

MAMAG Assessed Essay

Essay Question:

How has the media influenced the immigration debate in the UK?

Answer this question using the readings from our class and your own analysis of newspaper stories. You may provide comparative data from other countries.

Essay length: 1750 words (You can be over the limit up to a maximum of 175 words (10%), but your essay must not be shorter than 1700 words.)

Deadlines: 12 January – 1st draft – 9:00am sharp!
6 February – final draft – 12:00 noon sharp!
(The final draft must be delivered to the tracking office.)

Essay Presentation:

Your essay should be word-processed. You should use a 12-point font (Times New Roman or Arial) and you should double space. Your pages should be numbered.

The essay should have a cover sheet that includes the following information:

- The essay title
- Your name
- The name of the course
- The name of the lecturer
- The date
- The total word count

The essay should include a bibliography (also called a list of references). This should be on the page following the last page of the main essay. Use the readings that have been given in class. You are not required to read any additional academic sources. You should use the Harvard system of referencing.

You should photocopy or scan the news stories you analyse and these pages should be put into an appendix. The appendix should follow the bibliography.

Be sure to use the spell checker on your computer. Decide whether you wish to set it for American or British spelling. Do not pay much attention to the grammar checker.

Be sure to proofread your essay carefully before handing it in.

MAMAG Programme of Work - 2008

Lesson	
1	In-Class: course Introduction, class warm ups, timed writing
	Homework: Read "What is News" chapter + comprehension questions Everyone should bring in a copy of a <i>real</i> newspaper for next Monday
2	In-Class: "What is News" read, comprehension, apply – 30 minutes Check comprehension, discuss news values, apply News Values activity with short presentations. – 30 + 30 minutes Map drawing exercise for "Understanding Global News" – 30 minutes
	Homework: Read "Understanding Global News" + comprehension questions
3	In-Class: "Understanding Global News" + comprehension questions (30 - 45 minutes) Sentence study activities (45 -60 minutes) Introduce Analysis and Summary Exercise – Do one together in class if you have time (15 minutes)
	Homework: "Understanding Global News" Analysis and Summary
4	In-Class: Review "Understanding Global News" Analysis and Summary (30 minutes) Introduce the Essay Assignment (15 minutes) Jigsaw Reading of Newspaper Articles on Migration, Asylum and Refugees (1 hour 15 minutes)
	Homework: Find a news article in a British newspaper that reports on a story in another country. Write a short commentary on it from the point of view of the way language is used.
5	In-Class: Definitions (1 hour and 45 minutes), Introduce homework (15 minutes)
	Homework: Write a definition and commentary paper on the terms refugee, migrant and asylum seeker
6	In-Class: "Words and Images" + vocabulary + comprehension questions (2 hours) Lots of in-class reading
	Homework: Read "A Warm Welcome" + comprehension questions + Library Quiz
7	In-Class: "A Warm Welcome" + comprehension questions (45 minutes) Essay structure including making an outline (1 hour) + Library Quiz (15 minutes)
	Homework: "New(s) Racism: A discourse analysis approach" + Find news stories about immigration
8	In-Class: "New(s) Racism: A discourse analysis approach" + Language Focus + Application (2 hours)
	Homework: Make an essay outline + "Racialized Othering" + structured notetaking
9	In-Class: "Radicalized Othering" – Using sources in your essay + Present your draft outline for the essay (model feedback on one or two then have students work in groups)
	Homework: First draft of essay - due 12 January
10	In-Class: Referencing, Editing and Proofreading (Book a computer room if you can)
	Homework: Continue work on essay
11	In-Class: Tutorials
	Homework: Continue work on essay
12	In-Class: TBC
	Homework: Final Essay Due – 6 February 2009 at 12 noon.

Reading Sequence for Immigration Essay Task

Read and Discuss and Apply

- ❖ Intro to Journalism
 - News Values – Identify news values used in today's papers.

Apply, Read, Discuss, Apply + Vocabulary Focus

- ❖ Understanding Global News
 - Identify cultural orientation or bias in sample news stories.
 - Write a commentary on how vocabulary is used in another news story about a foreign country

Re-read and Analyze

- ❖ Understanding Global News
 - Identify author's claims, support and commentary/analysis

Re-read, Discuss and Analyse Language

- ❖ Understanding Global News
 - Sentence study - unpack the grammar of sentences. Recognize the use of nominalization in academic texts.

Read, Discuss and Formulate a Viewpoint to take into an Essay on a Specific Topic

- ❖ Jigsaw Reading of Newspaper Articles on Migration, Asylum and Refugees
 - Read, discuss for understanding and orally summarise
 - Define the terms refugee, migrant and asylum seeker and write a commentary on how they are used by the media
- ❖ Read a non-academic report + Vocabulary Focus
 - Refugee Magazine – Words and Images (Some in-class reading)
 - Compare claims in the magazine report with your own views and with the newspaper articles you read.

Read, Discuss – Raise Awareness of Cultural References and Claims and Support

- ❖ A Warm Welcome? Scottish and UK media reporting of an asylum-seeker murder
 - Provide political background to help students understand the uniqueness of the Scottish situation.
 - Review organisational structure – how does this structure strengthen the claims being made by the author?

- Notice how author uses other sources in her text. (Mollard, C. (2001). *Asylum: The truth behind the headlines*, UK Poverty Programme of Oxfam GB. Oxford: Oxfam.)

Read a full journal article and Apply to Sample Stories

- ❖ New(s) Racism: A discourse analysis approach, van Dijk (2000)
 - Focus on vocabulary use – subtle meanings, connotation, collocation
 - Focus on sentence structure – topicalization, use of passives
 - Focus on use of punctuation and fonts
- ❖ Apply this analysis to some sample news stories.

Noticing how writers use sources

- ❖ Radicalized 'othering': The representation of asylum seekers in the news media.
 - Mark up a text to show how the author refers to sources.
 - Highlight use of reporting verbs in this and previous texts.
 - Focus on van Dijk (2000) citations. How did the authors of this paper incorporate information from van Dijk into their paper?

English vocabulary size of foreign learners^a

Country	Vocab Size	Hours of Instruction ^b	Reference (re- size)
Japan EFL University	2,000 2,300	800-1,200	Shillaw 1995 Barrow et al. 1999
China English majors	4,000	1,800- 2,400	Laufer 2001
Indonesia EFL University	1,220	900	Nurweni and Read 1999
Oman EFL University	2,000	1,350+	Horst et al 1998
Israel High school graduates	3,500	1,500	Laufer 1998
France High school	1,000	400	Arnaud et al. 1985
Greece Age 15, high school	1,680	660	Milton & Meara 1998
Germany Age 15, high school	1,200	400	Milton & Meara 1998

a. The table is taken from Laufer, 2000: 48, slightly adapted

b. The data on hours of instruction was largely obtained by Laufer's personal communication with colleagues from the respective countries

Words and Images – Vocabulary – Teacher’s Version

1. Read the first section of the article titled *Australian ‘Floods’*.
 - As you read use a highlighter pen to mark any words or phrases you do not understand. Do NOT stop and look them up in the dictionary during your first reading of the text.

2. Using just two or three sentences, summarize what this section of the article is about.

This section describes one newspaper article written by an Australian journalist. It highlights how the journalist has used themes and language to create an extremely negative picture of people seeking asylum in Australia.

3. How well do you think you understood this section of the article?

1 _____ 5
not at all a little I got about half pretty well completely

4. What helped you to understand it?

5. What caused difficulties with understanding?

Vocabulary Focus

The following vocabulary words come from the first, section of the reading *Words and Images*.

Work with a small group and find out the meanings of a selection of these words. Your teacher will tell you which words to focus on. You may use your first language dictionaries to get a translation, but in order to demonstrate understanding you will also be required to provide one of the following:

- an English definition
- an example
- an association
- a synonym or antonym
- a demonstration
- an explanation of the origin of the word or phrase
- a description of a situation where the word would be used

Paragraph 1

1. flood – English definition
2. concentration camp – translation + example
3. halal – translation + who and what
4. vegetarian – English definition
5. detention centre – translation + example

Paragraph 2

4. cram – translation + demonstration
5. pejorative associations – translation + example
6. myths – English definition + example
7. distortions - English definition + example

Paragraph 3

8. inhumane – break this word into its parts and try to guess the meaning + English definition
9. boat people – find an English synonym for this word - explain why this term is used
10. racist – translation + describe a situation where someone is racist
11. to shower something on someone – give an example of this that is different from the one in the text
12. atrocities – translation + example
13. worthies with a pulpit – who normally uses a pulpit? Give an example of a worthy with a pulpit.

Paragraph 4

14. straw dummies – Find another English phrase that means the same thing + translation
15. roughing up – translation + demonstration
16. clobbering – translation + demonstration
17. detained – translation + describe a situation where this might happen
18. socialists – translation

19. anarchists - translation
20. unionists – check your dictionary then compare to the context and give an English definition
21. greens – give an example of who and what
22. dupes – translation + example
23. campaign – translation + example
24. agitators – translation + describe a situation

Paragraph 5

25. amplified – translation + describe a situation
26. a military flavour – give an English definition + an example of another word you could use with flavour

Paragraph 6

27. red-button issue – give an English definition + an explain the origin of this term
28. soaking up money – describe this situation + what other things could be 'soaked up'?
29. open-door policy – describe this situation + explain how is it similar to China's open door policy and how is it different?

Paragraph 7

28. the clincher – give an example situation

Paragraph 8

29. cascade – translation + give a synonym
30. documents – translation + English definition
31. forged papers - translation + English definition
32. people-smugglers – translation + example
33. queue-jumpers – translation + demonstration with 5 classmates
34. compassion – translation + find a synonym and antonym
35. squalid – translation + give an example
36. evaporates – translation + describe a situation

Paragraph 9

37. scandalized – translation + English definition
38. wild generalizations – translation + give an example situation
39. demonize – translation + example
40. glibly - translation + English definition
41. raised eyebrows – English definition
42. talk-back radio (Australian English) – English definition
43. propagated - translation + English definition

Paragraph 10

44. overthrow - translation + English definition + example
45. regimes - translation + English definition + example
46. sympathy - translation + example

Vocabulary Expansion

Literal meaning– the basic or original meaning of a word

ex. Green is a colour. It is a mixture of blue and yellow.

Metaphorical meaning – when a word is used to describe something other than itself. In this case, the thing being described will share similar qualities or characteristics with the word used to describe it.

ex. Grass is green. Trees have green leaves. Many plants are green in colour. Grass, trees and plants are part of the environment.

People or activities that protect the environment are called 'green'.

Green shopping bags = reusable shopping bags

Green party = a political party that places a lot of importance on environmental issues

1. Which of the words above are used metaphorically?

<i>flood</i>	<i>soaking up money</i>
<i>to shower something on someone</i>	<i>open door policy</i>
<i>worthies with a pulpit</i>	<i>cascade</i>
<i>straw dummies</i>	<i>queue-jumpers</i>
<i>roughing up</i>	<i>evaporates</i>
<i>clobbering</i>	<i>demonize</i>
<i>red-button issue</i>	<i>raised eyebrows</i>

2. Which of the words above have a wider meaning than how they are used here?

concentration (concentrate) - to bring many things very close together

detention (detain) – to prevent someone from leaving a place

agitators (agitate) – to mix up or stir up

amplified (amplify) – to make something bigger or louder

3. Which of the words here do you think you are likely to see used again in a discussion about immigration and the media? These are worth studying!

<i>boat people</i>	<i>distortion</i>	<i>regime</i>
<i>campaign</i>	<i>myth</i>	<i>sympathy</i>
<i>documents</i>	<i>open-door policy</i>	
<i>flood</i>	<i>pejorative</i>	
<i>forged papers</i>	<i>people-smugglers</i>	
<i>demonize</i>	<i>queue-jumpers</i>	
<i>detention centre</i>	<i>racist</i>	

Words and Images – Reading Comprehension Teacher’s Version

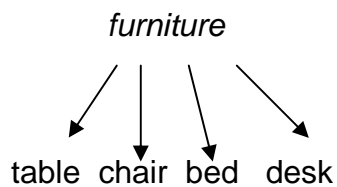
Question 5 below requires you to understand the writing technique called lexical cohesion. Hopefully, by noticing how it is used here, you’ll see how you can use it in your own writing.

Lexical Cohesion – This is the technique of using synonyms and superordinates, hyponyms and subordinates to link ideas, sentences and paragraphs.

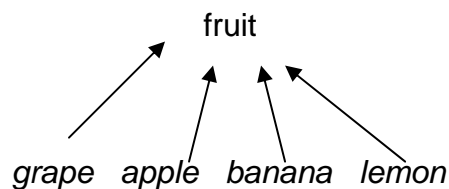
Synonyms

kind – gentle, nice, sympathetic, thoughtful, caring

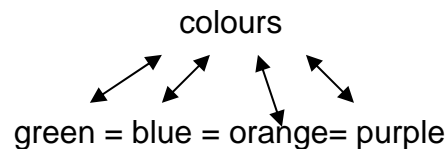
Superordinates



Subordinates



Hyponyms



One example of lexical cohesion in Section 1 of the reading looks like this:

para. 1 – journalist

para. 2 – she

para. 3 – columnists, writers, she

para. 9 - writer’s

Read the article. Start at the beginning and read through to the end. Be sure to pay attention to the pictures.

Sections 1 & 2

1. How is Section 2 of the article related to Section 1?

It aims to refute (or contradict) the points made by the Australian journalist. It does this by contrasting the Australian situation with that of other (often much poorer) countries.

What is the overall purpose of this section?

It aims to show how the true story of asylum seekers was manipulated by the way they were discussed in the media. Then it goes on to show how changes in the way asylum seeker issues were reported in the media was then followed by changes to how asylum seekers issues were handled in Australia.

2. What is a possible implication of the Australian example? Why do you think this example was given at the beginning of an article that is mostly about how asylum seekers are portrayed in the UK media?

It indicates that the media's portrayal of an issue like immigration can have a real impact (negative or positive) on government policy and the actions and beliefs of the general public. A change in the way the media portrays an issue can lead to changes in government policy and the public's beliefs.

If this can happen in Australia, could the same happen in the UK?

Section 3

3. What are some causes of poor media reporting?

Section 3, paragraph 1

4. How bad is the situation in the UK?

British newspapers are littered with adverse and/or inaccurate stories about asylum seekers and other immigrants

Section 3, paragraphs 3 onwards – for detailed facts and figures

5. How are journalists (mis)using the writing technique of 'lexical cohesion'?

They are using the terms asylum seeker, immigrants, refugee, foreigners and gypsies as if they are synonyms or hyponyms.

6. What new collocations have the media created?

*illegal asylum seekers
illegal refugees
bogus asylum seekers
asylum cheats*

*criminals (or crime) + asylum seekers
refugee + rape
migrant monster
asylum madness*

7. What is the problem with this misuse of language?

Both the public and politicians may fail to distinguish between these groups of people.

8. How did one newspaper directly try to influence the government?

Sun coupon campaign

Section 4

9. What evidence was there of a more indirect influence on the public?

The public begins to adopt the same language as the newspapers and to repeat the incorrect information reported by the newspapers.

Overall, Britain's willingness to accept asylum seekers was decreasing.

10. What phrase do newspapers use against people who might criticise how they are reporting on immigration issues?

*They claim that critics are just being 'politically correct'. Political correctness is used in a **pejorative** sense. (Note: a key word from the vocabulary list!)*

11. What have some organisations and journalists done to try to stop this negative and inaccurate reporting?

Article 19 published a report highlight the problem.

The Association of Chief Police Officers issued a 'best practice' guide.

Journalists from The Daily Express made two official complaints to the PCC.

12. What is one potential danger of all this reporting?

Once racism against immigrants becomes normal (or commonplace) then changing or ignoring laws designed to prevent racism won't be seen as a problem.