

WORKSHOP overview

CRITICAL THINKING - ENGLISH

This workshop and Covid-19:

Covid-19 is obviously a prominent issue for everyone right now, and there are myriad misinformation campaigns and conspiracy theories circulating around this. This workshop is general in nature and doesn't directly discuss Covid-19, but we do hope it gives students improved confidence to understand, critically evaluate, and engage with information they may come across in day-to-day discussion.

This workshop isn't a substitute for educating participants about the latest, current health advice. We will provide links to the current advice from the Australian and Victorian Health Departments, and the WHO. These references are also included in the accompanying resource kits.

Subject	English	Suitable for Years 9, 10 & 11
IRL Hub Presenter	Yianni Agisilaou	
Topic/Unit Summary	<p>Communication of Meaning (Australian Curriculum) / Language variation and social purpose (Victorian Curriculum) / Reading to write (NSW Curriculum)</p> <p>In a world where we have access to so many sources of information both reliable and unreliable, it's important to be able to spot a robust argument versus an opinion, determine what sort of audience an author is writing for, the importance of identity and sense of self in communication, and where people's prejudices and fears can be manipulated.</p> <p>Yianni Agisilaou is a stand up comedian who has worked in Australia, the United Kingdom, the US and Europe and is known for making complex ideas fun and accessible in his comedy. Students learn about writing for different audiences, Fake News, and how to critically analyse news sources and other pieces of writing by breaking down the elements of texts, and creating their own conspiracy theory.</p>	
Resources	<p>IRL Hub Workshop</p> <ul style="list-style-type: none"> • Feature Article written by Presenter • A pre-recorded video of a performance by the Presenter • Student notes from the presentation • Zoom Video Conferencing 	
Targeted Outcomes VIC, NSW & Australian Curriculum	<p>Victorian Curriculum (Levels 9 & 10 English)</p> <ul style="list-style-type: none"> • Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question (VCCCTR046) • Examine how to identify and analyse suppressed premises and assumptions (VCCCTR047) • Investigate the nature and use of counter examples structured as arguments (VCCCTR048) • Consider ambiguity and equivocation and how they affect the strength of arguments (VCCCTR049) • Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050) 	

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	<ul style="list-style-type: none"> • Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051) • Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary (VCCCTM052) • Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053) <p>NSW Curriculum (Stage 5 English)</p> <ul style="list-style-type: none"> • identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561) • investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses • analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560) • identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750) • explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) • evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) • create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756) <p>NSW Curriculum (Stage 6 English)</p> <ul style="list-style-type: none"> • Student responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-1 • Student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN11-2 • Student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN11-3 • Student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN11-4 <p>Australian Curriculum (Year 9 English)</p> <ul style="list-style-type: none"> • Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts ACELY1739 • Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects ACELY1811
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	<ul style="list-style-type: none"> • Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways ACELY1740 • Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts ACELY1742 • Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744 • Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ACELY1745 • Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ACELY1746 <p>Australian Curriculum (Year 10 English)</p> <ul style="list-style-type: none"> • Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices ACELY1749 • Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage ACELY1750 • Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences ACELY1813 • Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences ACELY1752 • Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence ACELY1754 • Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ACELY1756 <p>Australian Curriculum (Senior Secondary English Unit 2)</p> <ul style="list-style-type: none"> • Investigate the relationships between language, context and meaning by ACEEN001, ACEEN002 • Analyse and evaluate how responses to texts, including students' own responses, are influenced by ACEEN010 • analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024) • evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument (ACEEN025) • analysing how attitude and mood are created, for example, through the use of humour in satire and parody. (ACEEN027)
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	<ul style="list-style-type: none">• the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media (ACEEN029)• the interplay between imaginative, persuasive and interpretive techniques, for example, how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030)
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