

# TECHNICAL VOCATIONAL LIVELIHOOD

12

QUARTER

2

## MEDIA AND INFORMATION LITERACY



**Media and Information Literacy – Grade 12**  
**Quarter 2 – Module 10: Text Information and Media (Part 2)**  
**First Edition, 2020**

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# Media and Information Literacy

12

QUARTER 2

MODULE

10

**Text Information and Media  
(Part 2)**



# Introductory Message

For the Facilitator:

Welcome to the Media and Information Literacy – Grade 12 Self-Learning Module on Text Information and Media (Part 2).

This Self-Learning Module was collaboratively designed, developed and reviewed by educators from the Schools Division Office of Pasig City headed by its Officer-in-Charge Schools Division Superintendent, Ma. Evalou Concepcion A. Agustin, in partnership with the City Government of Pasig through its mayor, Honorable Victor Ma. Regis N. Sotto. The writers utilized the standards set by the K to 12 Curriculum using the Most Essential Learning Competencies (MELC) in developing this instructional resource.

This learning material hopes to engage the learners in guided and independent learning activities at their own pace and time. Further, this also aims to help learners acquire the needed 21st century skills especially the 5 Cs, namely: Communication, Collaboration, Creativity, Critical Thinking, and Character while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.



For the Learner:

Welcome to the Media and Information Literacy Self-Learning Module on Text Information and Media (Part 2)!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning material while being an active learner.

This module has the following parts and corresponding icons:



**Expectations** - This points to the set of knowledge and skills that you will learn after completing the module.



**Pretest** - This measures your prior knowledge about the lesson at hand.



**Recap** - This part of the module provides a review of concepts and skills that you already know about a previous lesson.



**Lesson** - This section discusses the topic in the module.



**Activities** - This is a set of activities that you need to perform.



**Wrap-Up** - This section summarizes the concepts and application of the lesson.



**Valuing** - This part integrates a desirable moral value in the lesson.



**Posttest** - This measures how much you have learned from the entire module.





## EXPECTATIONS

At the end of this lesson, you are expected to:

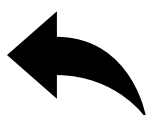
- A. identify formal and informal text-based materials;
- B. analyze text information and media content based on the Media and Information Design Framework;
- C. produce a text-based campaign poster using the design principle and elements.



## PRETEST

**Directions:** Write **T** if the statement is TRUE and **F** if the statement is false. Write your answer on the space before each number.

- \_\_\_\_ 1. Text is not available in different sources.
- \_\_\_\_ 2. We can be either a consumer or a content producer in accessing text media and information.
- \_\_\_\_ 3. No matter how brief or lengthy a text is, it should always be written carefully with the intent of sending a specific message to the target audience.
- \_\_\_\_ 4. Formal text-based materials go through a rigorous process of editing or evaluation and are usually governed by censorship of the state.
- \_\_\_\_ 5. Text is very powerful in disseminating information, providing direction, and giving suggestions.



## RECAP

TEXT a simple and flexible format of presenting information or conveying ideas whether hand-written, printed or displayed on-screen. The principles in designing text elements are Emphasis, Appropriateness, Proximity, Alignment, Organization, Repetition and Contrast.







## LESSON

Text is very effective in disseminating information, providing guidance and putting forward suggestions. It may be as brief as a single word or paragraph, or as lengthy as a news article or research paper. Furthermore, no matter how short or lengthy a text is, still it is carefully written with the intention of giving the target audience a very clear message.

Text is accessible in various outlets, whether formal (news stories, books written, newspapers, magazines, advertising, research works, etc.) or informal (blogs, personal emails, SMS or text messages, online messengers, social media sites, etc.)

**Formal text-based materials** - produced and published by existing organizations (such as publishing firms, news agencies, etc.) and are subject to stringent editing or assessment processes and are typically regulated by state censorship.



Source: <https://mediasocietyreact.home.blog/2018/09/11/chapter-3-5-reflections/>

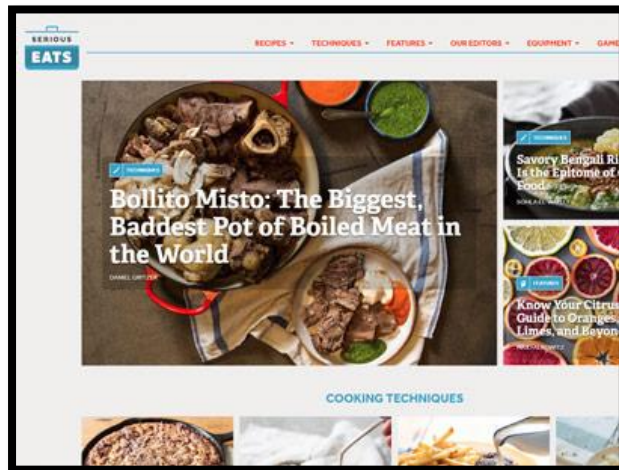
**Informal text-based materials** - come from personal thoughts or views on different topics, processes, etc.



Source: <https://mediasocietyreact.home.blog/2018/09/11/chapter-3-5-reflections/>



Source: <https://www.devex.com/news/>; Photo by: Viktor Hanacek / Picjumbo



Source: <https://detailed.com/food-blogs/>

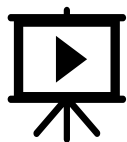
We can be either a consumer or a content producer in accessing text media and information. These are the questions you need to ask, as a consumer, about the quality of text media and information:

- Who sends the post, or which institution?
- What language does the author use?

- What are the strategies used to attract and retain attention?
- Which message is missing, slurred or added?
- What are your views? Are they in equilibrium?
- How do you view the message in various ways?

As an information and text media user, we need to study the media and framework for information design: target audience, author or sender, main content, meaning, form / style and format.





## ACTIVITIES

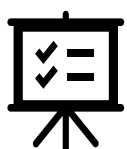
### ACTIVITY 1 - Typography Campaign Poster

**Directions:** Assume that you are promoting your track or strand to Grade 10 students from your school. Applying the design text principle and elements, create a typography campaign poster to encourage other students to choose your chosen track/strand. Take note of the following criteria below:

#### Typography Campaign Poster Sample Rubric

Typography project rubric (2016, February 8). Retrieved from <http://www.rcampus.com/rubricshowc.cfm?code=U787A3&sp=true>  
 Rubric for poster (2016, February 8). Retrieved from <http://ced.ncsu.edu/mmania/>

Criteria	4	3	2	1
<b>Communication to the audience</b>	The combination of elements takes communication to a superior level.	There is evidence of the use of text and other elements combined to adequately deliver a high impact message.	There is little sign of mutual reinforcement among the text elements. There is some tendency toward random use of elements to communicate the message.	The poster is either empty and plain or confusing and cluttered.
<b>Organization of elements (font types, shapes, color, etc.)</b>	The organization of elements is smartly thought of.	The organization of elements is clear and direct.	There is an organization of the elements but it is confusing.	There is no clear organization of the elements
<b>Spelling and readability</b>	Most words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Most words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Words are chosen with less care; writing is sometimes unclear. Most words are spelled correctly and is grammatically correct.	Words are chosen with less care; writing is sometimes unclear; some words are spelled incorrectly and proper punctuation is not employed.



## WRAP-UP

**Directions:** Create a slogan about producing text information and media. Write your slogan inside the box below:





## VALUING

It is necessary to use text information and media with good intentions and know what needs to be avoided. Do you agree with this statement below? Share your thoughts about this statement. Write your answer on the space provided.



<https://circlemil.wordpress.com/2018/06/22/a-quote-about-media-information-literacy/>

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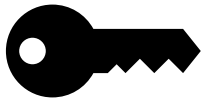


## POST TEST

**Directions:** Write **T** if the statement is TRUE and **F** if it is false before each number.

- \_\_\_\_ 1. Text is available in different sources whether it is formal or informal.
- \_\_\_\_ 2. As a producer of text media and information, we need to consider the media and information design framework: target audience, author or sender, key content, purpose, form/style and format.
- \_\_\_\_ 3. Formal text-based materials come from personal opinions or views on different issues, processes, etc.
- \_\_\_\_ 4. Text can be as short such as a single sentence or phrase, or they can be as lengthy as news articles or investigative reporting.
- \_\_\_\_ 5. Informal text-based materials are created and distributed by established institutions.





## KEY TO CORRECTION

Post-test	Activities:	Pre-test
1. T	Answers may vary	1. F
2. T		2. T
3. F		3. T
4. T		4. T
5. F		5. T

## References

Andres, V. et al. "What is text?" *Teaching Guide for Senior High School Media and Information Literacy*, Quezon City: Commission on Higher Education. 2016.

Rouse. Any "human-readable sequence of characters" that can form intelligible words, 2015. <https://www.scribd.com/document/364190257/MIL-TG>

