



**The Bishop Strachan School
Department Name: English**

Course Title: Media Studies

Grade Level: 11

Ministry Course Code: EMS30

Teacher's Name: Angie Silverstein

Developed by: Monica Hodgson

Revision Date: September 2009

Date: September 2005

Developed from: The Ontario Curriculum Grades 11 and 12: English

Text: primary media texts and teacher-generated collection of supplementary readings

Prerequisite: English Grade 10, Academic or Applied

Credits: 1.0

Length: 110h

Course Description/Rationale

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing 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, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Overall Curriculum Expectations

A. Understanding and Interpreting Media Texts

1. Understanding and Responding to Media Texts: demonstrate understanding of a variety of media texts;
2. Deconstructing Media Texts: deconstruct a variety of types of media texts, identifying the codes, conventions, and techniques used and explaining how they create meaning.

B. Media and Society

1. Understanding Media Perspectives: analyze and critique media representations of people, issues, values, and behaviours;
2. Understanding the Impact of Media on Society: analyze and evaluate the impact of media on society.

C. The Media Industry

1. Industry and Audience: demonstrate an understanding of the ways in which the creators of media texts target and attract audiences;
2. Ownership and Control: demonstrate an understanding of the impact of regulation, ownership, and control on access, choice, and range of expression.

D. Producing and Reflecting on Media Texts

1. Producing Media Texts: create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques;
2. Careers in Media Production: demonstrate an understanding of roles and career options in a variety of media industries;
3. Metacognition: demonstrate an understanding of their growth as media consumers, media analyzts, and media producers.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Communication Theory and Media Literacy	14				14
2. The World of Television	10	3			13
3. The Silver Screen	18			3	21
4. The World of Advertising	13			2	15
5. News and Journalism	15	2			17
6. Pop Culture	15				15
7. Summative Unit	13		2		15
Total	98	5	2	5	110

Unit Descriptions

Unit 1 – Communication Theory and New (digital) Media Literacy

The examination of basic media theory and of the key concepts of new media literacy in this unit lays the foundation for the course. The key concepts form a spiralling curriculum that is revisited and developed within each of the units in this course. Literacy today must include more than the printed word. Exploring the key concepts promotes a literacy that applies to all areas of mass media. Students will demonstrate their understanding through personal reflection, daily participation and viewing of appropriate media pieces, reading, and group work.

Unit 2 – The World of Television

By examining the role of television in today's world, students will approach television with a critical rather than a passive mind. We will look at ethical issues and values concerning consumerism, racism and violence as it pertains to television. Part of the unit will also be dedicated to taking a close look at Canadian content on funding of Canadian television stations.

Unit 3 – The Silver Screen

This unit looks at the power of story as told through the camera lens. The students will briefly examine the history of cinema, tracing back to its roots with the Lumière brothers. Part of the unit will be an analytical study of a film where the students will look at how meaning is created through the codes and conventions of cinema. Lastly, the students will learn about production techniques and editing by creating their own short films.

Unit 4 – *The World of Advertising*

The persuasive nature of advertising is the central idea driving this unit. Through first hand analysis and secondary resources critiquing this form of media, students will be able to explain the choices advertisers make in their ads in order to make them effective. During this unit students will have the opportunity to discuss the business of advertising with several professionals in the field. At the end of the unit the students create original print advertisements.

Unit 5 – *News and Journalism*

The essential question underlying this unit is: Do newspapers offer individuals an effective forum for the discussion of world events? Studying the theories of Noam Chomsky will give the students a solid grounding in media conglomerates and their effect on world news. This, in turn, will enable them to consider the nature of newspapers and their ability to function as neutral discussion forums. The students will also hear from professional journalists as well as participate in the writing process by submitting letters to the editor throughout the unit.

Unit 6 – *Pop Culture*

The ability of pop culture to both mirror and influence our society is the topic of this unit. The students will look at trends, branding, culture jamming and celebrity mania and debate how influential pop culture phenomena are in shaping contemporary North American society.

Unit 7 – *Summative Unit*

The summative unit of Media Studies consists of creating an “anti-ad” or an Adbusters-type campaign aimed at satirizing a particular product (E.g. Nike shoes) or to create a public service campaign to increase awareness about a media issue. The students work in teams to create a multimedia campaign which they then present to the class at the end of the unit. This unit also includes a two-hour written exam.

Teaching/Learning Strategies

Lecture	Brainstorming	Group critique
Demonstration	Group work	Workshop
Reading	Conference	Videotape critique
Structured discussion	Self analysis	Peer analysis
Practical exercise	Debate	Research project
Panel	Forum	Field trip
Case study	Teacher analysis	Discovery
Role play		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Self evaluation	Teacher anecdotal records
Works sheets	Portfolios	Peer evaluation	Teacher log
Examinations	Presentations	Classroom discussion	Checklists
Compositions	Essays		Rubrics
Annotations	Media works		
Analysis	Role playing		

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Communication Theory and New Media Literacy/14	A1, A2, B1, B2, C1, D3	test
	2. The World of Television/ 10	A1, A2, B1, B2, C1, C2, D3	television script
	3. The Silver Screen/ 18	A1, A2, B1, B2, C1, D1, D2, D3	scene analysis
			short film
	4. The World of Advertising/ 13	A1, A2, B1, B2, C1, D1, D2, D3	print ad analysis
			original print ad
5. News and Journalism/ 15	A1, A2, B1, B2, C1, C2, D1, D2, D3	article annotation	
		letters to the editor	
6. Pop Culture/ 15	A1, A2, B1, B2, C1, D3	opinion piece	
30%	Summative Unit/ 15	A1, A2, B1, B2, C1, C2, D1, D2, D3	multimedia anti-ad campaign
			written exam
			Total

Course Resources

Adbusters (print and digital)

Anderson, Neil, Kathleen Tyner and John J. Pungente. *Scanning Television: Teacher's Guide*. Toronto: Harcourt Canada, 2003.

CBC website: <<http://www.cbc.ca/>>.

Duncan, Barry. *Mass Media and Popular Culture*. Canada: Harcourt Brace & Company, 1996.

Donny Darko (film)

Kubey, Robert. "Television Addiction." *Scientific American*, Feb 2005: 74-80.

Kilbourne, Jean. *Can't Buy My Love*. New York: Touchstone, 1999.

Klein, Naomi. *No Logo*. Alfred A. Knopf Canada: Toronto, 2000.

The Globe and Mail (print and digital)

Matrix Reloaded (film)

Manufacturing Consent: Noam Chomsky and the Media. Dir. Mark Achbar and Peter Wintonick. Zeitgeist Video, 1992.

Merchants of Cool. WGBH Educational Foundation, 1999.

Mosquito Coast (film)

North By Northwest (film)

Now Magazine (print)

Scanning Television. DVD. City TV, MediaTelevision. Harcourt Canada, 2003.

Schlosser, Eric. *Fast Food Nation.* New York : Harper Collins, 2002.

Strangers in the House. Videotape. Dir. Marke Slipp. National Film Board of Canada, 1998.

Supersize Me. Film. Dir. Morgan Spurlock. Roadside Attractions, 2004.

Tapscott, Don. *Growing Up Digital.* New York : McGraw Hill, 1998.

The Toronto Star (print and digital)

The Toronto Sun (print)

Witness. By Earl. W. Wallace & William Kelley. Film. Dir. Peter Weir. Paramount, 1985.

WGBH Educational Foundation. "The Clout of the Media Giants." 2005. 1 Sept 2005. <<http://www.pbs.org/wgbh/pages/frontline/shows/cool/themes/mediagiants.html>>.

Various magazines, print and visual materials were also used throughout the year.

Achievement Chart – English, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness