**English 9 Mr. Harris**

**Independent Reading**

**Recognizing Bias and Slant in Periodicals**

Choose three articles on the same subject from three different periodicals (newspapers, magazines, news websites, etc). Read these articles closely. Pay attention to the way these articles present their subject. What meaningful distinctions exist between the articles in terms of that presentation? Is there any bias? Any significant facts present in one article that are absent in the other? On a larger scale, how does this specific news story directly impact teenager’s life?

Once you have read the articles, you’re going to write approximately a 5 paragraph response. Here’s a rough outline:

**Paragraph 1: Summarize the issue to demonstrate your understanding and move towards a claim about how the way the articles present the subject. Is one or two of the articles more positive? More negative? Is there a bias slant based on the where the article originates?**

**Paragraphs 2- 4: Discuss any meaningful differences or conspicuous similarities. You should organize it with one similarity or difference per paragraph. DO NOT OVERLOAD YOUR PARAGRAPHS!**

**Paragraph 5: Discuss the issue’s relevance a teenager’s life. Be specific! And do not make it personal! It is not about you. It’s about a general life of a teenager.**

**Requirements**

* **ACADEMIC PAPER**, so no 1st person, 2nd person or contractions (Use CTRL F to find mistakes)
* Proper Heading, font and size.
* The paper should be going on to the 3rd page.
* A **SEPARATE** Works Cited page (instructions on that to follow)

Find a topic that interests you before you start looking for periodicals. Here are some ideas to get you started:

* Sports Controversies (Steroids in MLB, Concussions in NFL, College Players getting Paid)
* Government Decisions (Wars in Iraq or Afghanistan, War on Terrorism, Immigration)
* School/Education (Uniforms, Length of Year, Length of Day)
* Social Issues (Gay Marriage, Women’s rights, Legalization of Marijuana, Abortion, Gun Violence)
* Current Events (Boston Bombing, Sandy Hook Elementary School, Abduction in Ohio)

You may pick any issue that you want and make sure you choose something that interests you. Use this website for help: <http://ic.galegroup.com/ic/ovic/?userGroupName=mlin_n_peavet>

The assignment is due via Google Docs on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** | **Score** |
| **Format**  **(x 1)** | Paper is formatted correctly with all specified elements such as font, size, spacing and heading. | Paper is missing 1 to 2 elements. | Paper is missing 3 to 4 elements. | Paper is missing 5 or more elements |  |
| **Summary**  **(x 1)** | Summary demonstrates a complete understanding of the topic covered and provides the writers and titles of articles. | Summary demonstrates an understanding of the topic covered, but may miss the writers or titles. | Summary demonstrates some understanding of the topic covered, but is somewhat unclear and is missing some of the writers and titles. | Summary demonstrates little to no understanding of the topic covered and does not have the writers and titles. |  |
| **Claim**  **(x 2)** | Claim is concise and clear with reasons behind. | Claim is somewhat concise and clear, but is missing reasons | Claim is not concise or clear and is missing reasons. | There is no claim. |  |
| **Similarities and Differences**  **(x 1)** | The paper clearly discusses at least 3 similarities and/or differences within the paper and uses strong textual evidence to support. | The paper clearly discusses 3 similarities and/or differences within the paper, but the textual evidence is not strong. | The paper clearly discusses less than 3 similarities and/or differences OR uses unclear or irrelevant evidence. | The paper has less than 2 similarities and/or differences within the paper OR uses no textual evidence. |  |
| **Quotation Integration**  **(x 1)** | All quotes are integrated smoothly, formatted and cited correctly. | Most quotes are integrated smoothly, but some are awkward, formatted and/or cited incorrectly. | Some quotes are integrated smoothly but most are awkward, formatted and/or cited incorrectly. | All quotes are awkward, formatted and/or cited incorrectly. |  |
| **Relevance to Teenage Life**  **(x 1)** | The relevance is clear with specific examples to demonstrate the relevance. | The relevance is clear, but the examples are general to show the relevance. | The relevance is clear, but the examples are incomplete or vaguely show the relevance. | The relevance is unclear and there are no examples to show the relevance. |  |
| **Proofreading**  **(x 1)** | There are 1-3 mistakes in spelling and/or grammar. | There are 4-6 mistakes in spelling and/or grammar. | There are 7-9 mistakes in spelling and/or grammar. | There are 10 or more mistakes in spelling and/or grammar. |  |
| **Academic Language**  **(x 1)** | Author makes little to no errors in academic language (no 1st person, 2nd person, or contractions) | Author makes a few errors in academic language | Author makes many errors in academic language | The author did not proofread for academic language to a satisfactory level. |  |
| **Works Cited**  **(x 1)** | Works cited page is a separate page and all sources are cited properly. | There are 1 or 2 mistakes in the citations. | There are 3 or 4 mistakes in the citation. | There are 5 or more mistakes in the citation. |  |
| Comments: See Google Docs | | | | **TOTAL** | **/40** |

**Newspaper Bias IRA Name:**

**Grading Rubric Date:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Above Expectations** | **Meets Expectations** | **Needs Improvement** | **Below Expectations** |
| **Format**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Summary**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Claim**  **(x 2)** | **8** | **6** | **4** | **2** |
| **Similarities & Differences**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Quotation Integration**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Relevance to Teenage Life**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Proofreading**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Academic Language**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Works Cited**  **(x 1)** | **4** | **3** | **2** | **1** |
| Comments: See Google Docs | | | **TOTAL** | **/40** |

**Newspaper Bias IRA Name:**

**Grading Rubric Date:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Above Expectations** | **Meets Expectations** | **Needs Improvement** | **Below Expectations** |
| **Format**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Summary**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Claim**  **(x 2)** | **8** | **6** | **4** | **2** |
| **Similarities and Differences**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Quotation Integration**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Relevance to Teenage Life**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Proofreading**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Academic Language**  **(x 1)** | **4** | **3** | **2** | **1** |
| **Works Cited**  **(x 1)** | **4** | **3** | **2** | **1** |
| Comments: See Google Docs | | | **TOTAL** | **/40** |