



Media Studies

Teacher	<u>Dr. Dan Aviv</u>
Office Hours	by appointment only
Phone/Txt	(437) 777-2372
E-mail	<u>drdan@adraba.ca</u>

Course Description

Media Studies

Course Code:	EMS30
Grade:	11
Course Type:	Open
Credit Value:	1.0
Prerequisite:	ENG2P, English, Grade 10, Applied or ENG2D, English, Grade 10, Academic
Curriculum Policy Document:	<u>English, The Ontario Curriculum, Grades 11 and 12, 2007</u>
Developed:	2023 by Dr. Dan Aviv

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 analysing 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.

This course will use media and coverage of Israel-Palestine as a case-study.

Overall Expectations

Throughout this course, you will:

- demonstrate understanding of a variety of media texts.
- deconstruct a variety of types of media texts, identifying the codes, conventions, and techniques used and explaining how they create meaning.
- analyse and critique media representations of people, issues, values, and behaviours.
- analyse and evaluate the impact of media on society.
- demonstrate an understanding of the ways in which the creators of media texts target and attract audiences.
- demonstrate an understanding of the impact of regulation, ownership, and control on access, choice, and range of expression.
- create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques.
- demonstrate an understanding of roles and career options in a variety of media industries.
- demonstrate an understanding of their growth as media consumers, media analysts, and media producers.

Course Calendar

Our meetings take place on ZOOM on Mondays and Wednesdays from 7:00-8:30pm.

Oct 16+18, 2023	Nov 20+22	Jan 15+17	Feb 26+28	Apr 15+17
Oct 23+25	Nov 27+29	Jan 22+24	Mar 4+6	May 6+8
Oct 30+Nov 1	Dec 4+6	Jan 29+31	Mar 18+20	May 13+15
Nov 6+8	Dec 11+13	Feb 5+7	Mar 25+27	May 27+29
Nov 13+15	Jan 8+10, 2024	Feb 12+14	Apr 8+10*	June 3+5
				June 17+19

* 1-on-1 ZOOM check-ins about your Culminating

Asynchronous learning happens anytime, anywhere and anyplace.

Software/Hardware Requirements

You should have access to an internet connection, broadband wired or wireless preferred.

You will need speakers, a microphone and a webcam. Laptops tend to have them built in.

Your machine should be running macOSX 10.7 or later or Windows XP (with SP3 or later), Windows Vista (with SP1 or later), Windows 7, 8 or 8.1, or Windows 10. It should have at least a Single Core 1Ghz or higher processor with a recommended 4GB of RAM.

You can also use a Surface PRO 2 or higher tablet running Windows 8.1 or higher, as well as iOS and Android devices.

You can also use the following browsers: IE 11+, Edge 12+, Firefox 27+, Chrome 30+ or Safari 7+

Units of Study

Units	
1. The Media Landscape	12h 0m
2. I-P (Israel-Palestine)	8h 0m
3. Media Coverage Case Studies	72h 0m
4. Making News	10h 0m
5. Conclusions	4h 0m
CCT	
Culminating	4h 0m
Total Hours	110h 0m

Unit 5: Conclusions

Conclusions

Overall Expectations	Success Criteria
<p>D3 Demonstrate an understanding of their growth as media consumers, media analysts, and media producers.</p>	<p>K: T: C:</p>
Resources	
<p>a variety of resources from mainstream (and new) media (e.g., Jerusalem Post, NY Times, Globe and Mail, Wall Street Journal, Toronto Star, Common Sense, et al.)</p>	<p>A:</p>
Specific Expectations	Learning Goals
<p>D3.1 reflect on how their behaviours as consumers of media have changed in response to their study of media</p> <p>D3.2 reflect on the strategies they used to evaluate media representations</p>	<p>Reflect and respond to the following essential questions:</p>



Teaching/Learning Strategies

Brainstorming - group generation of initial ideas expressed without criticism or analysis

Carousel - expert groups or individuals prepare and deliver a carousel or presentation on specific topic for students who circulate from station to station in the carousel

Case Study - investigation of real and simulated problems/scenarios

Concept attainment - from a set of examples students are to determine the concept being illustrated

Conference - student-to-student and student to teacher discussion

Debate - formal group discussions with planned presentations

Essay - research using written text, Internet, visual and auditory media resulting in a written response in appropriate essay form

Guest and Student Speakers - use of guest speakers from other faiths and students from other denominations or faiths who share their stories and worldviews

Independent Study - students explore and research a topic of interest

Jigsaw - specialized group learning followed by home group sharing

Journal - individual reflections recorded in a journal

Kiosk - visual and oral presentations gathered into a display that summarizes selected learning in a cluster

Media Analysis - critique of media resources to support new learning

Media Presentation - use of technology to create and deliver presentation

Mind Map - a graphic method of presenting information using a central image, subsidiary concepts radiating outward, accompanied by symbols and texts

Portfolio - student work collected over the duration of the course and held in a folder

Prayer Service - prepare and participate in celebrations with prayer

Role Play/Drama - visual expressions of ideas expressed through movement, word, and song, without criticism or analysis

Simulation Games - games that encourage reflection and interpretation of events/situations

Socratic presentation - teacher presentation of information using questioning and class discussion

Story-telling - presenting ideas through the art of story telling and reflective discussion

Story Writing/Telling - students create stories and record them for uploading to Youtube

Survey/Interview - collection of data

Taking a Stand - students move in the classroom to a place symbolic of a stance

Think/Pair/Share - students reflect on concept, then share with a partner, then students share the partner’s reflections with larger group

Course Requirements

Our course has **THREE** key components. The first is a face-to-face (**F2F**) interaction and learning with me via ZOOM. This will include an introduction to the topic, discussion, debate and analysis. The second component happens “offline,” when you will be working on your learning goals either individually, in pairs or teams of three or more - depending on the assignment.

At the end of the year, there is a **“culminating” (Course Culminating Task or CCT)**, the topic of which will be proposed by the individual and approved by me.

Students are expected to prepare for each F2F session by reviewing the assigned materials as indicated in the schedule.

	# hrs
Face to Face (F2F)	78h 0m
Asynchronous Learning (“Offline”)	27h 0m
The “Culminating”	5h 0m
	110h 0m

The Course Culminating Task (CCT)

The CCT (or “Culminating”) will involve a topic you develop individually or in conjunction with peers and me, the teacher.

This project will provide you with an opportunity to:

- support an argument using specific and relevant evidence.
- use critical thinking and reasoning to explain relationships.
- consider ways that diverse or alternative evidence could be used to qualify or modify an argument.



Course Culminating Task	
Overall Expectations	Success Criteria
<p>Analyse and evaluate the impact of media on society.</p> <p>Demonstrate an understanding of their growth as media consumers, media analysts, and media producers.</p>	<p>K: Identify the argument you want to make in your op-ed. Identify and organize your evidence in support of your argument. Write a script for your clip. Identify the ins and outs of the process of producing an op-ed and clip for upload. Recognize the contours and dangers of the Israel-Palestine discourse as reflected in the news cycle</p> <p>T: Analyse your argument in light of the evidence. Predict and challenge counter-arguments to the one you're making. Inquire about best practices for your chosen platform. Compare and contrast producing content for print and TikTok/YouTube. Predict how your content will be received.</p> <p>C: Articulate your argument in the lede. Describe and explain the larger context for your argument. Justify your argument with evidence. Write a script for your clip. Reflect on your experience creating content for print, video and how these experience will impact your future consumer experience.</p> <p>A: Write and revise your op-ed, incorporating feedback. Connect your argument with the intended audience through content and tone. Integrate best practices in clip production for your chosen platform. Produce a clip for uploading. Evaluate how your content will contribute to the discourse on Israel-Palestine.</p>
Specific Expectations	Learning Goals
<p>B1.2 analyse media representations of current social, political, and cultural issues and events, and explain how the representations might affect the audience's interpretation of the issues</p> <p>B1.3 analyse the representation of behaviours and attitudes in media texts and comment on how they influence the behaviours and attitudes of audience</p> <p>B2.3 assess the impact of the media on countries, cultures, and economies around the world and/or the relationships among them, focusing on globalization</p> <p>D3.1 reflect on how their behaviours as consumers of media have changed in response to their study of media</p> <p>D3.2 reflect on the strategies they used to evaluate media representations</p> <p>D3.3 select and present work that reflects their growth and competence as media creators, and explain the reasons for their choices</p>	<p>Reflect and respond to the following essential questions:</p> <p>How does producing content for media change your perspective as a consumer of media?</p> <p>How does visual media differ from the written word?</p>

Evaluation and Grading

Our theory of assessment and evaluation follows the Ministry of Education's Growing Success document, and it is our firm belief that doing so is in the best interest of learners.

Students will be assessed frequently throughout this course.

Many of the assessments will be informal, providing important data for feedback, such as short quizzes at the end of the F2F or exit tickets at the end of group work time.

Report cards will be issues at the end of January and at the end of the academic year in June. The mid-year report, with your consent, will be sent to your home school.

The final grade for this course will consist of two parts:

Formal Assessments (7 x 10%) 70%

CCT 30%

Seventy percent (**70%**) of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Thirty percent (**30%**) of the grade is based on a final evaluation in the form of a performance, essay, and/or other method of evaluation suitable to the course content and administered toward the end of the course (*Program, Planning and Assessment: The Ontario Curriculum Grades 9 to 12*, p.15). In this course, it is suggested that an CCT be a culminating performance task.

The breakdown includes assessment for learning, assessment as learning and assessment of learning as well as achievement strategies which include observations and conversations in addition to student products so that a mark can be triangulated.

Triangulation is effective and accurate for determining student performance because it can demonstrate at what level a student most consistently performs. In addition, if a student struggles in one area but does significantly better in the other two areas, the teacher can work more effectively with that student to bring their overall performance to a more consistent level.

FYI	
4+	95 – 100
4	87 – 94
4-	80 – 86
3+	77 – 79
3	73 – 76
3-	70 – 72
2+	67 – 69
2	63 – 66
2-	60 – 62
1+	57 – 59
1	53 – 56
1-	50 – 52
%	Below 50
35-49%	accelerated makeup option

Program Considerations

Instructional Approaches

Effective instruction is key to student success. When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches are informed by the findings of current research on instructional practices that have proved effective in the classroom. A well-planned instructional program is at the student's level, but it also pushes them towards their optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning.

Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality instruction.

Planning for Students With Special Educational Needs

We adhere to evolving provisions emerging from the application of the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, The Education Act and the regulations related to it as well as best practices related to the teaching and assessment of students with special educational needs. *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011)* describes a set of beliefs, based in research, that guides program planning for students with special education needs in all disciplines. At ADRABA, we believe that all students can succeed. Each student has his or her own unique patterns of learning. Successful instructional practices are founded in evidence-based research, tempered by experience. An open and accessible learning environment with differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Classroom teachers are the key educators for a student's literacy and numeracy development. Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs. And, finally, fairness is not sameness.

In planning Media Studies courses for students with special education needs, the teacher begins by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student: no accommodations or modified expectations; or accommodations only; or modified expectations, with the

possibility of accommodations; or alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, or assistive software. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate their learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

For a detailed discussion of the ministry's requirements for IEPs, see Part E of *Special Education in Ontario*. (The document is available at bit.ly/specialedinontario) And for more examples of accommodations, see page E39.

Program Considerations for English Language Learners

In planning programs for students with linguistic backgrounds other than English, the teacher needs to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Appropriate adaptations include modification of some or all of the subject expectations so that they are challenging but attainable for the learners at their present level of English proficiency, given the necessary support from the teacher, use of a variety of instructional strategies, use of a variety of learning resources and use of assessment accommodations.

For further information on supporting English language learners, refer to the following documents:

- *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005.*

Antidiscrimination Education

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of

identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate.

Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to representation and their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

The development of critical thinking skills is integral to the Media Studies curriculum. In the context of what is now called "critical literacy", these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the Media Studies program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses.

Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them.

Media studies also affords both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families. Teachers can help students link the understanding they gain in this regard to messages conveyed through the school's antibullying and violence-prevention programming.

Literacy, Mathematical Literacy, and Inquiry Skills in Media Studies

Literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

Students are required to use appropriate and correct terminology, including that related to the concepts of disciplinary thinking, and are encouraged to use language with care and precision in order to communicate effectively.

Media Studies also builds on, reinforces, and enhances mathematical literacy through opportunities to engage with computational strategies and data management and, in particular, the ability to read and construct graphs.

Inquiry and research are at the heart of learning in all subject areas. In Media Studies, students ask questions and to explore a variety of possible answers to those questions, acquiring the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practise will become more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

The Role of the School Library in the Media Studies Program - N/A

The Role of Information and Communications Technology in the Media Studies Program

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT can help students not only to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings but also to make connections with other schools, at home and abroad, and to bring the global community into the local classroom.

ICT tools can be used in the inquiry process as they gather, organize, and analyse information, data, and evidence, and as they write, edit, and communicate their findings. ICT tools can be deployed to develop spatial skills. Students can extract and analyse information using on-line interactive mapping and graphing programs. It can also be relevant as part of field studies and simulations.

The Ontario Skills Passport - N/A

Career Education

The classroom teacher supports students in education and career/life planning by providing them with learning opportunities that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners.

Cooperative Education and Other Forms of Experiential Learning, Planning Program Pathways and Programs Leading to a Specialist High Skills Major and Health and Safety in the Media Studies Program - N/A

Attendance

Attendance at ADRABA is determined by two factors:

- Physical attendance — logged by the teacher.
- Evidence of current activity — determined by the teacher through evidence of student participation or work through Google classroom, ZOOM or other apps.

Academic Honesty

The following definitions of cheating and plagiarism come verbatim from “Questions and Answers on Academic Honesty For Parents and Students.”

Cheating is defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- Copying another student’s homework;
- Using another student’s work on a test or any other evaluation;
- Bringing unauthorized notes or notations into an evaluation;
- Asking for or giving someone an answer during an evaluation;
- Unauthorized use of electronic media to obtain answers during an evaluation; and
- Presenting assignments that have been completed by someone else as one’s own.

Plagiarizing is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. (Growing Success 2010, p.151)

It can take many forms, including the following:

- Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one’s assignment, or copying or using work including homework done by another student;
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;

- Copying and pasting from the internet or other electronic sites without citing the source; and
- Omitting quotation marks for direct quotations even if the sources have been cited.

Anything else determined by the teacher as cheating and plagiarism of any kind on an assignment, or assessment will result at least in an "R" for that assignment (and may, depending on the severity of the case, lead to an "R" for the entire course) and may be subject to referral for further action.

Being part of this course, I assume that you will adhere to the **kavod code** and will maintain the highest standards of academic integrity. I will as well.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to Creative Commons in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.