ES2660 COMMUNICATING IN THE INFORMATION AGE

T5: NO INDIANS NO PRCs

TO DO, TODAY

- Wild card practice #3

- Questioning using Barrett's taxonomy of comprehension levels

- Case study – No Indians, No PRCs

- Applying Ennis' CT skills and dispositions

WILD CARD PRACTICE #3

Speak for just a minute on the underlying assumptions in this Cold Play and Chain-smokers song "something just like this".

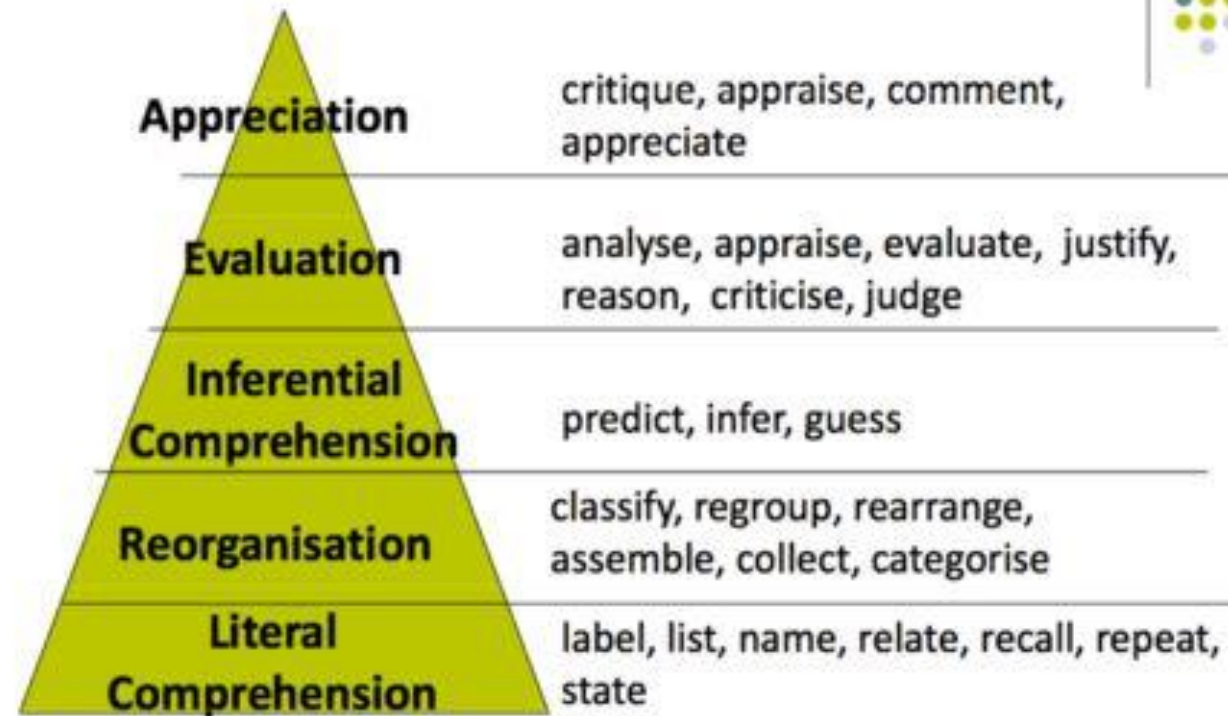You can also question the assumptions that you have identified.

https://www.youtube.com/watch?v=FM7MFYoyIVs

LEARNING AID – FRAMEWORK FOR READING

BARRETT'S TAXONOMY of Comprehension Skills

Appreciation	critique, appraise, comment, appreciate
Evaluation	analyse, appraise, evaluate, justify, reason, criticise, judge
Inferential Comprehension	predict, infer, guess
Reorganisation	classify, regroup, rearrange, assemble, collect, categorise
Literal Comprehension	label, list, name, relate, recall, repeat, state

BARRETT'S TAXONOMY OF COMPREHENSION

- Useful tool to unpack meaning of any information text

- Different levels of meaning

    - Literal – prima facie

    - Metaphorical/symbolic

    - Subtext – between the lines

- WYSIYG – depends on how well you see things, so Barrett is a good way of learning how to see

MINING FOR INFORMATION

- What kind of questions can you ask in order to mine for information in the text?

- How can Barrett's Taxonomy be used to help you formulate the questions that need to be asked before anyone can really start analysing the text.

SAMPLE QUESTIONS USING BARRETT'S

Questioning information source

- What's the source? Who wrote it? B1 =Barrett level 1

- What's the author's claim? B2 What reasons or evidence is given in support? B2 Are there any assumptions about beliefs or values, if so, what are they? B3 Is there an agenda? B3

- Is there any other information from elsewhere that we can use to measure the veracity of this information? B4

Questioning our responses

- Are we judging the author's views fairly? B4 What assumptions or beliefs or values are we using assess the veracity of the information? B5

- What conclusions can we draw from this information? B3 What is the basis of our conclusions? B4

- Is or are there alternative conclusions? If so, what might these be. B5

CASE STUDY

- Read the article.

  http://www.bbc.com/news/world-asia-26832115

- Use Barrett's Taxonomy to understand the:
  - text
  - subtext

Legal gap?

Of course, rental discrimination exists in many countries. **A BBC study** in October found that several estate agencies in London would refuse to rent to African-Caribbean people at the landlord's request.

However, while the UK has legislation banning discrimination on ethnic or nationality grounds, covering situations including "buying or renting property", Singapore offers fewer legal protections.

"There is no specific anti-discrimination law that can be used by non-citizens," says Prof Tan.

"Even if there is an anti-discrimination law, there is the challenge of proving discrimination... Indication of tenant preferences in rental advertisements may not amount to discrimination."

Some landlords are influenced by stereotypes about which migrant groups cook "heavy" foods

In a statement, PropertyGuru said discrimination on the basis of ethnicity or nationality was "absolutely not" allowed under its guidelines.

"There is a whistle-blowing feature for viewers... to report [content] that may be

WILD RICE PRODUCTIONS

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AUTHORIAL VIEW VS. AUTHORIAL BIAS

- Does Helier Chung have an authorial voice? If so, where can you 'hear ' it?

- Does Helier Chung also show authorial bias? If so, where can you 'see' or 'feel' it?

- What are the implications for you as writers?

HOW TO USE MENTAL TOOLS – BBC NEWS ARTICLE

- Alternative views - There is some attempt to present alternative views in the article….

- Anecdotal evidence – The reference to the otherwise unknown estate agent called Charlene is anecdotal evidence which …

- Authorial voice – the authorial voice can be heard when….

- Authorial bias – the authorial bias is seen when…

- Evidence – there is some evidence offered in the article but it is not always substantial because…

- Factual evidence – even the factual evidence is flawed as the statistics from rental ads on Gumtree….

- Generalizations – saying that Indians cook curries is a generalisation, but that by itself is fairly neutral because….

- Non sequitur the allusion to the number of foreign construction workers in Singapore seems to be a non sequitur in that…

- Stereotypes – however to say that Indians cook smelly curries and Chinese are not house proud is to perpetuate stereotypes which are much more damaging than making generalisations because….

CASE STUDY KEY LEARNING POINTS – AUTHORIAL VIEW

Clue to authorial view	Example
Inferences	'The issue appears more common with less expensive properties and on sites where content is posted directly by users, such as Gumtree'
Omissions	Limited evidence in BBC article – 160 ads from one site on one day that had racist ads. That makes the problem seem very large, but to discern that, the total number of ads needs to be known.
Asides	There are two text boxes in the BBC ad that show information about legislation not extending to foreigners, also another about a play "cook a pot of curry"
Comparisons	The BBC article has an extended comparison of Singapore versus the UK.

WORDS IN GREEN

Denoted or connoted words – words that "give away" how the writer feels about an issue or how the writer wants the reader to feel. Use the green highlighter to shade all the words that have some denoted meaning in this text.

To **connote** is to imply a meaning or condition, and to **denote** is to define exactly. **Connote** is like giving a hint, but to **denote** is to refer to something outright.
- www.vocabulary.com

KEY LEARNING POINTS

- A critical thinking framework allows you to develop a systematic way of assessing information so that decisions and actions are reasonable and ethical.

- There are some strategies that you can use to assess and evaluate information more holistically, such as asking questions about the author's message and intentions and your own responses.

- There is media bias even in so called objective articles, you need to be sensitive to the trigger points, such as seemingly innocent layout of the article, juxtaposition of side stories and main story.

- As a writer, you need to demonstrate an awareness of your own authorial voice and biases, and to use language that reflects that you are being as objective and open minded as possible, e.g. being circumspect, using hedging.

- Words in green will become synonymous in this module for connotative or denotative words. These are words which carry some extra meaning, usually affective. These words work on the assumption that the reader understands the meaning of the words and phrases and can identify himself or herself with them. These words act as persuasive devices. Critical readers need to evaluate the meaning and the impact.

HOMEWORK: WILD CARD PRACTICE #4

- What are some obvious flaws in the various arguments made by different people quoted in the articles?

- Do you hold to the notion that journalists should report the news objectively?

- How is it possible for journalists to bias an article?

- Make a note of your points so that you can speak for **just a minute on the topic of "News or noose? How news reporting can string us along."** for the next tutorial.

- The reading homework in the next slide should be useful.

READING HOMEWORK

Paul, R. and Elder, L. (2006)
Critical thinking: tools for taking charge of your learning and your life. 2nd edition
Pearson, Eaglewoods: New Jersey

- Ch.12, p249-289 How to detect media bias and propaganda in national and world news.

CA2 – DEVELOPING A RUBRIC

- In your groups or teams start thinking about how to turn Ennis Taxonomy into a simple to remember and use rubric. This rubric should ideally be in the form of a mnemonic. This exercise forms part of the group project.

CA2 – GROUP PROJECT

Component	Worth	Work needed
1. Critical reflection (max 5 pages).	15% Group mark	i. Each member should have read and reflected on Ennis, 2011. ii. You need to identify the key taxa of his taxonomy of critical thinking skills and dispositions. iii. You should also analyse how these taxa can be applied to any piece of information about IT for a general audience. iv. In particular, you should 'pilot' your rubric to show how it works to evaluate a short online information source, e.g. website or tech news article or video.
3. Short Oral Presentation with Q and A	10% Individual mark	i. The team will be given a prompt 72 hours in advance. This is essentially a beta test of your rubric. **The topic is likely to be on an IT solution to a human problem.** ii. Team members should discuss how their rubric can be used to assess and evaluate information on a given prompt, likely a piece of technological news (could be verbal, graphic or video or a mix.) iii. The discussion points should then be divided among the team members. iv. Each team member will present a section. v. At the end of all the short presentations, the team will take questions from the rest of the class who have been their audience.