

HOMEWORK FOR NOVEMBER 6th

To conclude our work on social media, choose one solution that you find **necessary** to implement and one that you find impossible or **less useful**. Justify your choice.

(150-200 words in writing – not collected)

Upload your intro + 1st part for an essay on *cahier-de-prepa* if you didn't turn it in yesterday

Suggested solutions:

- *Deleting algorithms*
 - *Keeping algorithms – making them transparent– modifying them> avoiding echo chambers –(Adding a “discover section”)*
 - *Adding visible certification for journalists in order to block the spread of disinformation*
 - *Give less immunity to social media platforms to encourage them to self-moderate*
 - *There should exist the possibility for platforms and users to be banned for life in extreme cases*
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- To complete your analysis of the headlines on the students' movement, you can read the articles by *The New York Times*, *The Guardian* and *The Independent* and check if they confirm the expectations you built based on the titles and pictures.
 - Rank the items of the list of aspects to cover from most to least essential to make sense of the events, then use this as a tool to assess the quality and reliability of **one** of the following videos. You must **identify** the main aspects covered, **assess** the degree of **importance** given each, and **characterize the impression** conveyed by the content and the tone.

Mass protests escalate across France over school conditions

Channel 4 News, Oct 2nd (disturbing images)

<https://www.youtube.com/watch?v=XWMnLbpjXgo>

Why French students are leading massive protests across the country

William Denselow for PBS NewsHour, Oct 8th

<https://www.youtube.com/watch?v=KUE5WU8fyIY>

‘UTTER CHAOS’: raging riots continue to rattle France

Winston Marshall for FoxNews, Oct 10th

<https://www.youtube.com/watch?v=TpZp04bmTVs>

- Use the method to read critically one of the opinion articles explaining the causes of the events (Sayers for *The Guardian* or Chatterton for *The Atlantic*). Share your findings with a classmate who read the other and take notes of their findings.