**Introduction**

Although journalists often proclaim to provide balanced reporting of various topics, it is very important for students to understand that often it is just not the case. The impact of media bias and propaganda varies from journalist, news agency, and country.

**The Reading Assignment**

Students should visit each of the following websites and “browse” the sites.

|  |  |
| --- | --- |
| * <http://www.cnn.com/WORLD/> * <http://www.presstv.ir/> * <http://www.france24.com/en/> * <http://www.bbc.co.uk/news/> | * <http://rt.com> * <http://english.aljazeera.net/> * <http://www.ndtv.com/> * <http://www.straitstimes.com> |

Students are looking for examples of media bias and/or propaganda. Since headlines often tell us what is important to a particular society, students should also note what stories make headlines in the various countries.

**The Writing Assignment**

Students will complete a comparative analysis (<http://writingcenter.fas.harvard.edu/pages/how-write-comparative-analysis>) comparing at least two of the sites to the US site (total of 3 sites). The essay should be typed, double-spaced, Times New Roman 12-point using standard 1-inch margins. Students should create a cover page for their essay. The teacher has provided a template on the class website a template for students to use.

**Scoring**

Scoring for the flyer will be as follows:

|  |  |
| --- | --- |
| **Score** | **Description** |
| 4 | The student’s response demonstrates and in-depth understanding of the relevant content and/or procedures.  The student’s response completes all important components of the task accurately and communicates ideas effectively.  Where appropriate, the student offers insightful interpretations and/or extensions.  Where appropriate, the student chooses more sophisticated reasoning and or efficient procedures.  Consistent use of standard English with no spelling, punctuation, or spelling errors |
| 3 | The student’s response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.  The student completes the most important aspects of the task accurately and communicates clearly  The student’s logic and reasoning may contain minor flaws  Consistent use of standard English with minimal errors in spelling or punctuation, none of which are major |
| 2 | The student completes some parts of the task successfully.  The response demonstrates gaps in conceptual understanding.  Consistent use of standard English with several errors in spelling or punctuation, none of which are major |
| 1 | The student completes on a small portion of the task and/or shows minimal understanding of the concepts or processes.  Distracting errors in usage, spelling, or punctuation |
| 0 | The student’s response is totally incorrect, irrelevant, and too minimal to evaluate, or blank. |

**Teacher Comments:**