**Further Oral Activity Part 2: Language and Mass Media**

**Task:**

Working on your own or in pairs, you are to create a piece of media (mini documentary, commercial, ad, spoof ad, speech, movie trailer, editorial, etc) and then you will be presenting your media to the class and explaining the choices you made putting this piece together, the intended message, and the target audience (media triangle).

You are to explore the relationship between medium and message, and your proposal needs to explain a clear link between a primary text and your idea. Keep in mind the topics studied in Part 2:

* **Textual bias** (news reporting, sports coverage)
* **Stereotypes** (gender, ethnicity)
* **Popular culture** (comics, soap operas)
* **Language and presentation of speeches and campaigns** (elections, lobbying)
* **Language and the state** (public information, legislation)
* **Media institutions** (television channels, internet search engines)
* **Role of editing** (news bulletins, websites)
* **Use of persuasive language** (advertising, appeals)
* **Arts and entertainment** (radio and television drama, documentaries)

**Time: Presentation is not to exceed 15 minutes (individual) 30 minutes (pair). You will be cut off if you are over your allotted time. This included time needed to view your text.**

**Since this is a Part 2 FOA, the focus must be on language and mass media**. Your task must relate to one of the following learning outcomes:

**Your FOA assessment is crucial meaning:**

* **You can not miss your date without a doctor’s note.**
* **Your mark is final – you can not re-do your FOA, another teacher can not mark your FOA; you can not get your mark changed or upgraded.**
* **Examine different forms of communication within the media.**
A constant question we should ask in Part 2 is: 'What is the relationship between form and content?'  This relates to the famous Marshal McLuhan quote, "The medium is the message”, which suggests that form influences content and is often more important that content. This learning outcome encourages us to explore even more types of texts.
* **Show an awareness of the potential for educational, political, or ideological influence of the media**
In Part 2 we can examine journalism, satire, and media institutions. The media are powerful in that they pose the means to shape public opinion. The question that should be asked here is: "*How* are the media trying to persuade and shape the public opinion or a culture?"
* **Show the way mass media use language to inform, persuade or entertain.**
Part 2 requires that we look at the language of persuasion, including rhetorical devices, political campaigning, and propaganda techniques. You will want to examine famous speeches, persuasive ads, and political cartoons. Satire, spoofs, parody, and pastiche also try to influence readers towards a particular ideological position. We should ask ourselves what constitutes fair and balanced reporting. As a result we will become good at identifying sensationalism, bias, and vague language. Finally, popular culture and entertainment should not be ignored. "How do popular TV shows, violent movies, or social networking sites reflect cultural values?"

**Some ideas to get you started….**

* Create a (or set of) spoof ads; discuss techniques used to reach audience and/or satire
* A magazine cover for a well-known magazine and discuss conventions of the form and how the message is communicated to the target audience
* Create an SNL skit meant to satirize a political/cultural phenomenon
* Write a speech/TEDtalk and analyze structure and rhetorical devices used to persuade
* Create a mock debate between political leaders or members of your community and then discuss who ‘won’ this debate based on the language they used

* Create a mini documentary and discuss conventions of the form used to influence audience
* Write a PSA and discuss the ability of your PSA to inform the audience
* Create what you would consider an ‘unbiased’ news source and explain how you accomplished this
* Create a movie trailer and discuss how the piece was created in order to interest target audience
* Create two movie posters for the same film targeted at different audiences or for different cultures; discuss changes
* Create your own political cartoons and discuss their potential influence on the public

**In your FOA you should:**

* Demonstrate your understanding knowledge and understanding of text type, audience, and author’s intentions
* Show an appreciation of how language and style are used to create meaning
* Demonstrate your ability to organize your ideas in a logical manner
* Use language effectively and accurately to communicate your ideas

If you are working in pairs, you need to make sure your project presents sufficient depth and breadth in selection of text, topic and applied techniques for both of you.

**Process:**

* Choose the type of text you want to create
* Choose a specific focus for your FOA
* Collect secondary sources that will help you create and analyze your text
* Submit the proposal form outlining your ideas for the further oral activity
* Start to create your piece of media
* Make a short text (but one that includes verbal and visual language). Question yourself: *could you present your creative mass media text to the class in 2 minutes or under, before moving on to an analysis of it?*
* **Type up a script or outline for your presentation (one per person or pair) –submit this to the teacher on the first due date of the FOA**
* Rehearse your presentation with the technology in the classroom

**Evaluation:**

**Criterion A - Knowledge and understanding of the text(s) and subject matter or extract - 10 marks**
The student shows an excellent knowledge of the text(s) or topics. The student understands how the meaning of the text(s) relates to the subject matter.

**\*\*as a part 2 FOA the knowledge of your content (although it should be researched an accurate) is not the focus here – you need to show knowledge and understanding of the text type (how it is created and why) and how the context and text type communicate meaning**

**Criterion B - Understanding of how language is used - 10 marks**
The student shows how language is used to create an effect on an audience. There is an understanding and appreciation of how language creates meaning.

**\*\*you MUST discuss language, even if language is not the focus of your presentation. This can be both in the form of how language is used to communicate meaning in your text type (propaganda techniques, rhetorical devices) or a detailed analysis of particular language that is used to create meaning or influence an audience.**

**Criterion D - Organization - 5 marks**
The further oral activity is effectively and coherently structured. There is strong evidence of organization.

**\*\*Consider your topic and if the text type you chose to create reflects your topic well. Review how to effectively organize a Powerpoint/Prezi presentation and be cognisant of your time (under or over time will result in deducted marks)**

**Criterion D - Language - 5 marks**
The language used by each student is varied, appropriate and accurate. While the nature of each activity may differ, all activities require a certain register from participants.

**\*\* your language use needs to be formal and tone should be appropriate for the format of the presentation. Use subject specific vocabulary whenever possible. The more you read from notes, the lower your mark will be.**