Final Media Literacy Assignment

**Overview**

After two weeks of working with different forms of media and analyzing different news stories that appear on your news feeds via Twitter, Facebook, etc., you should have the ability to write your own spoof news story. Both you and a partner will together find a reliable news source and a story that interests the both of you. Individually, you will write opposing fake news stories using the same set of facts.

**Requirements**

Please understand that this is the final assignment for the unit so it should reflect your understanding of media biases. Unlike media that may appear on your news feeds, your final assignment MUST BE SCHOOL APPROPRIATE, which means: no offensive caricatures of different groups of people, no direct candidate or leader bashing, no cursing, etc. Use your best judgment. You know what is appropriate. If there are ANY violations, you will fail the assignment.

The final fake news story MUST

* Be based in real news and current events
* Be modeled after fake, biased, hyper-partisan, or satirical news sources on the your Facebook, Twitter, or other social media accounts
* Must make at least 4 purposeful similar linguistic and visual choices as the studied news stories. These choices include, but are not limited to:
  + Hyperbole (especially in headlines)
  + Unethical quoting (the quote might be real, but it was taken out of context)
  + Causal language (with bad grammar)
  + All CAPS titles
  + Fake advertisements
  + Visuals that paint the subject in a negative light
* Make purposeful logical, emotional, and personal appeals (Ethos, Pathos, Logos). Fake news stories often make strong emotional appeals, looking to make the reader angry
* Provide a brief paragraph on a separate sheet of paper describing the linguistic, visual, and rhetorical choices that you made

**Standards**

[CCSS.ELA-LITERACY.RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/)Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-LITERACY.RI.11-12.6](http://www.corestandards.org/ELA-Literacy/RI/11-12/6/)  
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Process** You will have three days to complete the assignment. Here is a projected timeline:

* Monday : Partner assigned; real news story found; bias chosen; begin writing
* Wednesday: Bring in a ROUGH draft; peer edit to meet guidelines; make changes
* Thursday: Individual assignments due; Set up partner stations; have class vote on which product in more believable/effective.