Teaching a Stealth Information Literacy Class (Reading *The New York Times*)

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**WILU Abstract:**

How do you reach students who won’t take an information literacy class? Try calling it something different! In this presentation, I’ll talk about my class, “Reading *The New York Times*,” outline the information literacy goals and assignments, and discuss how you can adapt the idea to your environment.

**Course description for students:**

*The New York Times* is often referred to as “the paper of record” in the United States. Whether you ever pick up a hard copy of the paper or not, you will find yourself occasionally reading articles via links on social media, or through assigned readings by professors in other classes. In this seminar, we will examine the way news is published in *The New York Times*, and inquire about the messages and meanings in the content. As a result, you will become savvier consumers of content from all the media that you’re inundated with daily. We will write about our opinions and the ways we interact with the stories we read, and you will have the opportunity to focus on a particular subject of interest, as it’s reported in *The New York Times*.

LibGuide at: [https://libguides.depauw.edu/nyt-stealthinfolit](https://libguides.depauw.edu/nyt-stealthinfolit)
ACRL Framework, with things we did in the class

**Authority is constructed and contextual:**
- Discussion of bias and reputation of news media
- Comparison paper (comparing the NYT with another source)
- Evaluating popular press coverage of science research
- Examination of Native Advertising

**Information creation as a process:**
- Online vs. print versions of the NYT
- Guest speaker from the NYT
- [http://newsdiffs.org/](http://newsdiffs.org/)
- Writing a film/television/restaurant/album review

**Information has value:**
- Writing exercises on quoting appropriately
- Plagiarism in NYT reporting
- Analysis of the readership of the NYT
- Discussion and analysis of native advertising

**Research as inquiry:**
- Frequent class discussions on what *ISN’T* mentioned in an article
- Individual weekly reading logs on their personal area of interest
- Developing a research question derived from their semester’s reading log (final paper)

**Scholarship as conversation:**
- Class activity of looking at online comments
- Sharing their reading logs with me
- Periodic class round-robin reporting
- Presenting their research paper findings to the class

**Searching as strategic exploration:**
- Working NYT crossword puzzle
- Finding previous NYT coverage of “their” issue
- Final research project which required them to use additional sources