

University of Algiers 3

Faculty of journalism and communication sciences

Department of journalism sciences

English lessons for the 2nd semester

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Module : English language

Year : 1st year undergraduate (licence)

Group : 14/18/19.

Lesson one: what are media ?

Media required

Electronic media:

- A public service ad regarding drunken driving, drug use, the environment, etc.
- A commercial for a child's toy
- A commercial for a beauty product
- A commercial for a vehicle.

Print media:

- Copies of the newspaper for each student
- Ads from niche magazines (a teen magazine; one devoted to video games; *Car and Driver*; *O, The Oprah Magazine*, etc.). Have the magazines in class.
 - A public service ad
 - A fashion ad
 - An ad for a health/fitness product
 - A vehicle ad.
- Newspaper ads:
 - A vehicle ad
 - A movie ad
 - An ad for a health/fitness product
 - A fashion ad.

Internet ads:

- A banner ad on a specialized Web site
- A pop-up ad.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to look at ads found throughout the newspaper.
2. Ask students to name television programs they watched the previous night. Allow several responses. Write program names on the board.
3. Ask students whether they remember commercials they viewed in the television shows. Allow several responses.
4. Ask students to identify and describe briefly a television commercial they remember. Allow responses. Ask students why they remember that commercial. Was it funny? Exciting? Annoying?
5. Hold up one of the niche market magazines. Ask students to raise their hands if this magazine would interest them. Have students suggest products they might expect to find advertised in the magazine. Write the magazine name and student responses on the board. Have students explain their responses. Do the same with one or more of the other magazines.
6. Hold up a copy of the newspaper. Have students suggest types of ads they might expect to find in the newspaper. Write responses on the board.
7. Review different media you have discussed with students to this point: television, magazines and newspapers. Ask them to suggest one word that encompasses these forms of communication. Write the word *media* on the board.

Lesson one /Activity page :

EXPLORING MEDIA

Name-----

Think about different elements you might find in different media. For example, a magazine may have informational stories, opinion columns, special photo sections and ads. A television program might have a teaser opening, two or three segments between commercials and commercials themselves. Different elements may have different purposes—to inform, educate, entertain or persuade. Examine these different media sources, identify some of their elements and explain what you believe to be the purpose of each element.

Media source	Elements	Purpose
Television program	1 2 3	
Magazine 1	1 2 3	
Magazine 2	1 2 3	
News paper	1 2 3	

Lesson two : Choosing Media

Media required

- Copies of the newspaper for each student
- Media examples from the previous day's lesson—titles of television programs, niche magazines and the newspaper
- Examples of alternative media choices :
 - poster for a special event
 - informational brochure
 - photo of a billboard
 - examples of Web sites and blogs
 - audiotape of one or two radio ads.

Instructions :

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to explore the different kinds of information available in the newspaper.
2. Review with students their responses on the *Exploring Media* activity page.
3. Briefly discuss with students why editors, writers and advertisers selected the medium they did.
4. Have students brainstorm different ways they could communicate information to a large number of other people. Write their responses on the board (television, radio, magazines, newspapers, billboards, direct-mail letters, posters, brochures, personal Web sites, Internet bulletin boards, etc.).
5. Have students work in small groups to discuss advantages and disadvantages of different media. Have each group select one major mass medium (television, radio, newspapers, magazines) and one additional medium and list their responses on a piece of paper.

6. Have each group write its points on the board and categorize positive and negative aspects of each medium. Students can circle common characteristics in different colors—wide audience reach, specific audience reach, ease of production, cost-effectiveness, etc.

Lesson two / Activity page :

The best media :

Name : -----

Which medium would you use to accomplish the tasks listed below? Explain why.

Media message	First choice	Second choice	Why ?
Persuade people to vote in a local election			
Sell a used bicycle			
Provide a new interpretation of Thomas Jefferson's agricultural experiments			
Promote a national soccer league			
Suggest a solution for a local environmental problem			
Tell people that a new movie is terrific			
Sell a new soft drink			
Promote a new television show			
Explain how to do a scrapbook project			
Tell people about a new pizzeria			

Lesson three: process skills

Media required

- Copies of the newspaper for each student.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to explore different kinds of information available in the newspaper.
2. Ask students to pretend they are going to the movies this weekend. Ask them these questions:
 - What movie do they want to see?
 - Why do they want to see it?
 - What makes them think it is a good movie?
 - Where will they go?
 - What time will they go?
 - What do their friends say about the movie?.
3. Encourage multiple responses. List on the board the different sources they would use to help them make that decision, such as:
 - A. Friends told them it was a good movie.
 - B. They saw a commercial for it on television or heard about it on the radio.
 - C. They watched a trailer for the movie when they were in the theater to see a previous movie.
 - D. They like movies with a particular actor, theme, setting, etc.
4. Ask students to comment on how reliable their sources are. Discuss responses.
5. It is likely that students will not have answered some of your questions (about specific time of the movie or what critics may have said). Ask them where they can find answers to those questions. Write responses on the board.

Lesson four : Newspaper construction

Media required

- Copies of the newspaper for each student
- Several days' editions of your local newspaper or newspapers from other cities and states.

Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to format and content.
2. Ask students to identify a very important story in the newspaper. They will probably identify a major story on Page One.
3. Ask students to explain how they determined that story was important—major headline, large photo, location “above the fold.”
4. Explain that the most important stories are found on Page One. Those above the (horizontal) fold of the newspaper are considered more important than those below.
5. Ask students who they think decides which stories go on Page One, which have photos and which have large headlines. Allow discussion.
6. Explain that the editor, often in consultation with news editors, decides how Page One should be laid out and where international, national and local news stories should be placed in the newspaper.
7. Ask students to look at the sports section. What is the big story? Who decided where to put stories in the section? Explain that the section editor usually decides where to place stories. Explain that other section editors—business, entertainment, features and special sections such as science, technology, etc.—also decide about stories and placement.

Lesson four/activity page :

Putting it Together

Name -----

Take a good look at your copy of the newspaper. Analyze the way it is constructed and answer the questions on this sheet.

1. What is the name of the newspaper?
2. What is the date of the newspaper?
3. How does the newspaper designate different sections?
4. How many pages are in each section?
5. What is the total number of pages in the newspaper?
6. How many distinct section heads are in the newspaper? List them.

