

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

TARAS SHEVCHENKO NATIONAL UNIVERSITY "CHERNIHIV COLLEGIUM"

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ENGLISH FOR MEDIA LITERACY

MOOC Guide

Student's Book

In collaboration with :

EMBASSY OF THE UNITED STATES OF AMERICA COURSERA

UNIVERSITY OF PENNSYLVANIA

УДК ББК Т

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Т

Англійська для медіа-грамотності. Керівництво до масового відкритого он-лайн курсу. Книга для студента: Навчальний посібник. – Чернігів, 2019. – 108 с.

Посібник є керівництвом до масового відкритого он-лайн курсу "English for Media Literacy", розробленого Університетом Пенсильваніі (США) та розміщеного на навчальній платформі Coursera. Мета посібника – допомогти тим, хто проходить курс, успішно впоратися з усіма завданнями, а також отримати навички медіа-грамотності та вдосконалити свою англійську.

Посібник складається з двох частин: книги для студента та книги для фасилітатора курсу. Книга для студента містить покрокову інструкцію реєстрації на навчальній платформі та проходження он-лайн курсу, навчально-методичні матеріали до кожного з п'яти модулів, розробки додаткових занять з вебсайту NewseumEd.org для організації проектної роботи студентів. Книга для фасилітатора складається з рекомендацій щодо організації змішаного навчання та відповідей до більшості завдань. Посібник адресується студентам і викладачам англійської мови, колу бажаючих також широкому краще а орієнтуватись у світі медіа.

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ISBN

A LETTER FROM THE AUTHOR



The "English for Media Literacy" Project was implemented by the Bureau of Educational and Cultural Affairs and the Public Affairs Section of the Embassy of the United States in Kyiv in collaboration with educational online platform Coursera. In Ukraine the project was administered by the public organisation "Ukrainian Center for Civic Initiatives" Svitlo".

From January to June, 2018 program participants had an opportunity to improve their English skills while learning more about the role mass media plays in modern society. The program was designed to inform audiences about media literacy and how to be better informed about modern media.

30 English language professionals from 20 Ukrainian towns and cities were selected to take part in the project and to receive special training as course facilitators. After in-person facilitators' training they held dissemination seminars and workshops for multiple audiences,

including youth, educators, community leaders, and news professionals in their regions. They also facilitated the work of MOOC Camps and helped the course participants share expertise and work together to develop their media literacy strategies. In total, 120 group trainings were held for nearly 700 participants all over Ukraine and 500 people were awarded "English for Media Literacy" Certificates for successful course completion from Coursera, Pennsylvana University and RELO of US Embassy in Kyiv.

I was lucky to be selected as a course facilitator in Chernihiv region and to supervise the work of MOOC Camp in Taras Shevchenko National University "Chernihiv Collegium". Together with 15 students of Natural and Mathematical Faculty we had 6 weeks of fruitful collaboration, learning from each other, unexpected insights and heated debates. The course gave the participants a great opportunity to develop a broader understanding of media and its role in our lives as well as the language skills needed to analyze what you read and watch.

Successful launch of the project led to high interest to media literacy education among the students and faculty members which soon entailed changes in specialty curriculum. A new academic course "English for Media Literacy" was introduced into teaching practice at Natural and Mathematical Faculty of NUChC at the beginning of the fall semester, 2018. It was provided for the students of the 4th year of study majoring in Computer Science and IT. The course includes 20 hours of lectures and 20 hours of practical classes which are to be held twice a week for half a year. At the end of the course the students are supposed to be assessed in oral or written form and receive their Coursera certificate. The mark for the course completion is an official one and is to be registered in the Bachelor's Certificate after graduation.

But we move on. As you are supposed to work with online resources mostly at home, in class time you will be involved in challenging tasks and interesting activities on media literacy together with your fellow learners. This "English for Media Literacy" Class Set is intended to make learning fun. Student's Book you are holding now will guide you towards successful online course completion, help you to develop your English language skills and build your media literacy strategies.

The book production would be impossible without US Embassy funding and support. I would like to express my sincere gratitude to the project authors and consultants John Silver, Joey Fordyce, David Gracon and Anton Plaksun, whose unfailing commitment and expertise made this program an unforgetful experience for me and other MOOC facilitators. I am most thankful indeed to Joey and Gracon for all course materials and presentations which they kindly allowed us to use in our work.

I do hope that the course will become a valuable educational experience and reveal for you great opportunities of life-long learning.

Oksana Torubara,

MOOC Facilitator PhD in Professional Education Associate Professor of Foreign Languages Department

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LET'S GET STARTED

What is MOOC?

Massive Open Online Courses (MOOCs) are interactive step-by-step courses available for anyone to enroll. MOOCs provide universal access to the world best education partnering with top Universities. They are an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences.

Why study a MOOC?

As a MOOC learner you will have 24:7 access to traditional course materials, such as readings and problem sets, plus interactive tools, such as videos, quizzes, user forums, social media chats and articles that all generate discussion and debate. In addition to immense learning opportunities you will join the community of lifelong learners and your CV will grow with one more University certificate.

How can I access a MOOC?

You can find any MOOC you need on various online learning platforms like Khan Academy, Future Learn, EdX, EdEra which are very easy to use. Coursera is one more interactive educational platform where anyone, anywhere can learn and earn credentials. Each course is open to anyone with internet access across the world.

How to use Coursera?

It is very easy. Since Coursera was founded in 2012, 35 million people have studied more than 2700 courses from 150 University partners from the whole world. Two Stanford Computer Science professors Daphne Koller and Andrew Ng wanted to share their knowledge and skills with the world, so they put their courses online for anyone to take. With the help of Coursera they taught more learners in a few months than they could have in an entire lifetime in the classroom. Below you will find Coursera Website Guide and Coursera Code of Conduct to help you register, navigate the recourse and have maximum benefit of your study.

What course am I to take?

"English for Media Literacy" is a course created by the University of Pennsylvania, and funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, Office of English Language Programs. This course is designed for non-native English speakers who are interested in learning more about U.S. media literacy. In this course, you will explore different types of mass media, such as newspapers, magazines, television, and social media. This course will also give you the opportunity to develop a broader understanding of the role media plays in our lives, while building your vocabulary and giving you the language skills needed to analyze what you read and watch.

What is the structure of the course?

The first unit in this course will provide an introduction to media literacy and give you an opportunity to evaluate your own media literacy level. In unit 2, you will learn how to identify facts versus opinions in the media. The next unit in the course will focus on the differences between social media and traditional media, while unit 4 will look at how gender and identity are covered in the media. In the final unit of the course, you will demonstrate your increased media literacy by through a culminating final project on social media.

After learning materials of each unit online you will have an opportunity to ask questions, solve problems and discuss the most important issues with your group mates and MOOC facilitator in class. Main benefit of blended learning is a combination of in-person learning experience, face-to-face instruction as well as collaboration and interaction of all course learners.

Who teaches a MOOC?

Course instructors are Lauren Fiori, Advising Specialist and Ian Nichols, Language specialist from University of Pennsylvania. The University of Pennsylvania (commonly referred to as Penn) is a private university, located in Philadelphia, Pennsylvania, United States. A member of the Ivy League, Penn is the fourth-oldest institution of higher education in the United States, and considers itself to be the first university in the United States with both undergraduate and graduate studies (more info at https://www.coursera.org/instructor/laurenfiori, https://www.coursera.org/instructor/iannichols). MOOC facilitator will help you start work with the platform and build your learning success strategy especially if it is your first online course. You can turn to facilitator on line or personally every time you come across any problems with course learning. Your course mates may also turn very helpful, so do not hesitate asking any question in course forum.

How long does a MOOC take to complete?

"English for Media Literacy" runs for 5 weeks, requiring 3-4 hours of study per week. Content will be accessible at any time of the day or night throughout the duration of your course. If you don't finish all graded assignments before the end of the course, you can reset your deadlines. Your progress will be saved and you'll be able to pick up where you left off.

How do I pass the course?

To earn your Course Certificate, you'll need to earn a passing grade on each of the required assignments—these can be quizzes, peer-graded assignments, or programming assignments. Videos, readings, and practice exercises are there to help you prepare for the graded assignments. After completing all of them successfully you will receive a sharable course certificate that you can add to your resume and Linkdln Profile.

I am still curious. How do I find out more?

https://about.coursera.org/ https://www.coursera.org/learn/media/home/info

COURSERA WEBSITE GUIDE

Sign-up (first time users)

- 1. Type the name of the course (Media Literacy) in the catalog search.
- 2. Select the course.
- 3. Click on the left "Enroll Now" button (You may change sessions later):
 - a) Facebook sign-up OR;
 - b) Email sign-up.
- 4. You will receive two emails immediately from Coursera:
 - a) Email confirmation (you need to confirm your email);
 - b) Welcome email.
- 5. Select "No Certificate."

Note: All participants receive a Coursera certificate upon completion of the course. If they want a free University of Pennsylvania certificate, they will need to apply for financial aid.

Settings (this is where everything happens)

(All sections have a save button – be sure to click it after making any changes)

- 1. Basic Information (needs to be updated):
 - a) Time Zone (Kiev);
 - b) Language (English or Russian).
- 2. ID Verification (needed for financial aid):
 - a) You can either upload a copy or take a photo of it with web cam;
 - b) Write the following as it appears on the ID. Name, DOB (YYYY-MM-DD), Country;
 - c) Upload or Take photo (with web cam) to match with official ID;
 - d) Submit;
 - e) Pending Review.
- 3. Reset Password.
- 4. Payment Method (Leave Blank).
- 5. Email Preferences (Defaults to Subscribe Unsubscribe if you like).
- 6. Linked Accounts (Facebook?).
- 7. Delete Account.

My Profile (Not much to do here)

- 1. Privacy Levels (select one and click "Okay, I get it!"):
 - a) Only me;
 - b) Coursera Community (recommended);
 - c) Everyone on the web.
- 2. You can put as much or little information as you wish on your profile page (later).

Financial Aid

- 1. View course from the catalog to get to financial aid option.
- 2. Check all boxes and type "I agree to the terms above".
- 3. If you have not already verified your ID, do so now.
- 4. Background information:
 - a) Education;
 - b) Income;
 - c) Employment status;
 - d) How much can you afford?
- 5. Essays/open-ended questions (150-word minimum and may be written in English or Russian):
 - a) Why are you applying for financial aid?
 - b) How will this course help you achieve your goals?
- 6. Opportunities (must check one).
- 7. Low interest loan? (NO): a) Short-answer of Why not?

Learner Help Center

- 1. From the drop-down menu next to your initials, select "Learner Help Center":
 - a) A new window will open;
 - b) Click "Log-in" in the upper right-hand corner (Optional).
- 2. Three options to look for answers from the Help Center:
 - a) Search Bar;
 - b) Help Topics (Account Setup, Enrollment, Videos, Quizzes & assignments, Peer reviewed assignments, Communication, ID Verification, Course Certificates, Specializations, Payments & Subscriptions, Coursera for Business, Coursera policies, Troubleshoot problems with Coursera, Degrees on Coursera);
 - c) Recommended Articles.

COURSERA HONOR CODE

Academic integrity is important to Coursera and our institutional partners. Your commitment to academic integrity shows respect for your own work and the work of your peers.

Honor Code

You need to follow Coursera's Honor Code to uphold Coursera's standard of academic integrity:

Register for only one account.*

• Your answers to homework, quizzes, and exams must be your own work (except for assignments that explicitly permit collaboration).

• You may not share your solutions to homework, quizzes, or exams with anyone else unless explicitly permitted by the instructor. This includes anything written by you, as well as any official solutions provided by the course staff.

• You may not engage in any other activities that will dishonestly improve your results or dishonestly • improve or damage the results of others.

*Note that your account is linked to your email address. If you register on our site with more than one email address, you are registering for more than one account.

If you have already registered for two accounts, please contact us using the contact form at the bottom of this page.

Plagiarism

Plagiarism is when you copy words, ideas, or any other materials from another source without giving credit. Plagiarism is unacceptable in any academic environment, and is a serious violation of Coursera's Honor Code.

If some or all of your assignment is identified as plagiarism, you may lose all credit you received for the assignment. And if you earned a Course Certificate for that course, it may be taken away.

We understand our learners come from many different academic backgrounds, and many are unfamiliar with our academic standard for plagiarism. This violation of our policies may have been a one-time mistake, but if you are found repeatedly plagiarizing, you may be removed from the course or even the Coursera community.

Flag plagiarism

To report plagiarism (copying materials from another source without giving credit):

1. Open the assignment you want to flag plagiarism in.

2. Click **Flag submission** on the top left.

3. Include links or other information to help us investigate.

Report Honor Code violations

You can report Honor Code violations by contacting Coursera support.

COURSERA CODE OF CONDUCT

As a learner on Coursera, you are part of one of the largest and most diverse learning communities in the world! Like most communities, the Coursera community has some basic ground rules.

Please help us create a healthy learning environment by respecting the following standards when using the Coursera:

Be polite

• Treat your fellow learners with respect.

• Insulting, condescending, or abusive words will not be tolerated.

Do not harass other learners.

• Polite debate is welcome as long as you are discussing the ideas, not attacking the person.

Be sensitive

• Remember that Coursera is a global forum with learners from many different cultures and backgrounds.

• Be kind, thoughtful, and open-minded when discussing race, religion, gender, sexual orientation, or controversial topics since others likely have differing perspectives.

Post appropriate content

- Content that violates the Honor Code or Ter/ns of Service is not permitted.
- You may not post inappropriate (e.g., pornographic or obscene) content.
- Do not post copyrighted content.
- Do not advertise or promote outside products or organizations.
- Do not spam the forums with repetitive content.

Posts that violate this Code may be deleted or made invisible to other students by any forum moderator.

Students who repeatedly break these rules may be removed from the course and/or may lose access to the Coursera site.

Please note that deleting your Coursera account does not remove your work or forum posts from Coursera.

Report abuse

If someone is violating the Code of Conduct, you can report them by contacting Coursera support.

HELP ME!

1. Where can I find info about my courses?

2. Where can I find info about my account?

3. My Internet isn't fast enough to watch videos. What can I do?

4. How much time should I spend on assignments?

5. What is the penalty for missing assignment deadlines?

- 6. I submitted my assignment yesterday (by the deadline) and I don't have a grade yet. Why?
- 7. What does it mean to switch sessions?
- 8. If you switch to a later session, what work do you keep and what work do you lose?
- 9. What are the Dos and DON'Ts for giving useful tips to my peers on their assignments?

10. I missed a deadline for a peer-reviewed assignment. How can I get peer reviews?

11. How can I access Coursera content on my mobile device?

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UNIT 1

INTRODUCTION TO MEDIA LITERACY

In this unit, you will learn what media literacy means and how you can improve your own media literacy skills.

11 videos, 8 readings, 7 practice quizzes

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MAP OF UNIT 1

Introduction

Reading: Overview of the Unit. **Video:** Course Overview: Introduction to Media Literacy. **Video:** Course Overview: Topics, Assessments, Games & Activities.

Media in Today's World

Video: Media is Everywhere.
Video: Listening: Interview with William Cowen...
Quiz: Check Your Understanding: William Cowen Interview.
Video: Language Focus: Previewing Texts.
Practice Quiz: Game 1: Preview the Text.
Quiz: Assessment 1: Self-Assessment of Media Literacy Skills.
Video: Unlockable Achievement 1.

Media Literacy

Video: What is Media Literacy? **Reading:** BASIC: Can you Separate Fact from Fiction? **Reading:** ADVANCED: Can you Separate Fact from Fiction? Quiz: Check Your Understanding: "Can you Separate Fact from Fiction?". Video: Part 1: How Can we Analyze Media Messages? **Reading:** BASIC: Debate over Free Press in Ukraine Suffers from Old Stereotypes. Reading: ADVANCED: Debate over Free Press in Ukraine Suffers from Old Stereotypes. Quiz: Check Your Understanding: Debate over Free Press in Ukraine Suffers from Old Stereotypes. Video: Unlockable Achievement 2. Video: Part 2: How Can we Analyze Media Messages? Video: Language Focus: Skimming and Scanning. **Practice Quiz:** Game 2: Skimming and Scanning. Practice Quiz: Game 3: Vocabulary Practice. **Discussion Prompt:** Assessment 2: Family/Friend Media Usage Interview Findings.

Bonus Additional Resourses

Reading: Game: Unit 1 Vocabulary Flashcards
Reading: Supplemental Reading: More to it! Media Literacy
Practice Quiz: Check Your Understanding: "More to it! Media Literacy"
Practice Quiz: Game: Review Previewing a Text
Reading: Supplemental Reading: Make up your Own Mind. These Mobile News
Apps Can Help.
Practice Quiz: Check Your Understanding: Make up your Own Mind. These Mobile News
Apps Can Help.
Practice Quiz: Game: Reviewing Skimming and Scanning.

Introduction to Media Literacy

Welcome to "English for Media Literacy" MOOC! Media has become an important part of our everyday lives and can be found everywhere from radio to social media. In this course you will learn what media literacy means and how you can improve your own media literacy skills. Through selected readings, interviews, and video lectures, you will learn what questions to ask and how to analyze the messages you receive through the media each day. You will also learn and use vocabulary that will help you understand media literacy.

This unit will end with a discussion board that analyzes how one of your friend or family members consumes and understands media.

Learning Objectives

By the end of this unit, you will:

- become familiar with the course structure, different learning options, and overall course objectives;
- understand media literacy and its importance;
- analyze and interpret media messages through guided questions;
- preview a text;
- learn how to use skimming and scanning when you read;
- read for the main idea;
- define and accurately use content-related vocabulary in course activities and games;
- read, watch, and listen to a variety of texts and multimedia sources;
- demonstrate your understanding of these texts and key course ideas through comprehension check quizzes and a discussion board response.

INTRODUCTION

Video "Course Overview: Introduction to Media Literacy"

Task 1. Watch the video and answer the questions

- 1. How can you benefit from the course?
- 2. Who is this course for?
- 3. Are there any specific requirements for the people taking the course?
- 4. Will there be any tasks for people with a higher language level?
- 5. How many units does the course consist of? What is every unit about?
- 6. What do you know about the course instructors?

7. While watching or reading you might have noticed 3 abbreviations mentioned by the instructors. What are they? How did they pronounce them? What do they mean?

Task 2. Work in groups and discuss the tips for watching video. Then briefly tell the class what you have learnt

Tips for Watching Video

If it is difficult to follow the speakers in the video here are some tips that can help you:

• You can turn on English subtitles and rely on them each time you are not sure about the words you hear.

• You can also read Interactive Transcript under the video before watching it to get the main idea. Sometimes you will need to scan the transcript after watching to check if you got it right and to find some details or unknown words. If you follow the transcript while watching the video the current sentence is being highlighted blue and underlined.

• You can always discuss the lecture in the week's forum with the people doing the same course. It is a good idea to practice asking questions and interacting about the common topic with your classmates around the world in you Coursera community.

• There is no need to consult a dictionary every time you come across an unknown word. If context doesn't help you can turn on Ukrainian translation of the transcript. Don't forget to write a new word or a phrase you've learnt to your dictionary to keep on track.

• In the right bottom corner of video screen there is a "like" and "dislike" options for you to express your attitude to the quality of the content you've watched. It can help Course designers analyze the course outcomes and improve it. "Squire flag" is for you to click if you want to report a problem you encountered while completing the task.

• In case of poor Internet access or no Internet at all you can always download lecture video with or without subtitles and any language transcript to watch and read later.

Video "Course Overview: Topics, Assessments, Games & Activities"

Task 1. Watch the video, work in pairs and answer the following questions

- 1. What is the purpose of the video?
- 2. What types of activities will be offered to you while doing the course?
- 3. What are the language goals and content goals of each unit?
- 4. What does every unit consist of?
- 5. Where can you find more information or more practice after completing the unit?
- 6. How can you check your results and get access to this week's discussion section?
- 7. How many times can you watch the lecture? Sometimes the video stops, why?
- 8. Why do the icons change colour?
- 9. What can affect your grade for the course?

Task 2. Match the phrases with their translation. Then work in pairs, discuss the structure and the goals of the course using the phrases from the table

1) goal	а) цільова аудиторія
2) content	b) чекати з нетерпінням на
3) diversity	с) мета, ціль
4) throughout the course	d) особливість, ознака
5) take a quick look at	е) впливати на оцінку
6) investigate	f) швидко переглянути
7) advertiser	g) в усьому курсі
8) target audience	h) ось тут
9) features	i) рекламщик
10) over here	ј) основний варіант
11) assessment	k) розмаїття
12) basic version	l) розслідувати, дізнаватись
13) click the link	m) натиснути на посилання
14) affect the grade	n) зміст
15) looking forward to working with	о) оцінювання

Media in Today's World

Video "Media is everywhere"

Task 1. Put the words in correct order to get a definition of media

Media is ______ or other information in which is spread different channels or ways news, entertainment, marketing messages

Task 2. Work in pairs and tell your partner what you have learnt about grammar form of the word "media"? Then read the sentences and underline the appropriate variant

1) Local media inform/informs us about what is happening in our town or region.

2) What are/is media?

3) Media mean/means different ways in which information is spread.

4) National media is/are responsible for spreading the news all over the country.

5) The mass media shape/shapes perceptions and attitudes so do not take everything for granted.

6) Media is/are everywhere.

7) The media reports/report difficulties with personal data protection in social networks.

8) Nowadays media have/has huge influence on our attitude and behavior.

9) The word "media" have/has a plural meaning but act/acts grammatically as singular.

Task 3. Work in pairs and make a list of words which have plural meaning but act grammatically as singular. Make sentences to demonstrate their usage

Task 4. Work in groups and discuss the questions. Then briefly tell the class what you have learnt

1. What types of media do you know? What are the oldest ones? How has the way we get the news changed over the years? What is the reason of the change?

2. What is mass media? Who is its audience? Give an example of mass media. Which of the following would not be an example of mass media: a billboard, a letter from a friend, a radio show? Why?

3. How often does Juan see or hear media messages in the video? How much do you have in common with Juan?

Task 5. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt about your partner

- 1. How often do you see or hear media messages?
- 2. Where do we see or hear media messages?
- 3. What was the last media message you received on your way here?
- 4. What was the last media message which affected your decision?
- 5. What was the last media message which proved to be a fake?

Task 6. Project work. Discuss in groups the following questions. Then make a mind-map or a poster illustrating your attitude

1. How does the discussion in class lead us to the concept of media literacy? What does it include?

- 2. Is it really important in the modern world? Why?
- 3. What does it mean to be media literate?
- 4. How media literate is our society?
- 5. How media literate are you?

Video "Listening: Interview with William Cowen"

Task 1. Work in pairs and answer the questions

- 1. Who is William Cowen?
- 2. Why might his opinion be interesting in relation to media study?
- 3. What is this interview about?

Task 2. Match the questions with the answers William gave in the interview

- 1. How much time does an average person interact with media?
- 2. Are there certain types of people that see media messages more often?
- 3. What impact do media have on people's everyday lives?
- 4. What are the positive effects of interacting with the media?
- 5. What are the negative effects of the media on us?
- 6. How has media changed over time?
- 7. What is the future of media?
- **A.** 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.
- **B.** 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 the 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.
- **C.** 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.

- **D.** 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.
- **E.** One of the main positive effects of interacting with the media is the ability to 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 be 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.
- **F.** 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.
- **G.**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.

Video "Language Focus: Previewing Texts"

Task 1. Previewing the text is a great way to prepare yourself for something new! Put the words in the correct order and finish the definition

Previewing the text is ...

- to quickly learn
- a skill
- improve your understanding
- and
- what the text
- is about
- which enables you

Task 2. Watch the video and write 4 steps of previewing the text

1.	
2.	
3.	
4.	

Task 3. Find an appropriate explanation for every word

1) subheadings; 2) paragraph; 3) a title; 4) captions.

a) A name of a book, article, film, painting or a piece of music.

b) The words below a picture that explain it.

c) A small title introducing different sections of the text.

d) A short part of a text, consisting of at least one sentence, describing a single event or idea and beginning on a new line.

Scan a newspaper or magazine page and find every element.

Task 4. Work in pairs and try out the strategy of previewing the text below.

1. Read the title and discuss what you already know about the topic. Work in a bigger group and share.

2. Look at the picture illustrating the text and the captions below it. Can you guess the main idea? Try to predict what the text is about. Write your version on a post-it-note and stick it to the poster.

3. Look at the list of subheadings introducing different sections of the text. Put them in a logical order. Explain why you put them in that order.

4. Now look at the first paragraph of the text for 30 seconds. Try to remember numbers and proper names mentioned in it. How much have you managed to remember? The teacher will write on the board the list of numbers and names.



Did you know that there's a World Emoji Day?

Well, there is ... and it's on July 17!



World Emoji Day

Emoji is the fastest growing language in history. Five billion emojis are sent every day, just on Facebook Messenger. They're appearing in some surprising places too. One court judge in England in 2015 used a smiley face emoji in a document to make it easy to explain the court's decision to children. It's not surprising that there's a day to celebrate emojis, but what do you know about its organisers, the website Emojipedia?

Save the date!

Happy World Emoji Day!

Know your emoji

New, enclusive emojis

Task 5. Writing stations

Work in groups to see how well previewing works. After you have seen the title, the picture with captions, subheadings and the first paragraph you will create your own version of the article.

Each group will have to write a sentence of the paragraph representing their subheading. Time limit is 2 minutes. In 2 minutes the group will have to move to the next subheading and continue the work of the previous group – to write one more sentence logically connected with the first one.

Remember that the number of sentences in each paragraph will correspond to the number of groups. Try to create a simple and coherent text.

Let the teacher read the whole text to you. How coherent is it? Does it correspond to the picture and first paragraph? What was the most challenging while creating it? What worked well? What went wrong?

Read the original version of the article and compare it with the text created by the group. How different they are? How previewing helped you in creating your own article?

Look at the post-it-notes on the poster and say whose prediction was the most accurate and relevant.

Task 6. Work in pairs and discuss

What's your favourite emoji and what do you use it for?

Media Literacy

Video "What is Media Literacy?"

Task 1. It is well known that literacy is the ability to read, understand and to create with a written language. Read the descriptions of people and decide if they are literate

1. John is 5. He has learnt already all letters of English alphabet.

2. Steve and Ann are pen-friends. Many years ago they started writing letters to each other, today they exchange e-mails.

3. Hugh has been studying Italian for a month. He can say his name and ask for directions.

4. Bridget got to know from her company's annual report that her salary would decrease next year.

5. Olha doesn't want to buy any food in this supermarket. She knows it is expensive here.

As you know from the video Lynn is media literate and Vanessa is not. What does it mean? How do they consume media messages?

Task 2. Literacy concept is much more complicated than just the ability to read, write and calculate. Development of new technologies and social advance require new types of literacy in today's world. Look at the list of definitions. Guess what literacy types are described (media, financial, visual, civic, digital)

1. ______ is the ability to use digital devices (e.g. smart phones, tablets, laptops) to achieve variety of goals.

2. ______ is the ability to comprehend and create different visuals for daily life and career success.

3. ______ is a strong financial position, financial stability, ability to spend less than you earn.

4. ______ is understanding your rights and responsibilities as a citizen.

5. ______ is a skill to adapt new communication formats effective for the situation, the ability to read, understand, analyze and create media like text or voice message, pictures, video and other data)

Task 3. Look at the pictures of media messages. What questions have consumers got to ask to make better decisions about spending money, entertainment etc.? What happens if we do not ask any questions?

Reading "Can you Separate Fact from Fiction?"

Task 1. Work in pairs to preview the text

1. Read the title. What is the text about?

2. Look at the picture and read the captions. Are they relevant to the title? How does this picture make you feel?

3. Read the first paragraph and tell your partner what information you got from it.

4. How many subheadings are there in the text? What are these sections about?

Task 2. Read the text. While reading the basic version find in the text equivalents of the following

- 1. Ти вмієш відрізняти правду від брехні?
- 2. В середньому...
- 3. І не вони були лідерами.
- 4. Філіпінці отримали ту нагороду.
- 5. Людей наводнюють інформацією.

Now look through advanced version and find in the text synonyms for 4 and 5.

Task 3. Work in pairs and discuss the questions

- 1. Why are these questions important?
- 2. Who created this message?
- 3. What words or images are used in this message and why?
- 4. How is this message supposed to make me feel?

Task 4. Work in pairs. Make a list of at least 5 reasons why media literacy is important nowadays

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Video "How can we analyze video messages?"

Part 1

Task 1. This video is about questions we should ask to better analyze media messages around us. What specific questions did the Center for Media Literacy create to help us?

Task 2. Work in pairs and discuss the following questions

1. What can help us answer the question "Who created message that is being sent?" What choices do the people who create media messages make? How do those choices change the story being created and our attitude to the story? Give an example.

2. What techniques are usually used to attract audience's attention? Remember the last time you saw a media message. What made this advertising interesting to draw your attention? What is the most effective with young people: humour and comedy, words or symbols, loud music, bright colours, famous faces? What other techniques do you know?

3. Why do people understand or interpret the message differently? Are there any differences how older and younger people consume adds (your parents, grandparents, kids and teenagers)? Give an example.

Task 3. Work in groups. Watch a video commercial and react as if you are

- a) a five year old boy
- b) a 78 year-old pensioner
- c) a teenage hipster
- d) a middle-aged housewife
- e) a businessman
- f) a government official
- g) a strong believer (choose any religion).

Task 4. Project "How much culture affects the way we consume media messages?" Work in groups, search for information and get ready with presentation on the topic. The way of presenting is up to you: a poster, a role-play, a video or a PowerPoint presentation

Video "How can we Analyze Media Messages?"

Part 2

In the second part of the video the following two questions are analyzed: What points of view or values are represented or omitted from the message? Why was this message sent?

Task 1. Work in pairs and discuss the following questions

1. How can beliefs and life experience influence our point of view? How religious beliefs affect the way some people consume food? How is this fact used by food industry? It is a well-known fact that fat and sugar are harmful for our health. How is this information represented in media messages nowadays (food making companies, medical centers, sport clubs, etc.)?

2. What is the most important in your life? What are your main values? What role do our values play in decision making?

3. What was the last time your values influenced your decision? How do political parties use our values in their election companies? Find an appropriate video and give your grounds.

4. The media sometimes sends the message that omitted ideas or views are not important. What information was omitted from this video? If these facts or ideas were not omitted would the audience's attitude be different?

Task 2. The media most often send messages to give the audience information to

- Convince them buy a product
- Entertain them
- Make money
- Gain power.

What are the other reasons why the media message was sent?

Task 3. Work with a partner. Search for 3 media messages of different format (video, print, image or audio) and try to state the purpose of it. Work in a bigger group and share your ideas

Video "Skimming and Scanning"

Task 1. The video is about the skills that can help you to read the text quickly. Read the list and fill in the table with relevant characteristics

	SKIMMING	SCANNING
1.		1
2.		2

• It means reading quickly for the main idea.

• The first step is to think about information we want.

• It is a reading technique.

• It means reading quickly to find some specific information like numbers or names.

• It requires focus on necessary information

• It does not involve reading the whole text.

• You've got to identify the text section which might contain the necessary information.

• It involves reading a title, the first paragraph, first sentences of other paragraphs and the last one sometimes.

Task 2. Reading Race

Work with a partner. Decide on who is A and who is B. In 5 minutes your pair will have to read the text, define its main idea in no more than 3 sentences and write it down on a post-it note. Remember: when music stops your post-it-note with the main idea of the text should be ready!

Student A: you can move round the class, come up to the text as many times as you need, read it all or in parts, retell what you read to your partner, do not pay attention to the noise in class and music playing

Student B: you stay at the desk and do not see the text, listen carefully and make notes of what your partner tells you, do not pay attention to the noise in class and music playing.

Follow-Up Procedure:

Pairs sit in a circle. After a signal every pair passes their worksheet clockwise. The teacher reads the original text to the whole group. Every pair reads the work of their groupmates and gives a mark from 1 to 5. After a signal a checked worksheet is passed clockwise to another pair and assessing starts again. When the worksheet returns to the authors they count the total score. The pair whose work receives the most points wins.

Reflection:

What technique did you use while race reading? What was the most challenging? What worked well? How did your partner help you? What distracted you?

What criteria did you use when assessing your groupmates' works? Why different people completed the task in different ways? What worked well? What were the drawbacks?

World Emoji Day

Emoji is the fastest growing language in history. Five billion emojis are sent every day, just on Facebook Messenger. They're appearing in some surprising places too. One court judge in England in 2015 used a smiley face emoji in a document to make it easy to explain the court's decision to children. It's not surprising that there's a day to celebrate emojis, but what do you know about its organisers, the website Emojipedia?

Know your emoji

The company Unicode actually creates the computer code that give us emojis, but Emojipedia is where you can learn exactly what each emoji means and how to use it. Most of us probably know and use the most popular emojis, like the classic smiley face, heart or the smiling face with tears of laughter. But if you want to grow your emoji vocabulary, you can use Emojipedia to find out new ways to speak emoji.

So, for example, go to Emojipedia and type in sick and it will give you several options. If you mean ill, as in the American English phrase I'm sick, you can use the face with a thermometer or a mask. Or maybe you mean I feel sick, like in British English to mean to vomit. Since 2017, when Unicode added the vomiting emoji, you can choose from two green faces. Or maybe you're just feeling a bit dizzy, in which case you can choose the confused, dizzy-looking face. If you wanted to talk about hospital or a medical condition, Emojipedia has also suggested a syringe or a pill. So you can see with just one real word, sick, you have a lot of emojis to choose from to explain exactly what you mean!

New, inclusive emojis

Unicode adds new emojis all the time. They might take time to be available on all platforms and phones, but you will see them immediately on Emojipedia. An important improvement to the emoji list, which had 2,823 emojis after its 2018 update, is to make the emojis more diverse. Since 2015, when Apple added five different emoji skin colours, people have been able to choose how to represent themselves best. The 2018 update added red hair, Afro hair and a bald face, all in a range of skin colours, but that update didn't go far enough either. Many people asked for new emojis to represent deaf and blind people, and people with physical or invisible disabilities.

Save the date!

There's some emoji history behind how Emojipedia chose 17 July to celebrate World Emoji Day. Check out the calendar emoji on Emojipedia and look carefully. Can you see the date?

The code for each emoji is the same, but different platforms, like Twitter or Facebook, for example, design their emojis in different ways. When Emojipedia was deciding which day to hold World Emoji Day, only Apple was using a calendar emoji with a date on, 17 July. So they decided to celebrate emojis on 17 July too. Apple chose that date because it was when Apple introduced its iCal calendar feature for Mac in 2002. Now, other platforms have added dates to their calendar emojis. Facebook Messenger uses its launch date of 9 August. Twitter's calendar emoji shows 21 March because that's the date Twitter created its company. It used to show Twitter's launch date, which was 15 July, but that was too close to World Emoji Day's date, so they changed it.

Happy World Emoji Day!

So, if you want to send someone a message using emoji to celebrate World Emoji day, Emojipedia has plenty to choose from, including six colours of raising hand emojis, five party emojis and two kinds of fireworks. You can even choose a world globe that shows the part of the world you live in. Whichever emojis you choose to celebrate, we wish you Happy World Emoji Day!

Task 1. Match the following items of vocabulary with their definitions

1) a thermometer	a) the feeling that your head is spinning
2) to vomit	b) the thing you use to measure temperature
3) dizzy	c) makes everyone feel included
4)inclusive	d) to show what something looks like
5) diverse	e) the first day customers can buy or use a product
6) to represent	f) a physical or mental condition that makes some things
7) a disability	more difficult to do
8) a launch	g) has a lot of variety
	h) when the food you've eaten comes back out of your
	stomach and out of your mouth because you're ill

Task 2. Match the dates with the descriptions

 the date on Twitter's calendar emoji the date on the first calendar emoji to show an actual month and day when you could first send emojis with different skin colours when you could first send a vomiting emoji when you could first send an emoji 	a) 2015 b) 2017 c) 2018 d) 21 March e) 17 July
5) when you could first send an emoji face with no hair	

Task 3. True-false test

- 1. People send five billion emojis every day on Facebook, Twitter and WhatsApp.
- 2. Emojis nowadays are used only for writing between friends.
- 3. Emojipedia writes the computer codes that make emojis.
- 4. When Americans say 'I'm sick' they mean 'I don't feel well.'
- 5. Apple was the first platform to give users a choice of skin colours for their emojis.
- 6. The choice of emojis is as diverse as it needs to be.
- 7. Emojis look the same on every device and platform.
- 8. Twitter started celebrating World Emoji Day on 15 July.

VOCABULARY REVISION

Match the words with their meanings

Unit 1. Introduction to Media Literacy	
1. Analyze	a) The way in which a person sees the world based on the person's beliefs and life experiences
2. Caption	b) To make or build
3. Create	c) Something that a person or organization thinks is very important
4. Freedom of the Press	d) Reading quickly for the main idea
5. Literacy	e) The ability to read, understand, analyze, and create with a written language
6. Main Idea	f) The overall, general message of a text
7. Mass Media	g) Media that reaches a large number of people
8. Media Literacy	h) Small titles that introduce different sections of a text
9. Media	i) Words below a picture that explain the picture
10. Omit	j) To leave out or not include
11. Point of View	 k) The different channels, or ways, in which news, entertainment, marketing messages or other information is spread
12. Political Beliefs	 Views people have about how a country should run or be governed
13. Predict	m) Looking at something carefully to understand it
14. Scanning	n) The manner or method in which something is done
15. Skimming	 o) The right of the media to print and state their opinions without restrictions from the government
16. Subheading	p) The ability to read, understand, analyze, and create with media
17. Technique	 q) Reading quickly to find some specific information
18. Value	r) Use small pieces of information to make a guess about something

Let's Recap

Work in pairs, look through Unit 1 Learning Objectives

Discuss

- what you have learnt
- what skills you developed
- what techniques practiced

INCONTINUED CONTINUED CONTINUED CONTINUED CONTINUED CONTINUED CONTINUED CONTINUED CONTINUED CONTINUED CONTINUED

UNIT 2

TYPES OF MEDIA: TRADITIONAL VS. SOCIAL

In this unit you will learn about the differences between traditional and social media, and learn the language necessary to compare them.

11 videos, 8 readings, 8 practice quizzes

MAP OF UNIT 2

Understanding and Comparing Media Types

Reading: Overview of the Unit.
Video: What is Traditional Media?
Video: What is Social Media?
Practice Quiz: Game 1: Categorize each Media Example with Its Type (Traditional or Social).
Reading: Study Finds Most Americans Get News from Social Media.
Quiz: Check Your Understanding: "Study Finds Most Americans Get News from Social Media".
Video: Unlockable Achievement 3.
Video: Language Focus - Comparative Adjectives.
Practice Quiz: Game 2: Replace the Adjective with a Comparative Form.
Peer-graded Assignment: Assessment 1: Compare Traditional and Social Media.

The Pros and Cons of Social Media

Video: Overcoming Bias: The Power of Social Media.
Video: Using Social Media to Support Causes.
Reading: BASIC: 5 Ways Social Media Helps Syrian Refugees.
Reading: ADVANCED: 5 Ways Social Media Helps Syrian Refugees.
Quiz: Check Your Understanding: 5 Ways Social Media Helps Syrian Refugees.
Video: Language Focus – Reductions.
Practice Quiz: Game 3: Choose the Correct Reduced Form.
Video: Part 1: The Reliability of Social Media (Editing/Doctoring Content).
Reading: Real or Not? Snowboarder's Video in Question.
Quiz: Check Your Understanding: "Real or Not? Snowboarder's Video in Question".
Video: Part 2: The Reliability of Social Media (Credibility).
Video: The Language of New Media.
Practice Quiz: Game 4: Vocabulary Review: Fill in the Blank.
Discussion Prompt: Assessment 2: Tweet.

Bonus Additional Resourses

Reading: Game: Unit 2 Vocabulary Flashcards.
Reading: Supplemental Reading: The Town that Runs on Twitter.
Practice Quiz: Check Your Understanding: "The Town that Runs on Twitter".
Practice Quiz: Game: Grammar Practice – Reductions.
Reading: Supplemental Reading: It's about How you Communicate your Message.
Practice Quiz: Check Your Understanding: "It's about How you Communicate your Message".
Practice Quiz: Game: Identify the Positive Aspects of Social Media from the Sentence Bank.

Types of Media: Traditional vs Social

Welcome to Unit 2 of the English for Media Literacy! Media is everywhere. Media can be found in our everyday lives in a variety of forms. We can categorize these forms into two main types: traditional media and social media. In this unit, you will discuss the differences between traditional and social media, and learn the language necessary to compare them. You will also learn about the positive and negative aspects of social media. At the end of the unit, we will tweet to a discussion board about a current global topic.

Learning Objectives

By the end of the unit you will:

- become familiar with the two types of media: traditional and social media;
- compare and contrast traditional and social media using comparative adjectives;
- discover the positive and negative aspects of social media;
- understand reductions and how to use them in speech and writing;
- define and accurately use content-related vocabulary in course activities and games;
- apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources.
- demonstrate your understanding of these texts and key course ideas through comprehension check quizzes and a discussion board response.

Understanding and Comparing Media Types

Video "What is Traditional Media"

From this video you learnt about the types of traditional media and the differences between them, their cost and advertising that helps to cover it.

Task 1. Define traditional media by putting the words in correct order

Traditional media is ______ since before the Internet were developed the types of media and mobile phone technology that have been used

Task 2. Fill in the gaps

 $Traditional \ media \ include: \ t...., \ r..., \ p.... \ such \ as \ n..... and \ m...., \ m... \ and \ m.....,$

Task 3. Work in pairs. Analyze these types of traditional media according to three criteria: speed of information, amount of information, audience.

	Speed of info	Amount of info	Audience
Television and			
radio			
Newspapers and			
magazines			
Billboards,			
newsstands and			
mail			

Task 4. One thing that all forms of traditional media have in common is their cost. Discuss in pairs

1. Why are traditional media so expensive to create?

2. Who can afford to create an effective traditional media message? How can the cost of such message be covered?

3. If a television program is being paid for by advertising company how does it change or control the things that audience see in the program?

Task 5. Work in groups. Analyze some traditional media in your town or country (newspapers, magazines, billboards, mail, TV and radio news, talk-shows, TV commercials before or during popular serials). Think about government or companies that produce media messages in them. Try to answer the question "Why do they want audience to see this message?"

Video "What is Social Media?"

Task 1. Define social media by putting the words in correct order Social media is ... that allow you with other people. the websites and applications to create and share media messages

Task 2. Work in pairs and discuss what makes this type of media "social". Are these features characteristic to traditional media? User-created content Two-way communication On-line social network

Task 3. Work in pairs and discuss the differences between traditional and
social media according to the criteria given in the table

	Traditional media	Social media
Who creates content		
Ways of communication between the maker and the consumer		
Opportunity to share		

Task 4. You might have noticed that these days traditional media is changing to be a bit like social. Discuss in pairs how they manage to do it and if it really works

Task 5. Work in groups. Summarise the main differences between traditional and social media. Comment on the connections between the two types of media

Reading "Study Finds Most Americans Get News from Social Media"

Task 1. Listen and fill in the gaps

A new study suggests a 1) _____ of U.S. 2) _____ now get their news from **social media** websites.

The Pew Research Center is an organization that 3)_____ issues and trends 4) _____ America and the world. It 5) _____ 4,654 people in January and February.

Pew researchers found 62 percent of the group got their news from 6) ______ websites like Facebook, Twitter and Reddit.

The new 7) ______ shows Facebook to be the most popular social media website 8) ______. More 9) ______ users of Reddit get their news from Reddit than registered 10) ______ of Facebook do from Facebook. But the Pew research shows that 44 percent of all U.S. 11) _____ get news from Facebook.

Only 2 percent of all U.S. adults get news from Reddit, the study suggests.

Twitter, Tumblr and Youtube also had high numbers of registered users getting news from these websites.

But the number of people using more than one web site to get news was 12) ______. Just 26 percent said they use two sites to get news and only 10 percent said they use three or more.

13) ______ of 64 percent of people said they only use one web site to get news. 14) ______ that site is Facebook.

Researchers also found news on each of the five most popular social media websites 15) ______ to different types of people. People looking for news on Instagram are most likely to be young. 16) ______ social media users are most likely 17) ______ news on Facebook. More people with some type of 18) ______ look for news on LinkedIn.

Information from a total of nine social media websites was part of the study. This 19) _____ Facebook, Twitter, Instagram, Tumblr, Reddit, LinkedIn, YouTube, Snapchat and Vine.

The number of visitors to all nine websites grew from a similar study 20) ______ by the Pew Research Center in 2013.

Jeffrey Gottfried and Elisa Shearer wrote the report for Pew. They say people who use social media for news still use traditional media like television and newspapers.

Doug Bernard reported and wrote this story for VOA news. Pete Musto adapted it for Learning English. Hai Do was the editor.

Now it's your turn. Where do you go to get most of your news? Which social media website is most appealing to you? Let us know in the discussion boards.

The Pros and Cons of Social Media

Video "Overcoming Bias: The Power of Social Media"

Task 1. Define bias by putting the words in correct order

Bias is _____

about something on all of the facts that is not based showing an opinion

Task 2. Read and try to explain or paraphrase

- 1. The senator has accused the media of bias.
- 2. Reporters must be impartial and not show political bias.
- 3. There was clear evidence of a strong bias against her.
- 4. The radio station was said to have a strong left-wing bias.
- 5. Have you noticed any bias in the reporting of the Middle East situation in the media?
- 6. There was a clear racial bias in the selection of candidates.
- 7. The teacher seems to have a bias towards the girls in her class.
- 8. This is a clear example of the bias found in historical accounts of the war.
- 9. The newspapers gave a very biased report of the meeting.
- 10. I think she's beautiful but then I'm biased since she's my daughter.
- 11. A lot of people think that most newspapers are biased towards one particular political party.
- 12. Liverpool only lost the game because the referee was biased.
- 13. The president criticized the Western press for their biased views.
- 14. It's obvious that most of the committee are biased in favour of the Labour Party.
- 15. His account of the situation was very biased and you should check your facts before making a judgment.

Task 3. Choose the correct variant(s) according to the video

- 1. To overcome means
 - a) To defeat or succeed in controlling or dealing with something
 - b) To go far away
 - c) To create
- 2. Social media can help to recognize and deal with bias in traditional media by
 - a) Sharing their content among greater audience
 - b) Allowing different points of view
 - c) Encouraging public discussion
- 3. A consumer can distinguish between a true media message and a biased one with the help of
 - a) Microscope
 - b) Truth detector
 - c) Analysis skills
- 4. The main analysis skills include asking questions about
 - a) Who made the message
 - b) What was included into the message
 - c) What was omitted in the message
- 5. Traditional media are produced mostly by
 - a) Individuals
 - b) Powerful companies
 - c) Government
- 6. Media producers have strong motivation
 - a) To ban sharing all news
 - b) To support different points of view
 - c) To support certain opinions
- 7. Public discussion in social media is important because it helps
 - a) Share your opinion
 - b) Discover different points of view
 - c) Form a better point of view on how to act in the world
- 8. Individual point of view
 - a) Can be biased
 - b) Are never biased
 - c) Is something you should never express

Video "Using Social Media to Support Causes"

1. A cause	a) Showing your support in public so that other people will learn about a cause and decide to help.
2. Awareness	b) A paid notice, an image, a video or a song that tells people about a product or service and persuades them to buy it.
3. Donation	c) A person who does something, especially helping other people, willingly and without being forced or paid to do it.
4. Volunteer	d) An idea or belief that people work to support.
5. Advertisement	e) Money that you give to support a cause.

Task 1. Match the words with their definitions

Task 2. Tick the causes among the following

- Anti-war movement
- Calling you friends to know how the things are going
- Equal pay for women
- Fighting against HIV
- Inviting friends to a Birthday party
- Crowdfunding for taking care of homeless animals

Give examples of any other causes you heard of or participated in.

Task 3. Work in pairs and answer the questions about the video

1. How can social media be used to support a cause?

2. What are the usual ways of raising awareness of a cause with the help of traditional media? What are the drawbacks of this way?

3. How to raise awareness of a cause with the help of social media?

4. What do you know about the Ice Bucket Challenge? Have you or your friends participated in it?

5. Do you know any other causes that worked well? Can you tell about any causes that did not succeed? What were the reasons?

Task 4. Read the article "Is social media making us better people?" by AmandaCollins(https://www.opencolleges.edu.au/blog/2016/09/19/lw-social-media-making-us-better-people) and tell how social media movements change the world

Task 5. Read the article on using social media for raising awareness of your cause (https://www.williamjoseph.com/blog/using-social-media-increase-awareness-cause) and decide which ways are the most effective. Why?

Reading "5 ways Social Media Helps Syrian Refugees"

Task 1. Read the article and finish the sentences

- 1. Refugees are the people ...
 - a) Who fight for piece
 - b) who want to escape a dangerous situation in their home country
 - c) who share news on social media
- 2. Humans of New York ...
 - a) Are the people living in this city
 - b) Very popular Facebook page that helped spread a word about refugees
 - c) President's Obama personal Facebook page
- 3. #BuyPens was used
 - a) To attract social attention to the quality of school education
 - b) To indicate literacy movement
 - c) To raise money for a poor man selling pens
- 4. Kickstarter initiative helped Syrian refugees to
 - a) Have important everyday items
 - b) Start their own business
 - c) Start partnership with United Nations
- 5. A stroller is
 - a) A small folding chair on wheels for a baby to sit
 - b) A passer-buy
 - c) A fighter

Task 2. Work in pairs and discuss the questions

- 1. Refugees are "men without a country". Can you explain why?
- 2. What are the main problems the refugees face?
- 3. What are the ways social media can help refugees?
- 4. Is the problem of refugees a global or a local one? Is it familiar to people in our country?

Video "The reliability of Social Media (Editing/ Doctoring Content)"

Part 1

Task 1. Put the words in correct order

Task 2. Choose the best variant

- 1. Social media apps are
 - a) Twitter
 - b) Skype
 - c) PowerPoint
- 2. If the source is unreliable
 - a) We must not trust it
 - b) We can believe everything it says
 - c) We must check it
- 3. Why does a social media message spread very quickly?
 - a) A few clicks are enough for posting and sharing
 - b) People who spread the message receive an award for it
 - c) There are special bots that do it
- 4. In April 2013 Associated Press news organization reported on Twitter that
 - a) President earned \$136 billion
 - b) President was injured in an attack
 - c) Major financial market of the US lost \$136 billion
- 5. What was the consequence of that fake?
 - a) President earned \$136 billion
 - b) President was injured in an attack
 - c) Major financial market of the US lost \$136 billion

Video "The reliability of Social Media (Credibility)"

Part 2

From this video you learnt how some sources of information might not be credible. Credibility is the ability to trust that something is true, so credible source is the source we trust that will give true information.

Task 1. Work in pairs. Think about reliable sources you receive the news from. Share how you found those sources and tell how you checked whether messages they spread are true

Task 2. Work in pairs. Think about the main ways to check if the information in social media is reliable. Go to a social network most of you are registered in. Find a viral message and share it among your group mates.

Task 3. Work in 3 groups. Each group should make a research on one of 3 points

- where the information came from
- whether there is a good evidence
- whether there is any bias.

Report the results to the class.

Task 4. Work in the same groups and create a project "A Visual Guide for Evaluating Sources in Social Media". Be ready to present your posters or infographics in class

Video "The Language of New Media"

1. Tagging	a) A tendency, fashion	
2. Hashtag	b) A letter, a number, or a symbol	
3. Character	c) A shortened form of a word or phrase	
4. Abbreviation	d) A special tag that is used to show that the message	
	is related to a group or an idea	
5. Trend	e) The use of a special link to connect a media	
	message to other things such as people, or groups,	
	places or even ideas	

Task 1. Match the words with their definition

Task 2. Work in pairs and discuss the questions

1. What do you know about format of social media messages? How are they different from e-mails and newspaper articles?

2. How much is the language of social media specific? Do you know any features of teenager's or professional slang?

Task 3. Work in pairs and guess what the following abbreviations mean:

ILY
DIY
BTW
IMO
LMK
HIFW

Task 4. Work in 2 groups. Make a list of abbreviations popular on-line or for texting. The groups take turns asking their opponents what their abbreviations mean. Mentioned abbreviation must be crossed out from the list of another group if they have it. The winner is the group with the last abbreviation to guess

Reading "Real or Not? Snowboarder's Video in Question"

Task 1. Listen and fill in the blanks

This is What's Trending Today. A young woman from Australia posted an unusual 1) _______ video to social media earlier this week.

Kelly Murphy says she recorded the video during a visit to a ski area in Japan. She used a 2) ______ to take pictures of herself snowboarding down a mountain. When she played back the video, she got a big surprise.

The video starts out as you might expect. Murphy is seen listening to music on her 3) _______. She is singing along to a song by Rihanna. The video shows Murphy connecting her boots to the snowboard. She 4) _______, and starts down the mountain. You can hear her repeating words from the song: "Work, work, work, work, work, work,"And the next thing you hear is a loud noise. At first, you do not see what is making the noise, but then the camera 5) ______ changes. What is that behind her? Oh, no. It looks like she is being 6) ______ by a bear! The animal is running at full speed, and Murphy is not moving very fast. It looks like she might be caught. You hear more sounds from the angry bear. But then Murphy's speed increases. She continues down the mountain. And the image of the bear grows smaller in the distance. It is too slow. At the 7) ______ of the hill, Murphy slows down, and turns off the camera. The video lasts just over one minute.

Murphy says she posted the video to YouTube because when she played it back, she could not believe what she saw! The video already has over 4 million views in only three days. But a lot of people want to know if the pictures of the running bear were real. Some people think they were not. They think the video was 8) ______ to make it look like there was a bear, but Murphy was actually alone. They think Murphy or her friends used a computer program to add the bear images and 9) ______ to the original video.

As part of the video's description, Murphy writes, "I nearly got eaten!" David McKay once worked as a video investigator for a police agency in Canada. A television station in Vancouver asked him what he thought. "Our eyes are pretty complex," he says. "And if we can visually look at something, and something just doesn't feel right or just doesn't seem right, that's probably the case."

A video producer from London also says he found a problem in the video that proves it is a 10) ______. He says the bear's body splits in half for less than a second at one point. The British-based company Sky News also ordered an investigation. Its expert also reported problems with the video. But investigators think they may have found a reason for the video. They say the company that manufactures her headphones could have something to do with it. And That's What's Trending Today I'm Dan Friedell.

Dan Friedell wrote this story for Learning English. George Grow was the editor. What do you think about the bear? Was it real? Write to us in the Discussion Forums, and let us know.

VOCABULARY REVISION

Match the words with their meanings

	Unit 2. Ty	pes Of Media: Traditional vs. Social
1.	Abbreviation	a) Information that spreads very quickly through
		social media
2.	Adjective	b) A word formed by combining other words and
		leaving out some of the sounds
3.	Advertising	c) Messages that are created about products for sale
4.	Bias	d) One part of a spoken word
5.	Cause	e) An idea or belief that people work to support
		f) Types of media that have been used since before
6.	Character	the Internet and mobile phone technology were
		developed
7.	Comparative Adjective	g) A shortened form of a word or phrase
8.	Content	h) The pictures, text, or video that make a media
0.	Content	message
9.	Contraction	i) A word formed by combining other words and
9.	Contraction	leaving out some letters
	Credibility	j) The ability to trust that something is true
11.	Donation	k) Money that you give to support a cause
		l) All of the people you know and interact with,
12.	Online Social Network	including friends, family, coworkers, and the
		friends of your friends
13	Raising Awareness	m) Showing your support in public so that other
		people will learn about a cause and decide to help
-	Reduction	n) A letter, number, or symbol
15.	Reliability	o) How much we can trust something to be true
16	Social Media	p) An adjective that describes the difference between
10.		things
17	Syllable	q) Use of a special link to connect a social media
17.	Synable	message to other people, groups, places, or ideas
18	Tagging	r) Showing an opinion about something that is not
10.		based on all of the facts
10	Traditional Media	s) Websites and applications (apps) that allow you to
		create and share media messages with other people
20.	Viral	t) A word that describes a noun

Let's Recap

Work in pairs, look through Unit 1 Learning Objectives.

Discuss

- what you have learnt
- what skills you developed
- what techniques practiced

UNII 3 Advertising

In this unit, you will learn how advertisers use media to market their products.

13 videos, 9 readings, 6 practice quizzes

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MAP OF UNIT 3

Targeting Audiences

Reading: Overview of the Unit Video: What is Advertising? Video: Thinking Critically about Advertisements Video: How do Advertisers Target Audiences? Video: Listening: Interview with Nancy Bollinger Quiz: Check Your Understanding: "Interview with Nancy Bollinger" Video: Unlockable Achievement 5 Practice Quiz: Game 1: Match the Target Audience with the Product Video: Language Focus - Order of Adjectives Practice Quiz: Game 2: Put the Adjectives in the Correct Order Quiz: Assessment 1: Advertising, thinking critically abut ads and targeting audiences.

Traditional dvertisements: Print, Radio and Television

Video: Features of a Print Advertisement
Video: Features of Radio and Television Advertisements
Video: Language Focus - Intensifiers (Normal vs. Strong Adjectives)
Practice Quiz: Game 3: Choose the Correct Intensifier
Reading: BASIC: Internet Ads Outpace Print for First Time
Reading: ADVANCED: Internet Ads Outpace Print for First Time
Quiz: Check Your Understanding: "Internet Ads Outpace Print for First Time"

Online Advertisements

Video: Using the Internet to Advertise
Video: Analyzing Advertisements
Reading: BASIC: Advertisers Join the Search for Friends Online
Reading: ADVANCED: Advertisers Join the Search for Friends Online
Quiz: Check Your Understandin: "Advertisers Join the Search for Friends Online"
Video: Unlockable Achievement 6

Complete More

Assessment 2 (Option 1) Recorded Analysis of the Advertisement

Reading: Video Assessment Instructions **Graded External Tool: Recorded Analysis of the Advertisement Video:** Unlockable Achievement

Assessment 2 (Option 1) Written Analysis of the Advertisement

Reading: Written Assessment Instructions **Peer-**graded assignment: Written Analysis of the Advertisement **Review Your Peers:** Written Analysis of the Advertisement

Bonus Additional Resourses

Reading: Game: Unit 3 Vocabulary Flashcards
Reading: Ads are Everywhere, and We Do Mean Everywhere
Practice Quiz: Check Your Understanding: "Ads are Everywhere, and We Do Mean Everywhere"
Practice Quiz: Bonus Game: Intensifier Use
Reading: New TV Advertisements Shock Viewers
Practice Quiz: Check Your Understanding: "New TV Advertisements Shock Viewers"

Advertising

Welcome to Unit 3 of the English for Media Literacy MOOC! We have talked about the different types of media in Unit 2, now we are going to investigate how advertisers use these types of media to market their products. In this unit, you will learn how advertisers target audiences and the different techniques they use. Through selected readings, interviews and video lectures, you will learn the language used to sell products. This unit will end with a video assessment in which you must use what you have learned to create your own advertisement.

Learning Objectives

By the end of this unit you will:

- understand what an advertisement is and how advertisements are used;
- investigate how advertisers target specific audiences;
- correctly order adjectives to describe products;
- identify and practice using intensifiers;
- compare the features of print advertisements with those of radio and television;
- recognize the ways in which the internet has changed advertisements;
- define and accurately use content-related vocabulary in course activities and games;
- apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources;
- demonstrate understanding of texts and key course ideas through comprehension check quizzes and video assignments.

Video "What is Advertising?"

Task 1. Fill in the gaps

- 1. Creating messages to tell people about a product or service and to convince them to buy it is called ...
- 2. ... is the message that is created about a product for sale
- 3. People who create advertisements are known as ...
- 4. People who buy products or services are called ...
- 5. ... is an advertisement played on radio or television.

Task 2. Work in pairs and discuss with your partner

- 1. Who needs advertising? What for?
- 2. Where is it common to see advertisements?
- 3. What are the new ways to spread a word on your product?
- 4. What is the goal of any advertisement?
- 5. How do advertisers get many people to see their add?

Task 3. Work in groups. Discuss one of the options and get ready with the poster

How can the following occasions be used by advertisers?

- Rock concert
- Folk festival
- Soccer game
- A new school opening ceremony
- New Year celebration

Video "Thinking Critically about Advertisements"

Task 1. Work in pairs and answer the questions

1. Being media literate helps you understand media messages, so that you make good decisions in your everyday life. What decision do you have to make when you see an ad?

2. What 5 questions should you ask yourself to analyze any media message?

3. What are the two reasons advertisers create their advertisements?

4. What has the consumer get to look for and analyze when dealing with an ad?

5. Can you give any examples of exaggeration in ads or commercials of famous brands?

6. Why do the advertisers prefer not to include some information about a product into their ad?

7. In what ways can we find out hidden information about products or services (food, cosmetics, electronic devices, etc.)?

Task 2. Work in groups and discuss the following

1. Every day we are bombarded by hundreds of ads and commercials. Do you always think critically about advertisements? How long does it take you to make a decision about a purchase?

2. Have you ever been attracted by an ad and regretted later? How often does the product from the ad or commercial disappoint you? Can you give an example when you followed an ad and bought a value for money?

Video "How do Advertisers target Audiences?"

Task 1. Work in pairs and answer the questions

1. What does it mean to target an audience?

2. How can advertisers appeal and reach their audience?

3. What do the consumers need to understand about advertisers' choice of target audience?

Task 2. There are some things the companies should know about their product's target audience. Make a list of important factors. The following will help you

Agesexinterestshobbieschoiceofmedialivingplacevaluesculturebeliefscustoms

Task 3. Work in pairs. Discuss how the factors given above affect the choice of the way the product is advertised? Choose any product (e.g. a new computer game, a tooth brush, a lipstick, tires, pain-killers, a sea tour, mineral water, etc.) and analyze the best advertising strategy according to each factor

Listening "Interview with Nancy Bollinger"

Task 1. Choose the appropriate variant. In some cases more than one variant is possible

- 1. What does the person interviewed do?
 - a) She is a smart creator
 - b) She is an executive director
 - c) She is a creative director
- 2. What type of information does she need to know before she creates an advertisement?
 - a) Demographic
 - b) Geographic
 - c) Psychographic information
- 3. How is that information received?
 - a) From old customer base
 - b) From Google and other search systems
 - c) From surveys
 - d) From market research about target audience
 - e) From secret files of Pentagon
- 4. Which source of information was not mentioned in the video?
 - a) Gossips
 - b) Newspapers
 - c) Competitors
- 5. How does the information about target audience help in ad creating?
 - a) It helps to increase motivation
 - b) It helps to create motivation
 - c) It helps to decrease motivation
- 6. Where did the idea of a diamond wedding ring originate?
 - a) South America
 - b) South Africa
 - c) The USA

- 7. How old is a diamond wedding ring tradition?
 - a) Almost 9 years
 - b) Almost 90 years
 - c) Almost 900 years
- 8. How can the advertisers appeal to different target audiences?
 - a) With the help of problem solution
 - b) With the help of behavioral economics
 - c) With the help of marketing economics
- 9. How did the social media change advertising?
 - a) They transformed a dialogue into a one way conversation.
 - b) They completely ruined it.
 - c) They made it easier for customers to give feedback and for advertisers to respond.

Task 2. Work in pairs and discuss. Nancy says: "We do not sell insurance, we sell peace of mind". According to this philosophy, what do advertisers sell when they create a commercial of juices, sport cars, trainers, laundry detergent, vitamins?

Traditional Advertisements: Print, Radio and Television

Video "Features of a Print Advertisement"

Task 1. Put the words in correct order to get the following definitions A slogan is _____

remember a short about or product that people phrase will a company . A logo is ...

to uses show product was created by them a symbol that a or design that a company

Features are ...

or specific of something characteristics parts

Task 2. Work in pairs and discuss the following questions

1. What features do the advertisers use when creating print advertisements?

2. How can the colour of advertisement affect the customer's perception?

3. What is the goal of using a logo and a slogan?

4. Can you describe the logoes of Nike and McDonald's? What other logoes do you know?

5. What are the features of a good slogan?

Task 3. Match slogans with companies. What helped you guess right?

1.	Just do it.	a) Adidas
2.	Because I'm worth it.	b) Alka Seltzer
3.	Have a break, have a	c) Apple
	I'm lovin' it.	d) British Airways
4.	The Way to Fly	e) Coca Cola
	Kills Germs Dead.	f) Domestos
	Connecting People.	g) Harley Davidson
5.	I Can't Believe I Ate the Whole thing	h) Johnson's Baby
	Obey your thirst.	i) Kit Kat
	Betcha can't eat just one.	j) Lay's Potato Chips
	Hungry? Grab a	k) LG
	No more tears.	l) L'Oréal
6.	All the News That's Fit to Print	m) M&Ms
	Think different!	n) McDonald's
7.	Always	o) Nike
8.	Melts in your mouth, not in your hands.	p) Nokia
9.	Impossible is nothing.	q) Red Bull
10.	It Gives You Wirings.	r) Snickers
11.	American By Birth. Rebel by Choice.	s) Sprite
12.	In tests, eight out of ten owners said their	t) The New York Times
	cats preferred it.	u) Whiskas
10		· ·

13. Life's Good

Task 4. Work in groups and think of your own slogans for

junk food restaurant	
clothes shop	
construction company	
car company	

Video "Features of Radio and Television Advertisements"

Task 1. Work in 2 groups

Group A

Brainstorm the main features of radio ads. Make a mindmap, give examples presenting every feature.

Group B

Brainstorm the main features of television ads. Make a mindmap, give examples presenting every feature.

Find examples around:

- Which companies in your town are famous for their ads?
- Have there been any controversial (or banned) adverts?
- Can you sing a famous advertising jingle of your local company or business?
- How do smaller companies manage to do 'less with more'? (Hint: many make use of shock tactics, intensive repetition, sex or humor)

Online Advertisements

Video "Using the Internet to Advertise"

Task 1. Work in pairs and discuss the following questions. Then briefly tell the class what you have learnt

1. What are the main types of online advertisements?

2. What features of online advertising are similar to those of radio and television?

3. What features are unique to advertising online?

4. A search history is a list of websites that a person has gone to recently. How does your search history affect the content of online ads you see? Give examples.

5. Customer feedback is information that customers give to a company about a product. In what ways can customers give their feedback?

6. Have you ever given your feedback on any product or service? What made you do it? Did you do it on company's website or through social media? If you used social media, was it your page or company's page?

7. Why do companies create those social media sites? What content do they post? Do you follow any of such sites? Why?

8. Do you agree that a customer is an active participant of advertising process? Explain why.

9. How can a customer's positive and negative feedback be helpful for advertisers? How can other customers' feedback be good for you? Give examples.

Video "Analyzing Advertisements"

Task 1. Work in groups . Choose online advertisement and discuss it according to the following plan. Report the results of your discussion to the class

1. Who created the message that is being sent? Do you know the name of the company? Is it well-known one? What product or service is it famous for?

2. What techniques were used to attract my attention? Make a list. Which of them were the most effective?

3. How might other people understand or interpret this message differently from me? Who is the target audience? Who is likely to buy the product or service advertised?

4. What are the main points of view and values of the product's target audience? Which of them were included or omitted from this message? Why? What information was exaggerated or left out?

5. Why was this message sent? Does it aim at informing customers about the product or convincing them to buy it?

Reading "Advertisers Join the Search for Friends Online"

Task 1. Work in pairs and discuss what the article is about. Make use of the following words and phrases

Live online That is where the company needs to go too Levi Strauss Use stunningly beautiful models Bloggers Right people to create "buzz" Become fan of a brand To hear from the peer Trust the friend's judgment Give free clothes and pay for travel expenses Social marketing campaign Have big payoff Bridge country to country differences

Task 2. Work in groups and discuss the topics given below

1. David Michael, the lead author of a study on Internet use in emerging economies, said: "We do see the shift in people's media consumption patterns. Less TV. Less trusting of traditional advertisements. More reliance on endorsement, blog opinions, virtual word of mouth over the Internet" How far do you agree with him? How can it change the way companies run their advertising campaigns?

2. What famous companies advertise their products or services online? Why was Proctor and Gamble's story of social media advertising successful?

VOCABULARY REVISION

Match the words with their meanings

Unit 3. ADVERTISING		
1 Adjoctivos	a) A symbol or design that a company uses to show that a	
1. Adjectives	product was created by them	
2. Advertisement b) The message that is created about a product fo		
3. Advertisers	c) People who create advertisements	
4. Advertising	d) Words that describe a noun or pronoun	
5. Appeal	e) An advertisement played on the radio or television	
6. Audience	 f) People that are going to buy the product or service being sold 	
7. Categorize	g) Something that a person or organization thinks is very important	
8. Commercial	h) Noises, other than music or voices, that are used when	
8. Commerciai	telling a story or making a point	
9. Consumers	i) People who buy products or services	
10. Culture	j) The beliefs and customs of a specific group of people,	
10. Culture	often from same country	
11. Customer Feedback	k) A short phrase that people will remember	
12. Exaggeration	 An advertisement that you can see, but there is no sound 	
13. Features m)To be very interesting or attractive		
14. Intensifiers	n) Words that are used to make adjectives stronger	
15. Jingle	o) A short song used in advertising to discuss a product or	
15. Jingle	company	
16. Logo	p) Creating messages to tell people about a product or	
	service and to convince them to buy it	
17. Print Advertisement	q) To aim or direct something towards a certain group of people	
18. Search History	r) The list of websites that a person has gone to recently	
19. Slogan s) Information customers give to a company about a product		
20. Sound Effects	t) Characteristics or specific parts of something	
21. Target	u) To group items together based on their similarities	
22. Value	v) Information that states that something is much better or worse than it really is	

Let's Recap

Work in pairs, look through Unit 1 Learning Objectives.

Discuss

- what you have learnt
- what skills you developed
- what techniques practiced

UNIT 4

BIAS IN THE MEDIA

In this unit, we will discuss the meaning of media bias and several common types of bias.

12 videos, 9 readings, 7 practice quizzes

MAP OF UNIT 4

Media Bias

Reading: Overview of the Unit
Video: How Are Media Messages Created and Shared?
Video: What is Media Bias?
Reading: BASIC: For the Press, Elections are a Test of Accountability
Reading: ADVANCED: For the Press, Elections are a Test of Accountability
Quiz: Check Your Understanding : For the Press, Elections are a Test of Accountability
Video: Unlockable Achievement 7
Video: PART 1: Language Focus- Expressing Opinions using Modals (should, must, could, might)
Video: PART 2: Language Focus- Expressing Opinions using Modals (should, must, could, might)
Practice Quiz: Game 1: Choose the Correct Modal
Discussion Prompt: Unit 4 Assessment 1: Opinions on Media Sources

Types of Bias in the Media

Video: Bias by Omission Reading: Are Facebook's Trending Topics Unfair? Video: Unlockable Achievement 8 Video: Bias by Placement Video: Language Focus - Connotation vs. Denotation Practice Quiz: Game 2: Denotations and Connotations Video: Bias by Spin Video: Overcoming Bias Practice Quiz: Game 3: Identifying Negative Connotations

Complete More

Video: Recording Reading: Instructions for Video Recording Graded External Tool: Media Bias (recorded option) Video: Unlockable Achievement

Writing

Video: Written Challenge Overview Reading: Instructions for Peer-reviewed Written Assessment Peer-graded Assignment: Peer-reviewed media bias (written option) Review Your Peers: Peer-reviewed media bias (written option)

Bonus Additional Resourses

Reading: Game: Unit 4 Vocabulary Flashcards Reading: Supplemental Reading: Are Biased Sources Replacing Standard News Networks in America? Practice Quiz: Check Your Understanding: "Are Biased Sources Replacing News Networks?" Practice Quiz: Game: Bias by Omission, Placement, or Spin? Reading: BASIC: US Public Broadcasting Chairman Defends Actions on Alleged Bias in Programming Reading: ADVANCED: US Public Broadcasting Chairman Defends Actions on Alleged Bias in Programming Practice Quiz: Check Your Understanding: "US Public Broadcasting Chairman Defends Actions on Alleged Bias in Programming"

Practice Quiz: Game: Positive/Neutral and Negative Connotations

Bias in the Media

Welcome to Unit 4 of the English for Media Literacy MOOC! Media sources may report news stories in different ways based on their beliefs and political views. Being able to analyze sources to identify media bias is key to media literacy. In this unit, we will discuss the meaning of media bias and several common types. We will provide you with examples and guide you in identifying a biased news story. Throughout the unit, we will practice language that will help you detect bias including modals of opinion and connotation versus denotation.

Learning Objectives

By the end of the unit you will:

- become familiar with how media is constructed;
- define media bias;
- determine a publication's or author's perspective on a given topic;
- analyze and evaluate different sources of information on the same topic;
- recognize the difference in meaning and usage of several modals for opinion;
- identify different types of bias in media sources;
- tell the difference between connotation and denotation in course activities and games;
- define and accurately use content-related vocabulary in course activities and games;
- apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources;
- demonstrate your understanding of these texts and key course ideas through comprehension check quizzes, a discussion board and a peer-reviewed assignment.

Video "How Are Media Messages Created and Shared?"

Task 1. Give definitions to the terms from the video putting the words in correct order

Target audience is message group that a media of people is made a specific for. Target audience is _____.

Editor is who changes target to a media makes message so is appropriate for that it audience a person.

Editor is _____

Task 2. Work in pairs and discuss how a traditional message is created. Put the stages in correct order

a) A basic story which was put together is given to editors.

b) Reporters or writers working for a media company try to find a story that will be interesting for their target audience.

c) The story is published in broadcasted or printed version.

d) Editors process the story, choose what people say, what image to show, the text and organization of the message.

Task 3. Work in pairs. Discuss the questions

1. What role do writers, reporters and editors play in creating a traditional media message?

2. Why is editor so important in creating a media message?

3. How does an editor process a story? How can he change it? Can an editor influence the way a target audience sees the story? How?

4. Are social media messages created in the same way as traditional media messages?

5. What is the major difference between social media and traditional media in the way they create media messages?

- 6. How are social media messages published?
- 7. What was the last media message you received from traditional media?
- 8. What was the last media message you posted in social media?

Video "What is Media Bias?"

Task 1. Give definitions to the terms from the video putting the words in correct order

Bias is about on all of an opinion something facts that showing is not based the. Bias is ______.

Point of view is a person sees based and life on the in which person's beliefs the world experiences the way.

Point of view is _____

Spin means to change or negative about a subject in giving order the opinion of the a positive point of view audience.

Spin means _

Task 2. Work in pairs and discuss whose opinion is biased. Why?

1. Kabir has strong opinions about politics but he does not spend any time looking for facts to support his opinions.

2. Ken is very interested in political life of his country and he usually watches news on several TV channels to be able to tell truth from lies.

3. Mark likes the way one of the candidates for the position of president gives talks in the Verkhovna Rada. Mark never checks if the information given was true or not.

Task 3. Work in pairs and discuss what type of bias the following is (bias by omission, by placement, by spin)

1. The news site contains information about closing of the factory, but they avoid mentioning that the workers went on strike.

2. The story about the workers strike is in the section "Local news" which a lot of people might not see.

3. The news site contains information about the workers strike but they do not tell anything about its reasons.

4. Telling about closing of the factory the reporters say that it will improve ecological situation of the region.

Task 4. Work in pairs. Watch the video and tell the stories that represent different types of bias: bias by omission, bias by placement and bias by spin

Task 5. Work in groups, discuss the latest news you received from the media and say how biased they were. Give examples and give your grounds

Reading "For the Press, Elections are a Test of Accountability"

Task 1. Work in pairs. Read the article and answer the questions

1. How do people get news? What are the main sources of information?

2. Does the news influence the way people vote in presidential and Parliament elections? How?

3. Why do journalists have big responsibility? How is it possible to raise the level of the journalists' responsibility?

4. What are the main tasks of the journalists according to Kevin Z. Smith? How can journalists help people make informed decisions?

5. Why is it difficult to be a journalist? What does it mean to be censored? Is there any censorship in our country? What are the main threads the journalists face?

6. How far do you agree that "the press should serve as a watchdog on the government"?

7. Why is it so important for the journalists to be honest and fair especially during elections?

Types of Bias in the Media

Video "Bias by Omission"

Task 1. Give definitions to the terms from the video putting the words in correct order

Coverage of the story means messages about media an publishing event. Coverage of the story means ______.

Being objective means and on facts based fair instead of being opinions. Being objective means _____

Conflict of interest is where there biased coverage due to might be business or political reasons a situation.

Conflict of interest is _____

Task 2. Work in pairs. Answer the questions

1. What are the two types of the bias by omission?

2. What type of bias is that when media avoid informing people about an important event?

3. What type of bias is that when media present only one opinion about an event?

4. What does it mean to be objective?

5. Why does a bias by omission happen? What are possible reasons of avoiding information or giving a one-sided opinion about an event?

6. Have you ever come across biased media messages? How could you recognize them? Give examples of biased messages in local or national media.

Reading "Are Facebook's Trending Topics Unfair?"

Chilling effect Accused Controversy	Avoided Select Officials	Former Evidence Suppressed Allogod practice
		Alleged practice

Task 1. Read the article and fill in the gaps with the words from the list

This is What's Trending Today...

1)_____ Facebook workers said this week that the social media company often 2)_____ letting news popular among conservative Americans appear in its "Trending" section.

The former workers told the website Gizmodo that they were told to 3) ______ stories to include in the Trending list, even if those stories were not actually trending. The former workers also said they were told not to include topics about Facebook itself into the trending list.

One of the former workers told Gizmodo that the policies "had a 4) _

_____ on conservative news." Another 5) _____ Facebook of being biased in its selection of trending topics.

The 6) ______ did become the No. 1 trending topic on Facebook for part of the day Monday. Many Facebook users were surprised that the company permitted the discussion to even appear in its Trending section.

The Associated Press reported Tuesday that a Facebook 7) ______ said the company has found no 8) ______ to support the former workers' claims. Tom Stocky, a company vice president, wrote in a Facebook post that the company does not permit political views to be 9) _____.

Meanwhile, the U.S. Senate Commerce Committee chairperson has sent a letter to Facebook CEO Mark Zuckerberg. The chair, John Thune, is a Republican. In the letter, he asked Zuckerberg to respond to several questions about the company's 10) _______ of suppressing conservative news.

And that's What's Trending Today. I'm Ashley Thompson.

Task 2. Now listen and check your answers

Task 3. Work in pairs and discuss the questions

- 1. Do you have a Facebook account?
- 2. Are you an active Facebook user?
- 3. What do you mostly see in "Trending section"?
- 4. Who chooses trending topics for you?
- 5. Are the messages in "Trending section" biased?
- 6. What do you know about Facebook news policy?
- 7. What is your attitude to it?

Video "Bias by Placement"

Task 1. Work in groups and discuss the questions

1. What is important placement? What national and international news have received important placement these days?

2. What happens when the stories that are important for our daily lives do not receive important placement in media messages and unimportant stories get important placement?

3. Think of the latest media messages on TV, radio or social networks that received important placement. Were they worth it? Why did they get important placement?

4. What are the two sources of bias by placement? Why is the role of editors so important? Can the opinion of editor be objective? Does the editor have the same opinion as the audience? Does the editor always know what story would be interesting for society?

5. How can editors influence what people think about the news? What does it lead to?

6. What is the goal of news media messaging? Can you give the example of consuming news as entertainment? What is more important for you as a news consumer: to be informed about important events or to be entertained by the news? How can sensationalism lead to bias?

7. What is the main goal of the news messages we receive from media daily? Why do you think so?

Video "Bias by Spin"

Task 1. Give definitions to the terms from the video putting the words in correct order

Pundit is who opinion and experience about a subject and in public gives has a lot of knowledge a person about a subject.

Pundit is _____

Connotation is negative or feelings people about a have word the ideas usually positive or.

Connotation is ______.

Task 2. Work in pairs. Discuss the questions

1. When does a bias by spin happen?

2. Who is a pundit? How can pundits influence the way we think about a news message? What are most famous pundits we see in Ukrainian talk shows or political programmes?

3. What is a positive and negative connotation? How can connotation spin a media message?

4. Can you give an example of positive connotation in the news feed? Can you give an example of negative connotation in the news?

Task 3. Work in pairs. In the first paragraph underline the words that have a positive connotation. In the second paragraph, underline the words that have a negative connotation. If needed, use a dictionary or a thesaurus to help you

Positive Connotation

Amelia has been a (valuable, costly) member of our organization this past year. During that time, she has been very (helpful, overbearing) to other members of the class. She has (strong, militant) opinions, but she is (reasonable, satisfactory) in her dealings with others, and has shown herself to be a (leader, tyrant). Her problem-solving abilities are (unusual, weird) but she always solves her own problems, and helps others to solve problems too.

Negative Connotation

Mary is a (easy-going, lazy) babysitter. She is (patient, disinterested), (serious, dour) and (funny, sarcastic). My brother tried to explain this to my parents, but they were (skeptical, suspicious) of his motives and told him that he had better (obey, cooperate with) Mary or he would be in big trouble.

Video "Overcoming Bias"

Task 1. Work in pairs and answer the questions. Then briefly tell the class what you have learnt

1. What are the main types of bias we face daily?

2. What skills can help us overcome different types of bias?

3. What is the first step in overcoming any type of bias?

4. What does a media message need to include to avoid bias by omission? How can comparing different sources help in overcoming biases?

5. What media literacy question should we ask ourselves to avoid bias by placement?

6. What media literacy question should we ask ourselves to avoid bias by omission? Who should decide how important this or that message is for your daily life?

7. What should you do if you suspect that media message is using bias by spin?

8. How to make sure that the opinion about a message is your own? Can there be any biases in the media you mostly agree with? Can several media use the same biases?

9. What happens if we surround ourselves with the media that have the same biases? What is echo chamber in media?

10. How can biases influence our behavior? What does it mean to be an active media consumer? What does it mean to be media literate? What skills does media literacy include?

11. How can we receive a complete and objective picture of what is happening in the world?

Task 2. Work in groups. Find a political, economical or health news message in the media and discuss it giving answers to the following questions

- 1. What is the source of the news message?
- 2. What type of message is it (video, printed article, blog)?
- 3. Who are the people being talked about?
- 4. When and where does the event take place?
- 5. What language is used to communicate the message?
- 6. Is it based on opinions or facts?
- 7. Whose points of view are presented?
- 8. How is the news placed in other sources?

Task 3. Share your message with the class and together find the answers for these media literacy questions

• What points of view are being omitted from the message?

• How important is this situation for my daily life or society in general?

• Does this media message want me to have a positive or negative opinion about the topic?

Task 4. Work in groups. How would you change the message of your group mates to make it objective? Organize your ideas as a mind map or a poster. Use it to present

VOCABULARY REVISION

Match the words with their meanings

Unit 4			
BIAS IN THE MEDIA			
1. Bias	a)	A person who has a lot of knowledge and experience about a subject, and gives opinions about the subject in public	
2. Conflict of Interest	b)	Using news media messages to entertain people	
3. Connotation	c)	Giving a positive or negative point of view about a subject in order to change the opinion of the audience	
4. Coverage	d)	Being fair and using facts instead of opinions	
5. Denotation	e)	The basic definition of a word that you find in a dictionary	
6. Echo Chamber	f)	Publishing media messages about an event	
7. Editor	g)	A person who make changes to a media message so that it's appropriate for a target audience	
8. Modal	h)	A type of verb that describes ideas such as possibility or advice	
9. Objective	i)	A situation where there might be biased coverage due to business or political reasons	
10. One Sided	j)	The specific group of people that a media message is made for	
11. Point of View	k)	The way in which a person sees the world based on the person's beliefs and life	
12. Pundit	1)	Only one point of view is presented	
13. Sensationalism	m)	A situation where all the media you consume has the same point of view	
14. Spin	n)	The feelings that we have about a word, usually positive or negative	
15. Target Audience	0)	Showing an opinion about something that is not based on all of the facts	
16. Verb	p)	A word that tells an action or state of being	

Let's Recap

Work in pairs, look through Unit 4 Learning Objectives.

Discuss

- what you have learnt
- what skills you developed
- what techniques you practiced



DIVERSITY AND THE MEDIA

In this unit, we will learn about the importance of including people from various races, cultures, and genders in mainstream media.

11 videos, 10 readings, 6 practice quizzes

MAP OF UNIT 5

Diversity

Reading: Overview of the Unit
Video: What is Diversity?
Video: Why is it Important for the Media to be Diverse?
Reading: BASIC: Minorities See Improvement, Demand More Diversity on US Television
Reading: ADVANCED: Minorities See Improvement, Demand more Diversity on US Television
Quiz: Check Your Understanding: "Minorities See Improvement, Demand more Diversity on US Television
Quiz: Check Your Understanding: "Minorities See Improvement, Demand more Diversity on US Television"
Video: Unlockable Achievement 9
Video: Language Focus: Using Negatives (not, no, never, hardly ever)
Practice Quiz: Game 1: Choose the Correct Negative for the Sentence
Quiz: Unit 5, Assessment 1: True or False: Media Diversity

How are Different Groups Portrayed?

Video: Race and Ethnicity in the Media Video: Culture in the Media **Reading:** BASIC: Native Americans Take Control of Their Story **Reading:** ADVANCED: Native Americans Take Control of Their Story Quiz: Check Your Understanding: "Native Americans Take Control of Their Story" Video: Women in the Media Reading: BASIC: Social Media Highlights Sexism in Olympics Coverage **Reading:** ADVANCED: Social Media Highlights Sexism in Olympics Coverage Quiz: Check Your Understanding: "Social Media Highlights Sexism in Olympics Coverage" Video: Unlockable Achievement 10 Video: Language Focus: Transitions Practice Quiz: Game 2: Choose the Correct Transition Video: Diversity and Identity Practice Quiz: Game 3: Vocabulary Review Peer-graded assignment: Unit 5 Assessment 2: How different Groups are Depicted in the Media Review Your Peers: Unit 5 Assessment 2: How different Groups are Depicted in the Media

Video: Course Conclusion

Bonus Additional Resourses

Reading: Game: Unit 5 Vocabulary Flashcards

Reading: Supplemental Reading: Women Journalists Keep the News Coming

Practice Quiz: Check Your Understanding: "Women Journalists Keep the News Coming"

Reading: Supplemental Reading: Giving Voice to Sesame Street's First Afghan Muppet

Practice Quiz: Check Your Understanding: "Giving Voice to Sesame Street's First Afghan Muppet"

Practice Quiz: Game: Review: Transitions in a Text

Diversity and the Media

Welcome to Unit 5 of the English for Media Literacy MOOC! In addition to the types of bias covered in Unit 4, it is also important to consider the way people from different cultures and backgrounds are shown in the media (or not shown!). Through several video lectures and sample media, you will learn about the importance of including people from various races, cultures and genders in mainstream media. At the end of the unit, you will compare media images and messages in the United States to those in your own country.

Learning Objectives

By the end of the unit you will:

- become familiar with the ways in which the media portray different groups;
- recognize and be able to use different negatives;
- identify transitions in a text;
- compare media images and messages in the U.S. to those in your country;
- define and accurately use content-related vocabulary in course activities and games;
- apply comprehension strategies as you read, watch, and listen to a variety of texts and multimedia sources;
- demonstrate your understanding of these texts and key course ideas through comprehension check quizzes and a reflective response.

DIVERSITY

Video "What is Diversity?"

Task 1. Put the words in correct order to get a definition

Diverse is great showing a deal of variety or an adjective differences. Diverse is _____.

Dominant group of people that and status in the society has the power is the group.

Dominant group is _____

Minority power and opportunity of people in society that has less group is the group.

Minority group is _____

Task 2. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt

1. What is diversity in media? Why is it important for media to be diverse?

2. What does it mean "to include people from different backgrounds"? (Age, gender, race, religion, political beliefs, cultures)

3. Is it enough for a diverse media represent different people in media message? Should such media also allow different people create and deliver media messages? Why?

4. What is the difference between a dominant group and minority group? By what factors are minority groups determined? Give examples of the minority groups and their opportunities in comparison with dominant groups.

5. How can diversity in creating and presenting media messages affect the information we receive? How can it influence the representatives of minority groups?

Video "Why is it important for the Media to be Diverse?"

Task 1. Put the words in correct order to get a definition

To stereotype means to unfairly group all people with a particular characteristic together.

To stereotype means ______.

Task 2. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt

1. How can diversity in media affect the life of people consuming media messages?

2. What is a point of view? Why is it important for the media to include different points of view?

3. Why are some points of view left out from the story? What message does a media send not including a particular point of view? How does it affect the information we receive?

4. What happens if media represent people not fairly and accurately? What does it mean "to stereotype people"?

5. What characteristics are usually used for stereotyping? Can you give examples of common stereotypes?

6. Why is it important for the media to avoid stereotypes? How can stereotypes in media messages affect the people consuming them? Does it influence the story being told in the message?

7. What can prevent stereotypes from developing? How can media literacy skills save us from false stories and inaccurate messages?

Reading "Minorities See Improvement, Demand More Diversity on US Television"

Task 1. Read the text and mark the following statements as true or false

1. These days the US television has been demonstrating full diversity of American life.

2. Media watchdog groups are the groups that keep track of diversity in the media and offer to hire people with different backgrounds to work on-screen and behind the camera.

3. The National Hispanic Media Coalition works to support Native Americans in the media.

4. Experts claim that Latinos are underrepresented on TV which leads to stereotypes and biases.

5. Many Latinos today have successful careers but it is not visible on TV.

6. ABC is the network which pays much attention to providing diversity in front of the camera as well as behind it.

7. Native Americans are portrayed accurately and fairly on network television.

8. Native American culture comprises the characteristic features and traditions of 60 tribes.

9. Alex Nogales says that Latinos make up a decent percent of American population and should not be neglected by TV marketers.

10. Overall attitude to minorities on television has changed for the better but there is still some room for further improvements.

Task 2. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt

1. Are different groups of Ukrainian society included in the messages we see? Are those messages fairly and accurately describing and showing people from different groups?

2. Who is mostly presented? What minorities are stereotyped?

3. Why should we be critical as for the messages we receive about different national minorities?

Task 3. Work in groups. Watch the latest news on any Ukrainian TV channel and analyze it as for diversity among the reporters and presenters as well as the stories told. Get ready with a poster or a presentation. Then briefly tell the class what you have learnt

How are Different Groups Portrayed?

Video "Race and Ethnicity in the Media"

Culture is the beliefs, customs, arts, language and other aspects of a particular group of people.

Ethnicity comprises similar physical features and culture.

Task 1. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt

1. How do you define the notions of race and ethnicity? What are the main approaches to their definitions?

2. What is culture? What elements of social life does it include? How do we call people who share the same culture?

3. How do the media influence our understanding of race and ethnicity? How can media manipulate our attitude to different races or ethnicities?

4. Do media always fairly group people with a particular characteristic together? Give examples.

5. How can stereotypes cause conflicts or bad feelings between people of different races or ethnicities? Give examples.

Task 2. Work in groups and discuss the questions. Make a poster or a presentation to share with the class

1. What is the attitude to ethnic and national differences in Ukrainian society?

2. What messages do we receive from the media about different ethnic groups? Are they always accurate and fair? Who creates those messages? Who makes benefit of those messages?

3. What ethnic groups live in Ukraine? Do those ethnic groups have enough opportunities to create their own media messages? Where and how can they tell their own story?

Video "Culture in the Media"

Task 1. Work in pairs and watch the video. Discuss with your partner how far you agree or disagree with the following statements

1) Media cannot influence the way we understand different cultures.

2) Culture includes the way a particular group of people behave and their eating habits.

3) There are many cultural aspects that can be seen or experienced.

4) Among the aspects that cannot be seen are beliefs and religion.

5) There can be several cultures within one country.

6) One cultural group can be found in several countries.

7) To better understand the culture one should experience living within it and communicating with representatives of this cultural group.

8) Idea of a particular culture created and shaped by media is often inaccurate, partially true or even false.

9) To look beyond the media means to find ways to learn more about the culture represented in media message.

10) The way Ukrainians are shown in international and foreign media fully reflects the reality.

Task 2. Work in groups

1. Research how Ukraine and Ukrainians are seen by people from around the world? What aspects of Ukrainian culture are famous? What aspects are not known at all?

2. What information about Ukraine and Ukrainians is mostly spread by media? Compare media messages about Ukraine created in different countries. How different are those messages? Why? Do the media influence the way the world sees Ukraine? Are you satisfied with such portrait of you country? Would you like to change it? How?

3. Find some videos or presentations created by Ukrainian official bodies or individuals advertising Ukraine as a tourist destination. What cultural aspects are being highlighted? What aspects are omitted? Do those media messages create a true idea of our culture?

4. What would you like to tell a foreigner about your country? What would you like to show? What places would you recommend to visit and see? Make a poster on "Top 10 to-do-list", "Top 10 to-see-list", "Top 10 to-taste list" and be ready to present it in class.

Reading "Native Americans Take Control of their Story"

Task 1. Read the article and do a true-false test

1. For many years the stories about Native Americans were created and produced by white Americans and they were always correct.

2. The stories about Indians were not told by Indians and that created a great deal of stereotypes and myths.

3. NAPT created in 1977 is a military organization which protects the rights of Native Americans.

4. Storytelling has become an effective way to create a truthful portrait of Indians and better understand their history.

5. Documentaries and movies about Indians are shown only in the USA because nobody else is interested in Native American culture.

6. The language of Native Americans still exists and is often used in everyday life.

7. The films about Indians have Native American languages and it makes it difficult for other people to watch them.

8. Language is an important aspect of any culture.

9. There are some radio programs created to support Native Americans.

10. NAPT tries to provide some interactive programs on the Internet to make Indian culture closer to younger people.

Video "Women in the Media"

Task 1. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt

1. What is the proportion of men and women representation in media?

2. How are women usually stereotyped when they are included in media messages?

3. In what role is a woman usually presented in media in connection to a man?

4. What is the Bechtel test for? Who created it? Is it still used today?

5. What are the three questions the test consists of? Do all movies pass the test?

6. What does this test help us to understand?

7. Are men and women described in the same way in most media messages?

8. Does the way men and women are described in media influence us? Does it affect the way we understand what it is like to be a man or a woman?

Reading "Social Media Highlights Sexism in Olympic Coverage"

Task 1. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt

1. The article gives some examples of sexism in the sport. Which of them do you find the most outrageous?

2. Why the 2016 Summer Olympic Games have become the center of heated talk?

3. What made the 2012 Olympic Games in London a special event?

4. What did the research find out about the proportion of women's sports coverage on TV? Is it fair?

5. How are men and women usually described in Olympic sports? Do people tend to use the same vocabulary? Why? Is sexist language a new phenomenon in the sports?

6. Why has sexist language become an issue lately? How do many people get involved into debates?

Video "Diversity and Identity"

Task 1. Work in pairs and discuss the questions. Then briefly tell the class what you have learnt

1. What is identity? What aspect of your social life does your identity include? How do you identify yourself? Tell your partner. How different your identities are? How similar are you?

2. How are the social groups you belong to shown in the media? Are these groups stereotyped in media messages? Do you ask yourself how similar or different you are to the people in the media message? What makes you start thinking about it?

3. Does media affect the way we see ourselves? How?

4. How can you change the way the group you belong to is presented in media? How can social media help minorities make their voices heard?

Video "Course Conclusion"

This course was designed to help you improve your English language skills, your knowledge of the media, and your media literacy. Hopefully, you have learned a lot and feel more confident in your analysis of the media messages around you.

Even though the course is finished, you will continue to be surrounded by all sorts of media. Think about the messages that are being sent through advertisements. Think about the race, ethnicity, and gender of the people who are shown in mainstream media. How might these media messages affect the way we think of ourselves and the world around us?

Remember to look for bias in the messages you watch, hear, and read. Pay attention not only to what is being said, but how it is being said. Ask questions about the source of information in the media messages you consume. Can you find the same information in other places? What evidence or proof is being shown?

Your goal should be to recognize what is a fact and what is an opinion. With this information, you can make better decisions about how to act in the world.

VOCABULARY REVISION

Unit 5 DIVERSITY AND THE MEDIA		
1. Contraction	a) To unfairly groups all people with a particular characteristic together	
2. Culture	b) The beliefs, customs, arts, language and other aspects of a particular group of people	
3. Diverse	c) Showing a great deal of variety of differences	
4. Diversity	d) Having or including people from different backgrounds	
5. Dominant Group	e) Who you are and how you think about yourself	
6. Helping Verb	f) A word that works together with a verb to describe the action in a sentence	
7. Identity	g) A word formed by combining other words and leaving out some letters	
8. Influence	h) To affect or impact	
9. Minority Group	i) Groups of people in society that have less power and opportunity	
10. Stereotype	j) Words that connect different ideas in your writing or speech	
11. Transitions	k) Group of people that has the power and status in society	

Match the words with their meanings

Let's Recap

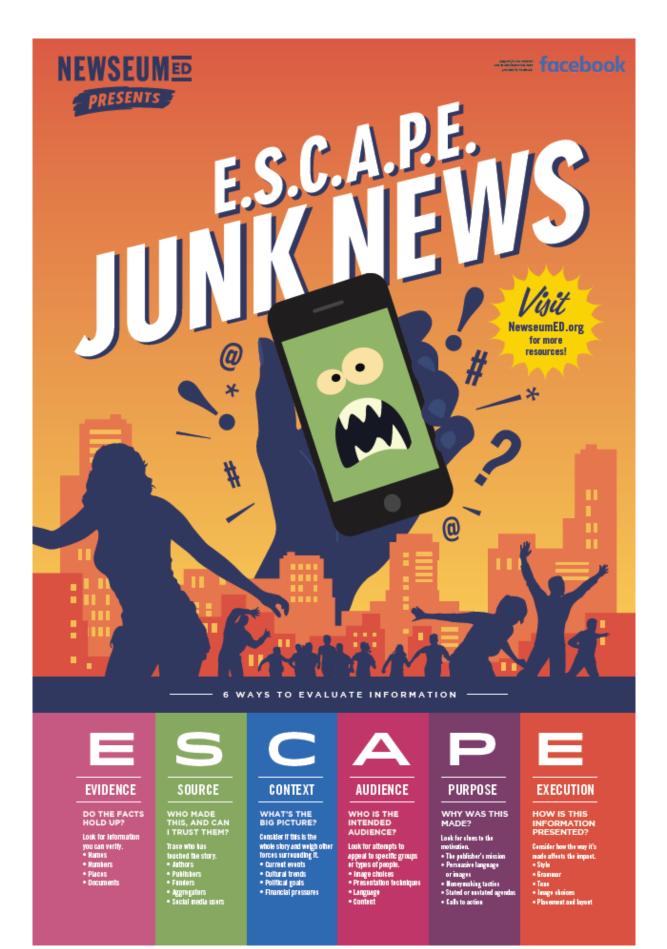
Work in pairs, look through Unit 1 Learning Objectives.

Discuss

- what you have learnt
- what skills you developed
- what techniques practiced.

NewseumED LESSONS

NewseumED.org offers free resources to cultivate media literacy skills essential to civic life. NewseumED can help to learn how to authenticate, analyze and evaluate information from a variety of sources and put current events in historical context through standardsaligned lesson plans, videos, primary sources, virtual classes and programs





E.S.C.A.P.E. JUNK NEWS

$E \rightarrow Evidence$ Do the facts hold up?

Your news story (title):

Choose three important facts from this story. The facts could be the names and roles of key individuals involved, a specific event that took place, a quote, a photograph or any other type of evidence that backs up the story.

Example fact: Fire Station 106 was closed because of a gas leak in the kitchen.

Example fact: Jennifer Smith was the firefighter who first noticed the problem.

Fact 1:

Fact 2:

Fact 3:

Verify these facts. In other words, find another source that independently reported the same fact (not a story that references the story you already have). List the second source that either confirms or contradicts each fact.

Fact 1:	Confirmed? Source:	YES / NO
Fact 2:	Confirmed? Source:	YES / NO
Fact 3:	Confirmed? Source:	YES / NO

Based on this quick investigation, do you think the facts in this story hold up? YES / NO

Explain:



E.S.C.A.P.E. JUNK NEWS

$S \rightarrow Source$ Who made this, and can I trust them?

Your news story (title):

Track down the following information for your news story:

- 1. **The publisher** (The site or organization that provided a space for this story; for example, *The Washington Times*)
- 2. **The author(s)** (The name(s) and profession(s) of the person or people who wrote it; for example, Sally Hawk, technology reporter)
- 3. **One source of information within the story** (A person, document or other source for the facts used in the story; for example, Juan Ortiz, a computer science professor, or *Tech Times* magazine survey on app usage)

For each element identified above, answer the following based on your overall impression. Using a scale of 1-10, where 1 is not at all and 10 is very strongly, how much do you trust these sources to provide accurate information about the topic of your news story?

- 1. The publisher 1 2 3 4 5 6 7 8 9 10 Explain your rating. (For example: I have never heard of this source and the website looks cheap)
- 2. The author(s) 1 2 3 4 5 6 7 8 9 10 Explain your rating.
- 3. The source within the story 1 2 3 4 5 6 7 8 9 10 Explain your rating.

Overall, do you think the story is a reliable source of information? YES / NO **Explain:**



E.S.C.A.P.E. JUNK NEWS

$C \rightarrow Context$ What's the big picture?

Your news story (title):

What is the main issue or event in this story?

Find and read two other stories about the same issue or event.

- Story 1 Title: Publication or website:
- Story 2 Title: Publication or website:

For each additional story, answer the following question: Did this story provide any new or different information about the event/issue?

Story 1 YES / NO Explain:

Story 2 YES / NO Explain:

Based on this quick investigation, do you think this story presents the big picture, or just a piece of the story?

BIG PICTURE / ONLY A PIECE **Explain:**

Name:

Date:



E.S.C.A.P.E. JUNK NEWS

$A \rightarrow Audience$ Who is the intended audience?

Your news story (title):

Publication/website:

Look closely at your news story and its publication/website and answer the following questions:

- 1. What does the **publication/website name** tell you about the intended audience? (For example, *The Washington Post* is intended in part for people living or interested in Washington, D.C.)
- 2. What does the **text of the story** tell you about the intended audience? (For example, difficult vocabulary or unusual terms might indicate that an article is intended for a well-educated audience.)
- 3. What does the **other content on the publication/website** tell you about the intended audience? (For example, is there a theme in the stories they publish? Do they often write about specific groups or interests?)
- 4. Based on your answers above, describe the type or types of individuals that make up the audience for this story:
- 5. Do you think the intended audience shaped the content of this story? In other words, did the writer or publisher change, omit or twist anything in the story to appeal to a certain group? YES / NO

Explain:

Name:

Date:



E.S.C.A.P.E. JUNK NEWS

$P \rightarrow Purpose$ Why was this made?

Your news story (title):

Look for the following possible purposes in your news story and explain why you think each one is or is not applicable.

- Was this story made to educate or inform people about an event/issue? (Possible clues: detailed facts and clear sources, complete information about the topic) YES / NO Explain:
- 2. Was this story made to **earn money** for the author or publisher? (Possible clues: ads around the story, appeals for money/support) YES / NO Explain:
- 3. Was this story made to **influence** how someone feels about this event/issue? (Possible clues: labeled as opinion or perspective, highly emotional language that "tugs the heartstrings," extreme praise or criticism for key individuals or groups involved in the event or issue) YES / NO Explain:

Of the three purposes listed above, which do you think is the **main** purpose of this story, and why? (Or, if you think the purpose is something other than the three listed above, explain.)

Based on your answers above about this story's purpose, do you think the story is credible? YES / NO **Explain:**



E.S.C.A.P.E. JUNK NEWS

$E \rightarrow Execution \\ How is this information presented? \\$

Your news story (title):

On a scale of 1 to 10, where a 1 is very sloppy/poorly done and a 10 is very professional/well done, rate each of the following elements of your story:

- Clarity (the writer's ability to clearly present information)
 1 2 3 4 5 6 7 8 9 10
 Explain your rating. (For example: I found this story very confusing.)
- Style (the writer's tone and ability to engage a reader)
 1 2 3 4 5 6 7 8 9 10

Explain your rating. (For example: I found this story very boring.)

- 3. Grammar, typos and spelling (the writer's technical abilities)
 1 2 3 4 5 6 7 8 9 10
 Explain your rating. (For example: I found lots of incomplete sentences.)
- 4. Layout/format (the way the story appears)
 1 2 3 4 5 6 7 8 9 10
 Explain your rating. (For example: The page is well-organized and easy to read.)

Based on this quick evaluation of the execution, do you think this information is reliable? YES / NO **Explain:**



Find more media literacy resources at NewseumED.org

NEWSEUM DEFINITELY SHARE-WORTHY

EXAMPLE	BECAUSE

NEWSEUM

MAYBE SHARE-WORTHY

EXAMPLE	BECAUSE

NEWSEUM

PROBABLY NOT SHARE-WORTHY

EXAMPLE	BECAUSE

Name:

Date:



IS THIS STORY SHARE-WORTHY?

Title of your news story:

Source:

Use the flowchart to determine whether this story is worth sharing. Start with the first question – Is it real? – and fill in your answer. Then write out the question that your answer leads to. Continue that process until you reach an endpoint: definitely share-worthy, maybe share-worthy or probably not share-worthy. (Note: You may not need every blank on this sheet before you reach an endpoint.)

Question 1: Is it real?
Answer 1:
Question 2: Answer 2:
Answer 2:
Question 3: * or *
Endpoint: Definitely share-worthy / Maybe share-worthy / Probably not
share-worthy
Answer 3:
Allower 5.
Question 4: * or *
Endpoint: Definitely share-worthy / Maybe share-worthy / Probably not
share-worthy
Answer 4:
Question 5: * or *
Endpoint: Definitely share-worthy / Maybe share-worthy / Probably not
share-worthy
Answer 5:
Endpoint: Definitely share-worthy / Maybe share-worthy / Probably not share worthy
share-worthy

1. What type of impact do you think this story would have if many people shared it? Why?

2. Do you agree with the endpoint you reached for this story? Explain.

Навчально-методичне видання

Oksana Torubara

ENGLISH FOR MEDIA LITERACY

MOOC Guide

Student's Book

Технічний редактор

О. Єрмоленко

Комп'ютерна верстка та макетування

О. Клімова

Підписано до друку <mark>08.11.2018 р.</mark> Формат 60 х 84 1/8. Папір офсетний. Друк на різографі. Ум. друк. арк. 12,56. Обл.-вид. арк. 3,42. Наклад 150 прим. Зам. № 0168.

Віддруковано ТОВ "Видавництво "Десна Поліграф" Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру видавців, виготівників і розповсюджувачів видавничої продукції. Серія ДК № 4079 від 1 червня 2011 року 14035, м. Чернігів, вул. Станіславського, 40 Тел. (0462) 972-664