**FOA Description:** In the oral activities, the students will be integrating their own personal context through their ideas and their chosen style of presentation into an analysis of how language in cultural context (part 1) and language in mass communication (part 2) shape meaning. The students need to select one (or more) of the learning outcomes from part 1 and one (or more) from part 2 upon which to base their oral activities and, in consultation with the teacher, determine how and what their oral activity will be. The students need to clarify for themselves what their purpose is and how best to achieve that purpose, being fully aware of their own role in shaping meaning. Following the completion of each activity, the students are required to write a reflective statement on the oral, commenting on the progress they made in achieving the aims they set out for themselves.

Possible Topic:

Resource(s) (texts may include fiction, but may not focus on fiction):

Thesis:

Plan:

*\* Use additional paper to draft if necessary. Attach to the back of this worksheet.*

**WT1 Description:** Written Task 1 demonstrates the student’s ability to choose an imaginative way of exploring an aspect of the materials studied in the course. It must show a critical engagement with an aspect of a text or a topic. The content of the task must relate to one of the two parts studied in year one. Students are free to choose the text type that is appropriate for the content of the task; however, a formal essay is not an acceptable text type for task 1. The task must be between 800-1000 words, and be preceded by a 200-300 word rationale. In the rationale, students must explain:

* How the content of the task is linked to a particular part of the course
* How the task is intended to explore particular aspects of the course
* The nature of the task chosen (the text type)
* Information about audience, purpose, and the social, cultural or historical context in which the task is set

The rationale should not only include knowledge about the text or topic studied, but also about the formal conventions of the text type produced and how they relate to the aims of the task.

Possible Topic:

Text Type:

Resource(s) (texts may include fiction, but may not focus on fiction):

Thesis:

Plan:

*\* Use additional paper to draft if necessary. Attach to the back of this worksheet.*

**WT2 Description:** The written Task 2 is a critical response which aims to: consider in greater detail the material studied in class; reflect and question in greater depth the values, beliefs and attitudes that are implied in the texts studied; encourage students to view texts in a number of ways; enable students to give an individual response to the way in which texts can be understood in light of ONE of the prescribed questions.

The Written Task 2 is an outline and a formal essay. The outline includes: (1) prescribed question that has been chosen; (2) title of the text(s) for analysis; (3) the part of the course to which the task refers, and (4) or four key points that explain the particular focus of the task. The essay must be 800 to 1000 words, clearly structured with an introduction, clearly developed ideas or arguments and a conclusion. You must also include a bibliography of texts, including the main text and any supporting texts. Areas of focus and questions are:

|  |  |
| --- | --- |
| **Areas of Study** | **Prescribed Questions (answer ONE)** |
| 1. **Reader, culture and text**: Students are encouraged to consider that a text’s meaning is determined by the reader and by the cultural context. The interpretation of a text is dependent on various factors, including | 1a. How could the text be read and interpreted differently by two different readers? |
| the readers and producer’s cultural identities; age; gender; social status; the historical and cultural setting of the text and its production; aspects of language and translation | 1b. If the text had been written in a different time or place or language or for a different audience, how and why might it differ? |
| 2. **Power and privilege:** Students are encouraged to consider how and why social groups are represented in texts in particular ways. In addition, consideration may be given to who is excluded from or mar- | 2a. How and why is a social group represented in a particular way? |
| ginalized in a text, or whose views are silenced. Social groups include women, adolescents, senior citizens, children, immigrants, ethnic minorities and professions. | 2b. Which social groups are marginalized, excluded or silenced within the text? For what purposes and with what effects? |
| 3. **Text and genre:** Students are encouraged to consider the genre in which a text is placed. Certain textual features belong to a particular genre and can be identified by a particular reader or audience. Writers  make use of, or deviate from, particular convention s of genre in to achieve particular effects. Students may also explore | 3a. How does the text conform to, or deviate from, the conventions of a particular genre, and for what purposes? |
| how texts borrow from other texts, and how texts can be re-imagined or reconstructed. Examples of conventions of genre include structure, storyline, characterization, stylistic devices, tone, mood, atmosphere, register, visual images and layout | 3b. How has the text borrowed from other texts, and with what effects? |

Area of Study and Prescribed Question:

Resource(s) (texts may include fiction, but may not focus on fiction):

Thesis:

Plan:

*\* Use additional paper to draft if necessary. Attach to the back of this worksheet.*

This drafting sheet must be completed and submitted to the teacher at the end of the unit on the assigned due date.

Due Date:

The draft of these assessments are products of my own ideas constructed independently and/or with the collaboration of my peers and the guidance of my instructor.

Integrity Statement Signature: