

Curriculum Framework (Scope and Sequence document)

YEAR: 12 UNIT: Lang Lit Part 2 Mass Communication Date completed: Updated:

Timing of unit + Duration	Themes Main Ideas Essential Questions	Learning Outcomes Essential KU&S Possible further KU&S	Assessment Strategies How students will demonstrate their KU&S	Key words and subject skills TOK and IBLP
50 hrs	How Language is used to construct issues and stereotypes in the media	All students will... Some students could....	Assessment for Learning Assessment of Learning	=====
Teaching tools and strategies used to introduce and reinforce skills e.g. Thinking tools, Collaborative activities, Graphic Organisers...				
Sustainability and Multicultural dimensions				
Links to other subjects TOK IBLP				
Resources				

English Unit overview for: IB Lang Lit Media	TIME –weeks 12 weeks
Hours required 50	Previous learning needed
<p>Key questions/concepts Formative Assessment Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs - mobile media. <p>• Show an awareness of the potential for educational, political or</p>	<p>Key Skills to be developed In part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered. In part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.</p>

<p>ideological influence of the media. Areas to be considered could include:</p> <ul style="list-style-type: none">– public service broadcasting– campaigns– censorship– satire– propaganda. <p>• Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none">– the diversity of audiences– use of style and register– overt and covert forms of bias– layout and use of images– deliberate manipulation of audience– placement and the selection of platform. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none">• 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)			<p>TOK Opportunities Highlighted in red IB Learner Profile opportunities in yellow</p>
Lesson	Learning Outcomes	Suggested tasks and Activities	Resources

<p>1</p>	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs – mobile media. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none"> • Textual bias (news reporting, sports coverage) <p>Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?</p> <p>What knowledge of language can be gained by focusing attention on its social, cultural or historical context?</p>	<p>What is this part of the course about? Watch PPT</p> <p>How do Visual texts help us to create meaning? Read <i>Ghost of the City</i> and discuss how the written texts contributes to your understanding of the visual text.</p> <p>How does Language construct meaning for us in the News?</p> <p>Read the BBC article on sports and comment on your response to it.</p> <p>Do you feel comfortable with the language of the article?</p> <p>Do you feel disinterested/bored/dismissive of the language if so why?</p> <p>Read and discuss the language and culture within this article and your response</p> <p>• http://news.bbc.co.uk/sport2/hi/rugby_union/7215056.stm</p> <p>How are different groups in society constructed through the language of the media?</p> <p>Read this article from the Daily Mail UK 7-12-10 about a</p>	<p>IB Lang Lit part 2 lang and mass communication.ppt</p> <p>IB Lang Lit Part 2 <i>Ghost of a City</i> by Sarnath Banerjee in The Telegraph.docx</p> <p>http://news.bbc.co.uk/sport2/hi/rugby_union/7215056.stm</p> <p>http://www.dailymail.co.uk/news/article-1335863/8-cyclists-killed-drug-driver-horror-crash-Italy.html</p>
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	<ul style="list-style-type: none">• How important is the study of language in developing cultural and individual/ethical values? In what ways? <p>Providing opportunities for student inquiry into the subtleties and implications of cultural contexts. This should include such dimensions as the geographical, the historical and the ethnic situations of texts.</p>	<p>tragedy in Italy where a motorist high on Marijuana killed 8 cyclists.</p> <p>http://www.dailymail.co.uk/news/article-1335863/8-cyclists-killed-drug-driver-horror-crash-Italy.html</p> <p>Note the description of the driver. Racist or not? What sort of response do you have to the language in this advert? How could it have been written in a less biased manner?</p> <p>Why did the Daily Mail use this biased language in this article? Who is their audience?</p> <p>Task: Rewrite the article describing the accident and the driver in an objective manner.</p> <p>HWK: Collect article that display bias towards certain groups in society.</p>	
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	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none">– advertising– news coverage– opinion– blogs– mobile media. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none">• Textual bias (news reporting, sports coverage) <p>Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?</p> <p>What knowledge of language can be gained by focusing attention on its social, cultural or historical context?</p>	<p>Writing News Articles:</p> <p>Read through IB Lang Lit Mass Com writing news articles.docx</p> <p>Students write an article for a broadsheet and a tabloid on same issue for different audiences and purposes</p>	<p>IB Lang Lit Mass Com writing news articles.docx</p>
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	<p>• How important is the study of language in developing cultural and individual/ethical values? In what ways?</p> <p>Providing opportunities for student inquiry into the subtleties and implications of cultural contexts. This should include such dimensions as the geographical, the historical and the ethnic situations of texts.</p>		
	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs – mobile media. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed</p>	<p>Read through both articles and consider the different cultural approaches and responses to smoking. How critical was the writer? Do you agree with their values? What is your response to each article? How do the written and visual codes effect your response?</p> <p>Indonesian Smiking.docx</p> <p>Smoking 4 yr old child in China.docx</p> <p>Write a news article about smoking from your own cultural</p>	<p>Indonesian Smiking.docx</p> <p>Smoking 4 yr old child in China.docx</p>

	<p>below.</p> <ul style="list-style-type: none">• Textual bias (news reporting, sports coverage) <p>Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?</p> <p>What knowledge of language can be gained by focusing attention on its social, cultural or historical context?</p> <ul style="list-style-type: none">• How important is the study of language in developing cultural and individual/ethical values ? In what ways? <p>Providing opportunities for student inquiry into the subtleties and implications of cultural contexts. This should include such dimensions as the geographical, the historical and the ethnic situations of texts.</p>	viewpoint.	
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2	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs – mobile media. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none"> • Textual bias (news reporting, sports coverage) <p>Consider:</p> <p>How does the reader shape the meaning of a text?</p> <p>How are our understandings of texts affected by their various historical, social and cultural contexts?</p> <p>Providing an inclusive, positive</p>	<p>Critical Literacy:</p> <p>Questions to ask when reading a text include:</p> <p>Power:</p> <p>Who has power? Who is powerless or oppressed and how do I know? How did the author construct this group in this way? Who is silent? Who speaks for who? How do we know if one character is more powerful than another? Which elements of our own lives and context position us to see that character X is more powerful than character Y? An example of this is Stanley and Stella in <i>Streetcar Named Desire</i> by T. Williams through dialogue, movement and body language we can see Stanley's dominance.</p> <p>Racism/Sexism:</p> <p>Which group is isolated and ignored? Which group is powerless or dispossessed? Which group is stereotyped and or feminised? How do we know? Once again the behaviour, actions and responses of Stanley, Stella and Blanch in <i>Streetcar Named Desire</i> by T. Williams demonstrate how women and men act and are portrayed in different ways. How are the characters in <i>The Things They Carried</i> by T. O'Brien portrayed? Or in <i>Translations</i> by B.Friel? What about groups in graphic novels where pictures can tell a thousand words? Which pictures, which angles, which point of view is favored or highlighted?</p>	<p>IB Lang Lit Part 2 minority in media.docx</p> <p>News clip HK news,CNN,BB</p>
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	<p>and safe class ethos. Students should feel confident to explore and experiment with their own responses and to challenge those of others.</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>	<p>Gender:</p> <p>How is masculinity and femininity constructed in visual texts? How does the combination of visual and written words convey meaning?</p> <p>How does TV news present stories? Which groups dominate the news? Why groups are vilified or marginalised in the news?</p> <p>Compare the presentation of minority groups in TV news reports. Compare the way in which the female reporters dress and speak to the males.</p> <p>Task:</p> <p>Watch a 30 minute news clip from the local Hong Kong news and BBC/CNN. Note the stories that mention minority groups, how are they presented? Compare this to the stories presenting the majority groups (Hong Kong or British/US viewers).</p> <p>How are minority groups portrayed? Prepare an oral where you analyse the way in which minority groups are presented in the TV news both in Hong Kong and overseas.</p>	
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<p>3</p>	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs - mobile media. – <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none"> – the diversity of audiences – use of style and register – overt and covert forms of bias – layout and use of images – deliberate manipulation of audience – placement and the selection of platform. – <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p>	<p>How are women presented in the Media? Read Geena Davis article and discuss the way in which women are represented.</p> <p>Consider the way in which archetypes are used to portray women: mothers/maidens/wise women or whores/witches/troublemakers?</p> <p>Compare these two TV ads for Sprite</p> <p>Western Sprite Ad http://www.youtube.com/watch?v=1g0tWcCk8Vc&feature=related</p> <p>Chinese Sprite Ad http://www.youtube.com/watch?v=TssBhZI9Bp8&feature=related</p> <p>How are they similar? How do they differ? How are the women stereotyped according to their cultural values or the values of the audience/consumers?</p> <p>Task to be completed for HWK:</p> <p>Prepare an oral where you analyse the way in which women are presented in the media both in Hong Kong and overseas.</p>	<p><i>Gender in Media.docx</i></p> <p>Western Sprite Ad http://www.youtube.com/watch?v=1g0tWcCk8Vc&feature=related</p> <p>Chinese Sprite Ad http://www.youtube.com/watch?v=TssBhZI9Bp8&feature=related</p>
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	<ul style="list-style-type: none">• Textual bias (presentation of women in media) <p>Demonstrate an awareness of how language and meaning are shaped by culture and context. Points to be considered could include:the ways in which language affirms identity</p> <p>Consider: How are our understandings of texts affected by their various historical, social and cultural contexts?</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
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<p>4</p>	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs <ul style="list-style-type: none"> – mobile media. – <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none"> – the diversity of audiences – use of style and register – overt and covert forms of bias – layout and use of images – deliberate manipulation of audience – placement and the selection of platform. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p>	<p>The language and literature course may be seen as an investigation of the construction of meaning in a variety of contexts, both in art (literature) and in everyday life. Practically, this means that teachers will need to develop students' appreciation of the impact of the context (cultural and social) of both writer and reader on textual construction and interpretation. This appreciation can take many forms, both simple and complex. For example, students should be able to understand how:</p> <ul style="list-style-type: none"> • the intended purchaser of a product will affect the tone of language and use of image in the creation of an advert, <p>Examine different forms of communication within the media The area is advertising. These are the four texts: The first one is a video on TED of Rory Sutherland talking about advertising. Very entertaining talk, ripe with material. This is the link: http://www.ted.com/talks/rory_sutherland_life_lessons_from_an_ad_man.html The second text is a piece of news talking from the BBC website about some inappropriate use of language in an advertisement by Ryanair: http://news.bbc.co.uk/2/hi/business/3456423.stm The third text is part of a lecture on the language of advertising from Stanford University: http://www.stanford.edu/class/linguist34/Unit_07/is_it_normal.htm The fourth text is part of a blog on language issues. this part deals with the language of advertising. .</p>	<p>comparing language in ads for essays.doc</p>
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	<ul style="list-style-type: none">• Textual bias (presentation of women in media) <p>Demonstrate an awareness of how language and meaning are shaped by culture and context. Points to be considered could include: the ways in which language affirms identity</p> <p>Consider: How are our understandings of texts affected by their various historical, social and cultural contexts?</p> <p>• Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>	<p>http://arnoldzwicki.wordpress.com/category/language-in-advertising/</p> <p>How are print and non-print advertisement constructed in order to sell a product or service to a particular audience?</p> <p>How is spoken, written and visual language used to persuade consumers to buy a product?</p> <p>Why values are appealed to in order to persuade us to buy?</p> <p>Read through and complete the activities in comparing language in ads for essays.doc</p> <p>HWK: Collect a variety of advertisements that demonstrate these language skills</p>	
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<p>5</p>	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs <ul style="list-style-type: none"> – mobile media. – <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none"> – the diversity of audiences – use of style and register – overt and covert forms of bias – layout and use of images – deliberate manipulation of audience – placement and the selection of platform. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p>	<p>How does language in adverts construct stereotyped images of women?</p> <p>http://www.youtube.com/watch?v=8z6ks8Z0X20&feature=related</p> <p>http://www.youtube.com/watch?v=0DnQypXp54Q&feature=player_embedded</p> <p>http://www.youtube.com/watch?v=Ei6JvK0W60I&feature=player_embedded</p> <p>Read through the analysing advertising document and analyse the way in which women have been used as models in adverts from 1940-2001</p> <p>Consider the setting/props/clothes/body language/written codes/symbols used</p> <p>How effective were they?</p>	<p>Analysing advertising.docx</p> <p>http://www.youtube.com/watch?v=8z6ks8Z0X20&feature=related</p> <p>http://www.youtube.com/watch?v=0DnQypXp54Q&feature=player_embedded</p> <p>http://www.youtube.com/watch?v=Ei6JvK0W60I&feature=player_embedded</p>
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<p>6</p>	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs – mobile media. <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none"> – the diversity of audiences – use of style and register – overt and covert forms of bias – layout and use of images – deliberate manipulation of audience – placement and the selection of platform. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed</p>	<p>How are women portrayed in men's/lad's magazines?</p> <p>Read through the article about Lad's Magazines IB Lang Lit Part 2 Mass Com Lads Mag male attitude to women in media.docx</p> <p>What are the issues here in the debate between the two authors? One is a woman one is a man does this effect their points of view? How does their use of diction/tone/register differ?</p> <p>What do you think about the exploitation of women in magazines like this? Compare a woman's magazine/ girls magazine with a lads mag</p> <p>TASK: Write a speech or opinion column debating the issue of the presentation of women for male or female readers. How are they stereotyped, does this differ in different cultures e.g. HK vs UK magazines?</p>	<p>IB Lang Lit Part 2 Mass Com Lads Mag male attitude to women in media.docx</p>
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<p>below.</p> <ul style="list-style-type: none">• Textual bias (presentation of women in media) <p>Demonstrate an awareness of how language and meaning are shaped by culture and context. Points to be considered could include:the ways in which language affirms identity</p> <p>Consider:</p> <p>How are our understandings of texts affected by their various historical, social and cultural contexts?</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
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	<p>historical, social and cultural contexts?</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
8	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs <ul style="list-style-type: none"> – mobile media. <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p>	<p>How are majority groups represented in the Media?</p> <p>Whiteness and privilege in advertising.docx</p> <p>Read this article about skin whitening</p> <p>Read through this article discussing a recent magazine cover showing Aishwarya Rai Bachchan with lighter skin.</p> <p>http://theblackboxoffice.com/2010/12/did-elle-magazine-lighten-aishwaryas-skin-for-her-cover/</p> <p>Watch these clips from India and the Carribean</p> <p>http://www.youtube.com/watch?v=LO_h31E9t30&feature=related</p>	<p>Whiteness and privilege in advertising.docx</p> <p>A recent magazine cover showing Aishwarya Rai Bachchan with lighter skin.</p> <p>http://theblackboxoffice.com/2010/12/did-elle-magazine-lighten-aishwaryas-skin-for-her-cover/</p> <p>http://www.youtube.com/watch?v=LO_h31E9t30&feature=related</p> <p>http://www.youtube.com/watch?v=LO_h31E9t30&feature=related</p>

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	<p>contexts?</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
9	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs <ul style="list-style-type: none"> – mobile media. – <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none"> – the diversity of audiences 	<p>How are minority groups represented in the media? IB Lang Lit Part 2 minority in media.docx</p> <p>Watch these clips</p> <p>http://www.youtube.com/watch?v=u8q11sAg2zg&feature=related</p> <p>http://www.youtube.com/watch?v=chwgMIS9Qqk</p> <p>Watch film The Human Stain, or Mississippi Burning</p> <p>TASK: To write a feature article discussing the ways in which feature films promote racism overtly and covertly through language, stereotypes/symbols and characterisation.</p>	<p>IB Lang Lit Part 2 minority in media.docx</p> <p>http://www.youtube.com/watch?v=u8q11sAg2zg&feature=related</p> <p>http://www.youtube.com/watch?v=chwgMIS9Qqk</p> <p>The Human Stain Mississippi Burning</p>

<p>– use of style and register – overt and covert forms of bias – layout and use of images – deliberate manipulation of audience – placement and the selection of platform. –</p> <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none">• Textual bias (presentation of women in media) <p>Demonstrate an awareness of how language and meaning are shaped by culture and context. Points to be considered could include: the ways in which language affirms identity</p> <p>Consider: How are our understandings of texts affected by their various historical, social and cultural contexts?</p>		
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	<p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
10	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs <ul style="list-style-type: none"> – mobile media. – <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none"> – the diversity of audiences – use of style and register 	<p>Blogs/Facebook/Twitter what are they ?</p> <p>Read through this document: IB Lang Lit Part 2 Mass Com Email Ezine Facebook Twitter.docx</p> <p>How do Social Networking sites affect our understanding of the world around us?</p> <p>How does the social networking influence politics?</p> <p>Research the way in which Michelle Obama, the first Black President of the US's wife was treated by the social networks in the USA.</p> <p>http://www.topix.com/forum/afam/TNLF9MG25JVC1FHBT/p3</p>	<p>IB Lang Lit Part 2 Mass Com Email Ezine Facebook Twitter.docx</p> <p>http://www.topix.com/forum/afam/TNLF9MG25JVC1FHBT/p3</p> <p>http://www.laprogressive.com/rankism/diddys-dumb-deed/</p> <p>http://www.antiobamablog.com/</p> <p>http://www.youtube.com/watch?v=MRyKIgP9oow</p>

<p>– overt and covert forms of bias – layout and use of images – deliberate manipulation of audience – placement and the selection of platform.</p> <p>Show an awareness of the potential for educational, political or ideological influence of the media. Areas to be considered could include:</p> <ul style="list-style-type: none">– public service broadcasting– campaigns– censorship– satire– propaganda. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none">• Textual bias (presentation of women in media) <p>Demonstrate an awareness of</p>	<p>http://www.laprogressive.com/rankism/diddys-dumb-deed/</p> <p>Compare this to the way in which these blogs presented Barack Obama</p> <p>http://blogobama08.blogspot.com/</p> <p>http://www.antiobamablog.com/ How does language and visual imagery construct meaning for us in a blog?</p> <p>Consider how this parody of Obama's election campaign 2008 effects your response? Is this a responsible way to convey information?</p> <p>http://www.youtube.com/watch?v=MRyKIgP9oow</p>	
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	<p>how language and meaning are shaped by culture and context. Points to be considered could include: the ways in which language affirms identity</p> <p>Consider: How are our understandings of texts affected by their various historical, social and cultural contexts?</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
11	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion 	<p>How are different groups presented in feature films? Show PPT on Film codes Laura Mulvey the Gaze</p> <p>Read through Film codes and use the framework to analyse a film: Show one, or clips from several of these films</p> <p>The Human Stain, Mississippi Burning, Gosford Park, Stepford Wives, Rear Window, Wonderwoman</p> <p>CameraVocabularyLesson.pdf</p>	<p>IB Lang Lit Part 2 Mass Communication Film codes and conventions.docx</p> <p>Teacher's Notes on culture and Laura Mulvey's Gaze analysis.docx</p> <p>CameraVocabularyLesson.pdf</p> <p>Film codes Laura Mulvey Gaze.ppt</p>

<p>– blogs</p> <ul style="list-style-type: none">– mobile media.– <p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none">– the diversity of audiences– use of style and register– overt and covert forms of bias– layout and use of images– deliberate manipulation of audience– placement and the selection of platform.– <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none">• Textual bias (presentation of women in media) <p>Demonstrate an awareness of how language and meaning are shaped by culture and context. Points to be considered could</p>		
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	<p>include:the ways in which language affirms identity</p> <p>Consider: How are our understandings of texts affected by their various historical, social and cultural contexts?</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
12	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs <ul style="list-style-type: none"> – mobile media. – 	<p>Documentary films:</p> <p>How are groups presented in documentaries?</p> <p>How are men represented in Documentaries?</p> <p>Watch Banksys "Exit Through the Gift Shop"</p> <p>What role do the men play?How many female street artists are there? What does this say about suburban art? Is it art or is graffiti a form of warfare? If so is it dominated by men?</p> <p>How are different cultural groups represented in documentaries?</p> <p>US as invaders/President Reagan as a liar in "Nicaragua No Pasaran" and the oppressed Nicaraguans</p>	<p>"Exit Through The Gift Shop"</p> <p>"Nicaragua No Pasaran"</p>

	<p>Show the way mass media use language and image to inform, persuade or entertain. Points to be considered could include:</p> <ul style="list-style-type: none">– the diversity of audiences– use of style and register– overt and covert forms of bias– layout and use of images– deliberate manipulation of audience– placement and the selection of platform.– <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none">• Textual bias (presentation of women in media) <p>Demonstrate an awareness of how language and meaning are shaped by culture and context. Points to be considered could include:the ways in which language affirms identity</p>	<p>Analyse the film codes in this document especially the audio and sfx codes.</p>	
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	<p>Consider: How are our understandings of texts affected by their various historical, social and cultural contexts?</p> <p>•Empowering students. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.</p>		
13	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs – mobile media. <p>The above learning outcomes can be achieved through the study of some of the suggested topics</p>	<p>Paper One practise</p> <p>HL Paper one is a comparative task</p> <p>There is a high chance of one visual extract or text. In order to gain full marks criterion B is critical</p> <p>Does the SL paper differ from the HL paper?</p> <p>Yes. The standard level paper offers a choice of two unseen texts and the students write an analysis of only one text. The texts are also accompanied by guiding questions. The standard level students have 1 hour and 30 minutes to complete their analysis. The higher level paper consists of two pairs of texts, and the students must write a comparative analysis exploring the differences and similarities between one pair</p>	<p>Anon. Patek Philippe and co. Advertising campaign statement. 5 November 2010. http://www.patek.com/patek-philippe.html?pageld=16021&backgrounId=4&lang=en&.</p> <p>Anon. "Where to stay". 5 November 2010. www.wheretostay.com/caribbean/antigua_and_barbuda/guidec4-Antigua_and_Barbuda.html.</p> <p>Arnold, M. 1867. "Dover Beach". 5 November 2010. http://www.poemhunter.com/poem/dover-beach/</p> <p>Garmin. 2009. <i>Nüvi Quick Start Manual</i>. 5 November 2010. http://static.garmincdn.com/pumac/313</p>

<p>listed below.</p> <ul style="list-style-type: none"> • Textual bias (news reporting, sports coverage) <p>Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?</p> <p>What knowledge of language can be gained by focusing attention on its social, cultural or historical context?</p> <ul style="list-style-type: none"> • How important is the study of language in developing cultural and individual/ethical values? In what ways? <p>Providing opportunities for student inquiry into the subtleties and implications of cultural contexts. This should include such dimensions as the geographical, the historical and the ethnic situations of texts.</p>	<p>of texts. The higher level students have 2 hours to complete their analysis.</p> <p>Could the text types that appear in paper 1 be ones not studied in my class?</p> <p>Yes, it is possible that the student may not have encountered the text type, or even types, offered in the paper. Therefore, it is extremely important that, as well as teaching students to analyse and produce a wide range of text types, teachers teach the skills of analysis in such a manner that students can apply them to any situation.</p> <p>Could the text type be visual?</p> <p>Yes, visual texts are to be expected. At standard level the visual text will always include some written text as well. At higher level one of the paired texts could be totally visual.</p> <p>How should I instruct my higher level students to write a comparative essay?</p> <p>Any format is acceptable and teachers may need to offer a variety of plans as one plan may not suit every student or every set of texts. However, students need to be aware that "comparative analysis" means an analysis of both similarities and differences and that the treatment of the two texts must be "balanced", meaning that the two texts receive equal treatment.</p> <p>What is meant by "stylistic features" in criterion B of the assessment criteria?</p> <p>Stylistic features include any techniques employed by writers or creators of texts. For example, a visual text may "foreground" a particular object, use contrast of lights</p>	<p>3_QuickStartManual.pdf.</p> <p>Adverts: IB Lang Lit Phillippe Patek adverts.docx</p>
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		<p>and darks, position objects so as to move the eye in a particular way, or offer emotional appeal. Written texts may make use of literary devices, rhetorical devices, tone of voice, techniques of persuasion, structures such as outlines or paragraphs, graphics, a variety of fonts. What is essential is that students not only note various stylistic features, but also explore their effects on the reader.</p> <p>Students go to: websites analyse the written language as well as the layout and visual codes eg. Phillippe Patek's corporate slogan</p> <p>"The concept of the Patek Philippe 'Generations' campaign based on the slogan "Begin Your Own Tradition" is centered on the universal emotion of a father and son relationships. The new visuals show fathers introducing their sons to the idealised world of Patek Philippe: a world where clients can project themselves and associate with the long term values of the family owned company.</p> <p>The new Ladies campaign builds a strong emotional connection with women who understand the enduring value and profound beauty of something truly precious. The first chapter of the campaign draws a parallel between the timeless beauty and value of a Patek Philippe watch and the eternal beauty of a mother-daughter relationship. The new campaign introduces the strap-line: "Something truly precious holds its beauty forever".</p> <p>This language juxtaposed with the adverts could be a paper 1</p>	
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		text. Read through IB Lang Lit Phillippe Patek adverts.docx and analyse ads.	
	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs – mobile media. <p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none"> • Textual bias (news reporting, sports coverage) <p>Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?</p>	<p>Writing a practise Paper 1 IB Lang Lit Paper 1 practise Where to stay Jolly Beach Resort vs Eat shoots Leaves.docx</p> <p>SL write an essay on the Jolly Beach resort only HL compare both texts.</p>	<p>IB Lang Lit Paper 1 practise Where to stay Jolly Beach Resort vs Eat shoots Leaves.docx</p>

	<p>What knowledge of language can be gained by focusing attention on its social, cultural or historical context?</p> <ul style="list-style-type: none"> • How important is the study of language in developing cultural and individual/ethical values ? In what ways? <p>Providing opportunities for student inquiry into the subtleties and implications of cultural contexts. This should include such dimensions as the geographical, the historical and the ethnic situations of texts.</p>		
	<p>Examine different forms of communication within the media. Areas to be considered could include:</p> <ul style="list-style-type: none"> – advertising – news coverage – opinion – blogs – mobile media. 	<p>Writing Practise Paper 1</p> <p>IB Lang Lit workshop PPT on specimen papers</p> <p>Work through Paper one and the visual vs print text</p>	<p>IB Lang Lit workshop PPT on specimen papers</p>

<p>The above learning outcomes can be achieved through the study of some of the suggested topics listed below.</p> <ul style="list-style-type: none">• Textual bias (news reporting, sports coverage) <p>Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?</p> <p>What knowledge of language can be gained by focusing attention on its social, cultural or historical context?</p> <ul style="list-style-type: none">• How important is the study of language in developing cultural and individual/ethical values? In what ways? <p>Providing opportunities for student inquiry into the subtleties and implications of cultural contexts. This should include such dimensions as the</p>		
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	geographical, the historical and the ethnic situations of texts.		
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Assessment:

Written Task:

The content of each task must relate to a different part of the course. Therefore, at least one task must relate to part 1 or part 2, and at least one task must be based on a literary text from part 3 or part 4. Once students have decided on their area of study and their particular title, they are free to produce any text type that is appropriate to the task. For example, a written task discussing the representation of an aspect of gender from part 1 could be written as a newspaper editorial (see the example in the following table). Another example might be an imagined journal entry from a character in one of the novels studied.

Learning outcomes	Topic(s)	Course section	Text type of task	Title of the task
Political and ideological influence of the media The way mass media use language and image to inform, persuade or entertain	Stereotypes The representation of gender in advertisements for household goods	Part 2	Newspaper editorial	<p>“Mother, Wife, Career Woman and Maid—What is a Woman’s Work?”</p> <p>Rationale would identify the newspaper’s stance and the way language is used to present an opinion</p> <p>Note: A formal essay is not an acceptable text type. Students are required to write an essay in paper 2.</p> <p>The task, not including the rationale, must be 800–1,000 words in length. The rationale should be 200–300 words in length. If the word limit is exceeded, the assessment of the combined task and rationale will be based on the first 1,300 words.</p>

M. Wilson 2011

Examples of written tasks

The following are examples of possible types of written tasks. These are intended for guidance only and are neither exhaustive nor compulsory.

A newspaper article in which are shown the dangers of stereotyping particular social groups

An opinion column that emphasizes the pervasiveness of advertising and how certain brands are promoted for the purpose of raising company profits

An Advertisement that satirizes the role of men and women eg House husbands

A letter to the editor complaining about the representation of a minority group in a film/documentary seen

Further Oral: