

Censorship in Literature and Media Bias

Appendix A: Key Terms

The Charter of Rights and Freedoms – Fundamental Freedoms Section 2B Reads:

Everyone has the following fundamental freedoms: freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication

This means that you have the right to think and believe what you want. You have the right to express those thoughts, without being afraid of being punished or silenced. The Supreme Court of Canada has said these freedoms are important for:

- self-fulfillment
- participation in social and political decision-making
- the free exchange of ideas

Freedom of the press is essential in a democracy. Newspapers and other media are an important way for people to learn about what is going on and express their ideas.

Courts have said that pornography and hate speech can be forms of expression. Courts have also said that violence is not protected by freedom of expression. Should someone be able to publish pornography that degrades people? Should hate speech be limited in a culture of tolerance and respect? Should freedom of expression allow someone to falsely yell fire in a crowded theatre? Should a newspaper publish the name of a witness in a court case if this means the witness might be killed?

Under section 1 of the Charter, laws relating to things like obscenity, censorship, defamation, hate crimes, public mischief and publication bans can set reasonable limits on the freedom of expression.

The Definition of Censorship:

1. Censorship is the act of censoring. A censor performs the act of censorship.

The Definition of Censor:

1. The person authorized to examine books, films, or other material. This person is charged with the duty to remove or suppress what is considered morally, politically, or otherwise objectionable.
2. In the armed forces, the censor was charged with examining personal mail and official dispatches to remove information considered secret or a security risk.
3. In ancient Rome the censor was responsible for taking a public census, and supervising public behaviour and morals. The thumb method was used for giving a verdict.

Censorship in Literature and Media Bias

Appendix B: Magical Person Story

You are an editor for a very prestigious children’s magazine. Each month, you put out an issue and include a “magical person story”. Unfortunately, the one that was submitted by your staff writer is all wrong. The story that they have submitted is very offensive to several groups of your readers, and as you do not want to lose sales revenues, you are forced to re-write the story in-order to make your readers happy.

Start by recalling a story and making a list of all of the offensive details. Next, re-write the story to make sure that no one will be offended. The story must stay true to its original plot and character base, however, you may need to change the wording to make it more “PC”.

Good luck, and have fun.

You will be sharing your story on: _____

Evaluation:

	Level 4	Level 3	Level 2	Level 1	Level R
Accuracy	All of the story is presented and accurate.	Most of the story is addressed and accurate. (80%)	A lot of the story is addressed and accurate. (70%)	Some of the story is presented and accurate. (50 - 60%)	Many details are left out, or too much of the story is changed.
Offensive Quality	The story is completely PC. There is no offensive content left.	The story is fairly PC. There is one offensive part.	The story is PC but there are two offensive passages.	There is an attempt at political correctness but there are a few offensive parts.	There are too many offensive things still. You need to re-edit.
Language (Mechanics, spelling, punctuation, syntax)	There are no mechanical errors.	There are a few but they are not distracting.	There are a few noticeable errors but the message is clear.	I am as aware of the errors as I am the content.	Too many errors make the content difficult to follow.
Reading (Tone, emphasis, volume, pacing)	There is a lot of tone and emphasis. Excellent pacing.	There is tone and good volume. Fairly good pacing.	There is some tone variation. One pacing error.	Monotone reading, good volume, a few pacing errors.	Not enough tone or volume. Pacing errors throughout.

Censorship in Literature and Media Bias

Appendix C: Song Lyric Assignment

You are an up and coming musician. You know that trying to break into the music industry is competitive, so you have decided to create your own angle – politically correct tunes! You plan to write a song to make it non-offensive so it appeals to the greatest number of listeners. You need to keep the listeners happy.

Start by recalling a song/rap and making a list of all of the offensive details. Next, re-write the song/rap to make sure that no one will be offended. The song/rap must stay true to the original content and tune. However, you may need to change the wording to make it more “PC”.

For the presentation, you may record your song/rap and play it, create a music video, or present it live.

Good luck, and have fun.

You will be sharing your songs/raps on: _____

Evaluation:

	Level 4	Level 3	Level 2	Level 1	Level R
Accuracy	All of the lyrics are presented and accurate.	Most of the lyrics is addressed and accurate. (80%)	A lot of the lyrics are addressed and accurate. (70%)	Some of the lyrics are presented and accurate. (50 - 60%)	Many details are left out, or too many of the lyrics are changed.
Offensive Quality	The song/rap is completely PC. There is no offensive content left.	The song/rap is fairly PC. There is one offensive part.	The song/rap is PC but there are two offensive passages.	There is an attempt at political correctness but there are a few offensive parts.	There are too many offensive things still. You need to re-edit.
Language (Mechanics, spelling, punctuation, syntax)	There are no mechanical errors.	There are a few but they are not distracting.	There are a few noticeable errors but the message is clear.	I am as aware of the errors as I am the content.	Too many errors make the content difficult to follow.
Presentation (Tone, emphasis, volume, style, pacing)	There is a lot of tone and emphasis. Excellent style.	There is tone and good volume. Fairly good style.	There is some tone and volume variation.	Monotone reading, a few pacing errors.	Not enough tone or volume. A lack of enthusiasm.

Censorship in Literature and Media Bias

Appendix D: ENG4C Research Assignment

Censorship and Literature

As long as humans have sought to communicate, others have sought to prevent them. Every day someone tries to restrict or control what can be said, written, sung, or broadcast. Almost every idea ever thought has proved objectionable to one person or another, and almost everyone has sometimes felt the world would be a better place if only “so and so” would go away. Censorship is always a “hot ticket” item. People don’t like being told what they can and can’t read, or what they can and can’t write. Throughout the novel Catcher in the Rye there are several mentions of banned texts.

You would be surprised about how many controversial texts you have already read. You may also be surprised to find out about what texts people think are controversial. For this project, you are going to choose a novel which is on the “Freedom to Read” list and discuss why it has been challenged/banned and where. Also, you are going to discuss your thoughts on the issue.

Some of the first questions you should ask and answer for yourself are: what is censorship? What are my thoughts on censorship? Do I feel my text deserved to be challenged/banned?

This should be formatted as a research project. There should be appropriate headings and usage of space. All of the sections should be typed and double-spaced. Remember to submit your rough notes, with your finished product. Also, remember to proofread your work before submitting it.

The final presentation of the information should be displayed on bristol board. You may want to include a picture of the cover of your novel.

The final project should be 800 – 1000 words and must be divided into the following sections:

- Censorship – Define it
- *Title of your text* – Briefly explain what your book is about
- Challenges – Where has your text been challenged? Under what grounds? What was the outcome?
- Offensive? – Who might find your text offensive and for what reasons (Think beyond those mentioned in the “Challenges” section.
- Personal Thoughts – What are your thoughts on whether or not your particular text should/should not be challenged. Give reasons for your thoughts.
- Work(s) Cited Page

When researching this assignment, you must use a minimum of:

2 print sources

1 internet source

Censorship in Literature and Media Bias

The sources must be properly cited in MLA format, and a “work cited” page is a must. The purpose of this assignment is two-fold. First, you are to prove to your audience that there should or should not be censorship, and second, you are to prove that your text should or should not be censored.

EVALUATION: This project will be evaluated according to the rubric in Appendix E.

Censorship in Literature and Media Bias

Appendix E: Research Assignment Rubric

Name: _____ Topic: _____

	Level 4	Level 3	Level 2	Level 1	Level R
Knowledge & Understanding Understanding of information, ideas, concepts, and themes	Demonstrates a thorough and insightful understanding of information, ideas, concepts, and themes.	Demonstrates a considerable understanding of information, ideas, concepts, and themes.	Demonstrates some understanding of information, ideas, concepts, and themes.	Demonstrates a limited understanding of information, ideas, concepts, and themes.	Does not demonstrate enough understanding of information, ideas, concepts, and themes.
Thinking & Inquiry Formulating questions; planning; selecting resources; analyzing, interpreting, and assessing information; forming conclusions.	Applies all, or almost all of the skills involved in the inquiry process.	Applies most of the skills involved in the inquiry process.	Applies some of the skills involved in the inquiry process.	Applies few of the skills involved in the inquiry process.	Too few of the skills involved in the inquiry process are demonstrated.
Communication Use of report form	Demonstrates extensive command of the report form.	Demonstrates considerable command of the report form.	Demonstrates moderate command of the report form.	Demonstrates limited command of the report form.	Not enough clarity of form is shown. More emphasis on format is required.
Application Application of language conventions (grammar, spelling, punctuation) Application of the writing process (topic, revision, resources)	Effective all or almost all of the time. A high degree of competence	Considerable accuracy and effectiveness. Considerable competence.	Some accuracy and effectiveness. Moderate competence.	Limited accuracy and effectiveness. Limited competence.	Not enough accuracy and effectiveness. Not enough application is demonstrated.
Application Making connections between English and the world; between experiences and texts.	Makes connections with a high degree of effectiveness.	Makes connections with considerable effectiveness.	Makes connections with moderate effectiveness.	Makes connections with limited effectiveness.	Not enough connections are made.
Presentation Communication of information and ideas; and Application of oral communication techniques.	Extremely dynamic, well rehearsed, and extremely informational. An emphatic tone is created. Excellent audience contact.	Enthusiasm is shown. Well rehearsed and informational. Good audience contact.	Obvious rehearsal, and very informational. More variety of tone and audience contact would help.	Some rehearsal thought there could be more. Good information but it is all read from the page.	Not enough evidence of rehearsal. There is not enough information, given. Very monotone, or too quiet to decipher. The presentation is difficult to follow.