

HUMBERSIDE COLLEGIATE INSTITUTE, TDSB

DEPARTMENT: English

Course of Study: Grade 11 Media Studies

School:	Humberside C.I., Toronto District School Board
Department:	English
Course title:	English Media Studies, Open - Destination: University, College, Workplace
Revision date:	August 2023
Credit value:	1.0
Prerequisite:	ENG2D
Policy Document:	<i>The Ontario Curriculum, Grades 11-12: English (2007), Growing Success (2010)</i>

Teacher: Daniel Guy Tremblay
TDSB Email: daniel.tremblay@tdsb.on.ca
Online Learning Platform: Brightspace
Office Hours/Extra Help: Tuesdays at 11:50am.

COURSE DESCRIPTION

This course emphasizes the 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 expectations:

By the end of this course, students will be able to demonstrate the following:

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.

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.

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.

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 analysts, and media producers.

Outline of course content:

Unit 1:	<p>Advertising: Industry, Audience, Basic Media Studies Concepts</p> <p>This unit will emphasize the importance of the study of media through the examination and analysis of advertising in a variety of media. Students will study ads as agents of socialization, as reflections of dominant culture, and as examples of how audiences are perceived and perceive themselves. Students are introduced to the concept that the medium is the message.</p> <p>Students will investigate and analyze the construction of ads before examining the art of persuasion through a study of an ad campaign.</p>
Unit 2:	<p>Documentary Making and Film:</p> <p>In this unit, students will begin their study of film by investigating and analyzing its earliest examples. This unit investigates the purpose, technique and narratives of inherently argumentative media. Students will hone their analytical skills through the practice of film criticism, the mapping of visual arguments, and by creating short films of their own.</p>
Unit 3:	<p>Social Media: Medium, Identity and Entrepreneurship</p> <p>Unit two investigates the creation, distribution and issues surrounding the integration and use of Social Media. This unit examines the history of social media and the ways in which new media revolutionizes messages. Students examine the impact that social media structures have on cyberbullying, identity, authenticity, relationships, consumerism and social justice.</p>
Unit 4:	<p>Images and Image Makers: Representations, Reality and The Dominant Narrative</p> <p>Unit 4 will explore the power of both the image and those who produce them through the analysis of codes and conventions, celebrity, representations of gender, sexuality, culture, race, age, and class. Moreover, an exploration of pop culture (with special attention to music and television) and its construction of truth and narrative will help to further ground this study in the day-to-day realities of the modern world.</p>
Unit 5:	<p>Culminating Activity: SUBVERTISING / SCRIPT SUPERVISING (Repurposing Media)</p> <p>This final project will ask students to apply their acquired knowledge and skills through the analysis and repurposing of various media texts. The project is meant to allow students to both demonstrate the course expectations and reflect on their learning through meta-cognition. These activities will include the creation or a repurposed media text which fundamentally subverts the original message, the rewriting of a script to better reflect the culture of contemporary audiences, and a</p>

	meta-cognitive piece which asks students to justify their thinking and decision-making. These culminating activities emphasize the power of media messages, critically interpreting media texts, and industry-specific career paths for students interested in media studies.
--	---

Program planning considerations:

Education for Exceptional Students. Accommodations will be made for students who have been identified as exceptional by an IPRC or who have an IEP. Students should contact the Student Services department for information about services that are appropriate for their needs.

The Role of Technology in the Curriculum. Students will be expected to use technology to apply their learning through the creation of media. Students will be encouraged to use media tools creatively in their work and will be required to utilize a variety of technology to produce many of their projects. Technology will also be used during lessons as a method by which to share course content critical to students' study of media and the overall development of media literacy.

Career Education. The English Media course provides students with relevant contexts within which they can explore their interests and demonstrate their abilities and aptitudes as they work together to develop their communication skills. Students will also have the opportunity to learn about the career possibilities in the media.

Learning Skills

Learning skills play an important role in achievement and in student success. Students are expected to come prepared for class with all necessary materials and books. English Media is a production-oriented subject. Therefore, regular attendance and participation are essential for success. It is expected that all homework is to be completed and that assignments be submitted on time.

The report card provides a record of the learning skills demonstrated in the following six categories: Works Independently, Teamwork, Organization, Work Habits, Self-Regulation, and Initiative.

Teaching/Assessment and Evaluation Strategies

A range of instructional strategies will be used to address student needs. Similarly, several assessment and evaluation strategies will be used throughout the course. These may include:

Assessment: The teacher will use several of these strategies to give the students the opportunity to learn and be assessed: quizzes, homework, analysis questions, classroom discussions, self-evaluation, peer evaluation.

Evaluation: The following are evaluation strategies that will be used to determine a student's grade in the course: unit tests, oral presentations, analysis questions, seminar presentations, projects, Web Quests, movie reviews, media productions.

Use of AI: The knowing use of generative AI tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course. Representing as one's own idea, or expression of an idea, that was AI-generated may be considered an academic offense. Students may not copy or paraphrase from any generative AI applications for the purposes of completing an assignment except when explicitly instructed to do so by their instructor.

Summative Evaluation Plan

30% Final Evaluations

Task	Strand(s)	Weighting
Media Production/Reflection	All Strands	20%
Media Logs (10)	All Strands	10%

70% Course Work

Task	Strand(s)	Due Date
Unit 1: Advertising: Industry, Audience, Basic Media Studies Concepts		
TV Show Analysis and Creation	K/I/C/A	
Advertisement Deconstruction (Media Log)	K/I/C/A	
Advertising Campaign: <i>Chicago</i> Teen Edition	K/I/C/A	
Unit 2: Social Media: Medium, Identity and Entrepreneurship		
Media Text Analysis	K/I/C/A	
SponCon (Sponsored Content)	K/I/C/A	
Presentation: Social Media & Mental Health	K/I/C/A	
Unit Test	K/I/C/A	
Unit 3: Documentary Film Making & Short Films:		
Early Docs / Film Techniques Evaluation	K/I/C/A	
Documentary Analysis/Review	K/I/C/A	
Student Short Docs	K/I/C/A	
Unit 4: Images and Image Makers: Representations, Reality and The Dominant Narrative		
Four Faces of The Other Analysis	K/I/C/A	
Sitcom Analysis	K/I/C/A	
Influencers and Streaming Television	K/I/C/A	

N.B. Factors such as time, student needs, and unforeseen events can affect the delivery of a course. Therefore, this plan is subject to change.

Achievement Chart

Assignments and evaluation rubrics will be designed to reflect the categories outlined in the Achievement Chart:

Knowledge/Understanding – Knowledge of language forms and conventions; understanding of content

Thinking – Critical and creative thinking skills; inquiry skills

Communication – Communication of information and ideas; use of language; communication for different audiences and purposes, using various forms

Application – Application of knowledge and skills in familiar contexts; use of the language in new contexts; making connections

Students will be evaluated using the following four areas:

Knowledge: 25%

Thinking/Inquiry: 25%

Communication: 25%

Application: 25%

70% Grade on Course Work

Students must demonstrate achievement of the overall expectations of the course. Assignments and tests will be designed to provide students with the opportunity to show what they have learned in the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments.

30% Grade Based on Course-Culminating Activity

All students must take part in the culminating activity for this course. The culminating activity for EMS301 will be composed of the creation of a media product that reflects their relationship with the media.

Grades for Provincial Reports throughout the Year

The grade for each reporting period is based on the evaluations that have been conducted to that point. This grade is preliminary and tentative. A student's grade will be based on the most consistent level of achievement but some of the overall expectations, strands and units will not have been addressed at that point. A student's grade will most likely change when the student's entire work is evaluated by the end of the course.

Communication

Extra help is available upon student request. Students and parents can reach me in the Humberside English Department at 416-393-8122 ext. 20085 or via TDSB email.