A Powerful Classroom Resource

The New York Times in the Collegiate Classroom
Find Yourself in The Times

- Peruse Newspaper
- Select an Article Based on Interests
- Mark Up Your Article
- Share With the Group
Graham D. Spanier, Phd.
Penn State University President

“Reading a newspaper each day is perhaps the single most important part of being an informed and educated citizen.”
“Students become engaged in the newspaper even if they are reluctant readers at first, and their general reading abilities improve. Because they are not based on the same text readings semester after semester, assignments are more interesting.”
A Powerful Classroom Resource

- Creates Relevancy
- Promotes Critical Thinking
- Engages Students in Active Learning
- Builds a More Informed Citizenry
Why The New York Times?

- The Pulitzer Prize – Far More Than Any Other Newspaper
- News Staff of Over 1,100 – Largest of Any Newspaper
- Unmatched Depth and Breadth – Interdisciplinary Resource
On-Line Educational Resources

www.nytimes.com/edu

- Times Topics – http://topics.nytimes.com
- Newsroom Navigator – nytimes.com’s vetted search engine that is optimized to give the newsroom a selection of quality go-to sites.
- Curriculum guides from peers in higher education.
- Videos featuring faculty discussing how they use The Times.
- Information for student access to discounted home delivery.

www.nytimes.com
Complimentary Educational Resources

Faculty Subscriptions
• Add The New York Times print edition as required reading on your syllabus, and receive a complimentary desk copy delivered to your home weekdays for the duration of your course.

Materials for First Day Excitement
• Times branded goodies for students reading The New York Times as a required class text and materials to help introduce students to the newspaper.
Education Discount Rates

More Than 50% Off the Regular Home Delivery Rate

- 50 cents per copy Monday to Saturday
- $2.50 on Sunday

Faculty who require the print edition of The Times receive a complimentary Monday to Friday home delivered copy of the newspaper.
Specific Teaching Strategies
Course Content Illustrated

1. Students choose an article the best addresses current topics of class.
2. Students present their articles orally to the class.

The following questions can be used for assessment.

- Does the article have general reference to the course?
- Does the article have specific reference to the current course topic?
- Can the student communicate the content?
- Does the student apply the content appropriately?
- Can the student discuss and defend the article?
Promote News Literacy

Become sophisticated readers/watchers of the news by identifying the journalist/sources/issues, sorting out the arguments, and distinguishing between hard news and opinion/analysis.

Students answer a series of questions such as…

• Who is the journalist?
• Who are the sources? Are the anonymous, official, etc…?
• What are the issues involved?
• Do personal biases exist? What are the opinions being voiced?
Increase Global Awareness

1. Select international and pool clippings.
2. Create a paper, project or presentation about the specific region.

The key questions posed can concern:
- What patterns recur in the reporting?
- What geographical/geopolitical metaphors and allusions are introduced or questioned by The New York Times?
- What is the foreign policy between the U.S. and the region?
Winona Clark
Student, Eastern Kentucky University

“Reading *The Times* daily has not only answered several of my questions about world issues, it has more importantly caused me to have even more questions.”
For Resources Contact

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