

I use the cases in the Knight-Columbia collection, which are updated with new cases (including new media) every few months. The Knight Foundation is at <https://casestudies.jrn.columbia.edu/casestudy/www/home.asp> and then Case Collection. It offers the cases, with context, background, etc. I divide the class into teams. Each must select a case and then interview three news people, whether photojournalists, reporters, journalist-bloggers, hyperlocal news people, news editors, etc., --whatever job titles pertain to the case selected. I urge them to find news practitioners, interview them, and push for differences in the bottom line of what they would have done, based on what, etc.

The case they discuss and **analyze** in class takes the form of a 5-8 page paper due one full week before their oral presentation of 30 or so minutes. They include the questions they intend to ask the class and a two-paragraph summary of the case, which need to be distributed to the class the session before their presentation. Audio-visual aids help enliven the discussion; however, Power Point can be overused: as in death by Power Point, so I do not encourage students to rely on it. The analysis, which is for MY eyes only, shows the direction they are taking for class discussion. I make suggestions to them, too.

The analysis is based on library and field research. Students interview ***at least*** three sources, working **full time** in the field about the specific ethical problem, and ask:

- Have they or anyone they know encountered such a problem?
- If possible, report details of an actual quandary they have faced.
- If they have not personally confronted the situation, hypothetically, how would they have reacted if faced with it?
- What policy, if any, has their organization adopted on this issue?
- If not, what could such a statement contain?

They may NOT use a Rutgers adjunct faculty member, nor members of campus media.

They have to attribute information, in footnotes, from their library research and interviews. Contact information is needed at end of paper for all persons interviewed. And especially, they are asked to bring us up to date: What has happened to the principal players in their case since the controversy erupted two or three (or however many) years ago? Some are able to interview those individuals, too. Some cases involve criminal activity. Students need to explain that, but their primary focus must be on how the story was covered, the ethical journalistic decisions involved, the thinking behind those decisions, and any justifications used.

By the time students prepare for their presentation and projects, we will have played with several cases in class, and they have seen the case-study method in operation; moreover, I talk about various projects throughout, for the few students who cannot stand in front of a class and make a presentation (for example, this past Spring, a cerebral palsy victim confined to a wheelchair, whose speech is difficult to understand, and a student undergoing chemotherapy, who didn't have the energy needed to stand before the class, even in a team). Also, I make myself available for help in developing their case or project, if they desire, in outside conferences – even on the phone or by e-mail, from their internship, dorm room, or wherever!