



# **R. H. KING ACADEMY**

## **ENGLISH DEPARTMENT**

	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/a/eng/">www.edu.gov.on.ca/a/eng/</a>		<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	<i>English</i>		<b>Course Type</b>	<i>Open</i>	
<b>Teacher</b>	<i>Gillies</i>		<b>Grade</b>	<i>11</i>	
<b>Course Title</b>	<i>English Media Studies</i>		<b>Credit Value</b>	<i>One</i>	
<b>Course Code</b>	<i>EMS30</i>		<b>Prerequisites</b>	<i>ENG2P or ENG2D</i>	
<b>Ministry Document</b>	<i>The Ontario Curriculum.</i> <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a>				
<b>Learning Resources</b>	<i>See specific unit outlines</i>				

**Media Studies, Grade 11, Open (EMS30)**  
R.H. King Academy

**Teacher: J. Gillies**  
September 2016

**Overview:**

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. In particular, the course will analyse the forms and messages of a variety of media works and audience responses to them. Students will be create their own media works while developing critical thinking skills, making aesthetic and ethical judgements, and enhancing their overall skills in viewing, representing, listening, speaking, reading, and writing. Students will create a variety of media texts for different purposes and audiences.

The final project involves the creation and publication of the award-winning student magazine *Connected* that will be distributed to the entire student population at the end of the semester.

**Prerequisite:** English, Grade 10, Academic or Applied

**Overall Expectations:**

*By the end of this course, students will:*

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.

## **UNIT 1: Digital World & Article Writing (3 weeks)**

**Texts: news articles, videos, social media websites**

As an introduction to media studies, this unit will begin by examining the various aspects surrounding the internet and how we interact with it. This unit will focus on the impact and influence of social media and the internet and the people responsible for creating it and putting it into practice. As students develop a critical lens through which to view the world around us, we will read a variety of news articles, engage in debates, and examine technology that we take for granted as part of our everyday lives.

As part of their emerging understanding of the role of the media in our culture today, students will also be taught aspects of journalism law and will be trained to write news articles leading to our culminating magazine project.

### *Specific Expectations:*

analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;

- identify and explain the messages in and meaning of media texts
- analyse media representations to describe their content, identify bias, and explain their impact on audiences.
- explain how people use media and communication technologies in their personal and working lives and identify some of the effects of those technologies.

## **UNIT 2: Advertising World & Copy Editing (2 weeks)**

**Texts: *Merchants of Cool*, advertisements, articles, commercials**

The medium is the message. Through phones, subway trips, television, film, social networking, product placement, video games, and more we are constantly being bombarded with advertisements. In this unit, we will look at the causes of advertisements, the impact, the intended effect, and the potential long-term consequences. Several texts will be selected from popular culture, television, internet, and film sources to highlight our culture's obsession with commercial goods.

**Independent Study Unit** will focus on brand marketing and messaging that will involve researching a particular company or brand and presenting the findings.

### *Specific Expectations:*

- demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
  - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.
  - compare their own and others' responses to a variety of media texts and explain how audiences' backgrounds affect the ways in which they negotiate meaning.
  - examine the ways in which the media and communication technologies can infringe on the privacy rights of individuals and how consideration of those rights affects the behaviour of the media industry.
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### **UNIT 3: Media Blend – Graphic Novels (3-4 weeks)**

**Text:** *Watchmen* by Alan Moore

As their popularity in our culture grows, so does acceptance of this medium as a proper, serious format deserving of study. *Watchmen*, for example, is listed as one of *Time* magazine's '100 Best Novels Ever Written' list. Much like Zeus and the Greek Gods served as inspiration for countless tales and imaginings, modern day heroes, villains, and comic creations are becoming the foundation of a new modern age of mythology. Comparisons will be made to big screen adaptations as we examine the choices made to bring a 2D format to film. This unit will focus on several examples of great comic writing and art as students will be making comic books of their own. Software tools such as Bitstrips and ComicLife will help bring their understanding to life. Examples of their work will be displayed in the final newspaper culminating project.

#### *Specific Expectations:*

- analyse the representations of groups and individuals in media texts and comment on the perspectives, beliefs, or biases that are evident in the texts
  
  - analyse media representations of social, political, and cultural issues and events and explain how the representations might affect the audience's interpretation of the issues
  
  - analyse the representation of behaviours and attitudes in media texts and comment on how they influence the behaviours and attitudes of the audience
  
  - explore how a media product or personality is marketed to an audience across a range of media platforms
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### **UNIT 4: Novel Study (3 - 4 weeks) – IF TIME PERMITS**

**Texts:** *Little Brother* by Cory Doctorow

Through our novel study, we will look at the impact that the media plays in the lives of the characters in these novels. This unit will also draw modern day comparisons to popular culture including reality television, the news media, and the role that communication plays in our lives. Students will write a critique of the practices in the novel itself, content quizzes, and a long-form magazine-style article. Students will also have a chance to edit the text itself to present an alternate ending or outcome to a scenario from the novel.

#### *Expectations:*

- demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
  
  - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.
  
  - explore how a media product or personality is marketed to an audience across a range of media platforms
  
  - identify some of the ways in which the delivery of content to audiences has changed as a result of new technologies and describe the effects of those changes
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**UNIT 5: *Connected* Newspaper Production (4 - 5 weeks)**

Unlike culminating activities in other classes that take place solely at the end of the course, students in the media studies class will begin their culminating activity from day 1. As a whole, the students will produce a 16-page magazine-style newspaper for the entire school. Each section will be written, edited, and laid out by students in class with a media-centered focus. Every few weeks, students will focus on the newspaper with time given to writing/interviewing skills, editing and copyediting, production and design, and pushing for a final product.

Each strand is represented in producing the final product worth 30% of the student's final mark.

Literature Studies and Reading (editing and copyediting)	= 5%
Writing (article produced and completed for publication)	= 10%
Oral Communication (final presentation/delivery of paper)	= 5%
Media Studies (layout and design of assigned section)	= 10%

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**Evaluation:**

The Media Industry	= 30%	
Producing and Reflecting upon Media	= 30%	Term mark = 70%
Understanding and Interpreting Texts	= 20%	Final exam = 30%
Media and Society	= 20%	

*See the summative/culminating evaluation overview attached for more detail.*

**ENGLISH DEPARTMENT POLICIES:**

All students will require a dictionary.  
Homework will be assigned regularly and monitored.

Students are reminded that deadlines are an important aspect of time and workload management in this course. If, for any reason you are unable to meet your deadlines, please consult with your teacher before the assignment is due. A penalty may be applied.

Plagiarism from outside sources (the Internet or texts) or copying another student's work is a serious academic offence and will be dealt with accordingly. **DO NOT LEND YOUR WORK.** Both the borrower and the lender will be penalized. Be advised that a mark of zero may be the result and that your parents will be notified.

Work missed and covered by a doctor's note must still be made up. You are not excused from completing class assignments because you have been absent. Consult with your teacher as soon as you return to school.

Oral presentations will not be rescheduled due to absences. You may forfeit the oral portion of the mark if you miss class. All group members share responsibility for the work assigned. Have more than one copy of group work material. Be respectful of your classmates.

A missed test or piece of in-class writing must be made up within one week of being assigned. It is the student's responsibility to arrange for the makeup date. Students who continually miss such assignments may forfeit the opportunity to rewrite.

Bring all texts and materials to class each day. It is expected that you are prepared for the day's learning activities. You will not be issued with an extra text because you have forgotten yours. Be sure to have a homework buddy and use your planner to record homework assignments and due dates.

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<b>EMS30 Summative Evaluation Overview</b>							
<b>Unit</b>	<b>Assignment</b>	<b>Understand &amp; Interpret Media Texts 20%</b>	<b>The Media Industry 30%</b>	<b>Media &amp; Society 20%</b>	<b>Producing and Reflecting 30%</b>		
1	Social Media Diagnostic	X				<b>70%</b>	
1	Web Presentation	X		X			
1	Article writing 1 - peer		X		X		
2	Ad creation			X	X		
2	Copyediting work	X					
2	Art of the Interview			X			
2	Feature article 1	X			X		
3	<i>Watchmen</i> content quizzes	X			X		
3	<i>Watchmen</i> seminars	X	X	X	X		
3	Bitstrips assignment	X					
3	Layout/design assignment		X	X	X		
4	<i>Little Brother</i> advocate project	X	X	X	X		<b>Unit 4 will only be completed if time permits</b>
4	<i>Little Brother</i> content quizzes	X					
4	Web Wandering info project		X	X			
4	Modifying the book		X	X	X		

**Culminating Activities/Final Assessment**

6	Final newspaper article		X 10%			<b>30%</b>
6	Copy editing	X 5%				
6	Layout & Design				X 10%	
6	Job response writing			X 5%		