Media Effects Pecha Kucha and Annotated Bibliography

**Instructions:**

Your job is to work with a partner to select and process research on a media effects topic that you will present to the class. You will create an **annotated bibliography** that will inform a presentation. **Analyze and explain controversial issues** within one of the following topics and use the appropriate **media concepts** to guide your analysis. Research the issue, explain the research, and form your opinion with the annotated bibliography.

Then, determine where you stand in the controversy, and share your thoughts and convince your peers of your position in the presentation. This **presentation** will be done in “Pecha Kucha” style; 20 slides, 20 seconds each. Use appropriate ads and quotations from your research to support your argument. End with a question or activity for the class.

**Potential Topics:**

**☐ Child Gender Stereotypes ☐ Civic Engagement ☐ Gratification Seeking ☐ Fandom**

**☐ Consumer Culture (toys, electronics, fashion, beauty, etc) ☐ Identity ☐ Body Image**

**☐ Television Programs ☐ Films ☐ Video Games ☐ Surveillance society**

**☐ Celebrity Culture/narcissism ☐ Violent society (be careful not to use content that is too graphic)**

Be sure to use the terminology you’ve learned through the **Media Concepts powerpoint** to address these topics. Give specific attention the depiction of audiences, with the **model of audience effects** OR **audience uses and gratifications**.

**Part A: Annotated Bibliography:**

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| --- | --- |
| **Instructions:**  Each citation requires 3 things on your annotated bibliography:   * An MLA formatted works cited entry * A brief summary of the article * An explaination of how the article connects to your argument | **Helpful Tips:**   * Please complete the outline chart (x3) * Use complete sentences. Avoid informal language * Proofread for mechanical errors * Use MLA formatting * Alphabetize your entries * Click here for a [full reference guide](https://docs.google.com/document/d/13LXxsKLOFTA6Jjx9AphERxS9z-Uz2-EvVW9PjS3rC0U/edit?usp=sharing) |

**Rubric for Annotated Bibliography: LV:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **R** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Citations and Format** |  | * Works Cited done correctly after several attempts * Several formatting errors | * Works Cited done correctly after a few attempts * A few formatting errors | * Works Cited done correctly after one correction * 1-2 formatting errors | * Works Cited done correctly upon submission * Flawless formatting |
| **Annotation Quality** |  | * Poor summary * Discussion is lacking with little to no connections | * Fair summary * Discussion is satisfactory with some connections to the presentation | * Good summary * Discussion is well done with clear connections to the presentation | * Strong Summary * Excellent discussion with insightful connections to the presentation |
| **Communication** |  | * Errors impede communication | * Errors distract from communication | * Minor errors do not impede communication | * Lack of errors results in solid flow of information |

**Part B: Pecha Kucha Presentation:**

**Structure:**

You and your partner will perform a 6-minute and 40 second presentation with 20 slides going by at a rate of 20 seconds each. The visuals should be very clean with minimal text on screen. Sometimes only a word or two need show up on the screen. Sometimes only a picture need show up on screen. For more on [pecha kucha](http://avoision.com/pechakucha%20https:/www.youtube.com/watch?v=OCdSyUv0lb8) and presentation [style](http://www.ted.com/talks/larry_lessig_says_the_law_is_strangling_creativity), go to: [http://www.pechakucha.org/presentations/quantifying-self](http://www.pechakucha.org/presentations/quantifying-self%20)

**Content:**

Ensure you have a unique, solid argument about your topic. Be specific about your topic and proof (ie. Try to go beyond “women are portrayed unfairly in the media”). Integrate your research to prove your position. You may write a script, but I suggest writing only point form notes.

**Presentation Rubric: LV:**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **R** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Pecha Kucha style and timing** |  | * Has difficulty handling the 20 seconds per slide format | * Somewhat handles the 20 seconds per slide format | * Handles the 20 seconds per slide format well | * Expertly took to the 20 seconds per slide format |
| **Content: ARGUMENTS & EVIDENCE** |  | * Several topics are missing * Lacks specific details, examples, and quotations | * Most topics are discussed * Uses some specific details, examples, and quotations | * All topics are discussed in detail * Uses several specific details, examples, and quotations | * All topics are thoroughly discussed * Uses many specific details, examples, and quotations |
| **Content: CONCLUSION** |  | * Conclusion regarding the media effect is lacking | * Attempts to draw conclusions regarding the about the media effect | * Draws meaningful conclusions about the media effect | * Draws meaningful and insightful conclusions about the media effect |
| **Visuals** |  | * Visuals and text lack supplementation of your discussion and are unbalanced in your presentation | * Visuals and text somewhat supplement your discussion and somewhat unbalance your presentation | * Visuals and text supplement your discussion and do not overpower or underpower your presentation | * Visuals and text expertly supplement your discussion and do not overpower or underpower your presentation |
| **Presentation Skills** |  | * Does not connect with the audience and presentation skills are lacking * Activity not relevant | * Some attempt to connect with the audience but presentation skills need improvement * Activity relevant | * Connects with the audience well and demonstrates good presentation skills * Activity quite relevant and effective | * Expertly connects with the audience and demonstrates excellent presentation skills * Activity highly relevant and effective |

Annotated Bibliography Outline

**WITH AUTHOR:**

**FORMAT:** Writer’s last name, first name. “Article Title.” Website Title. Publisher of Website (scroll down – if applicable), Date Written (as formatted below). Format (Web or Print). Date Accessed.

**EXAMPLE:** Poniewozik, James. "TV Makes a Too-Close Call." Time. 20 Nov. 2000. Print.

**WITHOUT AUTHOR:**

**FORMAT:** “Article Title.” Website Title. Publisher of Website (scroll down – if applicable), Date Written (as formatted below). Format (Web or Print). Date Accessed.

**EXAMPLE:** "How to Make Vegetarian Chili." eHow. Demand Media, n.d. Web. 24 Feb. 2009.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Article 1:**     |  |  |  | | --- | --- | --- | | **#** | **Quote/fact/statistic** | **Explanation of Usefulness, Connection to topic*…*** | | 1 |  |  | | 2 |  |  | | 3 |  | ­­­­­ | |  |

**Article 2:**

|  |  |  |
| --- | --- | --- |
| **#** | **Quote/fact/statistic** | **Explanation of Usefulness, Connection to topic*…*** |
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**Article 3:**

|  |  |  |
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| **#** | **Quote/fact/statistic** | **Explanation of Usefulness, Connection to topic*…*** |
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