Mrs. Bynum
English 4
Periods 3, 4, and 6
Assignment: Weeks 3-4

Hello again. Are you ready for Weeks 3 and 4 of Distance Learning? We will be continuing the ERWC unit we began last week.

Office Hours: I will be available from 1 p.m. to 3 p.m. Monday through Friday by email (mbynum@tusd.net) or by Remind to answer questions. I may set up a ZOOM meeting during office hours, or at other times, for a little face-to-face instruction, to answer questions that come up, or just to catch up on your lives.

Remind and Schoology: Please be sure to sign up for Remind and Schoology as this is the most convenient and quickest way for me to contact you or for you to text me on my cell phone.

    Remind: Text @ed96e6a to 81010
    Schoology: FPSP-477R-RQRQ7

Turning in Work: You can turn in your work in one of two ways:
- Your work for Weeks 3-4 is to be turned in at West High on May 15.
- If you prefer, you may submit your work electronically by email to mbynum@tusd.net

When you turn in work, please include a cover page with the following information in the upper left-hand corner:

Student Name_____
Mrs. Bynum
English 4
Period #_____
Assignment: Week 1

      For example:
      Jason Noll
      Mrs. Bynum
      English 4
      Per 3
      Assignment: Week 1

WEEK 3: May 4-8

<u>**Activity 8: Understanding Key Vocabulary**</u>

Article 2: Davis - "Fake or Real? How to Self-Check the News and Get the Facts"

In preparation for reading "Fake or Real? How to Self-Check the News and Get the Facts" by Wynne Davis, you will go through the same process that you did earlier with the first module text. Scan the article in search of the listed key words and highlight the terms as you see them in the article. These are the words that you will want to understand as you read the article and use in speaking or writing about the topic.

Vocabulary to Learn and Use

Word or Phrase	Know It	Not Sure	What I Think It Means (Best Guess)
referencing questionable sources			
satirical (satire)			
semi-recognizable logos			
legitimate news source			
melodramatic			
seems overblown			
skeptical			
controversial			
reputable			
archived			
transcripts			
exclusive			
exaggerated			
generate			

Word or Phrase	Know It	Not Sure	What I Think It Means (Best Guess)
circulation			
engaged consumer of news			
literal			
blatantly			

Activity 9: Reading for Understanding – Notice and Note

Read and annotate the **Davis** article. You will turn in the annotated article with this packet.

Read through the text for the first time independently doing the following as you read:

1. <u>Underline</u> words that you notice from the vocabulary learn and use chart.
2. Circle any new words that you are unfamiliar with.
3. Make other notations of your thoughts in the margins (remember our annotating sessions on other articles).
4. Write a short gist statement: Write a summary using important words, phrases, and ideas that you marked. The gist of this text is that_____
_____.

<u>Activity 10: Examining the Structure of the Text</u>

The way texts are structured can give us insight into the writer's purpose for writing the text as well as help us understand its meaning. Go through the **Davis** text and look for way it is structured to either identify or make a statement about a problem, or to propose a solution.

1. In the margin, identify and mark each section of the text with either: **P** or **S**

   - Statement(s) of a problem: **P**
   - Statements that suggest a solution: **S**

2. Are the solutions suggested in this text the responsibility of tech companies, media corporations, or consumers. Why? Write your answer here.

Activity 11: Summarizing and Responding

Answer the following questions about the **Davis** text. Write your answers here.

1. What is the writer's thesis?

2. Who is the intended audience for this text?

3. How does the writer organize the article? Why?

4. What types of evidence or reasons does the writer provide?

5. What is the call to action? Who makes the call? The writer? Or someone cited in the text?

Activity 12: Understanding Key Vocabulary

Text 3 – Williams - "Google Rolls Out New 'Fact Check' Tool Worldwide to Combat Fake News"

Now that you have done this activity several times with previous texts, you have become an expert at this process. Use this opportunity to learn new vocabulary as well as to think about how much you have already learned. Scan the article in search of the listed key words and highlight the terms as you see them in the article. These are the words that you will want to understand as you read the article and you can use these terms in speaking or writing about the topic.

Vocabulary to Learn and Use

Word(s)	Know it	Not Sure	What I Think It Means (Best Guess)
implemented			
dubious			
veracity			
catapulted			
misled			
assess			
credible			

Word(s)	Know it	Not Sure	What I Think It Means (Best Guess)
reliable			
eliminating			
surfacing			
confronting			
reputable			
authoritative			
snippet			
consensus			
pre-existing biases			

Activity 13: Examining the Structure of the Text

The way texts are structured can give us insight into the writer's purpose for writing the text as well as help us understand its meaning. Go through the **Williams** text and look for way it is structured to either identify or make a statement about a problem, or to propose a solution.

1. In the margin, identify and mark each section of the text with either: **P** or **S**

   - Statement(s) of a problem: **P**

   - Statements that suggest a solution: **S**

2. Are the solutions suggested in this text the responsibility of tech companies, media corporations, or consumers. Why? Write your answer here.

Activity 14: Summarizing and Responding

Skim each section of the **Williams** article.

Read through the text for the first time independently doing the following as you read:

1. Underline words that you notice from the vocabulary learn and use chart.

2. Circle any new words that you are unfamiliar with.

3. Insert a question mark (?) next to sections you need more information about.

4. Write a short gist statement: Write a summary using important words, phrases, and ideas that you marked. The gist of this text is that _____ ____

_____.

Activity 15: Summarizing and Responding

Answer the following questions about the **Williams** text:

1. What is the writer's thesis?

2. Who is the intended audience for this text?

3. How does the writer organize the piece? Why?

4. What types of evidence or reasons does the writer provide?

5. What is the call to action? Who makes the call? The writer? Or someone cited in the text?

Article #2

Fake or Real? How to Self-Check the News and Get the Facts
By Wynne Davis
NPR, December 6, 2016

1   Fake news stories can have real-life consequences. On Sunday, police said a man with a rifle who claimed to be "self-investigating" a baseless online conspiracy theory entered a Washington, D.C., pizzeria and fired the weapon inside the restaurant.

2   So, yes, fake news is a big problem.

3   These stories have gotten a lot of attention, with headlines claiming Pope Francis endorsed Donald Trump in November's election and sites like American News sharing misleading stories or taking quotes out of context. And when sites like DC Gazette share stories about people who allegedly investigated the Clinton family being found dead, the stories go viral and some people believe them. Again, these stories are not true in any way.

4   Stopping the proliferation of fake news isn't just the responsibility of the platforms used to spread it. Those who consume news also need to find ways of determining if what they're reading is true. We offer several tips below.

5   The idea is that people should have a fundamental sense of media literacy. And based on a study recently released by Stanford University researchers, many people don't.

6   Sam Wineburg, a professor of education and history at Stanford and the lead author of the study, said a solution is for all readers to read like fact checkers. But how do fact checkers do their job?

7   Alexios Mantzarlis, director of the International Fact-Checking Network at Poynter, says fact checkers have a process for each claim they deal with.

8   "You'll isolate a claim that has something that can be objectively verified, you will seek the best primary sources in that topic. Find whether they match or refute or prove the claim being made, and then present with all limitations the data and what the data says about the claim being made," Mantzarlis says.

9   That's the framework for professionals, but there are ways for everyone to do a bit of fact checking themselves.

10   Melissa Zimdars is an assistant professor of communication and media at Merrimack College in North Andover, Mass. When she saw her students referencing questionable sources, she created and shared a document with them of how to think about sources, as well as a list of misleading, satirical and fake sites.

11   Both Mantzarlis and Zimdars agreed there are a few best practices people can use when reading articles online.

12   **Pay attention to the domain and URL**
     Established news organizations usually own their domains and they have a standard look that you are probably familiar with. Sites with such endings like .com.co should make you raise your eyebrows and tip you off that you need to dig around more to see if they can be trusted. This is true even when the site looks professional and has semi-recognizable logos. For example, abcnews.com is a legitimate news source, but abcnews.com.co is not, despite its similar appearance.

13   **Read the "About Us" section**

Most sites will have a lot of information about the news outlet, the company that runs it, members of leadership, and the mission and ethics statement behind an organization. The language used here is straightforward. If it's melodramatic and seems overblown, you should be skeptical. Also, you should be able to find out more information about the organization's leaders in places other than that site.

14 **Look at the quotes in a story**
Or rather, look at the lack of quotes. Most publications have multiple sources in each story who are professionals and have expertise in the fields they talk about. If it's a serious or controversial issue, there are more likely to be quotes—and lots of them. Look for professors or other academics who can speak to the research they've done. And if they are talking about research, look up those studies.

15 **Look at who said them**
Then, see who said the quotes, and what they said. Are they a reputable source with a title that you can verify through a quick Google search? Say you're looking at a story and it says President Obama said he wanted to take everyone's guns away. And then there's a quote. Obama is an official who has almost everything he says recorded and archived. There are transcripts for pretty much any address or speech he has given. Google those quotes. See what the speech was about, who he was addressing and when it happened. Even if he did an exclusive interview with a publication, that same quote will be referenced in other stories, saying he said it while talking to the original publication.

16 **Check the comments**
A lot of these fake and misleading stories are shared on social media platforms. Headlines are meant to get the reader's attention, but they're also supposed to accurately reflect what the story is about. Lately, that hasn't been the case. Headlines often will be written in exaggerated language with the intention of being misleading and then attached to stories that are about a completely different topic or just not true. These stories usually generate a lot of comments on Facebook or Twitter. If a lot of these comments call out the article for being fake or misleading, it probably is.

17 **Reverse image search**
A picture should be accurate in illustrating what the story is about. This often doesn't happen. If people who write these fake news stories don't even leave their homes or interview anyone for the stories, it's unlikely they take their own pictures. Do a little detective work and reverse search for the image on Google. You can do this by right-clicking on the image and choosing to search Google for it. If the image is appearing on a lot of stories about many different topics, there's a good chance it's not actually an image of what it says it was on the first story.

18 These tips are just a start at determining what type of news an article is. Zimdars outlined these and others in a guide for her students.

19 If you do these steps, you're helping yourself and you're helping others by not increasing the circulation of these stories.

20 And you won't be the only one trying to stop the spread of this false content. The company leaders behind the platforms these stories are shared on are trying to figure out how to fix the issue from their side, but they are also trying to make sure not to limit anyone's right to freedom of speech. It's a tricky position to be in, but they've said they'll try. In the end, it really does depend on taking responsibility and being an engaged consumer of news.

21   Here's one last thing. Satirical publications exist and serve a purpose, but are clearly labeled as exaggerated and humorous by the writers and owners. Some of the more well-known ones like The Onion and ClickHole use satire to talk about current events. If people don't understand that, they might share these articles after reading them in the literal sense.

22   If this happens or if you see your friends sharing blatantly fake news, be a friend and kindly tell them it's not real. Don't shy away from these conversations even if they might be uncomfortable. As said, everyone has to help fix the fake news problem.

Article #3

Google Rolls Out New "Fact Check" Tool Worldwide to Combat Fake News
By Weston Williams
Christian Science Monitor, April 7, 2017

1   On Friday, Google implemented a new tool to fight the spread of misinformation on the web worldwide. The new "Fact Check" program automatically labels dubious stories in users' search results, and provides links to fact-checking sites like Snopes and Politifact to establish the veracity of their claims.

2   The new tool comes as major websites such as Google, Facebook, and Twitter continue to face pressure to check the spread of "fake news" across the internet, an issue which was catapulted into the spotlight during the US presidential campaign.

3   Over the past few years, sites such as Google have had to walk a fine line between policing false claims and supporting basic principles of free speech online. Google, after all, is the most popular search engine in the world, sporting more than 77 percent of the global search engine market share. And for many, that level of influence entails some responsibility to make sure its many users are not misled.

4   "Building systems that help people get better at judging information is an important goal and helping people notice when information might not be credible is an excellent thing to do–in my work, I call this 'designing for information assess ability,'" says Andrea Forte, an assistant professor at Drexel University's College of Computing & Informatics in Philadelphia, Penn. "But depending on corporations to be responsible for educating people about credible information is not a reasonable solution."

5   Dr. Forte tells The Christian Science Monitor in an email that relying on ad-revenue driven companies like Google is, at best, an "incomplete solution." She adds that major websites depend on one-sided, positive messaging in order to make money, so even programs like Fact Check will never be an entirely reliable method of eliminating fake news and providing the user with fair, balanced information.

6   But it's a start, she adds.

7   "Google was built to help people find useful information by surfacing the great content that publishers and sites create," reads a blog post from Google explaining the new feature. "This access to high quality information is what drives people to use the web and for contributors to continue to engage and invest in it. However, with thousands of new articles published online every minute of every day, the amount of content confronting people online can be overwhelming."

8   The new program was first tested in October, when Google gave publishers in certain countries the ability to show a Fact Check tag in Google's News section. The feature highlighted reputable articles that assessed the accuracy of statements by public figures. Now, that feature has been expanded worldwide, with fact-checking tags appearing in Google's main search results as well in as the News section.

9   "For the first time, when you conduct a search on Google that returns an authoritative result containing fact checks for one or more public claims, you will see that information clearly on the search results page," reads the Google blog. "The Fake News and Bias in Reporting 8 snippet will display information on the claim, who made the claim, and the fact check of that particular claim."

10   A network of 115 fact-checking organizations will provide the accuracy assessment for dubious articles, rather than Google providing the fact-checking service itself. As a result, Google searches based on the same claim could return different takes on the story's accuracy or inaccuracy from different fact-checkers. But even with differing takes on a given story's accuracy, Google hopes that the range of opinions from different sources will give users an idea of the "degree of consensus" on any dubious claims.

11   Of course, some fake news readers will likely continue to reject the truth in favor of a fake news article that seems to support their pre-existing biases. But while Fact Check won't eliminate the problem of fake news completely, Forte thinks that Google's new tool is an important step in fighting the proliferation of misinformation on the web.

12   "Asking companies like Google and Facebook to think about these problems and do what they can to address them is a start, because designing to help people make good judgments should be a basic consideration in the design of all information systems," says Forte. "But it doesn't go far enough. We need both technological and social solutions. Both good design and education."

WEEK 4: May 11-15

Now that you have read three articles and watched a video, you will write an Opinion/Editorial (Op/Ed) piece on who is responsible for monitoring and preventing fake news.

Writing Prompt: To what extent should technology companies and news media outlets be responsible for monitoring and preventing the spread of fake news? To what extent is the consumer responsible? Use information drawn from the texts (readings and video) to support your argument. Be specific about what should be done and by whom.

Your culminating writing task should follow the conventions of a written argument that could be published as an Op-Ed for an online or print news source. An Op-Ed is an opinion editorial in which you take a position and support your position with evidence drawn from the texts we have read and discussed in class.

Writing Your OP-Ed Response to the Topic

Activity 16: Unpacking the Success Criteria: Do a close read of the Success Criteria for an Op-Ed. Write any comments, questions, ideas, you have in the margins.

Success Criteria for an Op-Ed

A Successful Opinion Editorial:

- Explains the problem to be discussed in my op-ed
- Gives background so that the reader understands the context for my argument
- Defines any terms that may be confusing to the reader
- Presents possible positions that could be taken around this issue

Thesis Statement:

- Gives my proposed solution to the problem

Support for my Position:

- Includes strong evidence drawn from the texts we read in class
- Includes explanation, elaboration, and/or analysis of the evidence drawn from sources
- Provides support for my thesis in separate "support paragraphs" that are focused and clear

Refuted Counterclaim:

- Makes clear how my position differs from alternate points of view on this topic

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- Includes a strong rebuttal(s) refuting this claim(s)

Conclusion:

- Reinforces my position
- Summarizes the position and the op-ed without being repetitive
- Includes a "call to action"

Academic Tone, Language, and Conventions:

- Uses an authoritative tone and appropriate academic language
- Employs a strategic and sophisticated use of connectives or transition words between sentences and paragraphs
- Integrates quotes from sources (evidence) using correct MLA format

Activity 17: Developing a Position

In this activity you will brainstorm your ideas for the Op/Ed.

1. Make a three-column chart and brainstorm ideas to go in each column. Refer to the notes you have taken during the module and your annotated articles. As you fill in the chart, note the source of your evidence. <u>If you need to re-read the articles (that have been submitted for grading), copies are posted on Schoology.</u>

Responsibilities of Technology Companies	Responsibilities of News Media Companies	Responsibilities of the Individual Consumer

2. Discuss the extent to which each group is responsible for identifying and stopping the spread of fake news: technology companies, news media companies, and the individual consumer. Who has more responsibility and why?

Activity 18: Organizing your ideas.

Use your notes and the texts you have read to write answers the following guiding questions. Spend time with each question, writing as much as you need to fully answer the questions. Just get your ideas on the page. Don't worry about spelling, grammar, or formatting. Simply free write your ideas.

1. **Introduction**: What problem are you discussing?

2. **Background**: How did this problem come to be? Why is it important now?

3. **Possible Positions**: What is the core issue? What are some positions that people might take? What position do you take? What is your solution to the problem?

4. **Support**: What are the arguments in favor of your position? How can you support them?

5. **Counter-arguments**: What do people who disagree with you argue? Why do you disagree with them? How can you refute their arguments?

6. **Conclusion**: What action(s) should be taken to solve this problem?

Activity 19: Composing your Draft. Now use the guiding questions (Activity 18) act as a template for writing your Op/Ed. In other words, write your essay in this order:

I.   Introduction -- Usually one paragraph.
II.   Background -- Minimum one paragraph, but write more if you need to.
III. Possible Positions -- Minimum one paragraph, but write more if you need to. Be sure to state the position you take and your solution (This is your thesis).
IV.   Support -- Minimum one paragraph, but write more if you need to. This is where you will refer to the articles/videos we studied.
V.   Counter-arguments -- Minimum one paragraph, but write more if you need to.
VI.   Conclusion – Usually one paragraph.

Activity 20: Analyzing Your Draft Rhetorically

Read your rough draft, then re-read the Success Criteria (Activity 16) and take notes on how you plan to revise your Op-Ed to better meet them.

Activity 21: Editing Your Draft

In the spirit of the quote, "Writing is never done, it is only due," you are about to complete a revised and edited draft. Calling it a final draft is fine, but you should think of writing as something you can always improve.

Type (or write neatly in blue or black ink) your final essay. If you know MLA format, please use it, but you will not be graded on it.