


# Course of Study



## 1. Course Details

<p><b>Lawrence Park C.I</b></p>  <p><b>TDSB</b></p>	<p><b>Teacher(s) : C. Antonini</b></p> <p><b>Faculty : English</b></p> <p><b>Faculty Office Phone : 416 393 9500 ext. 20090</b></p> <p><b>Name of ACL : C. Antonini</b></p> <p><b>ACL Contact : 393 9500 ext. 20090</b></p> <p><b>Textbooks : LPCI English Handbook @ <a href="http://www.antonini.ca/handbook.pdf">www.antonini.ca/handbook.pdf</a></b></p>	<p><b>Date revised : June, 2011</b></p> <p><b>Course Name : Grade 11 Media Studies</b></p> <p><b>Course Code : EMS30</b></p> <p><b>Prerequisite Course Code : ENG2D/P</b></p> <p><b>Credit Value : 1</b></p> <p><b>Essential Resource Materials : N/A</b></p>
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## 2. Overall Goals

Overall Expectations:  
By the end of this course students will:

### 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:** analyse and critique media representations of people, issues, values, and behaviours;
- 2. Understanding the Impact of Media on Society:** analyse 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.

## 2. Overall Goals (cont.)

### 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.

\*\*\* For specific curriculum expectations, please see:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

### 3. Learning Skills and Work Habits

**Evaluated on Report Card as:  
E (excellent); G (good); S (satisfactory); N (needs improvement)**

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Student who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

<b>Responsibility</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• fulfils responsibilities and commitments within the learning environment;</li> <li>• completes and submits class work, homework, and assignments according to agreed-upon timelines;</li> <li>• takes responsibility for and manages own behaviour.</li> </ul>
<b>Organization</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• devises and follows a plan and process for completing work and tasks;</li> <li>• establishes priorities and manages time to complete tasks and achieve goals;</li> <li>• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
<b>Independent Work</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• independently monitors, assesses, and revises plans to complete tasks and meet goals;</li> <li>• uses class time appropriately to complete tasks;</li> <li>• follows instructions with minimal supervision.</li> </ul>
<b>Collaboration</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• accepts various roles and an equitable share of work in a group;</li> <li>• responds positively to the ideas, opinions, values, and traditions of others;</li> <li>• builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>• works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>• shares information, resources, expertise and promotes critical thinking to solve problems and make decisions.</li> </ul>
<b>Initiative</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• looks for and acts on new ideas and opportunities for learning;</li> <li>• demonstrates the capacity for innovation and a willingness to take risks;</li> <li>• demonstrates curiosity and interest in learning;</li> <li>• approaches new tasks with a positive attitude;</li> <li>• recognizes and advocates appropriately for the rights of self and others.</li> </ul>
<b>Self-regulation</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• sets own individual goals and monitors progress towards achieving them</li> <li>• seeks clarification or assistance when needed</li> <li>• assesses and reflects critically on own strengths, needs, and interests;</li> <li>• identifies learning opportunities, choices, and strategies to meet personal goals.</li> </ul>

#### 4. Teaching/Assessment and Evaluation Strategies - Course Work (70%)

Students will demonstrate achievement of all the overall expectations of 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. Timelines and units may be adjusted to accommodate student needs.

Unit #	Culminating Tasks	Achievement Chart Focus	Timeline
# 1	Your Generation	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	6-8 weeks
#2	Media Issues	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	8 weeks
#3	Know Your Rights	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	8 weeks
#4	Media Consumption	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	7 weeks
#5	<b>Raise the hype Summative Preparation and review</b>	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	4 weeks

#### 4. Teaching/Assessment and Evaluation Strategies - Final Evaluation (30%)

All Students must take part in the culminating activities for each course at every grade level of study

Summative Tasks	Achievement Chart Focus	Weighting
Multimedia Presentation	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	10%
In Class Written Essay	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	20%

## 5. Achievement Chart

Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> <li>- knowledge of facts and terms</li> <li>- understanding concepts, principles, and theories</li> <li>- understanding of relationships between concepts</li> </ul>	<u>25</u> %
Thinking	<ul style="list-style-type: none"> <li>- critical thinking skills (analyzing, detecting bias)</li> <li>- creative thinking (problem solving)</li> <li>- inquiry skills (formulating questions; conducting research; analyzing, interpreting and evaluating information; drawing conclusions)</li> </ul>	<u>25</u> %
Communication	<ul style="list-style-type: none"> <li>- communication of information and ideas</li> <li>- use of visuals and technology - multimedia</li> <li>- oral communication (debates, discussions, listening skills, role-playing)</li> <li>- written communication (short essays, writing in role)</li> </ul>	<u>25</u> %
Application	<ul style="list-style-type: none"> <li>- application of concepts, skills, and procedures</li> <li>- transfer of concepts, skills, and procedures to new ideas</li> <li>- making logical conclusions or generalizations</li> <li>- making predictions and planning courses of action</li> </ul>	<u>25</u> %

## 6. Term Grades for Provincial Reports

### Term Grades for Provincial Reports throughout the Year

The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.

#### Reporting Cycle

Reporting Cycle 1:	September 6th - November 11th Report Card - November 21st
Reporting Cycle 2:	November 14th - January 24th Report Card - February 16th
Reporting Cycle 3:	January 25th - March 30th Report Card - April 18th
Reporting Cycle 4:	April 2nd - June 24th Final Report Card pick up from July 4th-13th
Review Days:	June 25th and 26th (9-11 am only)

## 7. Communication

**In addition to class time, students can receive additional assistance from:**

- Subject teachers before/after school, during lunch hour or by appointment;
- Homework Club - every Tuesday and Thursday from 3:20 - 4:30 pm in room 223;
- FIFI - “Find It, Finish It” from 8:35 - 9:35 am on November 9th, January 25th, March 28th and May 16th;
- **Web sites:**
  - LPCI Communication Centre—[www.antonini.ca/writing](http://www.antonini.ca/writing)
  - English Faculty Website—[www.antonini.ca/english](http://www.antonini.ca/english)
  - English Student Quick Guide—[www.antonini.ca/student](http://www.antonini.ca/student)

**Teacher’s Websites: C. Antonini—[www.antonini.ca](http://www.antonini.ca)**

- Important documents to be kept in students’ binders (documents are on the English Faculty Website):
  - LPCI MLA Style Guide
  - LPCI English Faculty Assessment and Evaluation Policy
  - Student Mark self tracking Sheet
  - Course of Study
  - LPCI English Faculty Handbook
  - EMS30 Standard Rubrics

