

## COURSE INFORMATION SHEET

**DATE:**  
**SECONDARY SCHOOL:** BISHOP ALLEN ACADEMY  
**DEPARTMENT HEAD:**  
**TEACHER:**  
**DEPARTMENT:** ENGLISH



<b>CURRICULUM POLICY DOCUMENT</b>		The Ontario Curriculum, Grades 11 and 12, English	
<b>COURSE TITLE</b>	<b>Media Studies, Grade 11, Open</b>	<b>COURSE CODE</b>	<b>EMS 3O1</b>
		<b>GRADE &amp; TYPE</b>	<b>11 Open</b>
<b>FULL YEAR / SEMESTER</b>	Semester	<b>CREDIT VALUE</b>	1.0 O.S.S.D.

<b>COURSE DESCRIPTION</b>			
This course emphasizes knowledge and skills that will enable students to understand media communications in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.			

<b>LISTED IN ORDER OF INSTRUCTIONAL DELIVERY</b>		
<b>STRAND / UNIT TITLES</b>	<b>HOURS</b>	<b>OVERALL EXPECTATIONS / UNIT DESCRIPTION</b>
<b>INTRODUCTION TO MEDIA LITERACY AND THE KEY CONCEPTS</b>	<b>20</b>	This unit will introduce students to communication theory and to the key concepts of media literacy that are vital to the analysis of media products. While the key concepts are introduced in this unit they will form the prism of analysis for all further units. In this unit students will write a short film deconstruction, design storyboards, conduct research using the internet, and produce a short piece of film designed to familiarize them with film terminology.
<b>POPULAR CULTURE</b>	<b>25</b>	Popular culture is the artefacts, behaviours, language, institutions, and dress of mainstream culture. Students analyze these various aspects of contemporary culture with a mind to identifying trends, concerns and values. In particular, students are to explore the connection between popular culture and economics. Students will conduct research using the internet; they will conduct research by designing and implementing questionnaires; they will also write short critiques.
<b>ADVERTISING</b>	<b>15</b>	Students will explore different aspects of advertising and promotional messages. Students will identify different techniques used to communicate in advertising. They will also design oppositional advertising as a means of identifying and critiquing some of the dominant ideologies of the advertising industry.

<b>TELEVISION/INTERNET</b>	<b>15</b>	Students will examine the elements, audiences, production practices and economics of the media industries. In particular, this unit will focus on the relationship between advertising, audiences, and programming. Students will work in groups to address the issues of scheduling, target audiences, genre, and programming.
<b>FILM</b>	<b>20</b>	In this unit students examine film critically in terms of economics, marketing, and film history. Students will explore different aspects of film criticism, promotion, and construction. Storyboarding, writing movie reviews, and tracing the promotion of films are key activities in this section of the course.
<b>CULMINATING ACTIVITY</b>	<b>30</b>	This unit is integrated throughout the course. It will draw on concepts and skills learned throughout the course. Students will design an advertising campaign for a product or service of their own creation. They will draft scripts and storyboards; they will design magazine advertising; they will develop and write an advertising plan; and they will film and edit a short commercial.

<b>STUDENT EVALUATION CRITERIA</b>				
<b>TERM – 70%</b>		<b>FINAL – 30%</b>		<b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		
<b>KNOWLEDGE/UNDERSTANDING</b>	<b>20</b>	<b>Culminating Activity</b>	<b>30</b>	
<b>INQUIRY/THINKING</b>	<b>20</b>			
<b>COMMUNICATION</b>	<b>15</b>			
<b>APPLICATION</b>	<b>15</b>			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

<b>ASSESSMENT FORMAT USED</b>				
<b>WRITTEN</b>		<b>PERFORMANCE</b>		<b>OTHER</b>
Media Logs		Quizzes		Storyboards
Deconstructions		Unit Tests		Internet Research
Film Review		Oral/Group Presentations		Magazine Advertisements
Information Paragraphs		Culminating Activity		Short Films
Writing Responses				

<b>RESOURCES</b>	
<b>INTRODUCTION/KEY CONCEPTS</b>	Smart, Bill, ed. <i>AML Anthology</i> . Toronto: Association for Media Literacy, 1992.
<b>'POPULAR CULTURE'</b>	Duncan, Barry, et al. <i>Mass Media and Popular Culture: Version Two</i> . Toronto: Harcourt-Brace, Jovanovich, 1996. Popcorn, Faith. <i>The Popcorn Report</i> . New York: Harper Collins, 1992. Smart, Bill, ed. <i>AML Anthology</i> . Toronto: Association for Media Literacy, 1992. Walker, Don. "Popular Culture." <i>Teaching Ideas for Media Literacy</i> . Toronto: MSSB, 1998.
<b>ADVERTISING</b>	Duncan, Barry, et al. <i>Mass Media and Popular Culture: Version Two</i> . Toronto: Harcourt-Brace, Jovanovich, 1996. Junyk, Myra. <i>Media Meaning: A Program Guide for Educators in Catholic Schools</i> . Toronto: OECTA, 1997. Smart, Bill, ed. <i>AML Anthology</i> . Toronto: Association for Media Literacy, 1992. Walker, Don. "Advertising." <i>Teaching Ideas for Media Literacy</i> . Toronto: MSSB, 1998.
<b>TELEVISION</b>	Duncan, Barry, et al. <i>Mass Media and Popular Culture: Version Two</i> . Toronto: Harcourt-Brace, Jovanovich, 1996. Junyk, Myra. <i>Media Meaning: A Program Guide for Educators in Catholic Schools</i> . Toronto: OECTA, 1997. Smart, Bill, ed. <i>AML Anthology</i> . Toronto: Association for Media Literacy, 1992. Walker, Don. "Television." <i>Teaching Ideas for Media Literacy</i> . Toronto: MSSB, 1998.
<b>FILM</b>	Duncan, Barry, et al. <i>Mass Media and Popular Culture: Version Two</i> . Toronto: Harcourt-Brace, Jovanovich, 1996. Junyk, Myra. <i>Media Meaning: A Program Guide for Educators in Catholic Schools</i> . Toronto: OECTA, 1997. Miller, Marc Crispin, ed. <i>Seeing Through the Movies</i> . New York: Pantheon, 1990. Monaco, James. <i>How to Read a Film</i> . New York: Oxford Press, 1982. Smart, Bill, ed. <i>AML Anthology</i> . Toronto: Association for Media Literacy, 1992. Walker, Don. "Film." <i>Teaching Ideas for Media Literacy</i> . Toronto: MSSB, 1998.

<b>POLICIES &amp; PROCEDURES</b>	
<b>ATTENDANCE AND STUDENT RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>❖ Good <b>attendance</b> is essential for success.</li> <li>❖ Students are responsible for maintaining a neat and up-to-date <b>notebook</b> in a three-ringed binder that is organized in sections.</li> <li>❖ Students are expected to make a <b>positive contribution to both class discussions and group activities</b> in order to enhance their learning.</li> <li>❖ <b>Homework</b> is an important and necessary part of the learning process and <b>MUST</b> be completed on a regular basis.</li> <li>❖ Students who are <b>absent</b> are <b>responsible for acquiring any notes, handouts, assignments or due dates</b> distributed during an absence.</li> <li>❖ Students who are <b>absent for a presentation or test</b> must submit a <b>note on the day of their return to class</b>.</li> <li>❖ Students must be prepared to complete the missed assignment/test of the day of return.</li> <li>❖ Rescheduling of any missed conferences is at the discretion of the teacher.</li> <li>❖ No assignments will be accepted for evaluation after the last day of classes in the semester.</li> <li>❖ <b>Additional assistance</b> is available on request or at the insistence of the teacher.</li> </ul>
<b>LATE POLICIES</b>	<ul style="list-style-type: none"> <li>❖ Students must conference with the teacher before submitting a late assignment.</li> <li>❖ 2% (daily) deduction will be applied to late submissions up to 10% as outlined in the student agenda.</li> </ul>
<b>PROCESS</b>	<ul style="list-style-type: none"> <li>❖ Process marks for all assignments are given for the quality of the process.</li> <li>❖ Any assignment submitted without process work will not be graded and will receive a mark of zero.</li> <li>❖ Process work is to be submitted with the assignment on the due date.</li> <li>❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident.</li> <li>❖ Highlighted, pre-printed notes are not considered rough work.</li> <li>❖ For assignments with mandatory conferences, an incomplete conference will result in a mark of zero.</li> </ul>
<b>ACADEMIC DISHONESTY</b>	<ul style="list-style-type: none"> <li>❖ Plagiarism is a serious academic offence that will result in a mark of zero.</li> <li>❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own.</li> <li>❖ Students are expected to adhere to the MLA system of referencing.</li> <li>❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt.</li> <li>❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.</li> </ul>
<b>RECORD KEEPING</b>	<ul style="list-style-type: none"> <li>❖ Students are expected to submit a photocopy of all formal assignments. These are to be kept on file in the English Department.</li> </ul>
<b>TEXTBOOKS</b>	<ul style="list-style-type: none"> <li>❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.</li> </ul>
<b>PARENT-TEACHER CONTACTS</b>	<ul style="list-style-type: none"> <li>❖ Parent-Teacher Interviews take place in November and April.</li> <li>❖ Telephone contacts with parents will be made as required.</li> </ul>
	<ul style="list-style-type: none"> <li>❖ For further information on Policies and Procedures, refer to the agenda.</li> </ul>

LEARNING SKILLS CRITERIA			
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.			
E—EXCELLENT	G—GOOD	S—SATISFACTORY	N—NEEDS IMPROVEMENT
<b>SKILL: WORKS INDEPENDENTLY</b> <b>INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>		<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>	
<b>SKILL: ORGANIZATION</b> <b>INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>		<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>	
<b>SKILL: INITIATIVE</b> <b>INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>		<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>	
<b>SKILL: TEAMWORK</b> <b>INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>		<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>	
<b>SKILL: WORK HABITS/HOMEWORK</b> <b>INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>		<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>	

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29*.

