English
Quarter 2 – Module 1:
Influence of Media

Name of Learner: _____________________________
Grade & Section: _____________________________
Name of School: _____________________________
**What I Need to Know**

This module provides you the introduction to the complex yet important world of media and information. The knowledge that you will obtain from this module will enable you to understand how media and information affect and eventually influence the modes of communication. Communication connects people and establishes relationship among individuals.

The module will enable you to do the following competencies: First, describe how communication is influenced by media and information. Second, discuss the responsible use of media and information.

While and after going through this module, you are expected to:

1. define communication;
2. identify the basic types and elements of communication;
3. describe the influences of media and information to communication;
4. show appreciation on the use of communication models; and
5. discuss the responsible use of media and information.

**What’s In**

**Activity 1. Communication Web**

Directions. Define communication using the web chart. Keep your answers short.

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**What is communication?**

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**Why do we communicate?**

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Directions: Describe the kind of information that each photo provides.

<table>
<thead>
<tr>
<th>Photo</th>
<th>Description of the Kind of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Traffic Light" /></td>
<td>➢ The exchange of information and the expression of feeling that can result in understanding</td>
</tr>
<tr>
<td><img src="image2.png" alt="Boy Watching TV" /></td>
<td>➢</td>
</tr>
<tr>
<td><img src="image3.png" alt="Concert" /></td>
<td>➢</td>
</tr>
</tbody>
</table>

What is it

- **Communication**
  - Non-verbal Communication
    - signs
    - symbols
    - colors
    - gestures
    - body language
    - facial expressions
  - Verbal Communication
    - oral
    - written

Basic Types of Communication
Communication Models

A. Transmission Model  - Lasswell’s Communication Model (1948)

The Lasswell Communication Model is also called a ‘linear model of communication’, ‘uni-directional process’ or ‘action model, because it describes a one-way process within communication. It is seen as one of the most influential communication models. The model consists of five components that are used as an analysis tool for evaluating the entire communication process. The previous ‘W’ questions are the basis for these components. The answers to these questions provide insight into the communication between people.

B. Transmission Model  - Shannon-Weaver’s Communication Model (1948)

This model is specially designed to develop the effective communication between sender and receiver. Also they find factors which affecting the communication process called “Noise”. At first the model was developed to improve the Technical communication. Later it’s widely applied in the field of Communication.

C. Reception Model   - Osgood-Schramm Model of Communication (1954)

The model deals with various concepts like Information source, transmitter, Noise, channel, message, receiver, channel, information destination, encode and decode.
The Osgood-Schramm model is built on the theory that communication is a two-way street, with a sender and a receiver. Charles Egerton Osgood popularized the notion that communication was circular rather than linear, meaning that it required two participants taking turns sending and receiving a message.

Westely and Maclean realized that communication does not begin when one person starts to talk, but rather when a person responds selectively to his/her physical surroundings. This model considers a strong relation between responds from surroundings and the process of communication. Communication begins only when a person receives message from surroundings. Each receiver responds to the message they received based on their object of orientation.
Components of Berlo’s Model of Communication

**Sender** is the source of the message or the person who originates the message. The person or source sends the message to the receiver. The following are the factors related to the sender and are also the same in the case of the receiver.

A **message** is the substance that is being sent by the sender to the receiver. It might be in the form of voice, audio, text, video, or other media. The key factors affecting the message are content, elements, treatment, structure, and code.

**Channel** is the medium used to send the message. In mass communication and other forms of communication, technical machines might be used as a channel like telephone, internet, etc. But in general communication, the five senses of a human being is the channel for the communication flow and it affects the effectiveness of the channel.

**Receiver** is the person who gets the message sent in the process. This model believes that the thinking pattern and all other factors mentioned above must be in sync to that of the sender for the communication to be effective. The message might not have the same effect as intended if the receiver and sender are not similar. The receiver must also have a very good listening skill. Other factors are similar to that of the sender.

### What’s More

**Activity 3. Making Sense**

Directions: Discuss the concepts listed below.

*Read this rubric first…*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 pts.</th>
<th>2 pts.</th>
<th>1 pt.</th>
</tr>
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<tbody>
<tr>
<td>Understanding of the topic</td>
<td>The answers show a deep understanding of the topic.</td>
<td>The answers show little understanding of the topic.</td>
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<tr>
<td>Clarity</td>
<td>The answers are clear, detailed, well-organized and easy to follow.</td>
<td>The answers are clear and easy to follow.</td>
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1. Why is communication a process?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How can we achieve an effective communication with other people?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Activity 4. Name it Right
Directions. Identify the type of communication for each of the examples below. Choose the answers from the box.

<table>
<thead>
<tr>
<th>Example</th>
<th>Communication Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>memorandum</td>
<td>written signs</td>
</tr>
<tr>
<td>soldiers waving a white flag</td>
<td>oral signs</td>
</tr>
<tr>
<td>wink of a guy</td>
<td>oral gestures</td>
</tr>
<tr>
<td>fist of a friend pointed at you</td>
<td>gestures</td>
</tr>
<tr>
<td>color wheel</td>
<td>colors</td>
</tr>
<tr>
<td>handshake</td>
<td>gestures</td>
</tr>
<tr>
<td>ABS-CBN logo</td>
<td>symbols</td>
</tr>
<tr>
<td>checkpoint signage</td>
<td>symbols</td>
</tr>
<tr>
<td>Facebook status</td>
<td>facial expressions</td>
</tr>
<tr>
<td>Vlogging</td>
<td>body language</td>
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</table>

MEDIA MESSAGES CONVEY IMPORTANT INFLUENCES
1. Mass media and other forms of communication technology have an enormous influence in helping to shape public opinion and underlying sentiment.
2. The media is also an important accountability mechanism: it raises important issues, corruption for example, that might otherwise never be publicly debated or addressed.
3. Media can also, in some cases, become an instrument for the dissemination of false and inflammatory messages and values that do not promote respect or well-tempered dialogue and discussion.
4. Media portrayals can sometimes serve to exacerbate the narrative of oppositional forces and irreconcilable, value-based differences.

NEW MEDIA SERVE TO SHAPE OUTLOOKS MORE DIRECTLY
The web brings people together – friends, family, young people, or complete strangers that share interests or objectives – and this can foster a sense of belonging and identity.

How is Communication affected by Media and Information?

MEDIAL

Communication Tools
- Internet
- Radio
- Television
- Magazines
- Newspapers

INFORMATION
- data, knowledge derived from study, experience, or instruction, signals or symbols
- knowledge of specific events or situations
“The speed of communications is wondrous to behold. It is also true that speed can multiply the distribution of information that we know to be untrue.”

-Edward Murrow

**Media Responsibility**

A. Media-Society Interrelationship
- Media draws its basic nutrients from the society to produce its contents.
- To survive, media gets its audience from society.
- Society uses media for educating and informing its individuals.
- Society uses media to bridge the communication gap between different social groups.

B. Institution
- Media as a social institution should work like the voice of voiceless.
- It should bring the demands of down trodden.
- It should play an active role in the policy formulation and their execution.
- It should work like the watchdog.

C. Media’s Responsibilities towards Society
- The content of media should reflect truth, accuracy, objectivity and balance.
- It should be self-regulating within the framework of law and established institutions.
- It should avoid whatever might lead to crime, violence or civil disorder or give offense to minority groups.

**Activity 5. Facebook Status**
Directions: Describe how you use media and information to communicate your thoughts with people. Use Facebook as a primary example of media.

*Read this rubric first…*

<table>
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1. How do you use Facebook as a tool or medium for communication?
   __________________________________________
   __________________________________________
   __________________________________________

2. How did Facebook affect or change the way we communicate with other people?
   __________________________________________
   __________________________________________
   __________________________________________
3. How did Facebook affect the quantity and quality of information available to people? Is it a good thing or bad thing?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Activity 6. Reflection
1. My reflection on the influences of media and information to communication.
_________________________________________________________________________
_________________________________________________________________________

What I Have Learned

Activity 7. Communication Modes
Directions. Choose one from the communication models found in the box and give an example or a situation where such model is used. Use a diagram, a graphic organizer or an illustration to show your answer.

Communication Models
➢ Transmission Model - Lasswell’s Communication Model (1948)
➢ Transmission Model - Shannon-Weaver’s Communication Model (1948)
➢ Reception Model - Osgood-Schramm Model of Communication (1954)
➢ Transmission Model - Westley and Maclean’s Communication Model (1954)
➢ Reception Model - Berlo’s SMCR Model of Communication (1960)

Read this rubric first…

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrangement of Concepts</td>
<td>Main concept easily identified; sub concepts branch appropriately from main idea</td>
<td>Main concept easily identified; most sub concepts branch from main idea</td>
<td>Main concept not clearly identified; sub concepts don’t consistently branch from main idea</td>
</tr>
<tr>
<td>Links and Linking Lines</td>
<td>Linking lines connect related terms/point in correct direction; linking words accurately describe relationship between concepts; hyperlinks effectively used</td>
<td>Most linking lines connect properly; most linking words accurately describe the relationship between concepts; most hyperlinks effectively used.</td>
<td>Linking lines not always pointing in correct direction; linking words don’t clarify relationships between concepts; hyperlinks don’t function or fail to enhance the topic.</td>
</tr>
<tr>
<td>Content</td>
<td>Reflects essential information; is logically arranged; concepts succinctly presented; no misspellings or grammatical errors</td>
<td>Reflects most of the essential information; is generally logically arranged; concepts presented without too many excess words; fewer than three misspellings or grammatical errors</td>
<td>Contains extraneous information; is not logically arranged; contains numerous spelling and grammatical errors.</td>
</tr>
</tbody>
</table>
A. Discussion
Directions. Discuss the following issues briefly.
*Read the rubric first…*

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1. Why do you think we need to be responsible in sharing what we post or share on Facebook or even in the Internet?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

2. How do traditional media (TV, radio, and print) provide you with the information you need?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

B. True or False
Directions. Write True if the statement about media is correct and False if the statement about it is incorrect. Write your answer on the space provided before each item.

_________ 1. Society provides media the kind of content it produces.
_________ 2. Media serves as a way to represent the oppressed and neglected people in the society.
_________ 3. Media is not responsible for sharing true and accurate information.
_________ 4. Media is a safe platform for crimes and abuses.
_________ 5. Media is used to bridge communication gap.

References:

My Final Farewell

Farewell, dear Fatherland, clime of the sun
caress'd Pearl of the Orient seas, our Eden lost,
Gladly now I go to give thee this faded life's best,
And were it brighter, fresher, or more blest
Still would I give it thee, nor count the cost.

On the field of battle, 'mid the frenzy of fight,
Others have given their lives, without doubt or heed;
The place matters not - cypress or laurel or lily white, Scaffold or open plain, combat or martyrdom's plight, T is ever the same, to serve our home and country's need.

I die just when I see the dawn break,
Through the gloom of night, to herald the day;
And if color is lacking my blood thou shalt take, Pour'd out at need for thy dear sake
To dye with its crimson the waking ray.

My dreams, when life first opened to me,
My dreams, when the hopes of youth beat high,
Were to see thy lov'd face, O gem of the Orient sea From gloom and grief, from care and sorrow free; No blush on thy brow, no tear in thine eye.

Dream of my life, my living and burning desire, All hail ! cries the soul that is now to expire.;
To die for thy sake, that thou mayst aspire;
And sleep in thy bosom eternity's long night.

If over my grave some day thou seest grow, In the grassy sod, a humble flower, Draw it to thy lips and kiss my soul so,
While I may feel on my brow in the cold tomb below The touch of thy tenderness, thy breath's warm power.

Let the moon beam over me soft and serene, Let the dawn shed over me its radiant flashes, Let the wind with sad lament over me keen ; And if on my cross a bird should be seen,
Let it trill there its hymn of peace to my ashes. Let the sun draw the vapors up to the sky,
And heavenward in purity bear my tardy protest Let some kind soul o' er my untimely fate sigh, And in the still evening a prayer be lifted on high From thee, 0 my country, that in God I may rest.

Pray for all those that hapless have died,
For all who have suffered the unmeasur'd pain; For our mothers that bitterly their woes have cried,
For widows and orphans, for captives by torture tried And then for thyself that redemption thou mayst gain.

And when the dark night wraps the graveyard around With only the dead in their vigil to see
Break not my repose or the mystery profound
And perchance thou mayst hear a sad hymn resound 'T is I, O my country, raising a song unto thee.

And even my grave is remembered no more Unmark'd by never a cross nor a stone
Let the plow sweep through it, the spade turn it o'er That my ashes may carpet earthly floor,
Before into nothingness at last they are blown.

Then will oblivion bring to me no care As over thy vales and plains I sweep;
Throbbing and cleansed in thy space and air With color and light, with song and lament I fare, Ever repeating the faith that I keep.

My Fatherland ador'd, that sadness to my sorrow lends
Beloved Filipinas, hear now my last good-by! I give thee all: parents and kindred and friends
For I go where no slave before the oppressor bends, Where faith can never kill, and God reigns e'er on high!

Farewell to you all, from my soul torn away,
Friends of my childhood in the home dispossessed ! Give thanks that I rest from the wearisome day !
Farewell to thee, too, sweet friend that lightened my way;
Beloved creatures all, farewell! In death there is rest!

(This is the 1911 translation by Charles Derbyshire of the Spanish original of José Rizal's poem, Mi Ultimo Adiós)