



THAMES VALLEY DISTRICT SCHOOL BOARD

London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Media Studies Grade 11	Course Code: EMS 301
Course Type:	Media Studies - Open	Credit Value: 1.0
Teacher(s):	Ms. Walker	

Course Description:

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 judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: English, Grade 10, Academic or Applied

Course Overall Expectations:

Strand	Overall Expectations
Media Texts	analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
	analyse media representations to describe their content, identify bias, and explain their impact on audiences.
Media Audiences	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.
Media Production	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;
	describe production roles and responsibilities in a variety of media industries and identify key conditions that affect the production, financing, and distribution of media works.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods *May include major evaluations
Elements of Media	Evaluations are varied and may include response writing, quizzes, tests, projects, seminars, oral presentations, essays and performances. Teachers will identify one major evaluation or set of evaluations per unit. Process work needs to be done in a timely way to be of value to the student and evaluated by the instructor.
Advertising and Public Service Announcements	
Television and Film	
Music	
Independent Study	
Course Culminating Activity	
Final Exam	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories			Evaluation/Weight of Marks		100 %
Achievement Category	%		Term	Term work	
Thinking/Inquiry	25	Summative	Cumulative		10
Knowledge	25		Exam		20
Communication /Understanding	25				
Application	25				

Note that the Achievement chart for English identifies four areas of knowledge and skills: Knowledge and Understanding, Thinking, Communication, Application. These categories are used in a balanced fashion to develop quality assessment tasks and tools, plan instruction for learning, and provide meaningful feedback to students. (*English Curriculum 2007; Growing Success*)

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: TVDSB Assessment & Evaluation Policy, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010; *Student Planner and School Web site*

