

| UOSoJo |

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.