

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**Objectives:** Students will be introduced to the beginning steps (and questions) of how to conceive a SoJo story.

### **Twitter Entrance Slip**

**10 minutes**

Instructor tweets “daily entrance slip” question to build on previous lesson. For today: What’s one question you have about the Impostors(or) What’s one thing that really excites/interests you about the Impostors? Students tweet their response and include class hashtag. Instructor calls out a few responses.

### **Introduction to “How”**

**35 minutes**

Instructor gives presentation on initial steps (and questions) for conceiving SoJo stories, including some examples of common types and common concerns.

### **General Brainstorming**

**10 minutes**

Students brainstorm framing questions and possible solutions angles to the topic of solutions to violence.

### **Brainstorm**

**55 minutes**

Students suggest issue/topic ideas for group projects. Instructor moderates and helps ideas coalesce. Once groups form, students must start brainstorming framing questions and reporting ideas. If time, groups share out to class.

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**Objective:** Students will explore avoiding advocacy, fluff and “good news.”

### **Entrance slip**

**10 minutes**

Students tweet one question they have or one thing they want to know more about regarding the previous class' topic; in this case the “howdunit.”

### **Gallery Walk**

**20 minutes**

Instructor posts the below questions, students divide into three groups, each group moves from question to question discussing and writing responses... the groups rotate so that each group answers each question. At the last question station each group will summarize to the entire class all the responses for that question.

- What is the line between journalism and advocacy? Why is it necessary to report on limitations and flaws?
- What is the difference between celebrating or advocating for something and reporting on something that is happening?
- When and why is an imperfect response to a problem, or even a failed response, worth reporting on?

### **Lecture**

**30 minutes**

Instructor lectures on basic PR ideas, specific strategies to avoid advocacy, fluff and “good news,” including a discussion of which of those categories each impostor fits in.

### **Unpacking fluff**

**60 minutes (30 and 20)**

Students read a good solutions story and rewrite it as advocacy, “good news” or fluff, or find an imposter story in a credible news outlet, and rewrite it as solutions journalism. Then students share their stories in dyads; partners evaluate SoJo stories for Four Qualities and fluff stories for lack of rigor.

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**Objectives:** 1) Students will peer assess their reporting to date to uncover holes in reporting, to check their progress on the final project and to deepen their understanding of solutions journalism.

2) Students will develop the rubric for the final project incorporating the course objectives; doing so will deepen their understanding of solutions journalism.

### **Peer Editing/Brainstorming**

**35 minutes**

In triads, students “play editor” (think, pair and share) by asking “Is that all you got?” questions while assessing projects for the Four Qualities, possible impostors, rigor, etc.

### **Initial Rubric Creation**

**20 minutes**

Instructor explains rubric concept with four columns (expert, proficient, emerging and novice) and categories based on course objectives (Four Qualities, Impostors, etc.). Instructor models delineating each column for one to two objectives.

### **Filling Out the Rubric**

**20 minutes**

In groups, students delineate the levels for one category (ex. What does “expert” mean for Four Qualities? What does “Proficient” mean for Four Qualities?)

### **Finalizing the Rubric**

**30 minutes**

Each group presents its conceptions of its band to the entire class. Based on class discussion and feedback the bands are modified. Instructor finalizes each band.