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| **Selfies** | **10-1** |
| A study in visual and media literacy | |

\**Note that the following plans are subject to change*

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In this unit you will examine the essential question, “**how do individuals create and represent themselves in a public space**?” Through a variety of media texts, including advertisements, commercials, social media sites, and visual images, we will look at techniques used in representation for individuals, but also for large companies and brands. By the end you should be able to critically examine visual media texts, identify effective elements, and use these elements to create your own media text.

**Learning Objectives:**

Evaluate and identify information to identify:

* **Bias** and the accuracy and completion of information
* **Purpose**
* Target **Audience**
* Presentation **form**
* **Persuasive techniques**

Critically reflect on media to describe:

* **Characteristics** of common communications media
* how **audience factors influence of form and medium**
* **organizational patterns, stylistic techniques and structural features** that contribute to purpose, content, and audience effect

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| **Assignments** |

**Selfie Assignment and Reflection………………………………………………………..**

**What?** The first part of your assignment is to take a selfie and submit it with your name. At the end of the unit you can choose to take a revised selfie or keep your old one, and submit it again with a short written reflection.

**When?** Your first selfie is due on Thursday, **March 12th**. Your revised selfie and reflection is due on Thursday, **April 2nd**.

**How?** In the reflection you must state:

* What changes (if any) you made in your selfie.
* How the picture represents you. What techniques did you use to make a statement about you and your personality?

**Meaningful Text Presentation…………………………………………………………….**

**What**? In groups of 2 or 3 you will present a series of intriguing texts to the class. You will have the first 10 minutes of class for this presentation. Your texts may include, but are not limited to: a book, poem, quote, video clip, photograph, comic, news story, or song.

**When?** You will sign up for one presentation day before Easter.

**Why**? Show me that you can recognize and identify effective elements of media.

**How**? In your presentation you must briefly describe your texts and answer the following questions:

* Why did you choose these particular texts?
* What is the purpose of each text?
* What do you find effective and/or compelling about each text?

**Media Critical Response (MRC)……………………………………………………………**

**What?** These critical responses are very similar to your response journals in that you will be critically reflecting on a text to identify what is said (the purpose), who it is said for (the audience) and how the creator says it (color, angle, movement, etc.). It will focus more on the text itself than your personal reactions, and all statements must be supported with evidence.

**When?** About once a week for three weeks. At the end of the three weeks you will submit our best response for grading.

**Why?** To develop your critical thinking and writing skills!

**How long?** Minimum half a page, maximum one page (single spaced 12 point font please)

**How do I do it?** In every MCR you will have to identify the **creator**, **audience**, **purpose**, and at least **two techniques** the creator uses to achieve this purpose. When constructing your response you may want to consider some of the following questions:

* Does the text have a particular mood or tone? How does it inform the purpose?
* Is the text biased in any way? Does it only show one perspective? Is the creator deliberately missing something?
* Does the text appeal to a particular gender or age group? How so?
* Is a symbol used in the text? How and why is it used?
* What is the central focus of the text?

**Final Media Project……………………………………………………………………………..**

**What**? Your final assignment will be to create a media text. You will choose from a variety of options to create either an advertisement, commercial, newspaper, photo essay, or social media campaign that raises awareness for a social issue.

**Why**? You should be applying the concepts you learned in the creation of you media.

**When**? We will start **working** on the projects in the week of **March 30 – April 3** and the final will be **due** after Easter (**Monday, April 13**). And we will be sharing our projects with the class.

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| **Timeline** |

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|  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |
| **Week 1: Intro**  **Mar 9-13** |  |  |  | \*1st Selfie Due | 1sr MRC |
| **Week 2: False Expectations**  **March 16-20** |  |  | 2nd MRC |  | No Class |
| **Week 3: The Unsaid**  **March 23-27** |  |  |  | 3rd MRC |  |
| **Week 4: Project Work**  **March 30-April 3** | \*Selfie Reflection due |  |  | \*Final MCR due for marking | No Class |
| **Week 5**  **April 6 - 10** | Easter Break | | | | |
| **Week 6**  **April 13-17** | \*Final Media Project Due |  |  |  |  |

\*\*Note again the plans are subject to change

Rubric for Media Critical Response

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|  | 1 | 2 | 3 | 4 |
| **Exploration**   * Identifies unifying purpose and intended audience. * Identifies techniques in the form that aid the purpose (lighting, angle, perspective) | Identified purpose and audience is **irrelevant or absent**.  **Little to no** exploration of techniques and conventions with **incoherent** connection to purpose. | **Vaguely** identifies the purpose and audience of the text.  Shows a **straightforward** exploration of techniques and conventions used in the text **that somewhat relate** to the purpose. | **Thoughtfully** identifies the purpose and audience of the text.    Shows a **considerate** exploration of techniques and conventions used in the text **that also** **relates** to the purpose. | C**omprehensively** identifies the purpose and audience of the text.  Shows a **sophisticated** exploration of techniques and conventions used in the text **that also** **seamlessly relates** to the purpose. |
| **Connections**   * Acknowledge the context of the text * Draws on background knowledge to connect to wider world (can include personal experience or extend broader) | Shows **inconsequential** knowledge of context and how it relates to the form and audience.  **Little to no** background knowledge is applied to make an application to the world. | Shows **minimal** knowledge of context and how it relates to the form and audience.  Uses background knowledge to create a basic application to the world. | Shows **thoughtful** knowledge of context and how it relates to the form and audience.  Uses background knowledge to create a **relevant** application to the world. | Shows **insightful** knowledge of context and how it relates to the form and audience.  Uses background knowledge to create a **creative** and **meaningful** application to the world. |
| **Management and Creation of Ideas**   * Paragraph organization * Details flow purposefully Able to support ideas with evidence | **Haphazard** paragraphing; examples and details **do not connect** to ideas.  **Little to no** details or evidence. | **Logical** and **functioning** paragraphing that flows **somewhat**.  Details and evidence are **vague** and **generally** **inform** the ideas | Paragraphing **connects and builds** on ideas with **linked** examples that flow **adequately**.  **Logical** details and evidence that **inform** the ideas. | **Highly organized** paragraphs that flows **purposefully**.  Details and evidence and **precise** and **thoroughly** **informs** the ideas. |