“A written task demonstrates the student’s ability to choose an imaginative way of exploring an aspect of the material studied in the course. It must show a critical engagement with an aspect of a text or a topic.” (IB Guide)

Language & Mass Communication Learning Outcomes:

1. Examine different forms of communication within the media.
2. Show an awareness of the potential for educational, political, or ideological influence of the media.
3. Show the way mass media use language and image to inform, persuade, or entertain.

Rationale must include:
- How the content of the task is linked to a particular part of the course.
- How the task is intended to explore particular aspects of the course.
- The nature of the task chosen.
- Information about audience, purpose, and the social, cultural, or historical context in which the task is set.

A. Official IB Topics (as designated):

- Textual bias
- Popular culture
- Use of persuasive language
- Language and presentation of speeches and campaigns

B. Activities, subtopics, texts, and text types we’ve covered:

- Toulmin model of argument (claim, evidence, & warrant)
- Rhetorical devices (ethos, logos, pathos)
- Advertisements (“You Know Who You Are” – Hard Rock Café, Dodge Durango, Girl Scouts, etc.)
- The use of modality to indicate bias or modality as a rhetorical device
- Identifying bias through SOAPS analysis and 1,2,3 process
- “Shooting an Elephant” (narrative essay)
- Editorial cartoons (Moon landing, Harambe death)
- Newspaper articles (moon landing, violence at Trump rally)
- Social media (usage and effects of)
- Logical fallacies
- Reviews (Pirates of the Caribbean, Lotus, Grand Theft Auto)
- Consumer culture (art of Chris Jordan)
- “Is Facebook Making Us Lonely?” (essay)
- “Touchscreen” (Marshall Jones; slam poem)
- Generation Like (PBS documentary film)
- Speeches (George W. Bush 9/11 speech, The King’s Speech, Nixon Checkers speech)
- Einstein letter
- Op-ed (“Stop Overusing the Word ‘Genius’”)
- “In the Event of Moon Disaster” speech
- Toni Morrison’s letter endorsing President Obama (letter/editorial)
- MTV Environmental ads campaign
- Sojourner Truth speech
- David Foster Wallace speech
- “This is Water” video (visual representation of DF Wallace speech)
For your Creative Assignment/Written Task 1, you must provide a rationale in which you identify one of the four bolded IB topics and discuss a specific text or activity we explored in class, and use those things as a bridge to your Creative Assignment. Remember that you have a variety of text types you can use, including op-ed, blog, slam poem, song, review, public service announcement, web site, letter, or speech. As long as you can connect your CA to what we’ve covered in class in a meaningful way (and you can justify your choice and identify and follow conventions of the form you've chosen), you are good to go.

Written Task 1 Plan (Creative Task)

Text type for your creative assignment:

Characteristics of your text type:

Topic(s) explored in text (MUST include one from column A and one or more from column B):

Connection between topics studied in class (A & B) and your text:

Intended audience for your text:

Purpose of your text:
Paragraph 1:

Topic(s) studied in class and activities/texts explored (MUST include one from column A and one or more from column B):

Paragraph 2:

Text type/format for your creative assignment:

Connection between topics studied in class (A & B) and your text:

Purpose of your text (what you want to achieve):

Paragraph 3:

Process of preparation (what you did to prepare/familiarize yourself with text type):

Specific content in your task:

Ultimate purpose: