

# Case 1: Is the screening canceled?

## Content note

The optional film clip from *The Hunger Games* (2012) shows coercion and danger to young people. Preview it before class, or skip it, because students need only the evidence in the story.

## Overview

Students read a short story about a neighborhood screening. A cropped seven-second clip in the crew’s group chat seems to say the event is canceled. Students compare the post with two documents, the coordinator’s meeting transcript and a booking email, and decide what the evidence supports. They then write a short group-chat update that corrects the claim and says which entrance to use.

## Before this case

Students should already be able to:

- summarize a short record accurately
- explain what a professional code of ethics is and whom it applies to
- write clear numbered instructions for a group

## Objectives

Students will be able to:

- write a procedure that names who checks the original record before anyone posts

## Objectives, continued

- include a holding-message step that gives a time for the next update
- write a model correction with the time, the entrance and the source checked
- cite one professional code accurately and say whom it applies to

## Materials

- This chapter, one copy per participant
- Evidence A, B and C, and Jordy’s holding message
- The SPJ, RTDNA and PRSSA code cards
- The procedure template

## The task in this edition

**Task:** Write an update-and-correction procedure for a student club’s group chat and social accounts, using the Common Room rumor as the worked example. Include the correction the club would post.

**Students make:** Procedure, 250—350 words, plus a model correction of 60—90 words

## Pacing

**Opener (page 3):** 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

**Key terms (pages 4 and 5):** 5 min. Short on time: skip. Define holding statement aloud.

## Pacing, continued

**Look at the evidence (page 9):** 10 min. Short on time: 8 min. Participants fill in only the “What it shows” boxes.

**Look at the evidence (page 10):** 5 min. Short on time: 3 min. Read Evidence C aloud. Skip its boxes.

**Key idea (pages 11 and 12):** 10 min. Short on time: 8 min. Skip the In the news section.

**Sort the evidence (page 13):** 6 min. Short on time: skip.

**Practice (page 14):** 6 min. Short on time: skip.

**Your task (pages 15 and 16):** 12 min. Short on time: 10 min. Fill in the first two planner boxes together.

**Your draft (pages 17 and 18):** 30 min. Short on time: 30 min.

**Check your work (pages 19 and 20):** 8 min. Short on time: 6 min. Skip the rubric boxes.

**Questions to discuss (pages 21 and 22):** 10 min. Short on time: 6 min. Discuss question 4 only.

**Talk about this case at home (page 23):** at home.

**Periods:** full chapter 107 minutes; one period 75 minutes.

# Case 1 plan, continued

## Standards

**Information Literacy VALUE Rubric** AAC&U’s rubric for finding, evaluating and using information for a purpose, ethically and legally. In this case: Students evaluate the forwarded clip against the transcript and the booking email before they use it (Evaluate Information and Its Sources Critically).

**Written Communication VALUE Rubric** AAC&U’s rubric for writing that fits its context and purpose, develops its content and uses sources and evidence. In this case: Students write a procedure and a correction for club members and guests who are about to travel (Context of and Purpose for Writing).

**Authority Is Constructed and Contextual** A source’s authority depends on its creator’s expertise and on the question it is being used to answer. In this case: Students explain why the coordinator’s transcript carries more authority than a forwarded screenshot for this question.

**Information Creation as a Process** Information is made through a process, and how it was made affects what it can be trusted for. In this case: Students trace how cropping a seven-second clip changed what the meeting record appeared to say.

## Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It
- **RTDNA Code of Ethics:** Truth and accuracy above all
- **PRSSA Ethical Principles for PR Students & Professionals (professional values and member pledge):** PRSSA Code of Ethics and Conduct (member pledge)

## Heat map

- **Opener (page 3):** Low
- **Key terms (pages 4 and 5):** Low
- **Look at the evidence (page 9):** Low
- **Look at the evidence (page 10):** Low
- **Key idea (pages 11 and 12):** Low
- **Sort the evidence (page 13):** Medium
- **Practice (page 14):** Medium
- **Check your work (pages 19 and 20):** Low

## Try it at your school

**Find out how your school sends urgent updates.**

- Ask a teacher or front-office staff which channel carries official changes (email, app, website)
- Save the official channel so you can check it before reposting

## Try it at your school, continued

- Next time a screenshot circulates, post “still checking” instead of a verdict
- Suggest to your student council that urgent updates include the original link

**Who to ask:** Front-office staff, a teacher, the student council advisor or a school librarian

**Safety:** Don’t share other people’s names or messages from a private chat. Check any official source with a trusted adult if it asks for personal information.

## Sources

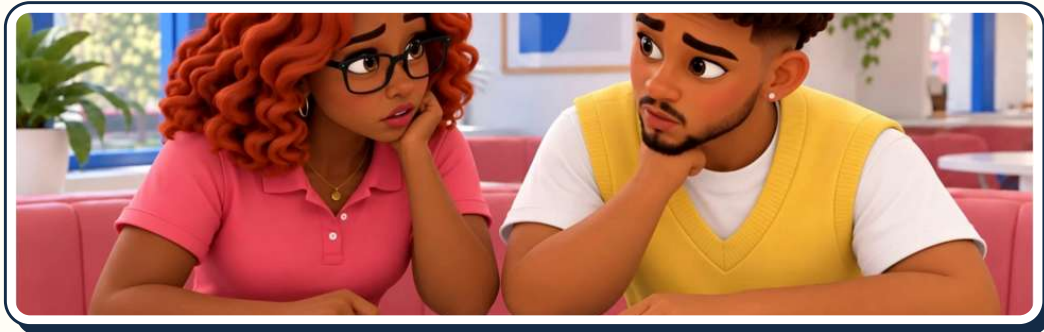
- Scholastic, “Sunrise on the Reaping announcement,” June 6, 2024
- Robert M. Entman, “Framing,” 1993
- Society of Professional Journalists, “SPJ Code of Ethics,” September 6, 2014

# Case 1: Is the screening canceled?

A cropped clip in the group chat seems to cancel the crew's screening, so you check the original documents and write an update.

**On your own** Read What happened. Underline the sentence that worries the crew. About 5 minutes.

**Your role:** You're the one who reads the full transcript before Gia posts. **New skill:** Find the original source.



Gia and Mateo read the message about tonight's screening.

## What happened

It is Friday afternoon at the Common Room, a shared event space inside a bookshop in Fort Greene, Brooklyn. Mateo, 22, booked the room for tonight's 6 p.m. screening, the crew's first in the neighborhood. He has been moving tables and chairs all afternoon.

Gia, 21, is helping between her class and her shift at a café. Jordy is testing the projector and captions. Sami is on her way from the print shop.

At 4:52 p.m., someone forwards a seven-second clip to the group chat. The clip comes from a meeting about the room. Its caption asks whether the screening is canceled.

Gia wants to warn people before they leave home. Mateo hopes the post is wrong. Gia has about ten minutes before she has to leave for work.

**Your question:** Is the screening really canceled, and what should the crew tell people?

## ⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud. Skip the opening question.

## 💬 Say this

"What would you do if this landed in your chat right now?"  
— Take two or three answers. Do not correct anyone yet.

## 👁 Watch for

**Misconception:** Students decide from the caption alone.

**Listen for:** "It's canceled, obviously." **Then:** Ask which document would prove it. Write "We need to check" on the board.

## 📖 Support

- Read What happened aloud while students follow along.
- Point to the time on the post, 4:52 p.m., and the screening time, 6 p.m.

## 🔥 Heat check

■□□ Low.

## Key terms

**On your own** Read each key term and its example. Then write your first guess in the box. About 5 minutes.

**Claim** A claim is a statement that something is true. You can check a claim with evidence.

En español: afirmación

**In this case:** The caption “Screening canceled?” is a claim. It ends with a question mark, and no document confirms it.

**Context** Context is the information around an event or a quote that you need to understand what it means.

En español: contexto

**In this case:** The full transcript adds the words “through that reader tonight.” Those words show that only the broken side door is closing.

**Framing** Framing is choosing which parts of a situation a message brings forward.

En español: encuadre

**In this case:** The crop and the caption choose what viewers notice: “removing access,” not “through that reader.”

**Holding statement** A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

En español: comunicado provisional

**In this case:** Jordy posts: “We’re checking the original. Hold your plans for a moment.”

## Who is involved



**Mateo**

Booked the room for tonight

“I’ve been moving these tables all afternoon. Please tell me we didn’t cancel this in a group chat.”



**Gia**

Leaving soon for a café shift

“Sami’s already on the train from the print shop. “We’re figuring it out” doesn’t tell her whether to keep coming.”

## ⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Define holding statement aloud.

## 💬 Say this

“Write your first guess now. You will come back to it at the end.” — Keep first guesses private unless a student wants to share.

## 👁 Watch for

**Misconception:** Students hear “claim” as “lie.” **Listen for:** “The claim is fake.” **Then:** Reread the definition. A claim can turn out to be true or false; evidence decides.

## 📖 Support

- Pair students who share a language to explain each term in their own words.
- Frame: “A claim is \_\_\_\_\_. In this case, the claim is \_\_\_\_\_.”
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

## 🔥 Heat check

■□□ Low.

## 🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

## Your first guess

Before you look at the evidence, what do you think is going on?

My first guess is \_\_\_, because \_\_\_.

➤ My first guess is that the room lost its booking, because the clip has the coordinator saying access is being removed.

## Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 4. The notes for both pages are on the sheet for page 4.

## Reading passage

### Urgent updates and the ethics of the crop

**On your own** Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

#### Words to know

- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Context:** Context is the information around an event or a quote that you need to understand what it means.
- **Framing:** Framing is choosing which parts of a situation a message brings forward.
- **Holding statement:** A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

### The story: An accurate clip, a false conclusion

The crew's first neighborhood screening is set for 6 p.m. on a Friday at the Common Room, an event space inside a bookshop in Fort Greene, Brooklyn. Mateo, 22, booked the room and has spent the afternoon moving tables. Gia, 21, is helping between class and a café shift. Jordy is testing the projector and captions, and Sami is traveling from the print shop. At 4:52 p.m., a forwarded seven-second clip reaches the group chat. In it, the room coordinator says, "we are removing access," and the recording stops. The caption asks whether the screening is canceled.

The case is useful for adult communicators because each person's first impulse is reasonable. Gia wants to warn guests before they travel. Mateo wants the event to happen and admits he wants the clip to be fake. Jordy wants the rest of the sentence. Each impulse becomes a different message, and each message has different consequences for people already on the move.

In this case, you are the one who reads the full transcript before Gia posts. Treat that role as a professional one. You are the check between a claim and an organization's public answer.

**Stop and think.** Which of the three first impulses would a real organization most likely act on, and why?

### What the documents support

The caption makes a **claim**: a statement that something is true, which can be checked with evidence. The coordinator's 3:30 p.m. transcript says the side-door reader is broken and that access is removed "through that reader tonight."

## ⌚ Pacing

Reading: about 5 min (720 words). Short on time: read it aloud together, pausing at each Stop and think.

## ❓ Stop and think

1. **After "The story: An accurate clip, a false conclusion":** Which of the three first impulses would a real organization most likely act on, and why?
2. **After "What the documents support":** What does the crew still not know after reading both documents, and how should the correction handle that gap?
3. **After "Framing, verification and professional duty":** Should a small host group be held to the same verification standard as a newsroom? What would change if it were not?

**What the documents support, continued**

It adds that existing bookings remain in place and that people should use the staffed front entrance. The booking email, sent Tuesday, confirms Friday from 6 to 9 p.m. with a step-free, staffed front entrance from 5:30.

Read together, the documents support a narrow conclusion. The event is on, one entrance has changed, and a person who relies on the side door needs that information before arrival. **Context**, the information around a quote that you need to understand what it means, turns an apparent cancellation into a routing change. The documents also have limits. Neither says how long the repair will take, and neither confirms that every visitor can use the front entrance.

The crew's sequence is a small model of crisis communication. A **holding statement** comes first. It is a short update that says what is known, what is still being checked and when people will hear more. Jordy's version, "We're checking the original. Hold your plans for a moment," neither repeats the rumor's key word nor overclaims by calling the clip fake. The correction follows in the channel where the rumor spread, with the time, the entrance and the original update. It is captioned for people reading without sound, and the full transcript stays linked beside the crop.

**?** **Stop and think.** What does the crew still not know after reading both documents, and how should the correction handle that gap?

**Framing, verification and professional duty**

Entman's often-cited definition treats **framing** as selecting some aspects of a perceived reality and making them more salient in a text (Robert M. Entman, "Framing," 1993). In this case, framing is choosing which parts of a situation a message brings forward. The analytical value of the concept is that it separates two questions that are often merged: what a message emphasizes, and why the sender chose it. The crew can answer the first question with documents. The second would require evidence the crew does not have.

Professional codes turn this analysis into duties. The SPJ Code of Ethics asks journalists to "verify information before releasing it" and to "use original sources whenever possible" (Society of Professional Journalists, September 6, 2014). The RTDNA code grants that "going viral" may increase urgency, but it says such moments "only heighten the need for strict standards of accuracy" (RTDNA Code of Ethics, June 11, 2015). A host organization that relays an urgent update carries the same obligations as a newsroom, even when the audience is a group chat.

The research on audiences is both sobering and hopeful. A Stanford study of 3,446 students found that most judged posts by appearance rather than authorship (Stanford Graduate School of Education, November 18, 2019).

This page continues page 6. The notes for both pages are on the sheet for page 6.

**Framing, verification and professional duty, continued**

A peer-reviewed field study in high school government classes found that instruction in lateral reading measurably improved students' judgments (Wineburg et al., Journal of Educational Psychology, July 2022). For communicators, the implication is practical. Audiences can learn verification, but an organization should not rely on its audience to do the checking. In this series, finding the original source is the first skill, and later cases assume you will use it without being told.

**?** **Stop and think.** Should a small host group be held to the same verification standard as a newsroom? What would change if it were not?

**Sources**

**Real source** | Robert M. Entman | 1993

**Framing**

**Real source** | Society of Professional Journalists | September 6, 2014

**SPJ Code of Ethics**

**Real source** | Radio Television Digital News Association (RTDNA) | 2015

**RTDNA Code of Ethics**

**Real source** | Stanford Graduate School of Education | November 18, 2019

**High school students are unprepared to judge the credibility of information on the internet, according to Stanford researchers**

**Real source** | Journal of Educational Psychology (Wineburg et al.) | July 2022

**Lateral reading on the open Internet: A district-wide field study in high school government classes**

**Notes**

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This page continues page 6. The notes for both pages are on the sheet for page 6.

## Look at the evidence

**On your own** Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

**Evidence A** | **Group-chat** post, Friday 4:52 p.m.

### The post

They're removing access tonight. Screening canceled?" A seven-second clip is attached. In it, the coordinator says "we are removing access," and the clip ends there.

**Look closely:** Which word in the caption goes further than the clip itself?

#### What it shows

➤ A real clip cut mid-sentence, captioned as a possible cancellation.

#### What it leaves out

➤ Who cropped it, when, and the rest of the coordinator's sentence.

**Evidence B** | Coordinator's meeting transcript, Friday 3:30 p.m.

### The full update

"The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

**Look closely:** Which four words narrow what "access" means? Underline them.

#### What it shows

➤ The original: only one broken reader loses access, and bookings stay.

#### What it leaves out

➤ Whether the front entrance works for every visitor, and how long repairs take.

## Case 1 | Look at the evidence | College educator edition

### ⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Participants fill in only the "What it shows" boxes.

### 💬 Say this

"Put your finger on the last word of the clip. What would you need to hear next?" — Wait for someone to find "through that reader" in Evidence B.

### 👁 Watch for

**Misconception:** Students call the clip fake. **Listen for:** "It's fake news." **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

### 📄 Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

### 🔗 Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

### 🔥 Heat check

■□□ Low.

## Look at the evidence, continued

**Evidence C** | Booking email to Mateo, sent Tuesday

### The booking email

Friday, 6—9 p.m. Screening confirmed. Front entrance: step-free. Staff member at the desk from 5:30 p.m. Contact the coordinator for arrival support.

**Look closely:** What does this confirm? What does it not say about the side door?

What it shows

➤ A separate, earlier record of the time and the step-free, staffed entrance.

What it leaves out

➤ The side-door problem, since it was sent Tuesday, before the Friday meeting.

What is still missing from the evidence?

➤ Whether every visitor can use the staffed front entrance (the email says step-free, not that every arrival need is covered), who first cropped the clip and why, and how many people already changed their plans.

Notes

### ⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read Evidence C aloud. Skip its boxes.

### 💬 Say this

“Put your finger on the last word of the clip. What would you need to hear next?” — Wait for someone to find “through that reader” in Evidence B.

### 👁 Watch for

**Misconception:** Students call the clip fake. **Listen for:** “It’s fake news.” **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

### 📖 Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

### 🔗 Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

### 🔥 Heat check

■□□ Low.

## Key idea: framing

**On your own** Read the key idea and the code of ethics. Then answer the question in the box. About 10 minutes.

The clip in the group chat is real, but that only tells you the video is authentic. A **claim** is a statement that something is true. You can check a claim with evidence. **Context** is the information around an event or a quote that you need to understand what it means. Here, the clip stops before the rest of the coordinator's sentence, so the clip alone cannot confirm the caption's claim.

**Framing** is choosing which parts of a situation a message brings forward. Media researcher Robert Entman uses this idea to study what messages select and emphasize. The crop makes "removing access" stand out and hides "through that reader," the words that limit the change to one broken side door. You do not have to prove that anyone meant to mislead people. You only need to show what the edit leaves out.

A **holding statement** is a short update that says what is known, what is still being checked and when people will hear more. It gives people a next step while the crew checks the documents. The correction that follows needs the time, the door and a contact for arrival help. People who are already traveling need those details before they arrive.

### Professional standards

**Real source** | Society of Professional Journalists (SPJ)

#### SPJ Code of Ethics: Seek Truth and Report It

"Verify information before releasing it. Use original sources whenever possible."

**In plain words:** Journalists who follow the SPJ code check a claim against the original source before they share it.

**Question:** What does the full meeting transcript say right after the point where the seven-second clip ends?

### Your answer

The transcript goes on to say \_\_\_\_, which changes \_\_\_\_.

➡ The transcript goes on to say "through that reader tonight. Existing room bookings remain in place." That changes the claim from a canceled event to one closed door.

## Case 1 | Key idea | College educator edition

### ⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip the In the news section.

### 💬 Say this

"A frame is what a message chooses to show. What did this clip choose?" — Accept "the scary part" and ask for the exact words.

"The SPJ code says to use original sources whenever possible. Which document here is the original?" — Wait for the transcript.

### 👁 Watch for

**Misconception:** Students treat the SPJ code as a law.

**Listen for:** "They could get arrested for that." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The SPJ code is not a law."

### 📖 Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

### 🔗 Stretch

- Read the RTDNA line about going viral. Ask what Jordy can tell Sami right now that they know is accurate.

### 🔥 Heat check

■□□ Low.



**Real source** | CrashCourse (YouTube) | January 22, 2019  
**Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3**  
 Shows the move the crew makes: leave the screenshot, open new tabs and check who made it and what other sources say.



### Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3

Shows the move the crew makes: leave the screenshot, open new tabs and check who made it and what other sources say.



## Viral image shows fake story from The Atlantic about Biden

A real fact-check of a fabricated news screenshot: the image looked official, but the outlet never published it.

[illegible]

This page continues page 11. The notes for both pages are on the sheet for page 11.

## Sort the evidence

**On your own** Compare each piece of evidence with each claim. Write supports, challenges or neither in each box. About 6 minutes.

Draw an arrow from each piece of evidence to the claim it supports or challenges. Which claim is left standing, and which gap still needs a check before you post?

| Evidence                                                                                                 | Claim 1<br>The screening is canceled. | Claim 2<br>The screening is on; use the staffed front entrance. |
|----------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------|
| <b>1</b> The clip: “we are removing access...” ends mid-sentence.                                        | Supports                              | Neither                                                         |
| <b>2</b> The transcript: access is removed “through that reader,” and existing bookings remain in place. | Challenges                            | Neither                                                         |
| <b>3</b> The booking email: Friday 6—9 p.m., screening confirmed, step-free front entrance.              | Challenges                            | Supports                                                        |

### Still open

- Can every visitor use the temporary entrance?

## Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is \_\_\_\_\_. I would ask \_\_\_\_\_.

The coordinator's. I would ask whether the front entrance meets every visitor's arrival needs and how the room will announce changes next time.

### Pacing

Full chapter: 6 min.

Short on time: skip this page.

### Say this

“Draw an arrow from each piece of evidence to the claim it supports or challenges.” — Model the first row together.

### Watch for

**Misconception:** Students mark the clip as challenging the cancellation claim. **Listen for:** “The clip is against canceled.” **Then:** On its own, the clip supports claim 1. That is why people believed it. The transcript narrows it.

### Support

- Let students write S or C in each box before writing sentences.

### Heat check

**Medium.** The missing-perspective question can turn to disability access.

**Cool-down:** Keep it about the characters. No student speaks for a group. Return to what the booking email says about arrival support.

## Practice: choose a response

**On your own** Choose the message you would send and explain why. Then fix the two marked lines.  
About 6 minutes.

The post arrived a few minutes ago, and nobody has checked the original yet. What do you send to the group chat?

☐ A Cancel your plans before you travel.

☒ B We're checking the original. Hold your plans for a moment.

☐ C The post is fake. Ignore it.

Why I chose it

➤ B. It admits uncertainty and asks people to wait. A acts on an unchecked claim, and C trades one unsupported claim for another.

## Improve a draft

A student's first draft

Hey everyone, so there was a clip going around that said the screening was canceled but **1** that is NOT true lol. Someone didn't watch the whole thing and posted it anyway which is kind of annoying. I checked with Mateo and he said the booking is still good. They are just removing access through one door so everything is fine and **2** you can come like normal. The event is still happening Friday. Bring snacks if you want, Jordy is doing the projector. See you there!! Also if you have questions ask Mateo.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ The clip is real but cut one sentence early.

Rewrite phrase 2

➤ Use the staffed, step-free front entrance tonight.

## ⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

## 💬 Say this

"Nobody has checked the original yet. Which message do you send?" — Vote first.

## 👁 Watch for

**Misconception:** Students choose "The post is fake." **Listen for:** "Just ignore it." **Then:** Ask for a false word in the clip. There is none.

## 🔗 Heat check

■ ■ □ **Medium.** Students may guess why the clip was posted.

**Cool-down:** Say the documents do not show why. Go back to the options.

## ➤ Answer key

**A revised version:** Update on Friday's screening: it is still on, 6—9 p.m. The clip going around cut off mid-sentence. The full update from the coordinator says the side-door card reader is broken, so that door is closed tonight, but existing bookings are still in place. Please use the staffed front entrance, which is step-free. Staff will be at the desk from 5:30. I checked the coordinator's transcript and Mateo's booking email. If you need help arriving, message the coordinator before you leave. Thanks for waiting while we checked. Jordy is still confirming arrival support with the coordinator.

## Other notes on the draft:

- "Someone didn't watch the whole thing and posted it anyway" This guesses at the poster's motive. The sources don't tell us what they knew.

## College

## Your task

**On your own** Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Write an update-and-correction procedure for a student club's group chat and social accounts, using the Common Room rumor as the worked example. Include the correction the club would post.

**Use:** Case documents: the forwarded screenshot, the coordinator's transcript, the booking email and Jordy's holding message. Real sources: the SPJ Code of Ethics summary, the RTDNA code and the PRSSA member pledge.

**You'll make:** Procedure, 250—350 words, plus a model correction of 60—90 words

**Time:** 75 minutes

- 1 Reread Evidence A, B and C. Note what each one can confirm.
- 2 List who in a club would check the original record, and when.
- 3 Write a holding-message step that gives a time for the next update.
- 4 Write a correction step that says what the correction includes and where it goes.
- 5 Draft the procedure, 250 to 350 words, on the Your draft page.
- 6 Write a model correction of 60 to 90 words for the Common Room rumor.
- 7 Cite one code of ethics in your procedure and say whom it applies to.



Prefer typing? Scan to open the online workspace.

**Who checks the original, and when**

➡ The officer who posts updates opens the original record before any post about a change.

## Case 1 | Your task | College educator edition

## ⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Fill in the first two planner boxes together.

## 💬 Say this

“Your club gets a clip like this at 4:52 on a Friday. Who opens the original, and how fast?” — Push for a named role, not “someone.”

## 👁 Watch for

**Misconception:** The procedure says to be careful without saying who does what. **Listen for:** “Everyone should double-check.” **Then:** Ask who, when and where. One named role checks the original.

## 📄 Support

- Procedure template: who checks the original, when to post a holding message, how to correct and who gets the correction
- Jordy's holding message and Gia's final update to annotate as models
- Key terms from the case: primary source, holding statement, correction, lateral reading
- Frame: “Before anyone posts about \_\_\_\_, the \_\_\_\_ opens \_\_\_\_.”

## 🔗 Stretch

- Explain how the procedure handles a clip that is real but cropped, and how the correction reaches people who saw the post in other chats.

## Your task, continued

## The holding-message step

Post what we are checking and when we will post again. Do not repeat the rumor's key word.

## One code, and whom it applies to

☛ The SPJ code says to use original sources whenever possible. It binds no one by law, and SPJ encourages its use by all people in all media.

## How the correction reaches people in other chats

Post the correction in the same chat as the rumor. Ask members to share it wherever they shared the clip.

## Notes

[illegible]

This page continues page 15.

## Standards

**AAC&U VALUE rubric:** Information Literacy VALUE Rubric;  
Written Communication VALUE Rubric.

**ACRL Framework:** Authority Is Constructed and Contextual; Information Creation as a Process.

The Case plan sheet gives each code in plain words.

## Answer key

## A strong response:

- Names who checks the original record before anyone posts a verdict
- Includes a holding-message step that gives a time for the next update
- The model correction gives the time (6—9 p.m.), the staffed step-free front entrance and the source checked
- Cites one professional code accurately and says whom it applies to
- Keeps any guess about the poster's motive out of the correction

## Your draft

**On your own** Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Your procedure, 250 to 350 words

🔗 **Urgent updates procedure for our club.** 1. Check the original first. Before anyone posts about a change to an event, the officer on duty opens the original record. That might be a booking email or a meeting transcript. A screenshot or a clip does not count as the original. 2. Post a holding message if checking takes time. Say what we are checking and when we will post again. Do not repeat the rumor's key word, such as "canceled." 3. Post the correction in the same place as the rumor. Give the time, the place and the entrance, and name the record we checked. Add a contact for anyone who needs arrival help. 4. Keep guesses about motive out. We correct the claim, not the person who shared it. 5. Reach people who saw the rumor elsewhere. Ask members to share the correction wherever they shared the clip. Worked example: at 4:52 p.m., a seven-second clip suggested our screening was canceled. The full transcript showed that only a broken side-door reader was losing access and that existing bookings remained in place. The clip was real but cropped, so step 1 applies even when a video is authentic. The SPJ Code of Ethics tells journalists, "Use original sources whenever possible." The code binds no one by law, but its habit fits a club that posts for its members.

## Case 1 | Your draft | College educator edition

### 🕒 Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

### 💬 Say this

"Write the model correction for someone already on the train. What do they need in the first sentence?" — Ask partners to read each correction aloud.

### 👁 Watch for

**Misconception:** The procedure cites the code as if it were a law. **Listen for:** "SPJ rules say we have to." **Then:** Ask whom the SPJ code applies to. It binds no one by law.

### 🔗 Answer key

#### What to notice in the sample:

1. Names who checks the original before anyone posts.
2. The holding step gives a time for the next update.
3. The model correction names the entrance, as the success criteria require.
4. Says whom the cited code applies to.

**Your model correction, 60 to 90 words**

Update on tonight's screening: it is still on, 6—9 p.m. The clip in the chat stopped mid-sentence. The coordinator's full transcript says the side-door reader is broken, so that door is closed tonight. Existing bookings remain in place. Please use the staffed, step-free front entrance. Staff are at the desk from 5:30. Need help arriving? Contact the coordinator before you leave.

## This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Check your work

**On your own** Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

|                                                                             |                                                                     |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------|
| Does your procedure say who checks the original record before anyone posts? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Does it include a holding step with a time for the next update?             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Does your model correction give the time, the entrance and the source?      | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Did you keep guesses about motive out of the correction?                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

### How your work is scored

Mark one box in each row.

| Skill                         | Beginning                                                                         | Developing                                                                              | Proficient                                                                                      | Advanced                                                                                                  |
|-------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Evidence</b>               | <input type="checkbox"/> Repeats the screenshot's claim or ignores the documents. | <input type="checkbox"/> Mentions a source but not the detail that changes the meaning. | <input type="checkbox"/> Uses the transcript or email to correct the claim accurately.          | <input type="checkbox"/> Uses both documents and names what they still cannot confirm.                    |
| <b>Reasoning</b>              | <input type="checkbox"/> Treats the clip as fake or as final.                     | <input type="checkbox"/> Corrects the claim but adds a guess about motive.              | <input type="checkbox"/> Explains the difference between an entrance change and a cancellation. | <input type="checkbox"/> Explains how the crop produced the wrong conclusion and avoids inventing motive. |
| <b>Audience &amp; purpose</b> | <input type="checkbox"/> Message would not help someone decide whether to leave.  | <input type="checkbox"/> Gives the verdict but leaves out time or entrance.             | <input type="checkbox"/> Gives time, entrance and a contact.                                    | <input type="checkbox"/> Anticipates access needs and people who saw only the original post.              |

## Pacing

Full chapter: 8 min.

 Short on time: 6 min. Skip the rubric boxes.

## Say this

“Mark your level honestly. Then make one change and say why.” — Circulate and ask for one added fact or one removed guess.

## Watch for

**Misconception:** Students make surface edits only. **Listen for:** “I fixed the spelling.” **Then:** Point to the Revision row. Ask for one added fact or one removed guess.

## Support

- Let students mark rubric levels with a partner before they revise.

## Heat check

 **Low.**

## Answer key

**How to assess:** Score the procedure with the case rubric. Add a check that the model correction matches the transcript and the booking email and that the cited code is described accurately.

### Proficient looks like:

- Evidence:** Uses the transcript or email to correct the claim accurately.
- Reasoning:** Explains the difference between an entrance change and a cancellation.
- Audience & purpose:** Gives time, entrance and a contact.
- Revision:** Adds a missing fact or removes an unsupported claim.

How your work is scored, continued

| Skill    | Beginning                                          | Developing                                   | Proficient                                                                    | Advanced                                                                      |
|----------|----------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Revision | <input type="checkbox"/> No change after feedback. | <input type="checkbox"/> Surface edits only. | <input type="checkbox"/> Adds a missing fact or removes an unsupported claim. | <input type="checkbox"/> Explains why each edit makes the update more usable. |

One change I made after feedback

I changed \_\_\_ because \_\_\_\_.

✎

I added a step for reaching people in other chats, because people who saw the clip elsewhere might never open our chat.

Notes

This page continues page 19. The notes for both pages are on the sheet for page 19.

## Questions to discuss

**On your own** Write a short answer to each question. Then finish My take. About 10 minutes.

**1** The clip is real. How did it lead people to the wrong conclusion?

➤ The clip kept the words about removing access, and the caption made cancellation the obvious reading. No word in the clip was false.

**2** Should the crew say why they think the clip was posted? Why or why not?

➤ No. The sources cannot show motive. A correction that guesses at motive invites a second argument and gives readers a reason to doubt the facts.

**3** Jordy's holding message does not repeat the word "canceled." Why might that matter?

➤ Repeating the word would put the rumor in front of readers again. A message that names only what is being checked keeps the claim from spreading.

**4** What rule could the Common Room adopt for urgent updates? What would the rule cost?

➤ Link the coordinator's original update in the first post about any change. The cost is a slower first message, which matters most to people already traveling.

## My take

My claim: \_\_\_\_.

➤ The crew should post a holding message, then a correction that links the transcript and names the entrance.

## ⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Discuss question 4 only.

## 💬 Say this

"Answer with a detail from a document, not a feeling about the poster." — Post the question numbers and call on one student per question.

## ➤ Stretch

- Map how the rumor would travel through three different chats and who would miss the correction.
- Going further: Ask who has already changed plans because of the post, and how the crew can reach them. Then write two truthful captions for the correction. What does each one make a reader notice first?
- Going further: Trace the clip back to the full meeting transcript. When you share the clip, keep the sentence before it and the words that come right after it.
- Going further: Make a 20-second correction video with readable captions and a link to the source.
- Going further: Ask a teacher or someone in the front office which channel carries official changes, such as email, an app or the school website. Save that channel so you can check it before you repost a screenshot.
- Write a one-paragraph policy for how the Common Room posts urgent updates

## My take, continued

The best evidence is \_\_\_\_, because \_\_\_\_.

👉 The transcript, because it contains the words the crop removed.

Someone who disagrees might say \_\_\_\_.

👉 A fast warning is safer, because people are already on the way.

The limit of the evidence is \_\_\_\_.

👉 Nobody knows how many people changed plans after the first post.

I would change my mind if \_\_\_\_.

👉 The coordinator later reported that the booking itself was canceled.

### Notes

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This page continues page 21.

### Heat check

■■■ **Question 2: Medium.** Students may guess at the poster's motive or bring up people they know who post rumors.

**Cool-down:** Ask what the documents say about why it was posted. They say nothing. Write “unknown” on the board and return to the evidence.

## Talk about this case at home

### Case 1: Is the screening canceled?

In this case, a short video clip in a group chat makes a group of friends think their movie night is canceled. Your student compared the clip with the full meeting notes and a booking email, then wrote a message that corrects the mix-up.

#### Questions to talk about

- 1 What would you check before you share a screenshot?
- 2 Where does your school post official updates, such as closings?
- 3 What makes a correction easy to trust?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

## Case 1 | Talk about this case at home | College educator edition

### 🕒 Pacing

At home: this page takes no class time.

### 💬 Say this

“Take this page home or read it with someone you trust.” —  
Nobody needs to share a personal story to complete it.