ENGLISH FOR MEDIA COMPETENCE

Методичні вказівки до практичних занять з англійської мови за професійним спрямуванням для студентів I-II курсів денної та заочної форми навчання спеціальності 075 – Маркетинг

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ВСТУП

Методичні вказівки «English for Media Competence» призначено для практичних занять зі студентами 1-2 курсу денної та заочної форми навчання спеціальності 075 Маркетинг.

Мета методичних вказівок – підготувати медіакомпетентних фахівців з маркетингу, які володіють іноземною мовою, на рівні, необхідному для здійснення ефективної професійної іншомовної комунікації, допомогти студентам розвинути уміння дослідження, критичного аналізу іноземною мовою медіапродукції (в тому числі власної) та використання надбань медіакультури для розвитку медіаінформаційного потенціалу.

Розділи методичних вказівок присвячено розгляду таких проблем: «Media and media education», «Media literacy», «Persuasion Techniques», «Fact checking and verification», «Critical analysis of media texts» та ін., що дає змогу викладачеві спрямувати обговорення та вести дискусії за медіаосвітньою тематикою та інтегрувати медіаосвіту до курсу вивчення англійської мови за професійним спрямуванням.

Підбір вправ і завдань базується на «таксономії Блума» (remember, understand, apply, analyse, evaluate, create) та має на меті розвинути комунікативні уміння студентів в іншомовному середовищі, сприймання інформації на слух, розширення словникового запасу загальної та медіаосвітньої спрямованості.

У методичних вказівках запропоновано опрацювання текстів, медіатекстів (фото, відео, реклами) та передбачено виконання завдань для розвитку креативності, умінь дослідження. Значну увагу приділено практичним завданням із залученням новітніх медіа та критичному аналізу медіатекстів різних видів.

UNIT 1

MEDIA AND MEDIA EDUCATION

1.1 Can you answer these questions?

What do you know about media and media education?

Where did you get your information or ideas? (What are your sources?)

What do you want to learn?

Where are you likely to find credible sources that could answer your questions?

1.2 Read the text

MEDIA AND MEDIA EDUCATION

A **medium** is something we use when we want to communicate *indirectly* with other people – rather than in person or by face-to-face contact. "Media" is the plural of "medium." The term "media" includes the whole range of modern communications media : television, the cinema, video, radio, photography, advertising, newspapers and magazines, recorded music, computer games and the Internet.

Many of these are often called "mass" media, which implies that they reach large audiences. However, some **media** are only intended to reach quite small or specialized audiences, and they can be important too. *Media texts* are the programmes, films, images, web-sites (and so on) that are carried by these different forms of communication. Media texts often use several types of communication at once – visual images (still or moving), audio (sound, music or speech) and written language.

Media education is education *about* the media. This is not the same as education *through* the media–for example, using TV or the internet to learn about other school subjects. Media education focuses on the media we all encounter in our everyday lives outside school – the TV programmes we watch and enjoy, the magazines we read, the movies we see, the music we listen to. These media are all around us, and they play a significant part in our lives. Media help us to understand

the world and our place in it. This is why it is so important for us to understand and study them. Media education involves *making* media as well as *analysing* media.

Our aim isn't to stop you from watching your favourite TV programmes, or to save you from what some people see as harmful influences. Nor is it about getting you to agree with a particular point of view about the media. Our aim is simply to encourage you to *question* the media you use every day, and to try to find out more about how they work. We'll be looking in more detail at four key questions connected to four key-concepts:

Production: who makes media?

Languages: how do media communicate meaning?

Representations: how do media portray the world?

Audiences: how do people make sense of media?

Media texts don't just appear from nowhere. They take time – and sometimes a lot of money – to produce. Some are made by individuals working alone, just for themselves or their family and friends. However, most of the media texts we consume are produced and distributed by groups of people, often working for large corporations. Media are big business: the most popular movies and TV shows make large profits. Media are also global in scale: the same movies, records and TV formats are available in countries around the world.

1.3 Explain the meaning of the following words and phrases in English:

media, media education, representations, media texts

1.4 DISCUSSION

Answer the questions: *What are 3 new things you have learned today? What would you like to learn more on the subject? What important questions are left unanswered for you? What did you know specifically from what someone else said that you would not have thought on your own?*

Looking at media *production* means looking at:

Technologies. What technologies are used to produce and distribute media texts? What difference do they make to the product?

Professional practices. Who makes media texts? Who does what, and how do they work together?

The industry. Who owns the companies that buy and sell media? How do they make a profit?

Connections between media. How do companies sell the same products across different media?

Regulation. Who controls the production and distribution of media? Are there laws about this, and how effective are they?

Circulation and distribution. How do texts reach their audiences? How much choice and control do audiences have?

Access and participation. Whose voices are heard in the media? Whose are excluded, and why?

1.5 WRITING / SUMMARISE

How to summarize: To be able to summarize properly, you will need to locate main ideas and significant details and put this information in your own words.

Follow these steps when you summarize a text.

1.   Underline the main idea twice.

2.   Only underline the important parts of a sentence, not the entire sentence.

3.   Underline one or two major details in each paragraph once to differentiate them from main ideas.

Write your summary either in outline form or in a short paragraph. Try to put the summary in your own words. Note that a summary is briefer and less detailed than an outline. It goes one step beyond an outline by pulling together the writer's thoughts and making general statements about them.

1.6 CATEGORISE AND CLASSIFY

1.6.1 Use a tool like Evernote or Pinterest and bookmark your choices for the 5 best online websites for marketers.

1.6.2 Locate 10 online sources that offer "public domain" or "open source" images for use in class projects.

1.6.3 Create a networking page for your team members via social media and add everyone to the page.

1.6.4 Favourite 5 videos, posts, or images from a website or social network you use every day, and say something about each one.

1.6.5 Create your own Top 10 lists of topics that interest you or that you want to learn more about.

1.7 Read Mr. Cowen's answers for the interview and try to formulate questions for them:

Mr. Cowen's interview:

1._____?

Well, because of the universality of media, it's almost hard to judge what an average person is and how many hours they interact with media. This could be anywhere from a few hours a day collectively, all the way up to every single waking moment. Because, as you know, some people wake up with smartphones, and go to bed and they have their smartphone right next to them. So it is affected by people's level of interest in the media, what topics that they're caring about at the time. But also it's affected by things like geography and access. How much readily available media is there to people? So it all depends, everything from a few hours, all the way up to every single moment. Some studies have shown that children in particular, interact with media and some type of medium up to ten hours of their day. So it depends on where you are, what you're interested in, and how much access you have.

2. _____?

Absolutely. People see media whether they like it or not. People see media and don't realize that they're being affected by it. 24/7 we are bombarded by messages from various sources, different types of media. Radio, television, film, Internet access, and depending on your level of interest, shows how much you connect with a particular media outlet. If you think about the concept of cognitive dissonance where people tend to stay away from information that they don't find that aligns with their attitudes. There's a flip side to that, so if people are interested in a particular topic, they frequent those media that feature those topics more often. People could also be

limited to media by their jobs. So if they're in a job situation where they have to disconnect from access for hours at a time, like a doctor or somebody like that. Then they're disconnected from that particular world and have a tendency to reconnect as soon as they possibly can. So it depends again on access and the people's jobs, and their functions, and their level of interest.

3. _____?

Well, from a day to day basis, the media is there to help people feel that they're a bigger part of their community. Their country, their world. And it helps them make decisions that are potentially better ones in their lives. So they'll seek out information, again, that they feel that they can relate to in an effort to be part of this bigger system. One of the main positive effects of interacting with the media is the ability to be educated and education is power. It's power to be informed. It's power to make better decisions in your life and be a much bigger part of the community. It's also a way to be connected to people that you would not necessarily know from all over the world. So the universality of media is the most ultimate expression of being a part of a global community.

4. _____?

One of the things that everyone interacting with the media should consider is the quality of the particular media outlet. Because of technology, there's an easy way for anybody that would like to, to put up messages online, so to speak. So remember, look at quality media outlets as opposed to somebody that may be just sharing an opinion. They may have the same opinion as you but it doesn't mean they're following any kind of journalistic integrity or journalistic style. There's also an issue of oversaturation of messaging. It'll be interesting to find out many, many years down the road as the media continues to grow. Whereas humans we get to a certain point where we start to shut down messages by sheer volume. So misinformation, oversaturation of messaging, and things along those lines are what are the negative qualities of the media.

5. _____?

Well, there are things that have not changed about the media over time, and things that have changed. So let's look at what's been constant the whole time. The purpose and the content of media messages has not changed. If you go way back in history and look at how the Greeks promoted the Olympics. You look at the invention of the printing press, where people could see words on a paper for the very first time in a book form or even in a daily newspaper form. Accompanied by the town crier, someone whose job was, literally, to stand on a street corner and ring a bell and scream messaging out. These are all communication channels. At their core, the media wants to inform. They want to educate; they also want to persuade. That has not changed over many thousands of years. What has changed is the delivery mechanism. It's gotten quicker, it's gotten faster, and it's gotten instantaneous. So we're going to see a continued evolution of these delivery mechanisms, but the intent of the media has always been the same.

6. _____?

The media obviously has a really exciting future. There's going to be an increase in technology. And more exciting, is the increase in technology around the world. So people that did not have access to certain media, will have more access to media as the years go on. This is just going to increase our connectivity from a global basis and allow people to essentially meet each other, interact, that ever would. With this technology will come message saturation as well. So consumers of media are going to have to make a more direct choice about what media they're interested and what not. And one thing that no matter where you are around the world, and what kind of media that you encounter and engage. You need to know to make sure your own mind and your own attitudes and your own frame of reference on the world. And use the media as a tool for information and not a basis to make decisions specifically on somebody else's thoughts. Use your own mind and have it better your own world and your own life.

1.12 CHECK YOUR COMPREHENSION

1.12.1 True or False: According to Mr. Cowen, everyone consumes the same amount of media each day.

1.12.2 According to Mr. Cowen, some children interact with media...

   a.   less than 4 hours per day.

   b.   up to 10 hours per day

   c.   around 30 minutes per day

1.12.3True or False: People can be affected by media message without realizing it.

1.12.4 Mr. Cowen defines *cognitive dissonance* by saying, "People tend to stay away from information that doesn't agree with their attitudes." According to this definition, which of the following could be an example of cognitive dissonance?

   a.   Noor removes people from her Facebook friends list if they disagree with her posts.

   b.   Min reads articles in several different newspapers in order to understand a topic more clearly.

   c.   Marta watches television programs with her family, even though many of the programs do not share her attitudes about the world.

1.12.5 Which of following is NOT a positive effect of interacting with media?

   a.   Being part of a larger community.

   b.   Making more informed decisions about your life.

   c.   Oversaturation (getting too many media messages).

1.13 WATCHING / LISTENING / SPEAKING

Watch the video [How the media affects youth](https://youtu.be/HjnclEhy960) (https://youtu.be/HjnclEhy960) and be ready to speak about the media impact on the society.

1.14 PREDICT

Develop a hypothesis about what you feel will happen with media in a year / 5 years from now. Present it to your group. Choose the format of your presentation by yourself

UNIT 2

MEDIA LITERACY

2.1. Can you answer these questions?

What do you know about media literacy?

Where did you get your information or ideas? (What are your sources?)

What do you want to learn?

Where are you likely to find credible sources that could answer your

questions?

2.2 Read the article

WHAT IS MEDIA LITERACY?

In 2014, Americans spent 7.4 hours a day consuming media on the Internet. They weren't in the lead. According to market-research firm GlobalWebIndex, Filipinos won that distinction, by spending 9.6 hours a day accessing the Internet from their desktops, laptops and mobile devices. This increased consumption of online information by people everywhere underscores the need for media literacy.

What is media literacy?

Whether online, on television or in newspapers, people are bombarded with messages. Media literacy is about understanding how and why messages such as these social justice campaigns are being communicated. It starts with asking the right questions: Who created this message? What words or images are used in this message and why? How is this message supposed to make me feel?

Why is media literacy important?

Media literacy teaches you to think critically about the information you consume. These skills — asking relevant questions, exploring multiple viewpoints, making novel connections — aren't just important in the living room, or wherever else you might watch television or check a smartphone. Critical thinking helps you do well in many pursuits, whether in the classroom or the boardroom. The Center for Media Literacy has identified five more reasons to understand today's media-soaked environment:

1.   You need two skills to be engaged citizens of a democracy: critical thinking and self-expression. Media literacy instills both.

2.   You are exposed to more media messages in one day than previous generations were exposed to in a year. Media literacy teaches you the skills to navigate safely through these messages. Media exerts a significant impact on the way we understand, interpret and act.

3.   Media literacy helps you understand outside influences and empowers you to make better decisions.

4.   The world is increasingly influenced by visual images. Learning how to "read" through layers of image-based communication is just as necessary as learning to analyze text-based communication.

5.   Media literacy helps you understand where information comes from, whose interests may be being served and how to find alternative views.

How can I become media literate?

Examine what you read, watch and hear. By doing this often, you'll become more aware of its purpose and better able to separate fact from fiction. For in-depth resources about media literacy, visit the Center for Media Literacy's online reading room and the National Association for Media Literacy Education's resource hub.

Source: share.america.gov/can-you-separate-fact-from-fiction/

2.3 CHECK YOUR COMPREHENSION

2.3.1 Read the text and decide if the messages true or false

1. Americans spend more time per day than anyone else consuming media on the Internet.

2. According to the article, exposure to media messages is increasing quickly.

3. Understanding visual images is more important than understanding text-based communication.

2.3.2. Choose all that apply:

According to the article, why is it important to develop media literacy?

A.   You can understand who makes media messages.

B.   You can think about different ways to interpret media messages.

C.   You can make better decisions about how to act in the world.

D.   You can express yourself.

2.4 WATCHING / LISTENING / SPEAKING

Watch the video History of media literacy I and History of media literacy II and be ready to speak about the history of media literacy.

2.5 REMEMBERING

Use Twitter / Facebook to summarize a concept of media literacy in 140 characters or less.

2.6 UNDERSTANDING

2.6.1 Identify 5 unique ways that you could improve and develop your media competence.

2.6.2 Plan and develop a paper about

a)   the functions and role of media for marketers;

b)   professional oriented Internet resources for marketers;

c)   features of media formats: timeline, infographic, photo, video, etc.

Collaboratively edit a team document using an online program such as Google Docs.

2.5 EVALUATION

2.5.1 Reflect on a personal experience you had with social media either in writing or verbally.

2.5.2 Conduct a survey of how 3 different social media are rated among students and publish your findings

2.6 ANALYSING

Create a mind map that details the elements of your media competence / media literacy.

UNIT 3

MEDIA LANGUAGE

3.1. Read the text and answer the questions after the text.

Every medium has its own «language» – or combination of languages–that it uses to communicate meaning. Television, for example, uses verbal and written language as well as the languages of moving images and sound. We call these 'languages' because they use familiar codes and conventions that are generally understood. Particular kinds of music or camera angles may be used to signal particular emotions, for example; a page of a newspaper or a sequence of shots in a film will be put together using a certain kind of "grammar." By analysing these languages, we can come to a better understanding of how media make meaning.

Images in Advertising

Advertisers use images and graphic design to say what is unique and valuable about their product. For example, they use colours and *lighting* to create a mood; unusual *camera angles* to add drama; and typefaces to give a sense of style. The people in the ads are carefully dressed and posed in order to show how the product makes them more powerful, more sexy or more intelligent. Compare a selection of ads for a particular type of product. How do advertisers create the idea that the product is classic or modern, natural or hightech, sophisticated or down-to-earth?

2. **The Codes of TV News**

TV news generally has very strict rules and conventions. The newsreaders are smartly dressed; they generally sit behind a desk, shot in *medium close-up*; they rarely show emotion; and they look straight into the camera – although nobody else is allowed to do this. News begins with 'serious' stories, and ends with light-hearted ones; it often focuses on dramatic or unusual events; and it tends to show politicians and celebrities rather than ordinary people. Why do some things become "news" and others do not? Why do news programmes all tend to look very similar?

3. **The Language of Editing**

Film-makers take great care to select and combine shots in order to tell a story, and to create the effects they want. Most feature films use "continuity *editing*," which has definite rules. For instance, when we see a shot of a character looking out of the *frame*, and then we cut to another shot of an object or a person, we automatically assume that this is what they are looking at. Many pop videos and some experimental

films use montage editing, which combines shots to convey feelings and ideas. Watch a sequence of film and try to concentrate just on the editing. Is it fast or slow, smooth or jarring? How does it help to tell the story or create the mood?

Talk it out
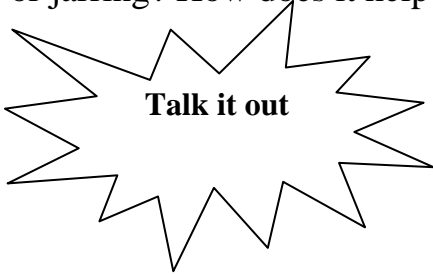
3.2 Answer the following questions:

Looking at media *languages* means looking at:

❖ Meanings. How do media use different forms of language to convey ideas or meanings?

❖ Conventions. How do these uses of language become familiar and generally accepted?

❖ Codes. How are the grammatical "rules" of media established? What happens when they are broken?

❖ Genres. How do these conventions and codes operate in different types of media texts–such as news or horror?

❖ Choices. What are the effects of choosing certain forms of language–such as a particular type of camera shot?

❖ Combinations. How is meaning conveyed through the combination or sequencing of images, sounds or words?

❖ Technologies. How do technologies affect the meanings that can be created?

3.3 Translate the following words into English: сценарій, розкадрування, план (дальній, середній, крупний, поясний, загальний, макроплан), ракурси (об'єктивний, суб'єктивний, точка зору, верхній, нижній), монтаж, купірування, медіатека, стереотип, фокус-група, медіаграмотність, медіаосвіта.

3.4 QUESTIONS TO DEBATE

Alternative languages. See if you can find examples of films or videos that "break the rules" or try to create a different language – for example, experimental

films made by artists. Are they harder to understand or less enjoyable than mainstream films? Why/why not?

Mixing genres. Look at media texts that mix or combine genres – such as comedyhorror films, or drama-documentaries on TV. What are the problems with mixing genres? What new ideas can be conveyed in this way?

New technologies. Digital technologies have offered us new forms of media language – for example, in computer games and the Internet. But how have these technologies affected "old" media such as newspapers or television or recorded music? The media don't just offer us a window on the world. They don't just present reality, they re-present it. Media producers inevitably make choices: they select and combine, they make events into stories, they create characters, they invite us to see the world in a particular way. Media offer us versions of reality. But audiences also compare media with their own experiences, and make judgments about how far they can be trusted. Media representations can be real in some ways and not in others: we may know that something is fantasy, yet it can still tell us about reality.

3.5 APPLY / CREATE

3.5.1 Creatively advertise for a big event coming up at your university in a way that will appeal to the university community.

3.5.2 Plan a university fundraising event for a local charity that needs support. Get into groups and perform an honest and constructive appraisal of a presentation each person / team has done.

3.6 EVALUATION

3.6.1 Write a critique of a movie or book/textbook you've experienced for the first time.

3.6.2 Host an in-class **debate** on topics : «*Is media responsible for the increasing violence in society?*», *«Effects of social media», «Social media networks addiction»* and act as moderator between the opposing sides.

3.6.3. Reflect on a personal exploration of media experience you had either in writing or verbally.

3.7 CREATE

3.7.1 Write and film a video on the subject of .... (choose the subject below):

a) media and money;

b) media ownership in Chernihiv;

c) media skills.

3.7.2 Record and host a podcast that features any of these topics:

a) informing and propaganda;

b) manipulations in advertising;

c) storytelling in advertising;

d) history of media literacy.

3.7.3 **Create and publish** a blog on a topic of marketing and advertising. Research and contribute to it weekly / monthly.

UNIT 4

PERSUASION TECHNIQUES

4.1 Read, understand the issues and answer the questions before reading:

What do you hope the text you're reading will say?

What would it take for you to completely change your belief about this issue?

Persuasion techniques – known as ***propaganda***, which uses multiple techniques to attempt to bring about a change in a group of people.

A History of the Art of Persuasion

Aristotle studied and taught philosophy, science, and public speaking in Greece during the fourth century BCE. In one of his most famous works, The Art of Rhetoric (meaning "persuasion through language"), he stated that the ideal form of ***argument*** was an appeal to reason, called ***logos***. But he acknowledged two other powerful techniques, ***ethos***—an appeal to character—and ***pathos***—an appeal to emotions. These same techniques are still in use today.

Logos: Appeal to Reason. This works because most people think they are reasonable and logical. Someone makes an argument based on the theory that «any logical, reasonable person would agree». He or she might contend, «Of course, we all know that if we don't do X now, then Y will surely be the result».

Pathos: Appeal to Emotion. Aristotle understood that not everything we do is based on logic. We all have emotions, or feelings, and this kind of persuasion can work in three different ways. First, someone can express his or her own feelings on a subject, hoping to influence others. Second, someone can try to get an emotional reaction from listeners in order to persuade them. Third, someone can both express his or her own emotions and at the same time arouse those feelings in listeners. For example, environmental groups use this approach by saying things like, «Thousands of baby seals are brutally murdered for their skins, in front of their horrified mothers. Shouldn't we act now to save these innocent creatures?»

Ethos: Appeal to Character. Here, Aristotle refers to the character of a speaker, who must be seen as worthy in the eyes of an audience. In other words, for a person's art of persuasion to work, others must see him or her as trustworthy, honest, and/or intelligent. That way he or she earns credibility as someone who can be relied on and believed. Here's an example: «I spent 12 years in the U.S. Navy, serving our country with honor. I learned how the military operates and am the only candidate with direct, personal contact with our armed services. So I know better than any other candidate how to maintain and improve our military to make it the best in the world».

4.2 PRACTICE

Label each statement either L (logos), P (pathos), or E (ethos).

_____ 1. Fellow stockholders, we need Ned Cash on our Board of Directors. His many years as finance director for New City make him the ideal person to help stabilize our company in this global market.

_____ 2. It just makes sense to buy from a superstore. Things cost less when you buy in bulk, and you don't run out of stuff as often. That saves gas because you make fewer trips to the store!

_____ 3. Adopt a pet. Come to the shelter and look into the eyes of any cat or dog. All it wants is a loving home and a new lease on life. Please, say "I care."

4.3 Read the tips

Implementing Persuasion Techniques

The art of persuasion isn't all about cleverly tricking people into changing their actions or way of thinking. It can also be used in positive ways to get what you want in life. For example, at a job interview, it's your mission to persuade someone to hire you. You won't be preying on fears or asking for pity, but you'll use your choice of words (spoken and written in your resume), your appearance, your behavior, and your body language to convince the person to offer you a job. What else can you do to persuade people? Here's a list of some ways. Not all will work in every situation, so use your critical thinking skills to evaluate each situation and choose accordingly.

1. Grab people's attention. Act in a way that'll get someone to listen to you. That means being respectful, diplomatic (no yelling or belittling), modest but confident, and reasonable.

2. Be sincere. It's critical not only to sound convincing, but to convince people that what you're saying is believable. Use evidence and examples to prove that your claims and appeals are true, and the right way to go.

3. Be personal. Know who you're trying to persuade, and then use what you know about them in your appeal. Explain exactly what they'll get out of it if they see things your way. Answer the question "what's in it for me?" before they have a chance to ask it!

4. Show concern. Is your audience worried or afraid about something? State their concern so they see that you share it, even if you really have a different view. "I can see you're worried about global warming, and it's a real concern to me, too."

5. Ask for what you want. Be direct about the result you want. For example, "Now you can see why there's an urgent need to save the rainforest, and why we need you to donate to the cause today."

4.4. APPLYING

Your friend wants to vacation in the Bahamas this winter, but you want to ski. You found a great deal on a ski package, including hotel and airfare, but it requires two people traveling together to get the reduced rates. How do you present this information to convince your friend?

_____

_____

_____

Example answer

There are many ways, but you might say:

"I know you want to go the Bahamas for the warm weather, but there won't be many people our age at that resort. I'm worried we will get bored after sitting on the beach all day. The ski lodge I looked into is directly targeting 20-somethings. They will give us a low rate on hotel, airfare, and lift tickets, plus they are throwing a free party every night for everyone who bought the package deal."

4.5 Read the text about common advertising techniques and find out several key words which are characteristic for each type of technique. Are they different?

Persuasive Advertising

There are two kinds of advertising. Informative marketing simply seeks to familiarize consumers with a product or service by reminding them of an existing product/service or introducing a new one. Persuasive advertising aims to manipulate consumer spending habits and make them want to buy a product or service by appealing to their senses, emotions, or intellect.

Some common persuasive techniques include:

1. **Big Lie:** Persuading through lying, fabrication, or dishonesty; not telling the truth about X. An easy technique to spot in advertising ("Smoking makes you sexy; Drinking makes you glamorous") but sometimes harder to spot in political propaganda. Critically reading and thinking about a variety of different independent media sources is handy in _ushing out the Big Lie.

2. **Flattery:** Persuading by complimenting insincerely or excessively. "You deserve a break today," say advertisers, so-called "reality TV" suggests that the viewing audience is more smart, cool, or hip than the real people on the screen, and politicians always claim that they know "what the American people want." All three examples are forms of flattery.

3. **Hyperbole:** Persuading by making exaggerated claims. Found all the time in advertising (The best smoke/truck/drink/laundry detergent ever!) and often in political propaganda ("My opponent is no Jack Kennedy".)

4. **Bribery:** Persuading through the use of a bribe – money, a favor, some savings, or a little something extra. Examples: "Buy this Electro-Juicer in the next 24 seconds and we'll throw in extra lemons and knock off an extra 20% from the total cost," or "Vote for me and I'll return all parole'd felons to prison.")

5. Bandwagon: Persuading by insisting that "everyone's doing it/X." Works in both advertising and political propaganda. In middle school, we called it "peer pressure," remember?

6. **Scapegoating:** Persuading by blaming problems on one individual or group (The Nazis blaming Jews for Germany's problems during the 1930s, and Americans attacking Muslims after 9/11 are two historical examples).

7. **Simple Solutions:** Persuading by offering an easy solution to either a manufactured or more complex problem. (Examples: "We can solve America's immigration problem by building a giant 8-foot-tall wall from California to Florida." "Take this pill/shake/drug and lose all the weight you want!")

8. **Rhetorical Questions:** Persuading through the asking of questions designed to frame the conversation or steer audiences towards a certain predicted response. ("Do you want greasy oily hair?" Why did politician X lie about Y?")

9. Straw Man: Persuading by setting up your opponent's (weak) argument and then blowing it over with your own (stronger) argument. (Famous political example: "While my political opponent X argues that the Iraq War is misguided, it is clear that the U.S. invasion of Iraq was vital to destroy weapons of mass destruction, overthrow the corrupt Saddam Hussein regime, and liberate Iraq from emerging terrorist groups.")

10. **Defensive Nationalism:** Persuading by appealing to a real or imagined enemy: Communists, terrorists, "godless" liberals, "crazy" conservatives etc.

11. **Humor:** Persuading through appeals to the funny bone. When we are laughing, we are not necessarily _____.

12. **Testimonial:** Persuading with the support of famous individuals (athletes, pop stars, celebrated citizens) or respected institutions (like, say, the Action Coalition for Media Education).

13. **Plain Folks:** The opposite of testimonial, persuading by appealing to "the common person" and portraying a product, politician or service as "just one of the guys/gals." Watch any Bud Light advertisement, or millionaire politicians campaign during election season.

14. **Repetition:** Persuading through repeating the same image, word, phrase or symbol over and over and over and over. Repetition works. And works.

15. **Nostalgia:** Persuading through appeals to a more simple, romantic, idealized, even mythical past. Ask your grandparents about life when they were kids, and look for production techniques that are clear "nostalgia" giveaways – old timey music, sepia-toned filters, romantic historical remembrances, and "life was so much simpler back then" wistfulness.

16. **Diversion:** Persuading by diverting attention away from damning information or an alternative point of view. The alcohol and tobacco industries use this technique in ALL of their advertising propaganda, and politicians will often try and distract citizens from thinking for themselves.

17. **Denial:** Not just a river in Egypt, denial is persuading by avoiding or seeming to avoid an attachment to unpleasant symbols, moments, or stories.

18. **Warm Fuzzies:** Persuading by appeals to cute little children, large fuzzy animals, colorful cartoon characters, or anything else that warms your heart and makes you go "Awwww." What examples can you think of?

19. **Beautiful People:** Persuading through images of good-looking people to sell products, lifestyles, behaviors, or ideas. They need not have anything in common. Common in advertising and politics.

20. **Group Dynamics:** Persuading by building a sense of "we are in this together" solidarity; replacing the "I" aloneness with "We" togetherness. Look for "we," "us," "our," and other power words that create a feeling of togetherness. (A classic example: "We The People," begins the U.S. Constitution. Adverts,

meanwhile, often display ordinary people [actors all] bonding together over the shared experience of eating X yogurt/drinking Y soda/ driving Z car, etc.)

21. **Either/Or:** Persuading by appeals to simplistic black-and-white thinking. Used all the time by lazy "news" magazines and our mind-numbingly shallow McNews culture. (Two examples: "Hillary Clinton: Heroine or Bonehead?" "Do you live in a Red state or a Blue state?")

22. **Maybe:** Persuading with promising but "hedgy" language – look for words like "might," "maybe" or "could." (Example: "Play the Lottery! You may/might/could win 1 million dollars!")

23. **Strength**: Persuading by appeals to strong leadership – be firm, aggressive, bold, and "in charge." Watch an action movie or State of the Union presidential speech for examples.

24. **Scientific Evidence:** Persuading with scientifc or pseudo-scientific language: graphs, charts, diagrams, statistics, and "jargon." (See Al Gore's film An Inconvenient Truth or Climate Denier rebuttals for examples, or look at the jargon of any beauty product advertisement.)

25. **Card Stacking:** Persuading by taking information out of context or not providing the whole story. Movie advertising featuring movie reviewers' one liners – "the best movie I've ever seen!" – uses this technique all the time.

26. **Name Calling:** Persuading with "ad hominem" (to the person) attacks that feature colorful, crude, offensive or humorous language. (Examples; shock jock radio, Sunday morning talk/shout shows, and so-called reality TV programs.)

27. **The Race Card:** Persuading through appeals to race, often mythical notions of racial harmony in advertising (See United Colors of Benetton) or race-based fear appeals (look for coded spoken or visual language in political election season TV adverts).

28. **Anaphora:** Persuading by repeating a word or phrase at the START of successive clauses or sentences, like layering one brick on top of another. (Examples: Listen to Barack Obama's speeches).

29. **Epistrophe:** Persuading by repeating a word or phrase at the END of successive clauses or sentences, like layering one brick on top of another. (Examples: Listen to Barack Obama's speeches).

30. **Timing:** Persuading through combining various production and persuasive techniques to enhance a medium/story's meaning and power. (Study scary or tear-jerking movie scenes, or powerful advertisements or political speeches, to see this at work.)

You need to know that an ad is trying to persuade you before you can resist it. It's not usually too hard because advertisers tend to use the same kinds of claims and appeals repeatedly. You can use an evaluation form, like the one shown, to check out ads. Once you understand what you're looking for, you'll be able to evaluate ads you see and hear without needing a form. Instead of being duped by persuasion, you'll see the words and images for what they are: attempts to manipulate you.

Source: www.learnatest.com

4.6 With a partner take turns choosing and explaining one of these terms in your own words. Can you guess which word your partner is defining?

Flattery, bribery, timing, straw man, bandwagon, testimonial.

4.7 EVALUATION

4.7.1. Go through the latest issue of your favorite magazine. Pick out two advertisements and fill out an evaluation for each.

Persuasive Advertising Evaluation

Product _____

Appeal(s) 1. _____how accomplished _____

2. _____how accomplished _____

Claim(s) 1. _____how accomplished _____

2. _____how accomplished _____

What is effective about the appeal(s)? _____

What is effective about the claim(s)?_____

4.6.2. Choose two familiar TV commercials. List the different kinds of persuasive advertising techniques used in each. Which technique do you think would convince most viewers?

4. 7 Read the text and give a summary of it

ADS ARE EVERYWHERE, AND WE DO MEAN EVERYWHERE

Recently, we told you about «pop-up stores», which open, then disappear, so fast that they create a buzz about the product being sold. Well, there's an even more imaginative marketing phenomenon on the street. Sometimes literally on the street: directly on certain New York City manhole covers. A clever marketing company has transformed these big metal lids – which cover service entrances to underground utilities – into what appear to be giant, hot cups of Folger's coffee – complete with rising steam. The manhole supplies the steam.

As Americans grew weary of ads, endlessly assaulting them in print and broadcast media, they began to block, mute, and ignore them. So a whole new industry, called "guerrilla advertising," sprang into action. It puts commercial messages in your face, whether you want them or not. Some – like the coffee-cup manhole cover – are so imaginative that you don't much mind.

Animated ads on the sides of vans now zip around America. Quickie commercials flash past in subway tunnels. Some of the cars themselves are shrink-wrapped in plastic images of beer or movie stars or brands of toilet tissue. Take-out pizza boxes advertise cellphones; coffee-cup sleeves promote an online dating service. Sickness bags on airplanes and parking spaces at shopping malls are sponsored. There's even something called "legal graffiti" – or outlaw-looking ads, spray-painted onto walls.

The most compelling, or outrageous, advertising innovation – depending on your point of view – may be the 30-second commercials that are now projected onto buildings at night in some American cities. You can't zap them or mute them, and they're awfully hard to ignore. Which is exactly what the advertisers are hoping for.

Source: http://www.voanews.com

4.8 CHECK FOR COMPREHENSION

4.8.1 According to the article, all of the following are features of "guerilla advertising" except…

a)   They are new.

b)   They can't be blocked or ignored.

c)   They are more effective than traditional advertising.

d)   They are imaginative.

4.8.2 True or False: According to the article, "guerilla advertising" was developed because consumers were ignoring traditional advertising.

a)   true

b)   false

4.8.3 Which of the following advertisements might be considered "guerilla advertising"?

a)   A billboard advertisement for a watch that shows a famous actor.

b)   A radio advertisement for a car that features a popular song.

c)   An animated advertisement for coffee on the sidewalk next to a bus stop.

d)   An internet advertisement for soap that uses a funny video.

4.8.4 If "guerilla advertising" becomes more popular, will consumers see more ads or fewer ads in their everyday lives?

a)   more ads;

b)   fewer ads.

4.9 Read the text and categorize it (what type of story it is)

NEW TV ADVERTISEMENTS SHOCK VIEWERS

A series of distinctively styled, realistic television advertisements have been causing a stir in the United States. Called «shock ads», they use disturbing images -- such as actual car crashes – to sell consumer products. Marketers say the shock approach has been used for decades. But as VOAs George Dwyer reports, some critics see these new ads as distasteful and perhaps even manipulative.

In a «shock ads» for Volkswagen's Jetta model: two young men are seen casually driving along when… they are in an accident. The collision is real. The

victims: professional stunt actors, as are those in another advertisement. The implied message: drive this auto and you can survive a crash. But why the shock approach? Professor Roland Rust chairs the Department of Marketing at the University of Maryland's Robert H. Smith School of Business. He says that these days advertisers feel they need shock value to capture people's attention.

«It is a fear appeal really. That is what it is called in marketing and advertising. And that means that you try to scare people to make them change their behavior. And that is really what they are doing. I think it is really just breaking through the clutter -- the idea that people really do not pay much attention unless you just hit them over the head». But some critics say ads like Volkswagen's leave a false impression – that the automaker appears to suggest results similar to those seen in their ad. Consumer safety advocate Judie Stone says the ads are misleading.

«I think the ad probably should have been a little bit clearer about the fact that not every crash is the same and that you are not necessarily going to walk away from every crash just because you have safety systems».

But the Volkswagen ad appears to be part of a larger trend toward more 'shock' value in advertising. Anti-smoking public service announcement have become increasingly graphic. And food products firms now regularly invoke mortality to play on people's fears. Rust and other experts say although the intensity may be new, the technique is not. «A lot of the old ad agencies used to say, «You sell the sizzle and not the steak.» And that is really what is going on here. Emotional appeals are something that has been used in the business for many, many, many years.»

And while there are those who question their tactics, few can doubt the ads are effective. Sales of Volkswagen's Jetta are up 20 percent this year.

Source: http://www.voanews.com/

4.10 CHECK FOR COMPREHENSION

4.10.1 True or False: According to Professor Roland Rust, "fear appeal" is a new approach to marketing.

    a)   true

    b)   false

4.10.2 According to the article, why do some people think Volkswagen's advertisement is misleading?

    a)   The drivers are being careless, and the crash is their fault.

    b)   There are different types of accidents, and real consumers might not be safe in every crash.

    c)   The crash they show is impossible in real life

    d)   The safety features of the car are not available for every type of car that Volkswagen sells.

4.10.3 True or False: According to the article, "shock" advertising is becoming more common.

    a)   true

    b)   false

4.10.4. True or False: According to the article, although this type of advertising is interesting, it is not effective.

    a)   true

    b)   false

5. Which of the following is NOT mentioned as an industry that uses "shock" advertising?

    a)   cars

    b)   handheld electronics

    c)   food products

    d)   anti-smoking public service announcements

4.11 UNDERSTANDING

4.11.1 Watch a specific TV show over the course of a week making a list of all of the advertisers on that show. Create an infographic.

4.11.2 Find 5 videos on online advertising you like and share it in your group.

4.11.2 Paraphrase a recent news article or blog piece and its main message in a few short sentences.

4.11.3 Create an outline for writing an article on a topic of persuasing techniques.

4.12 Watch the video <u>Influence & Persuasion: Crash Course Media Literacy #6</u>

CHECK YOUR COMPREHENSION

4.12.1 True or False: According to the video propaganda is a public notice promoting a product, event or service.

    a) true

    b) false

4.12.2 Which of the following is NOT mentioned as a principle of social influence and persuading one another?

    a) authority;

    b) consistency;

    c) likeability;

    d) reciprocity.

4.12.3 True or False: At the top of Maslow's pyramid is the need to fulfill our destiny:

    a) true

    b) false

4.12.4 What's the difference between PR, advertising and propaganda?

4.12.5 Could you give examples of ads in which appeal to emotions, false dilemma, red herring were used?

UNIT 5

FACT CHECKING AND VERIFYING INFORMATION

5. 1 Read the text. What is a fact and what is an opinion?

Fact Versus Opinion

Facts are objective statements that can be proven to be true. If a statement is true, then it's always true. For example, "Hawaii became a state in 1959." That's true because it's simple to verify that Hawaii did, indeed, join the United States in that year. An opinion, on the other hand, is a subjective statement based on personal beliefs. Therefore, it isn't always true for everyone. For example, "Hawaii is America's most beautiful state." You can tell this is based on a personal belief

because the subjective word "beautiful" is used and the statement is open to debate. Lots of other people might disagree; they might choose their own or some other state as the most beautiful!

Always remember that a fact can be verified. An opinion may be based on fact, but it's still someone's personal interpretation of the fact. Some experts try to make you think their interpretations are really facts.

5.2 APPLYING

Label each statement F (fact) or O (opinion).

___ **1.** Sacagawea is the most important woman in American history.

___ **2.** Gravity pulls anything at or near Earth's surface toward the center of the planet.

___ **3.** The U. S. Constitution was adopted on September 17, 1787.

___ **4.** Trying to graduate from college in three years instead of four isn't a good idea for anyone.

___ **5.** Groundhog Day is always celebrated on February 2.

5.3 Read the instructions how to check information

A GUIDE TO FACT CHECKING AND VERIFICATION FOR STUDENTS

Fact-checking and verification are not rocket science and can even be fun. There are several tools, methods and basic steps that you can take to sort fact from fiction without being a professional fact-checker.

10 steps to fact-check a claim

Politicians, leaders and many other figures of influence use words and numbers in their favor and sometimes it seems that you don't have a way to question whether their information and claims are accurate or not. Here are 10 steps that you can follow to check them.

1. Learn to sort facts from opinions

«My administration has done better than others», «Our country is strong», all these are common phrases for a politician, but they are opinions, not facts. A fact-

checkable claim always refers to a particular issue (education, healthcare, employment) and, usually, carries numbers.

To spot a claim worth checking search for:

a) historical data («It rained yesterday»);

b) comparisons («It rains more in City A than in does in City B»);

c) legality («He is 18, so he can have a driver's license»);

d) statistics (More than 70% of teenagers are enrolled in school).

2. Be patient

Fact-checking requires some time. You will constantly want to qualify the statement as true or false, but resist. Decide later. Only after you follow a method you will have enough information to rate a claim.

3. Look for evidence

Politicians and most leaders work for the public and not the other way around. They have the obligation to answer your questions because they are public servants. Reach out to them on Twitter, Facebook or call their office. If you don't get any response, search on the websites of statistical bodies and academic institutions for evidence that corroborates or refutes the claims you are checking. Some useful web pages could be your national bureau of statistics or the census office. Check the government's institutions related to the issue you are researching about.

4. Once you find the evidence, test it

Did you find evidence or a politician answered your question? Congrats! But that's not the end of the work. Now you may want to test that evidence with questions such as:

a) *When was the information collected?* Remember, it's a favorite trick to carefully choose start and end dates for data to make the numbers look good. Zoom out to get a glimpse of the longer trend.

b) *How was it compiled, and by whom?* What do you know about the source of the data? Would you trust a study that claims that sugar is excellent for health but conducted by a candy factory?

c) ***Is the data comprehensive?*** A small, localized study will not necessarily tell you much about a national picture.

d) ***Has the evidence been tested by others?*** You may want to check whether evidence been published and confirmed by other credible sources?

e) ***Does the evidence actually show what the politician says it does?***

Read the evidence in full. Don't take at face value that the idea supports the claim.

5. Think about context

Imagine that a phone manufacturer tells you that sales have doubled. Now add context: It was December, holiday season, a lot of discounts are going on in stores and buying a phone is simply a little cheaper. That change is to be expected, right? The same happens in the public debate. If a politician or a leader claims there are fewer teenage pregnancies in a high-school, it may be because there are fewer students than before and not because prevention campaigns are working. Think of the time and space in which what you are verifying occurred.

6. Are they claiming credit (or assigning blame) that is not due?

If a politician takes credit for economic growth during their first weeks in office, they are likely misleading the public — economic data takes time to be collected and published. In the same way, politicians can mislead by complaining about rising crime numbers, for instance, without noting that the population has also grown.

7. Find reliable sources to test the claim against

The best sources may be government papers and official statistics, company records, scientific studies or think-tank reports, but there's a basic rule: Don't rely on just one source.

8. Understand why someone might believe the claim.

You don't win arguments by calling someone stupid. So, think about why people might believe the claim and take that into account when you fact-check.

9. Rate the claim

Look again to the whole process you have made, be fair and decide how you would rate the claim. Is it true? Is it false? Perhaps there are some truthful elements and it is half true.

10. Correct your mistakes.

Nobody is immune to mistakes, and that means you too. Correct your mistakes openly if and when you made them.

Spotting viral hoaxes online

There's so much going on in social media that anyone can fall for false information. Check out our answers to this 10 frequently asked questions when it comes to spot misleading content on the web.

1. How can I verify the reliability of a website?

URL analysis: Always check if it is the original website or if the URL is built with a slight modification in the name or extension with the idea that a distracted or hasty reader would not notice. Disinformation sites take the names of well-known news sources, changing small details.

Using the **Whois engine** (www.whois.com/whois/): This is an indispensable tool to discover who is behind a site — who registered the domain. Entering the URL in a search window returns detailed information on the who, where and when of a site's registration. In some cases, the information is hidden, and this can also be an indication of untrustworthiness.

2. How can I verify the reliability of a social media profile?

Verified account ribbon: Public figures and others on Twitter and elsewhere request that their accounts be marked as verified to avoid fakes and exploitation. If an account is not verified but it seems that it should be, it's best to be cautious and make further checks.

Account history: Check the timing of published content, the network of friends and followers, likes and other clues to help understand if an account has been created for a specific purpose, such as to intervene in an political debate or for advertising purposes. If an account has few friends and they all look like bots, be

wary. If tweets or published messages are concentrated in a single moment, be wary. If there is no original content but only retweets and shares of other accounts, be wary.

3. What is clickbaiting and how can I recognize it?

Clickbaiting means using exaggerated or dishonest content created with the intention of having the user click on a link.

Clickbaiting content may be recognizable by:

✓ headlines all in uppercase;

✓ exaggerated tones ("breaking news," especially from an untrusted source);

✓ unfinished headlines ending with ellipsis.

These all are strategies that make us lower the shield of reason and intrigue us, making us open the link. And this, in turn, generates revenue through advertising for those who created the clickbait. This can also be used to collect data about us through our social profiles to be reused for marketing or other purposes. Even traditional media sometimes use social media posts that intrigue rather than inform.

4. What is a meme? How can I trace its creation and diffusion?

A meme is an image, video or text, usually ironic or satirical, that becomes viral, thanks to new and modified versions made by online users. Know Your Meme (knowyourmeme.com) and Museum of Hoaxes (hoaxes.org) are two web portals that reconstruct the creation and diffusion of the most well-known viral memes.

5. How can I check whether an image is authentic or has been used elsewhere?

Google Images is an immediate method to verify how an image has been shared and in what context. Image search can be done with a file or a link. Sometimes, in the case of already verified hoaxes, fact-checking articles are among the first results. TinEye (www.tineye.com) is a more sophisticated tool. Once a file or link for the image is uploaded, other criteria may be added to the search, including searching for modified images or doing a chronological search (searching for the oldest example may help us understand if a photo has been decontextualized and repurposed as new).

6. How can I recognize a photomontage or a modified photo?

Google Images and TinEye searches provide basic searches. For a more in-depth verification, or in cases of investigative journalism, there are more complex resources.

Fotoforensics (http://fotoforensics.com/) is an advanced tool that allows a sophisticated analysis of the quality of a photo, especially of its possible modifications. The website offers several tutorials. Metadata EXIF (http://exif.regex.info/exif.cgi) is based on metadata — digital labels attached to an image that provide a very detailed analysis that may include the type of camera or device used, the date, and the location where a photo was taken.

7. What tools can be used in analyzing videos?

Even a video can be decontextualized or used as a vehicle to spread disinformation. It is therefore important to know how to reconstruct its origin and context.

YouTube Data Viewer (citizenevidence.org/2014/07/01/youtube-dataviewer/) allows you to view the original upload data and analyze individual screenshots of a video. The latter can then be used to do a reverse search for images, a crucial tool to understand if an old photo or shot has been recycled in a different context. Frame by Frame for YouTube is a Chrome extension that allows you to analyze a video frame by frame, so you can better understand if there is any detail out of place.

Hugin Photo (http://hugin.sourceforge.net/) turns the sequence of a video into a panoramic photo. It is a tool that can be useful when you need to identify the location where the shots were made.

8. If I cannot find information on Google, what other service can I use?

Wolfram Alpha (www.wolframalpha.com) is a computational search engine: It interprets the user-supplied keywords, intertwines the data at its disposal and directly processes an answer (regular search engines generally provide simple links). It allows you to research many things: weather, historical events, scientific knowledge, sports, transportation, and much more. In the case of weather, for example, you just need to enter a location and a date to see the weather on a specific day in the past. This can be

useful to check whether the stated date of a video matches the surroundings on that day.

9. How is it possible to assess the legitimacy of a scientific journal?

Not all scientific journals are the same. One method to help determine whether an article published in a journal is worthy of trust is checking the journal's impact factor, which is based on how many citations a journal's articles receive from articles published in other established journals. There are several services that rank journals based on this. SJR Scimago Journal & Country Rank (http://www.scimagojr.com/) is freely accessible and ranks over 20,000 journals worldwide.

10. What is the best tool for geolocalizing a content?

Geolocalization allows us to identify the position in the world of an object, place or person. Google Earth Pro is an advanced tool (www.google.com/intl/it/earth/desktop/) that, in addition to the simple Google Maps, grants access to more historical content and more visualization modes (satellite, 3D, etc.). It also allows us to process data, such as distances and elevations.

Source: https://www.poynter.org/channels/fact-checking

5.4 EXPLAIN / CREATE

5.4.1 Build a Pinterest board for sharing ideas for fact checking that you find interesting personally.

5.4.2 Explain a concept of fact checking to a groupmate who is having difficulty understanding it.

5.4.3 Develop a mash-up of several data sources focusing on factchecking into a single readable resource.

5.5 WATCHING / Discussing

Watch the video and discuss fact checking tools in groups

1) Fact-Checking Tools — Video 1: Verifying Images and Videos (https://youtu.be/7eKG9RuqUE4)

2) Fact-Checking Tools — Video 2: Looking up Claims and Website Owners (https://youtu.be/0eIfjo1_Ro4)

3) [Fact-Checking Tools — Video 3: Evaluating Social Media Accounts](https://youtu.be/SgLqvgv11zA) (https://youtu.be/SgLqvgv11zA)

5.6 EVALUATION

The CRAAP Test is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Use this CRAAP Test to evaluate texts from the Text Bank (p. 68) if they are real news or fake.

The CRAAP Test Worksheet

Use the following list to help you evaluate sources. Answer the questions as appropriate, and then rank each of the 5 parts from 1 to 10 (1 = unreliable, 10 = excellent). Add up the scores to give you an idea of whether you should you use the resource (and whether your professor would want you to!).

Currency: the timeliness of the information

When was the information published or posted?

Has the information been revised or updated?

Is the information current or out-of date for your topic?

Are the links functional?

Relevance: the importance of the information for your needs

Does the information relate to your topic or answer your question?

Who is the intended audience?

Is the information at an appropriate level?

Have you looked at a variety of sources before choosing this one?

Would you be comfortable using this source for a research paper?

Authority: the source of the information

Who is the author/publisher/source/sponsor?

Are the author's credentials or organizational affiliations given?

What are the author's credentials or organizational affiliations given?

What are the author's qualifications to write on the topic?

Is there contact information, such as a publisher or e-mail address?

Does the URL reveal anything about the author or source?

Accuracy: the reliability, truthfulness, and correctness of the content

Where does the information come from?

Is the information supported by evidence?

Has the information been reviewed or refereed?

Can you verify any of the information in another source?

Does the language or tone seem biased and free of emotion?

Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists

What is the purpose of the information?

Do the authors/sponsors make their intentions or purpose clear?

Is the information fact? opinion? propaganda?

Does the point of view appear objective and impartial?

Are there political, ideological, cultural, religious, institutional, or personal biases?

45 - 50 Excellent
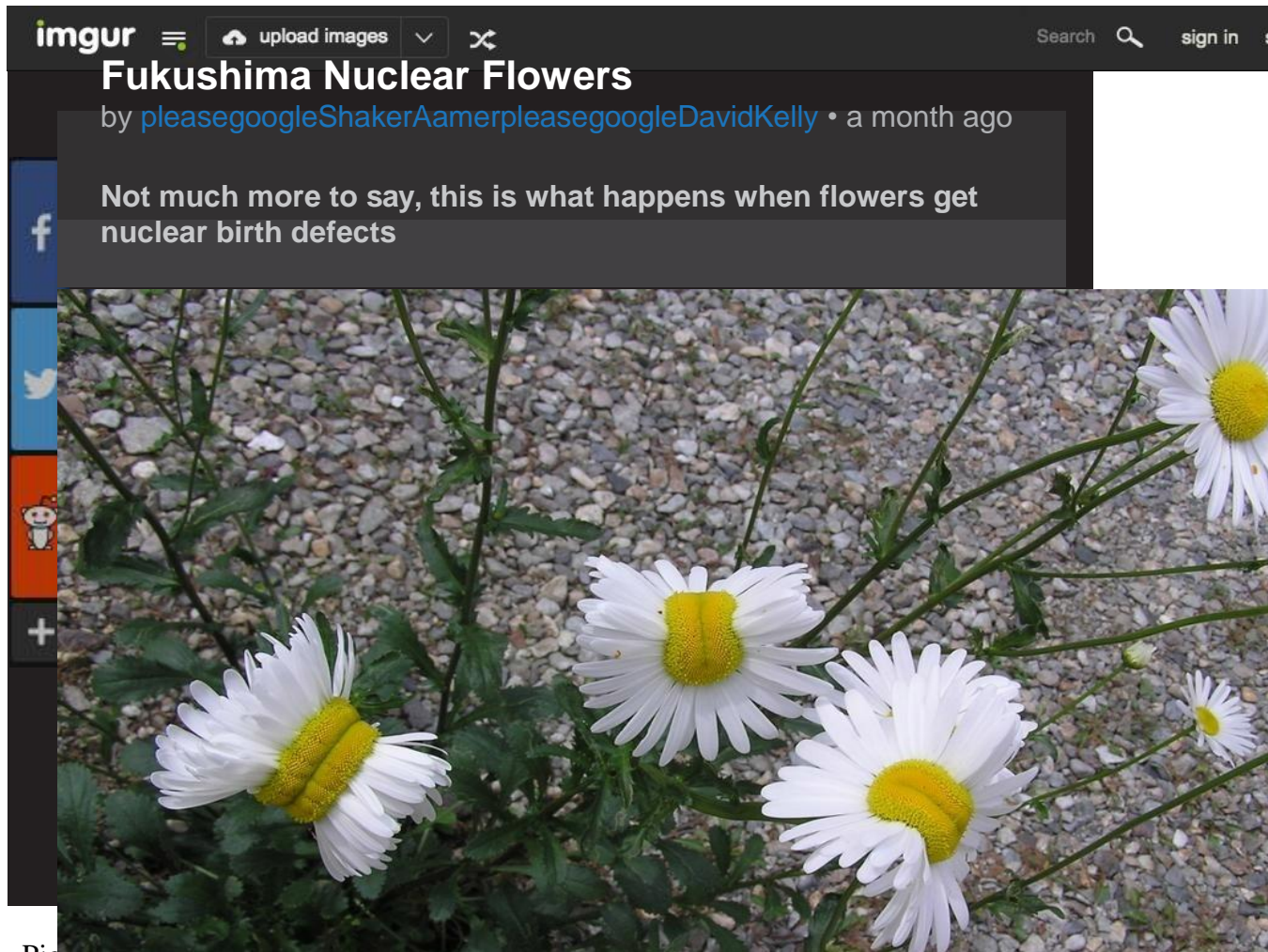
40 - 44 Good

35 - 39 Average

30 - 34 Borderline Acceptable

Below 30 - Unacceptable

Total:_____

5.7 CRITICAL THINKING / REASONING

On March 11, 2011, there was a large nuclear disaster at the Fukushima Daiichi Nuclear Power Plant in Japan. This image was posted on Imgur, a photo sharing website, in July 2015. *(continued on next page)*

Pict.1 Fukushima Nuclear Flowers

Source : https://www.stanford.edu/

Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning.

_____

_____

_____

5.8 Read the chart below

Ten Types of Misleading News

Type	Features	Motivation	Impact
Propaganda	• adopted by government, corporations and non-profits to manage attitudes, values and knowledge; *(continued on next page)*	passion, politics/ power	neutral

	• appeals to emotions; • can be beneficial or harmful		
Clickbait	• eye-catching, sensational headlines designed to distract; • often misleading and content may not reflect the headline; • drives ad revenue	money, humor/fun	low
Sponsored content	• advertising made to look like editorial; • potential conflict of interes for genuine news organization; • consumers might not identify content as advertising if it is not clearly labeled	money	low
Satire and hoax	• social commentary or humor; • varies widely in quality and intended meaning may not be apparent; • can embarrass people who confuse the content as true	humor/fun	low
Error	• established news organizations sometimes make mistakes; • mistakes can hurt the brand, offend or result in litigation; • reputable orgs publish apologies	(mis)inform	low
Partisan	• ideological and includes interpretation of facts but may claim to be impartial; • privileges facts that conform to the narrative whilst forgoing others; • emotional and passionate language	passion, politics/power	medium
Conspiracy theory	• tries to explain simply complex realities as response to fear and uncertainty; • not falsifiable and evidence that refutes the conspiracy is regarded as further proof of the conspiracy; • rejects experts and authority *(continued on next page)*	passion, (mis)inform	high

Pseudoscience	• purveyors of greenwashing, miracle cures and vaccination and climate change denial; • misrepresent real scientific studies with exaggerated or false claims; • often contradicts experts	politics/power, money	high
Misinformation	• includes a mix of factual, false or partly-false content; • intention may be to inform but author may not be aware that the content is false; • false attributions, doctored content and misleading headlines	(mis)inform	high
Bogus	• entirely fabricated content spread intentionally to misinform; • guerilla marketing tactics, bots, comments and counterfeit branding; • motivated by ad revenue, political influence or both	politics/power, money	high

false attribution	authentic images, videos or quotes are attributed to the wrong events or person
counterfeit	websites or social media accounts that pose as a well-known brand or person
misleading	content does not represent what headline or caption suggest
doctored content	content, such as statistics, graphs , photos and video have been modified or doctored

N.B. The impact and motivation assignments are not definitive and should be used as a guide for discussion.

5.9 Explain the meaning of the following words and phrases in English: clickbait, counterfeit, doctored content, bogus, partisan, satire and hoax, propaganda, false attribution.

5.10 ANALYSE / CREATE

5.10.1 Build an online survey using Google forms, Facebook, SurveyMonkey or any other tool to collect and analyze students' thoughts about misleading news.

5.10.2 Choose 5 sources of information on _____ (the topic you choose on your own) and validate each one, recording your findings.

5.10.3 Conduct a survey of how 3 different social media are rated among students and publish your findings.

5.10.4 Invent a new method for verifying information and map out the design process for it.

5.11 WATCHING AND LISTENING

Watch the video [How false news can spread - Noah Tavlin](https://youtu.be/cSKGa_7XJkg) (https://youtu.be/cSKGa_7XJkg).

In previous decades, most news with global reach came from several major newspapers and networks with the resources to gather information directly. The speed with which information spreads now, however, has created the ideal conditions for something called circular reporting. Noah Tavlin sheds light on this phenomenon.

5.12 CHECK YOUR COMPREHENSION

5.12.1 What makes circular reporting «circular»?

A   It is round and symmetrical.

B   It has neither a beginning nor an end.

C   Sources become validated by themselves in a logical loop.

D   It is uniformly consistent in its reporting.

5.12.2 Which of the following has NOT directly contributed to an increase of circular reporting?

A   The speed of the news cycle.

B   The ability for anyone to write, edit and publish on the Internet.

C   Increased accessibility to the Internet.

D   Human curiosity.

5.12.3 Why might the anti-vaccer movement be considered a product of circular reporting?

A   It is based on misinformation.

B   The body of literature and information supporting the theory can all be traced to one, initial, discredited source.

C   As a movement, it has enough momentum to be considered a serious problem.

D   Because the media has reported on the anti-vaccine movement.

5.12.5 Before the 20th century, because it took longer to publish writing, it was more accurate.

A   True

B   False

5.12.6 Which of the following is NOT an example of circular reporting?

A   When one incorrect source informs multiple sources, which are then cited as multiple verifications of the incorrect information

B   When a website is edited to include false information without verification, someone writes an article based on the un-cited fact, and then someone uses that article to verify the false information on the original website

C   When an incorrect source directly informs another source, and the two sources are considered to have independently verified the same information

D   When a source intentionally provides false information to a writer

5.12.7 DISCUSSION

1. What are some ways you can avoid falling for false information, and avoid contributing to the cycle of circular reporting?

2. What makes circularly reported facts so difficult to correct?

3. Circular reporting isn't limited to large-scale media and news. How does circular reporting apply to rumors and gossip?

UNIT 6

REPRESENTATION

6.1 Read the text below:

We should not think of media texts (newspaper articles, TV shows, video games, comic books to name just a few) as «natural» things. Media texts are built just as surely as buildings and highways are built. The building materials involved vary from one kind of text to another. In a magazine, for example, there are words in

different sizes and *typefonts*, photographs, colors, *layout* and *page location*. TV and movies have hundreds of building blocks—from camera angles and lighting to music and sound effects.

What this means is that whether we are watching the nightly news or passing a billboard on the street, the media message we experience was written by someone (or probably several people), pictures were taken and a creative designer put it all together. But this is more than a physical process. What happens is that whatever is "constructed" by just a few people then becomes "normalized" for the rest of us; like the air we breathe, it gets taken for granted and usually goes unquestioned. But as the audience, we don't get to see or hear the words, pictures or arrangements that were rejected. We only see, hear or read what was accepted.

The success of media texts depends upon their apparent naturalness; we turn off a production that looks «fake». But the truth is, it's all fake—even the news! That doesn't mean we can't still enjoy a movie, watch TV or listen to music.

The media don't just offer us a window on the world. They don't just present reality, they re-present it. Media producers inevitably make choices: they select and combine, they make events into stories, they create characters, they invite us to see the world in a particular way. Media offer us versions of reality. But audiences also compare media with their own experiences, and make judgments about how far they can be trusted. Media representations can be real in some ways and not in others: we may know that something is fantasy, yet it can still tell us about reality.

6.2 Answer the questions in pairs with your partner:

Alternative languages. See if you can find examples of films or videos that «break the rules» or try to create a different language – for example, experimental films made by artists. Are they harder to understand or less enjoyable than mainstream films? Why/why not?

Mixing genres. Look at media texts that mix or combine genres–such as comedyhorror films, or drama-documentaries on TV. What are the problems with mixing genres? What new ideas can be conveyed in this way?

New technologies. Digital technologies have offered us new forms of media language–for example, in computer games and the internet. But how have these technologies affected «old» media such as newspapers or television or recorded music?

Looking at media *representations* means looking at:

❖ **Realism.** Is this text intended to be realistic? Why do some texts seem more realistic than others?

❖ **Telling the truth.** How do media claim to tell the truth about the world? How do they try to seem authentic?

❖ **Presence and absence.** What is included and excluded from the media world? Who speaks, and who is silenced?

❖ **Bias and objectivity.** Do media texts support particular views about the world? Do they put across moral or political values?

❖ **Stereotyping.** How do media represent particular social groups? Are those representations accurate?

❖ **Interpretations.** Why do audiences accept some media representations as true, or reject others as false?

❖ **Influences.** Do media representations affect our views of particular social groups or issues?

6.3 Match the words and its definitions

1. Tabloids	**4. Prejudice**	**7. Stereotype**
2. Fakes	**5. Propaganda**	**8. Temnyk**
3. Media literacy	**6. Censorship**	

a) is control by the state, organizations, or other groups of people over the public expression of information, thoughts, or creativity;

b) are lies or forgeries. They represent one of the most common forms of manipulation in the media today. They are often completely fictitious and represent deliberate manipulation of the news;

c)   is an aversion, formed in regards to certain groups of people based on stereotypes, rather than personal experience or understanding. Prejudice creates a ground for discrimination against groups or individuals;

d)   is an instruction/order from the government that specific topics are to be either covered or avoided in the media;

e)   are a form of mass press. Unlike high-quality publications that target decision makers and other people who are active in society, tabloids try inject entertainment content into public dialogue;

f)   is a widely-held and oversimplified belief (correct or incorrect) that certain people, groups, things, etc. behave a certain way or bear certain characteristics;

g)   is the spread of facts, opinions and beliefs that seek to change individual attitudes;

h)   is part of media education dedicated to the formation of critical thinking and a conscious attitude toward media consumption.

6.4 COMPARE

Most newspapers have a particular political "line," or a particular party they will support. This is normally very clear from the "editorial" sections of the papers, where journalists are allowed to present their own views directly. Yet political beliefs may also influence the kind of news stories they choose to cover, and how they interpret and present them. Compare how a couple of newspapers cover a political story, or an election. How are their beliefs shown in the choice of language and images? Does bias in the news necessarily influence readers?

6.5 EXPRESS YOUR POINT OF VIEW

Critics have often argued that the media ignore minority or less powerful groups, or show them in a negative light. The proportion of women or people from ethnic minorities who appear on television, for example, is generally much lower than the proportion in society. Researchers also find that nonwhite characters are more likely to be shown as criminals or villains; and that women are less likely to be

shown in powerful roles. What do you think are the consequences of this situation? Can you think of any important exceptions to this, and what do they tell you?

6.6 IDENTIFY AND COMPARE

Mainstream media are often dominated by powerful groups. However, many TV and radio stations have "access" slots that allow ordinary people to present their views: this might be in the form of a phone-in or a studio talk show, or a separate programme. Many minority groups also publish newspapers or make video to communicate ideas on issues that concern them. Try to get hold of an example of a minority newspaper or magazine, or watch an access show on TV. How is it different from mainstream media–both in what it is saying, and in how it is saying it?

6.7 APPLYING

6.7.1 Take a couple of popular TV drama serials or soap operas. What roles do women or ethnic minority characters play in them? Are any of them obviously "stereotyped"? Why do stereotypes seem to be so necessary?

6.7.2 Watch a documentary that deals with an issue you already know about: it could be about young people or about a hobby or interest you have. Does the documentary give an accurate picture? How does it claim to tell the truth?

6.7.3 Look at a fantasy text, such as a film or a novel or a computer game. Study the setting, the storyline and the characters' actions, and look at how they are portrayed. What is realistic and unrealistic about this text? Can it be both at the same time?

6.7 QUESTIONS TO DEBATE

Influences and effects. Some people see the media as the primary source of prejudices such as racism and sexism. But how important are the media, when compared with other influences, such as the family or school?

Positive images. Critics have often argued that the media show minorities or less powerful groups in society in a negative way. They have called for more «positive images». Do positive images always have positive effects, for example on people's attitudes?

6.8 WATCHING

Watch the video [The key to media's hidden codes - Ben Beaton](https://youtu.be/oZXqORn0z4E) (https://youtu.be/oZXqORn0z4E)

Colors, camera angles and logos in the media can all prompt immediate associations with emotions, activities and memories. Learn to decode the intricate system of symbols that are a part of everyday life – from advertising messages to traffic signs.

6.9 CHECK FOR COMPREHENSION

6.9.1 Through which of these channels do you absorb information?

A   Television

B   Movies

C   Magazines

D   Internet

E   All of the above

6.9.2 What are ways you have noticed different types of media shaping the way you think about the world? Do you think this is positive or negative?

6.9.3 What's the first thing that constitutes a code?

A   It has to be recognized by all who read it.

B   It has to incorporate color, imagery, sound, and writing.

C   It must be in television, magazines, or movies.

D   At least a certain group of people must use it regularly.

E   It must be fun.

6.9.4 Why do companies invest billions of dollars in advertising? Do you think it makes a big difference?

6.9.5 Technical Codes Sr. has three sons. Which of the following is not one of his sons?

A   Technical Codes Jr.

B   Symbolic Codes

C   Written Codes

D   Verbal Codes

6.9.6 What's your favorite brand? Can you attribute your fondness to the advertising about the brand?

«The idea that understanding the relationship between technical codes and the role they play in shaping your understanding of the world around us through the media we consume is ...

A   fun and interesting».

B   rarely important».

C   scary and dangerous».

D   a big made up lie».

6.9.7 According to Beaton, one of the most powerful advertising mediums in the world is:

A   Word of mouth

B   Modern art

C   Television

D   Oprah Winfrey

UNIT 7

SYMBOLS

7.1. Symbols are ways to communicate visually without words. **Identify the meanings** of the following symbols:

7.2 Change the context of the symbol to see how meanings can change. For example:

A symbol of a heart on a hospital door signifies cardiologist while the same symbol on a Valentine's Day card signifies love or friendship. A skull and cross bones on a ship's flag signifies pirates but on a bottle it signifies poison

7.3. Read and discuss in small groups

<div align="center">

Symbolism/Meaning

</div>

«After we have isolated a symbol, we must interpret it, that is, match the symbol with a meaning that has been previously learned. For example, we memorize the definitions of words and the conventions of grammar and expression to be able to read. From our experience listening to radio, we know that certain sounds signal the lead-in to news, certain voices convey humor or seriousness, certain sounds convey danger or silliness. With television or film, we learn the meaning of flashback, an extreme close-up on a character's face, character stereotypes, and what to expect in the unfolding sequence of a detective show. We have learned to connect certain symbols with certain meanings».

Source : Media Literacy (2nd Ed.), p. 42

7.4 DISCUSS AND CREATE

Symbols in Money

7.4 .1 Discuss money and the symbols on a $1 bill. Bring in any money from other countries. Analyze the US dollar bill as well as any other money by answering the questions:

What are different messages that the symbols could be communicating?

How might different people understand these symbols differently?

7.4.2 Create your own money by writing your name in box № 1.

Under the oval, in box № 2, write the name of the person whose picture you want to put on your currency.

In box № 3, write the name of any country you want your money to represent.

In box № 4, think about what symbol or symbols best signify the values and message you want to communicate. Draw a large symbol to fill the entire box so that it is easy to read from a distance.

On the lines marked № 5, write a brief motto or message that is so important to you or you want others to think about it.

In the oval marked № 6, a picture of someone important to you should be placed.

Explain your choice and write why you chose the symbols and motto you used.

Present your money to your group
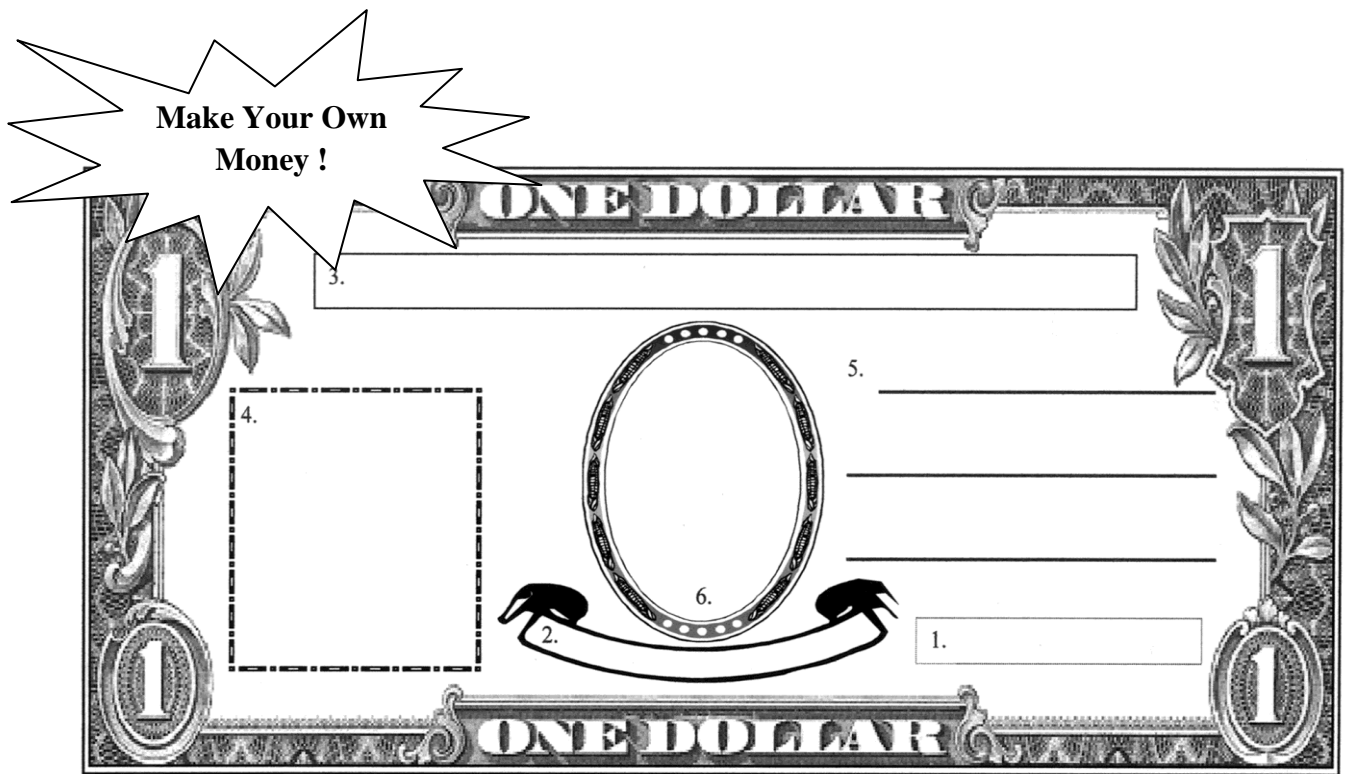
Pict. 2 One dollar bill

Box 4 Why did you choose this symbol?

_____

Box 5 Why did you choose this motto?

_____

Box 2 and 6 Why did you choose this person?

_____

_____

Source: Share J. Five Key Questions That Can Change the World / Jeff Share, Tessa Jolls, Elizabeth Thoman. – Center for Media Literacy, 2005. – 87 p.

7.5 WATCHING

7.5.1 Watch the video Word as Image (https://youtu.be/J59n8FsoRLE). You are going to watch a short film in which images are created out of words, using only the letters contained within the word itself. After watching the film try to remember as many of the words as you can. Watch the film again to check your answers.

7.5.2 Read a story which includes some of the words which you have seen in the film. Then in pairs **complete the missing words** using words from the film. Some of the words are repeated.

One morning I woke up feeling _____, I had a cold and a _____. I looked at my _____ on the bedside table and saw that it was 11 o'clock. I got dressed and then put on a jacket, but I couldn't do the _____ up as it was broken. Although I was on a _____, I decided it was a good _____ to have breakfast in a _____ restaurant. I left my flat and went down in the _____. As I was leaving my building, two young girls carrying red _____ were coming in. I walked to the _____ restaurant and ordered burger and chips. As I was eating my breakfast I watched the news on the television, and I heard that there was going to be a total _____ of the sun at 12 o'clock that day. I looked at the _____ on the wall and saw that it was 11.30. I quickly finished my breakfast and left through the main_____. I went back to my building and got the _____ to the top floor which is the thirteenth floor. As I'm very _____ I don't normally like going to this floor, but I really wanted to see the total _____. On the top floor there is a roof terrace. I put on some special glasses and watched as the _____ completely covered the sun. It was so beautiful, like _____. I will never forget that day.

UNIT 8

CRITICAL ANALYSIS OF MEDIA TEXTS

8.1 Read the tips how to approach information with a critical eye

HOW TO BE A CRITICAL VIEWER

1. Remember that all media images and messages are ***constructions***. Ads and other media messages have been carefully crafted with the intent to send a very specific message.

2. Question why certain messages are consistently present in ***mainstream media*** and why others are absent.

3. Look closely at the appearance of *media images*: the colors, the editing, the camera angles, the appearance of the people *(are they young and happy?)*, the location, and the sound or type of text.

4. Compare media images and portrayals of your surrounding environment with your reality. Make a list of the differences so that you are more aware of them.

5. Investigate the source of the media images you encounter. Who owns the network that your favorite television show is on? What else does that corporation own? How does the ownership structure of media affect the news and entertainment we receive?

6. What other stories about the world exist than those you see in the media?

(About relationships, health, peace & war, materialism, gender, finances, violence,globalization, sex, love, etc.)

8.2 UNDERSTANDING

8.2.1 Paraphrase the text and its main message in a few short sentences.

8.2.2 Find 5 videos how to be a critical viewer on YouTube and leave some constructive comments for the creator/author.

8.2.3 Explain the concept of critical viewing to your partner as though you were talking to someone who had never seen or heard of it before.

8.3 WATCHING

Watch the video about 5-step process that may help you with any number of problems [5 tips to improve your critical thinking Samantha Agoos](https://youtu.be/dItUGF8GdTw) (https://youtu.be/dItUGF8GdTw)

8.6 CHECK FOR COMPREHENSION

8.6.1 What is one advantage of critical thinking?

    A   It's a process that helps us make only large, important decisions.

    B   It's a process that helps us make only small, unimportant decisions.

    C   It's a process that helps us create hidden issues, bias and manipulation.

    D   It's a process that helps us reveal hidden issues, bias and manipulation.

8.6.2. What is the first step (of five) in the critical thinking process?

a   gather information;

b   apply information;

c   formulate questions;

d   consider implications.

8.6.3 When making a decision, what is the main purpose of gathering facts and information?

A   To make sure your assumptions are illogical

B   To weigh out various options or choices

C   To ignore the implications of your choices

D   To explore your own perspective and point of view

8.6.4 Considering the implications of a decision means:

A   Examining its potential outcomes and effects.

B   Asking questions to determine your goal.

C   Gathering information to weigh out options.

D   Determining whether information is logical.

8.6.5 How can critical thinking improve your chances of making better choices?

A   Critical thinking helps you pick the correct and best choice for all situations.

B   Critical thinking helps you explore only your own perspective and no others.

C   Critical thinking helps you examine information and make unreasonable choices.

8.7 APPLY AND EXPLAIN

Consider the example of the diet craze presented in the video. In your own words, **explain how you would apply information** to determine whether the weight-loss claims are logical and accurate. Be specific about each step you would take.

8.8 Read the information in the table critical. CML stands for critical media literacy. Ask questions for deconstruction / construction in order to explore the connections and interconnections between the *content, format, purpose, effects and techniques* of a media message.

CML'S QUESTIONS/TIPS

Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
Authorship	Who created this message?	All media messages are constructed.	What am I **authoring**?
Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in **format**, creativity and technology?
Audience	How might different people understand this message differently?	Different people experi- ence the same media message differently.	Is my message engaging and compelling for my target **audience**?
Content	What values, lifestyles and points of view are repre- sented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consis- tently framed values, life-styles and points of view in my **content**?
Purpose	Who created this message?	Most media messages are organized to gain profit and/or power.	Have I communicated my **purpose** effectively?

Source: www.medialit.org

8.9 Try to explain 5 core concept of critical media literacy. Give your own examples.

8.10. Working with a partner, start your list of media purposes with: profit, pleasure and then expand the list by thinking of the following: a commercial for a product, a political speech in a debate, a set of instructions for installing a software, a message from the government in praise of itself.

What would be the purpose in each case for the media texts in the list above?

8.11 Work in groups of three. List first individually, then as a group, your favorite media – the ones that give you enjoyment and pleasure.

8.12 Work with a partner to decide what kind of content you would expect from these formats:

✓ a magazine on newsprint paper small enough to fit in your pocket;

✓ a TV news program;

✓ a radio program that begins with solemn music;

✓ a newspaper in the "tabloid" format;

✓ a newspaper in the "broadsheet" format;

✓ a TV program (or cable channel) that has several "windows" in its screen;

✓ each showing something different;

✓ a glossy magazine;

✓ a newspaper with nothing on the front page except a headline and a photograph.

8.13 Questions for group discussion

1. What kinds of images do we see every day?

2. Do we look for serenity? How do we handle more painful images?

3. Do we look for images that reflect ourselves or are we looking for something different, something outside ourselves?

4. Where do we search images beyond what we see in front of us?

5. Which ones give us a different perspective?

6. How do we view them? (e.g., straight on, from above, through a screen)?

7. Do we prefer viewing images slowly or quickly?

8. How do we share images with others?

9. Are we more likely to use words or images to convey an idea?

10. What is the difference between using a still image and a moving image when we are expressing an idea?

11. How does the pace of what we're seeing affect the way we feel?

12. Do we feel we have control over the speed of the images we see in our lives?

13. What is the difference between a passive and an active viewer?

14. How does filmmaking encourage people to work more collaboratively?

15. Since filmmaking isn't just about using a camera, what other types of materials can we use when coming up with ideas for a film?

16. What makes a great story?

17.   What elements of the process of filmmaking encourage critical thinking?

18.   How can being more thoughtful and deliberate in the process change what we are creating?

19.   What steps can we take to stop and reflect?

20.   How can filmmaking promote more critical thinking skills?

21.   How do we see the filmmaking process as collaborative?

22.   How can working together make something greater than what we create on our own?

23.   How do our messages become clearer through the combination of words and images?

24.   How can film be a more effective medium of communication?

8.14 ANALYSE

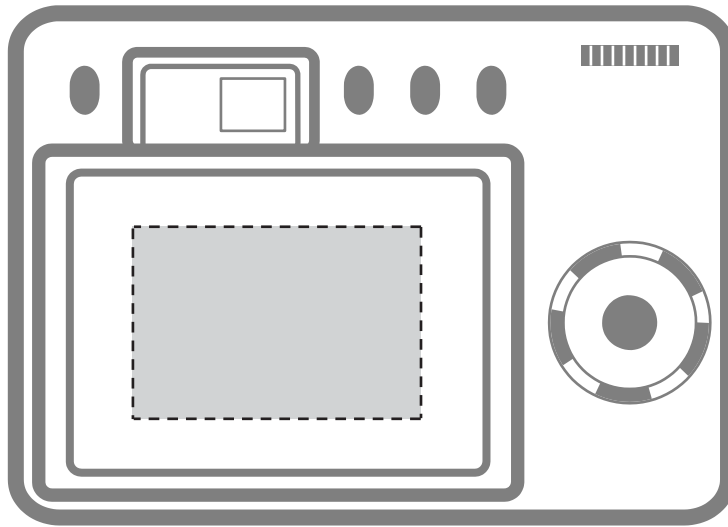Brainstorm about the places where visual images can be found.

Where do we see messages that are not made up of words?

Do non-word messages have their own special kind of language?

Frame It!
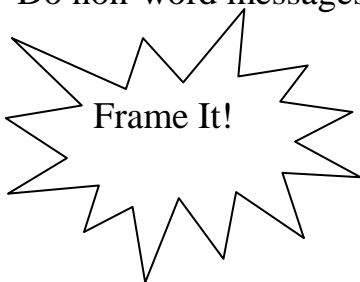
8.15 ANALYSE / CREATE

Cut along the dotted line to make your own media frame.

Pict. 3 A camera

Hold the frame at arm's length, then move it closer to your eye. Describe how your view changes. Walk around holding your frame about six inches from your face.

Look at people from different angles – stand on a chair, sit on the floor… *What do you notice?* Look through a magazine or newspaper using your frame. *What difference does it make when you can only see part of the page or picture?*

Choose one of the images below and analyse them.

What can you see in this media text that gives you clues about what the creator believes in or stands for? Be systematic in looking at the picture. As you learned, nothing is there by accident. Practice your "taking a second look" skill by answering the questions below:

What strikes you first when you look at the photo?

Which details do you notice?

When you take a second look at the photo, what new details do you find?

a) You like what the text stands for and you think it is good.

b) You dislike what it says and stands for because in some way your own values are different from those presented in the text.

c) You are not sure of your opinion about the message of the text.

Also consider what would happen if you interpreted the text through:

1) feminist eyes; 2) paternalistic eyes; 3) economic eyes.

The questions below may guide your investigation of the text relating to key concept № 5:

1) Which details can you connect together to help discover the intention of the text?

2) What message is a cameraman stating with this picture?

3) What psychological message does the text offer?

4) What political/ideological (societal views) message can be taken from the text?

5) Next, examine the text to see what it tells you or elicits from you

6) Is the picture optimistic or pessimistic? How do you know?

7) Does it express confidence or fear? How do you know?

8) What stereotypical ideas (for example, instances of stock images) can you detect in the text?

Image 1

Image 2

Image 3

Image 4

8.16 Choose one of the images and complete the chart below to review what you have already learned:

Key concept	Evidence from the mediatext	Connection or interpretation	Why this is (isn't) a well-developed response
All media messages are constructed.			
Media messages are constructed using a creative language with its own rules.			
Different people			

experience the same media message differently.			
Media have embedded values and points of view.			
Most media messages are organized to gain profit and/or power.			

8.17 CREATE / ANALYSE

Take photos of your peers and try to photograph the same person to look positive in one picture and negative in the other. Analyse your images using the **Analysis Worksheet**

Photograph Analysis Worksheet

1. *Observation*. What do you see in this photograph? Study the photograph and discuss it in your group. Use the chart below to list people, objects, and activities that you can clearly observe in the photograph.

People	Objects	Activities

2. *Inference.* Make some reasonable guesses about this photograph.

When, would you guess, was the photograph taken?

Where was the photograph taken?

Why are these people here, doing what they are doing?

Why was the photograph taken, would you guess?

3. *Inquiry.* Write a question that is left unanswered by the photo.

4. After the teacher gives you more information about the photographs, you can answer these questions more precisely:

When was the photo taken, in fact?

Where was the photo taken?

Where was the photo taken?

5. You can also answer some questions about the creator of this image.

Who was the photographer?

For whom was the photographer working?

Do you think that the photographer had a message beyond simply documenting the moment?

If so, what might that message have been?

6. Write a question that is still left unanswered about this photo.

7. What would be a good title for this photo?

8. Write a question you would like to ask the people shown in this photo, if they were still alive today.

9. Write a question that you would like to ask the photographer if he or she were still alive today.

8.18 CRITICAL VIEWING ACTIVITIES

8.18.1 «Press Pause» game. Instructions:

- watch your favorite TV program or movie;

- pause it each time you see a product logo displayed;

- make a list of how many times you paused the program or movie and which products you identified;

- research product placement: how much do companies pay on average for product placement? how do you think product placement affects the story lines of movies and television programs?

8.18.2 Make a guess about how many advertisements you see during your favorite television program. Then count the number of ads you actually see. Compare your number with the actual number.

8.18.3 Count the number of commercials you view when watching your favorite television show and ask yourself:

a)   What products/services are being sold?

b)   What are the ads saying to you?

c)   Do you or would you actually use the advertised products or services? Why or why not?

d)   How many times did you see the same commercial?

8.18.4 Count the number of ads that appear on your favorite homepage, and ask yourself:

What products/services are being sold?

What are the ads saying to you?

Do you or would you actually use the advertised products or services? Why or why not?

8.18.5 Count the number of pop-up ads you encounter during one hour of internet use:

What products/services are being offered?

Do you or would you actually use the products or services being offered? Why or why not? Think of all the places that you see advertisements. Compare your list with someone else's.

8.19 Read the guide how to deconstruct a commercial

DECONSTRUCTING A VIDEO ADVERTISEMENT

STEP 1. MAKE OBSERVATION

1)   Watch the ad from start to finish (with audio and at normal speed). Think of five adjectives that describe the ad.

2)   Watch the ad a second time and evaluate its aesthetics (Note: the frame is the space the ad takes up, or everything you can see in the "world" of the ad.):

Are there people depicted in the ad? What gender is represented? Are both genders represented equally? What do the people look like (young, old, stylish, etc.)? What are their facial expressions? How are they dressed?

Where is the person, or subject, in relation to the product being sold? (Think of this in terms of 'frame geography'. For example, is the person at the center of the frame, while the *product itself is in the lower right hand corner of the ad?)*

Estimate how the camera was used. The angles: Does it appear to be far from the subject, or close to it, or somewhere in between? Does the camera appear to be above the subject, below it, or at eye-level? Does the camera seem to move a lot: from right to left, or from top to bottom, of the frame?

Take note of the lighting used in the ad. Does it appear to be natural or artificial *(daylight or flashing lights of different colors)*? Why or why not? Are certain parts of the ad highlighted while others are not? If so, why do you think this is? Are there shadows? If so, how big are they? What colors are used? Are they bright or in sharp contrast to one another? Is the whole ad in black and white, etc.? Do the colors change? Does the ad have text or copy? If so, how does it look? What kind of font is used? Is there more than one type of font used? How big is the text? What color is the text? Is there more than onecolor used? What does the text actually say? Does the ad contain any other graphics like animation? If so, describe them.

3)   Play the ad again from start to finish, but this time, listen to the audio only.

Describe the sound of the ad: Is it a person talking? What gender is the person? Does the ad have music? What genre of music is used? Do you recognize the song? Does the product have its own jingle (i.e. the Oscar Mayer bologna song)?

What does the ad actually say? Listen and write it down. Is what the ad says different from the written words or scenario depicted in the ad? If so, why do you think this is?

What is the product's brand name *(i.e. Campbell's makes **Soup on the Go**)*? How many times do you hear the brand name of the product? What is the product's slogan? Where is that located in the ad? How many times did you hear it?

STEP 2: DETERMINE THE PURPOSE OF THE AD

Remember that the purpose of an ad is always to sell a product

What product is being sold?

Do you find the product appealing? Why or why not?

Who is the target audience for this product? Children? Teens? Adults? The elderly?

What feelings or emotions is the ad trying to associate with the product? Did it work?

Why or why not?

Would you, or do you, actually use the product being advertised? Why or why not?

STEP 3: DETERMINE THE ASSUMPTIONS THE AD MAKES

Assumptions may not be contained directly in the ads themselves, but in the messages that are produced from them

What assumptions does the ad make about gender? *(i.e.Women are powerful when they hold a hair dryer in their hands. Men like to drink beer.Women are primary caregivers, etc..)*

Are these assumptions realistic? Why or why not? Do these assumptions reinforce or challenge stereotypes about gender identity? What assumptions does the ad make about race *(i.e. African Americans are excellent athletes. Latinos are sensual and passionate. Etc.)*? Are these assumptions realistic? Why or why not? Do these assumptions reinforce or challenge stereotypes about racial identity?

What assumptions does the ad make about class *(i.e. Wealthy people are happy and trouble-free. Poor people are always looking for a handout, etc..)*? Are these assumptions realistic? Why or why not? Do these assumptions reinforce or challenge stereotypes about class?

STEP 4: CONSIDER THE POSSIBLE CONSEQUENCES OF THESE MESSAGES

What are some possible consequences of the message(s) you've identified? (long-term and short-term)

Do the messages create unrealistic expectations for people? Why or why not?

How do the messages in this ad counter or undermine social change?

Is this ad socially responsible? How or how not? What does it mean for an ad or a company to be socially responsible?

In the closing comments of the video *Killing Us Softly 3*, Jean Kilbourne states that change will depend upon "an aware, active, educated public that thinks for itself primarily as citizens rather than primarily as consumers." What does it mean to think of oneself primarily as a citizen rather than primarily a consumer? Can one be both a citizen and a consumer? How? Reflect on this ad with the above statement in mind.

Source : www.mediaed.org

8.20 Define and understand the following terms/phrases/ideas:

genre, narrative, location, characters, voice over, theme, mood, pacing, on-screen graphics, editing and post production (includes special effects).

8.21 ANALYSE

Choose one of the commercials on YOUTUBE and analyse it. Present your results to the group. Answer the questions:

What have you learned that is new?

What has surprised you?

What have you liked or disliked?

Did you have any difficulties completing this task?

Were there any controversies? Why did they occur?

8.22 WATCHING / ANALYSING

Brainstorm answers to these questions:

- ✓ what are the "elements" of most film trailers?
- ✓ who is the audience for the trailer? How do you know?
- ✓ what is the audience told or shown? not told or shown? why?
- ✓ what is the primary purpose of the trailer?
- ✓ who creates/edits/produces trailers?
- ✓ how are trailers distributed/disseminated?
- ✓ what specific techniques are used in trailers?
- ✓ what is the length of most trailers?
- ✓ does watching a trailer make you desire more information?

Trailers are a form of advertising. Trailers are structured to include the best bits of a film to encourage as many people as possible to see the film at the cinema. Complete the following table for the film trailer Syrup TRAILER 1 (2013) - Amber Heard, Kellan Lutz, Brittany Snow Movie HD. Include as much detail as possible.

FEATURE	COMMENTS
Genre	
Narrative	
Unique Selling Point	
Target audience	
Music Shot types/camera angles	
Pace	
Dialogue	
Voiceover Special effects	
Credits and intertitles	

Vocabulary

Credits and intertitles: these are words on screen that give information to the audience

Dialogue: any conversations between characters

Genre: a type or category of film, e.g. horror, romantic comedy etc.

Music: the choice of music can have a huge impact on the 'mood' of a film
Narrative: the 'story' or plot structure of a film or trailer

Pace: how quickly or slowly the shots within the trailer play

Shot types/camera angles: for example, close-up, medium shot or long shot
Special effects: includes computer-generated graphics, stunts and explosions **Target audience:** the group of people a film or other product is aimed at

Unique Selling Point: what makes a particular film unique and 'sellable'
Voiceover: a voice recorded over the top of the trailer to give information to the audience

8.23 GROUP PRESENTATION TASK

Choose two trailers to **compare** and contrast, highlighting the similarities and differences. Use the points you have noted in the grid to shape your response, and aim for a lively and informative presentation style.

8.24 CREATE : Write and film a student-produced documentary on the one of the professional subjects.

8.25 UNDERSTANDING : Illustrate fully in a sketch or a diagram all of the steps involved in deconstructing a video / commercial.

TEXTS BANK

Text 1.

North Korea successfully tests ultra short-range missile

A missile designed to fly about eight feet before blowing up has been successfully tested by North Korea. The missile, the DongSubstituteVII, was 'totally intended' to fall over and explode on the pad meaning the launch was 100% successful, a spokesman for the DPRK Army said.

"The Dong missiles are designed to engage and destroy targets up to five metres away, striking terror into the hearts of nearby imperialists," we were told. "By lining the coast of our country with these missiles ready to topple over and go boom at a moment's notice, we shall make any invasion slightly trickier than it otherwise might be. "The allocation of the entire productive surplus of our country to this project is a wise and rational investment." The North Korean people have engaged in huge, spontaneous celebrations marking the defeat of the imaginary adjacent enemies, with anyone suggesting that some food might be nice from time to time being sent to a happiness camp until they learn to be nice, just like the beloved leader.

Source: http://newsthump.com/

Text 2

Weasel Apparently Shuts Down World's Most Powerful Particle Collider

The Large Hadron Collider uses superconducting magnets to smash sub-atomic particles together at enormous energies.

A small mammal has sabotaged the world's most powerful scientific instrument.

The Large Hadron Collider, a 17-mile superconducting machine designed to smash protons together at close to the speed of light, went offline overnight. Engineers investigating the mishap found the charred remains of a furry creature near a gnawed-through power cable.

"We had electrical problems, and we are pretty sure this was caused by a small animal," says Arnaud Marsollier, head of press for CERN, the organization that runs the $7 billion particle collider in Switzerland. Although they had not conducted a thorough analysis of the remains, Marsollier says they believe the creature was "a weasel, probably." (Update: An official briefing document from CERN indicates the creature may have been a marten.)

The shutdown comes as the LHC was preparing to collect new data on the Higgs Boson, a fundamental particle it discovered in 2012. The Higgs is believed to endow other particles with mass, and it is considered to be a cornerstone of the modern theory of particle physics.

Researchers have seen some hints in recent data that other, yet-undiscovered particles might also be generated inside the LHC. If those other particles exist, they could revolutionize researcher's understanding of everything from the laws of gravity, to quantum mechanics.

Unfortunately, Marsollier says, scientists will have to wait while workers bring the machine back online. Repairs will take a few days, but getting the machine fully ready to smash might take another week or two. "It may be mid-May," he says.

These sorts of mishaps are not unheard of, says Marsollier. The LHC is located outside of Geneva. "We are in the countryside, and of course we have wild animals

everywhere." There have been previous incidents, including one in 2009, when a bird is believed to have dropped a baguette onto critical electrical systems.

Nor are the problems exclusive to the LHC: In 2006, raccoons conducted a "coordinated" attack on a particle accelerator in Illinois. It is unclear whether the animals are trying to stop humanity from unlocking the secrets of the universe.

Of course, small mammals cause problems in all sorts of organizations. Yesterday, a group of children took National Public Radio off the air for over a minute before engineers could restore the broadcast.

Source : https://www.npr.org/

Text 3

Woman smuggling 8-year-old into Spain packs him into suitcase, gets busted by X-ray

A Moroccan teenager tried to smuggle an 8-year-old boy into Spain by stuffing him in her hot pink suitcase, officials said.

Border control agents discovered the kid contraband Thursday when his outline showed up on the X-ray scanner, police told AFP. The 19-year-old woman took the luggage across the border from Morocco to Ceuta, a Spanish-governed territory in Northern Africa. She seemed nervous and reluctant to cross the border, checkpoint agents said, so they x-rayed her suitcase. "The operator noticed something strange, which seemed to be a person inside the case," a Civil Guard police spokesman said. When the guards unzipped the fucisa bag, they found an 8-year-old boy curled up inside. He said his name was Abou and was from Africa's Ivory Coast. The 19-year-old, who was not related to the boy, was arrested.

Two hours later the boy's dad, who is originally from Ivory Coast but now live in Spain's Canary Islands, crossed the same border. Police arrested him, too.

Handout picture provided by Spanish Civil Guard that shows the attempt by a Sub-Saharian immigrant aged eight years old in a suitcase trying to get in to Ceuta,

Spain on 07 May 2015. The minor immigrant was caught due to the scaners in the border. The father said he had recently applied for family reunification, but was denied, Spanish newspaper El Pais reported. Police said the father likely paid the woman to smuggle the boy into Spain. However, the dad said he had no idea the boy would be stuffed into a suitcase.

The boy is currently in Spanish child protective services.

Source : http://www.nydailynews.com/

Text 4

Study: Average Person's Enjoyment Of Vacation Drops 36% For Each Additional Family Member Present

Finding consistent results across all types and durations of vacation, from multi-week cruises to brief weekends spent camping, a report released Monday by the University of Maryland revealed that the average person's enjoyment of their time away from work or school drops 36 percent for each additional family member present. "We studied more than 3,000 vacationing subjects and found that their overall levels of relaxation and satisfaction dropped by more than a third for every parent, sibling, child, aunt, or uncle accompanying them," said lead researcher Yvonne Ryan, warning that individuals who spent their vacation with three or more family members effectively neutralized any potential enjoyment they could have expected from such a break. "While 36 percent represents the average amount that a relative reduces one's enjoyment of a vacation, we found that certain family members have far greater adverse impacts on one's pleasure, with elderly relatives and most in-laws reducing enjoyment levels by 50 percent or more." Ryan added, however, that

such negative effects could largely be counteracted by a threefold increase in one's normal alcohol consumption for each additional family member present.

Source https://www.theonion.com/

Text 5

FLYING HIGH: 26 POUNDS OF WEED FALLS FROM SKY, DESTROYS DOG HOUSE

Maya Donnelly awoke to what sounded like thunder in the early morning hours, but dismissed it as a typical monsoon storm and went back to sleep. Later that morning, she looked in the carport at her home in Nogales, near the U.S.-Mexico border, and saw pieces of wood on the ground. She found a bulky bundle wrapped in black plastic. Inside was roughly 26 pounds of marijuana — a package that authorities say was worth $10,000 and likely was dropped there accidentally by a drug smuggler's aircraft. "It's all right on top of our dog's house," Donnelly said of the Sept. 8 incident, which was first reported by the Nogales International newspaper. "It just made a perfectly round hole through our carport."

Living near the border, Donnelly said she assumed the object was drugs. She immediately called her husband, Bill, who told her to call 911. The couple said officers who responded told them an ultralight aircraft smuggling marijuana from Mexico had probably let part of its load go early by accident before dropping the rest farther north, the newspaper reported. Nogales Police Chief Derek Arnson said it's the first time in his three-year tenure that he's ever seen a load of drugs hit a building.

"Someone definitely made a mistake, and who knows what the outcome of that mistake might be for them," Arnson said. Police are trying to determine whether the bundle was transported by an aircraft or a pilotless drone. Such runs usually occur at night. Maya Donnelly said she thinks it's unlikely someone will come looking for the drugs, which are now in police custody. Arnson agreed but said police have boosted patrols in the Donnellys neighborhood for now.

The family will have to pay the estimated $500 in repairs, as well as pay for a new home for their German Shepherd, Hulk. But the scenario could have been much worse for the couple and their three teenage daughters. "Where it landed was clear on the other side of the house from the bedrooms," Maya Donnelly said. "We were lucky in that sense." Friends and family also have gotten a laugh. Several joked that the couple could have profited from the surprise package. "That's what everybody says: 'Why did you call 911?'" Maya Donnelly said. "But how can you have a clear conscience, right? We could have made lots of home repairs with that."

Source : http://www.md-herb.com/blog/flying-high-26-pounds-of-weed-falls-
from-sky-destroys-dog-house/

Text 6

How Mozart outsold Beyonce in CD sales in 2016

During 2016, Adele, Kanye West, Beyonce and Drake all did more than fine when it came to shilling their music. But when it came to selling good old-fashioned compact discs, buyers went decidedly old-school; according to Lars Brandle at Billboard, Wolfgang Amadeus Mozart sold the largest number of CDs this year, moving 1.25 million discs since the classical composer's box set was released on October 28.

No, it doesn't signify some cultural shift, though recent reports show young people are becoming pretty big squares. The rise of Mozart to the top of the charts comes from what might be a technicality. Decca, Deuthsche Gramophone and the Salzburg Mozarteum Foundation collaborated on Mozart 225 which may be the most epic boxed-set of music ever produced, a $500, 200-CD compilation including every scrap of music Mozart ever wrote down. The limited edition set sold 6,250 units in its first five weeks, which translates into 1.25 million CDs, putting it at the top of the charts.

The set, released to celebrate the 225th anniversary of Mozart's death, is record-setting in many other ways. Music critic A.J. Goldman at The Wall Street Journal reports that it weighs in at 25 pounds and includes 4,000 tracks and 240 hours of music, including some of the great performances of the last 100 years and alternate versions performed on period instruments. Goldman writes that he admires the set, but wonders who the audience for it really is. "Admittedly, there is something admirable about such an obsessive approach. But how many people will want to listen to six discs of Handel arrangements, two discs of fragments and seven discs of works of doubtful authenticity?," he writes. "It's difficult to imagine anyone who isn't a music historian slogging through the "fragments" discs, where most of the tracks are under one minute and the shortest is 15 seconds."

Still, the set has hit a nerve with Mozart-obsessives. "It is wonderful to see the reaction to this box set, which is the fruit of years of scholarship, planning and curation," Paul Moseley, the director of Mozart 225 tells Brandle. "Mozart's immortal melodies, no less than The Beatles or Abba, are in some way part of all our lives—and this Edition is the perfect way to celebrate that on his 225th anniversary."

While it may seem like a crazy fluke that classical music has overtaken pop music in CD sales, Jordan Passman at Forbes reports that it makes sense. Sales of physical CDs hit a record low of 50 million in 2016, an 11 percent drop from 2015. On the other hand, streaming services and digital downloads for pop music are hitting new highs. Passman points out that while many music listeners are moving to those digital services, classical music fans are sticking by CDs, which are still the standard format for most listeners (anyone who has had iTunes or another music management platform confuse composers, conductors, soloists, orchestras and rearrange movements understands why).

Passman also says this particular collection is selling because of its novelty. "While you could easily carry this entire collection on a thumb drive or upload it to the cloud, there's still a charm and romanticism in the concept of holding the tangible product, especially when it's a collection or anthology," he writes.

And Mozart may stay at the top of the CD charts for a little while longer. So far, the box set has only sold about half of its limited edition run, Goldman reports.

Source: https://www.smithsonianmag.com/

Text 7

Woman arrested for training squirrels to attack her ex-boyfriend

45-year old Janice Smith was arrested this morning by officers of the Detroit Police Department for allegedly capturing numerous squirrels and training them to attack her former lover. The victim, 51-year-old James Robinson, was presumably attacked by the rodents on more than a dozen occasions over the last month. These attacks caused him many serious injuries, including the loss of two fingers and one testicle, bitten off by his attackers. The poor man had no idea why squirrels kept attacking him until he saw his ex-girlfriend, a former circus animal trainer, cheering the animals during one of the attacks. "She was partially hidden behind some bushes, but I could clearly see her and hear her. She was yelling orders at the squirrels and telling them to attack me." Realizing that his life could be in danger, Mr. Robinson filed a complaint with the police who later paid a visit to Ms. Smith. In her residence, they found a dozen cages, holding a total of 27 squirrels. They also found two training dummies with pictures of Mr. Robinson taped over their faces. Detroit Police Chief James Craig confirmed that Janice Smith had admitted that she was responsible for the attacks and confessed her strange plot. "Ms. Smith confessed to capturing and training squirrels to harass and attack her ex-boyfriend. She used to train lions for a circus, so it was easy for her to make the animals do as she wanted. She said she hoped to raise an army of up to 50 or 100 animals." The 45-year old woman is now facing a variety of criminal charges linked to criminal harassment and using animals as weapons. DPD Chief James Craig admitted this morning in a press conference, that this case was probably the strangest that he'd seen in his career.

Janice Smith's lawyers have demanded for her to undergo a psychological evaluation, claiming that she was unfit to stand trial.

They say that her choice of training squirrels instead of dogs or bears suggests that she might be suffering from mental problems.

If she is judged fit to stand trial, Ms. Smith will be facing a maximum of 65 years in prison.

Source : https://worldnewsdailyreport.com/

Text 8

New 'Google Companion' Nanochip Tracks Your Baby's Life, Auto-Posts To Social Media Pages

Google's revolutionary advertising platform just made another landmark in advertising history: their newest innovation, called Google Companion.

Google Companion is a nanochip that tracks emotions, memories, new experiences, conversations, and much more. All the information is transmitted to Google and used to personalize your web experience. It is typically injected into newborns, but can be planted in adults, too.

Companion also teamed up with Facebook to seamlessly integrate with your smart phone. The chip, which is 4GLTE compatible, will automatically fill your status update with some relevant information when you open Facebook: your location, what you just did, any recent food or beverages consumed, how you are feeling, and even some basic information about your love life.

"Privacy is a thing of the past," said Google's CEO. "We live in an age where that's really more of a hindrance. The government already spies on all of us, and people overshare as it is – we're just here to take the stigma away and make use of society's latest evolution."

Some early studies of the chip's capabilities have had stunning results. One impressed mother recounted her latest story for Empire News.

"I brought my little girl to the pediatrician a few days ago, and while the doctor was looking at her I checked my phone. An ad popped up for calamine lotion before the doctor even told me she had chicken pox!"

The United States government provided Google with some additional funding in exchange for access to their database. Officials say this will cut down on crime, cost and abundance of court trials, and provide next-generation national security. When asked about this potentially controversial decision, Google's CEO responded:

"Like I said earlier, it's already happening. We're just making it easier and less shocking. This also gives people control over it when they previously had none. Well, kind of. I mean, not really, but we get to publish more pretty infographics!"

Source : http://empirenews.net/

Text 9

Jacksons Husband And Wife Socked After DNA Test Reveals They Are Biological Twins

A married couple who struggled to conceive only discovered they were twins when they went through IVF.

The unnamed couple underwent the treatment to help them have a baby. But doctors at the fertility lab noticed their DNA was abnormally similar. At first, lab technicians believed the pair may be unwitting cousins, but soon ruled that out because the DNA was too similar. Eventually doctors confronted the pair, who burst out in laughter when they were asked if they were related. All of these reports were based on a single source, an article published on 13 April 2017 on the Mississippi Herald web site: Jackson husband & wife shocked after DNA test reveals they are biological twins. A doctor at a fertility clinic in the Mississippi capital of Jackson has made a startling revelation concerning a couple who sought treatment at the center. The married pair, who cannot be named to due to patient confidentiality restrictions, had been struggling to conceive and came to the clinic to take part in the IVF program.

"During the in vitro fertilization process, we take a DNA sample from both the male and female to get a profile of their genetic backgrounds," the doctor involved told Mississippi Herald, whose name must also be suppressed to protect the identities of the patients. "It's just a routine thing, and we wouldn't normally check to see if there was a relationship between the two samples, but in this case the lab assistant

involved was shocked by the similarity of each profile." The lab assistant summoned the doctor, who knew almost instantly that the patients must have been related.

"My first reaction was that they must have been less-closely related; perhaps they were first cousins, which does happen sometimes. However, looking closer at the samples, I noticed there were way too many similarities." The doctor consulted the patient's files, and noted with shock that both had the exact same birth dates listed in 1984. "With this in mind, I was convinced that both patients were fraternal twins."

None of the outlets that republished this story seemed fazed by the fact that the Mississippi Heraldreport included no verifiable details (such as the byline of the reporter who wrote it, the name of the clinic, the identity of any medical specialist there, or the name of the patients involved). Or that the same site ran a similarly outrageous and non-detailed article about a man who claimed he was sexually seduced by a horse. Or that the Mississippi Herald's web site includes no contact information — no physical address, phone number, or e-mail address — for its office or any of its personnel. Or that there is no such newspaper as the Mississippi Herald (the closest matches are a Biloxi publication called the Mississippi Sun-Herald and Water Valley's small North Mississippi Herald), and the web site purporting to be such only sprang up online a few days before publishing the story referenced above. Or that the story was virtually identical word-for-word (save for the change in locale) to one published by the web site of another non-existent newspaper, the Denver Inquirer, back in December 2016 (also just after that site's establishment):

Source : mississipiheral.com

Text 10

Man decides to do PhD on whether Dove is better or Milk

Reports coming in from IIT Bhubaneshwar campus have confirmed that an engineer has decided to research an eternally burning question on Television – the effectiveness of Dove versus Milk.

PHD results are awaited!

Tadapit Kumar, an IIT Bhubaneshwar graduate, has apparently taken the unprecedented step of giving up on his campus placement and deciding to a PhD.

"I have been seeing all these ads comparing Dove and milk ever since I was a little boy," Tadapit said to this Faking News reporter, "so much so that I once added Dove to my Bournvita instead of milk in 12th standard." "Anyway, after I got discharged from the hospital," Tadapit continued, "I started preparing really hard for JEE and never got time to consider the question. Now that I have almost passed out of my four year course here, I finally have the time to go back to my first love… Dove vs. Milk." "I have already approached about 50 women asking them to apply milk on one side of their face and Dove on the other," Tadapit said, "All of them slapped me. I am wondering if there is a scientific reason behind this."

Source : http://www.fakingnews.com

Text 11

Unable to attract even a single girl, frustrated man sues Axe

New Delhi. In what could prove to be a major marketing and legal embarrassment for Hindustan Unilever Limited (HUL), a 26-year-old man has filed a case against the FMCG company, which owns the Axe brand of men grooming products, for 'cheating' and causing him 'mental suffering'. The plaintiff has cited his failure to attract any girl at all even though he's been using Axe products for over seven years now. Axe advertisements suggest that the products help men in instantly attracting women.

Vaibhav Bedi, the petitioner, also surrendered all his used, unused and half-used deodorant sprays, perfume sticks and roll-ons, anti-perspirants, aftershaves, body washes, shampoos, and hair gels to the court, and demanded a laboratory test of the products and narcotics test of the brand managers of Axe. Vaibhav was pushed to take this step when his bai (maid) beat him with a broom when he tried to impress her by appearing naked in front of her after applying all the Axe products.

No girl ever asked Vaibhav to call her. "Where the fuck is the Axe effect? I've been waiting for it for over seven years. Right from my college to now in my office, no girl ever agreed to even go out for a tea or coffee with me, even though I'm sure

they could smell my perfumes, deodorants and aftershaves. I always applied them in abundance to make sure the girls get turned on as they show in the television. Finally I thought I'd try to impress my lonely bai who had an ugly fight with her husband and was living alone for over a year. Axe effect my foot!" Vaibhav expressed his unhappiness.

Vaibhav claims that he had been using all the Axe products as per the company's instructions even since he first bought them. He argued that if he couldn't experience the Axe effect despite using the products as directed, either the company was making false claims or selling fake products.

"I had always stored them in cool and dry place, and kept them away from direct light or heat. I'd always use a ruler before applying the spray and make sure that the distance between the nozzle and my armpit was at least 15 centimeters. I'd do everything they told. I even beat up my 5-year-old nephew for coming near my closet, as they had instructed it to keep away from children's reach. And yet, all I get is a broom beating from my ugly bai." Vaibhav expressed his frustration.

Vaibhav claims that he had to do go a lot of mental suffering and public humiliation due to the lack of Axe effect and wants HUL to compensate him for this agony. An advocate in Karkardooma court, who happened to mistake Vaibhav for some deodorant vendor when he entered the court premises with all the bottles, has now offered to take up his case in the court. HUL has been served a legal notice in this regard.

HUL has officially declined to comment on the case citing the subject to be sub judice, but our sources inform that the company was worried over the possible outcomes of the case. The company might argue that Vaibhav was hopelessly unattractive and unintelligent and didn't possess the bare minimum requirements for the Axe effect to take place. Officially HUL has not issued any statement, but legal experts believe that HUL could have tough time convincing the court.

"HUL might be tempted to take that line of argument, but it is very risky. There is no data to substantiate the supposition that unattractive and unintelligent men don't attract women. In fact some of the best looking women have been known

to marry and date absolutely ghoulish guys. I'd suggest that the company settles this issue out of court." noted lawyer Ram Jhoothmalani said.

Text 12

US High School Students Learn How to Spot Fake News

ARLINGTON, VIRGINIA —

At Wakefield High School in Arlington, Virginia, outside Washington, some high school seniors are bent over their laptops, engaged in a digital course called Checkology that helps them figure out what makes news and information real, misleading or just plain false.

The students are led by their social studies teacher, Patricia Hunt, who said the problem is that many of them don't know the difference. She challenges the students to look for signs of a false story by using TV programs, current affairs shows and social media. "Let's take a look at some viral rumors," she said to the group, as she discussed last February's high school shooting in Parkland, Florida, where 14 students and three teachers were killed. "How many of the rumors that circulated after the shooting were real or false?"

One student mentioned a fake image of Parkland student Emma Gonzales tearing up the U.S. Constitution.

"Students are bombarded with information, and also with so-called news, fake news, viral rumors and misinformation," Hunt said. "I hope the class will help them to identify quality journalism when they see it, as well as unfair, unbalanced and fake news, and propaganda."

Not always easy to spot

But sifting through what is real and what is not is difficult, especially because the term "fake news" is frequently used by President Donald Trump, other politicians and journalists, and on social media platforms such as Twitter.

Studies have shown that teens get most of their information from social media, using popular platforms like Instagram and Snapchat. They are more likely to believe information sent to them by their friends.

"I've really been struck by how students tend to see all information as created equal," said Alan Miller, a former journalist and founder of the nonprofit News Literacy Project, which includes Checkology, launched in 2016.

"If they're younger, they may think that if somebody put it on the internet, they've verified it, and it's all true," Miller said.

Critical thinking

"By the time they're in high school," he added, "they're more cynical and may feel that it's all equally driven by bias, by agenda. What's missing is that critical-thinking skill to know what to do with all of that information and all those images. What we want the students to take away is the ability to assess the credibility of all news and information they encounter."

Checkology is used by thousands of educators in the United States and in 90 other countries. The Wakefield students indicate it seems to be working.

"Now, I know how to decipher what's real and what's fake, and what to look for," said Amory Gant, who admitted that before taking the class, she believed a lot of false information.

"I learned about fact-checking and ways to find false news by headlines, and seeing if there are publishers," Sihin Yibrah said.

Kevin Florimon said Checkology has made him more aware of fake news.

"I will be able to go through the news a lot better and rest easier, knowing that I'm not going to be tricked as easily," he said.

Source : https://www.voanews.com

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Internet resources
1.   http://www.voanews.com
2.   http://www.voanews.com/
3.   https: globaldigitalcitizen.org
4.   https: www.mediaed.org
5.   https: www.medialit.org
6.   https: www.smartmediaeducation.net
7.   https://ed.ted.com
8.   https://www.poynter.org/channels/fact-checking