

English Language Arts Objectives for Media Studies 20

Students will recognize and appreciate the role of mass media in communication, in contemporary society, and in their personal lives	
	define popular culture and mass media
	relate language and literacy development to the mass media environment in which they live
	identify the functions and principles behind mass media
	recognize the impact of media communications
	recognize the role of culture in all communication
	realize that mass media enrich and broaden the experiences of life, including one's personal and social understanding and responsibilities
	evaluate the popularity and nature of a particular medium
	examine critically their own experiences with a particular medium
	recognize the role of newspapers, magazines, and mass market paperbacks in their society
	discuss the economic and cultural dimensions of film and video
	identify the functions and principles behind emerging technologies
Students will recognize the codes, forms, and conventions of the various mass media	
	describe briefly the historical and technical development of a pervasive medium such as television
	research the history of radio and related technology
	trace the history of newspapers, magazines, and mass market paperbacks
	learn the language of a particular medium
	trace the development and stages in the history of film and video
	trace the developments and history of photography
	analyze the conventions and forms of the newspaper, magazine, and mass market paperback
	explain the conventions and language of film and video
	recognize the underlying principles of mass media as they apply to photographs, posters, and billboards
	explain the conventions of photography and visual advertising
Students will recognize the ways in which the various mass media shape their messages, and construct a sense of what the world is or how it works	
	identify the persuasion techniques used in a particular medium
	recognize the connection between the media and marketing strategies that make popular culture a business
	identify fads and the needs they address in a culture
	identify the social, economic, and political dimensions of consumer trends
	explore how technological developments shape society
	evaluate the reliability of information communicated through the mass media
	analyze the scope of radio programming and its influence on their lives
	describe the role film and video play in their lives
	compare movie genres
	compare the use of visual images in various media
	apply the underlying principles of media studies to emerging mass media
	discern the messages and impact of emerging mass media
Students will analyze and evaluate the various mass media, including their sources, intents, and underlying values	
	respond personally and critically to a range of media
	respond personally and critically to a popular medium
	recognize biases and fallacies
	understand the importance of social responsibility and personal integrity in the use of language and media
	recognize the underlying assumptions of mass media as they apply to a particular medium
	recognize underlying values and issues as they apply to a particular media issue or problem
	interpret and evaluate a production in a particular medium
	analyze the conventions and forms of radio
	recognize the close relationship between radio and the recording industry
	compare and evaluate the content of a variety of newspapers, magazines, and mass market paperbacks
	analyze the publishing industry and book marketing strategies

	evaluate the effectiveness of a film or video
	attempt to understand a filmmaker's purpose and intentions
	evaluate the effectiveness of photographs, posters, and billboards
Students will recognize the role and power of advertising in the mass media	
	respond personally and critically to oral, print, and other media advertising
	recognize advertising claims and techniques
	examine advertising in various media for various techniques, appeals, and claims
	trace the history of advertising as a force behind the mass media
	examine the impact of advertising on personal and social values and behaviours
	recognize ethical issues in advertising
	explain the role of advertising in newspapers and magazines
Students will extend and apply their speaking, listening, writing, reading, representing, and viewing abilities	
	write to express understanding
	write to assess
	read to find meaning and interpret
	attempt to understand an author's purpose and intentions
	explore connections between language use, theme, and meaning
	use language to think about, listen to, view, read, write, discuss, and produce media texts
	speak to clarify and extend thinking
	speak to share thoughts, opinions, and feelings
	listen to analyze and evaluate
	listen to understand and learn
	listen critically and attentively
	recognize factors that interfere with effective listening, including personal biases
	access information from a variety of sources
	confer with peers and teacher
	work independently
	manage time and resources
Students will extend and apply their representing and viewing abilities by designing and creating a media text	
	communicate in various formats for a variety of purposes
	produce a text for television or other medium
	produce a print and non-print advertisement for a product or service
	prepare an article for a newspaper or magazine
	prepare a short film or video
	prepare a photograph, poster, or billboard display
	communicate findings and conclusions in an appropriate manner for a specific audience and purpose

Language Cues and Conventions

Most students in Level 20 courses are expected to understand the following concepts about the language cues and conventions.

Pragmatic Cues and Conventions (Level 20)	
	Effective communication uses language appropriate to the subject, audience, purpose, and situation.
	Effective communicators select and use the language register appropriate for the context and purpose.
	Most communication requires the use of conventional or “standard” English.
	Language can be used to build and maintain collaborative relationships.
	Language can be used to celebrate personal and community occasions and accomplishments.
	Language can create and sustain an inclusive community.
	Sexist language degrades or unnecessarily excludes women or men.
	Racist language refers to a particular cultural or ethnic group in an insulting way.
	Stylistic choices in language help accomplish purpose.
	Formal communication avoids colloquialisms, slang, euphemisms, clichés, and “abusages” (e.g., “We students...”, ain’t got no, them books).
	The status of an individual’s dialect(s) varies according to context or situations.
Textual Cues and Conventions (Level 20)	
	Different purposes and audiences require different modes of discourse (i.e., descriptive, narrative, expository, or persuasive).
	Oral, print, and other media texts reflect distinctive genres, formats, and organizational patterns.
	Prose, poetry, and drama each has distinctive formats and organizational patterns within those formats.
	The overall structure of a text reveals how the content is organized and the content (ideas) can be outlined.
	Texts should be clear and interesting.
	Texts should be unified, coherent, and emphatic (stressing the prominence of certain ideas).
	Various techniques and elements (e.g., fade or dissolve, point of view) are used in oral, print, and other media texts.
	Other textual features include graphic aids (e.g., charts, tables), organizational aids (e.g., table of contents, index, footnotes, appendices), and illustrations (e.g., photographs, diagrams, drawings).
	Journalistic texts (contrary to standard formats) are often characterized by short sentences and paragraphs and visual components.
Syntactical Cues and Conventions (Level 20)	
	Word order is central to English sentence structure.
	Basic English sentence patterns can be expanded, compounded, and transformed.
	Effective sentences are devoid of unnecessary words and expressions.
	Effective written sentences avoid clichés and over-used words (e.g., verb “to be”, “which”, “who”, “whom”, “that”, “it”, “this”, “there”).
	Effective sentences are varied (short/long, statements/questions, commands/exclamations, loose/ periodic/inverted/parallel/balanced, simple/compound/complex, front-shifted qualifiers/delayed qualifiers).
	Phrases (verbal, appositive, absolute) and clauses (subordinate/main) add variety.
	The active voice is generally preferable.
	Formal English avoids sentence fragments, run-on sentences, misplaced qualifiers, excessive co-ordination, and faulty subordination.
	Punctuation marks clarify the message of the written sentence.

Semantic Cues and Conventions (Level 20)	
	An appropriate word suits the audience, purpose, and situation.
	Words can be loaded with meaning and significance (e.g., connotation, symbolism, imagery, allusion) and often have emotional appeal.
	Effective communicators recognize the role words play in effective communication (e.g., strong, active verbs; precise and concrete nouns; balance of nouns and verbs; limited use of "be" verbs).
	Effective communicators use words accurately and precisely.
	Words should be clear, fresh, economical, and alive rather than overworked (i.e., a cliché).
	Words (and their pronunciation) can act as dialect and idiolect markers.
	Large vocabularies help express ideas more accurately and efficiently.
	Age and geography are factors in vocabulary development.
Graphophonic Cues and Conventions (Level 20)	
	Effective communicators use appropriate voice production factors (e.g., articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pauses) and non-verbal cues (e.g., gesture, stance, eye contact) to clarify intent in personal and public communication.
	The pronunciation of words is an indication of regional dialect and family influences.
	Language has sound patterns including rhyme, rhythm, meter, alliteration, consonance, assonance, and repetition.
	Effective communicators know and apply Canadian spelling conventions for familiar and new vocabulary.
	Capitalization conventions can be used to clarify intended meaning.
Other Cues and Conventions (Level 20)	
	Graphics (e.g., charts, graphs, tables), visuals (e.g., diagrams, photos, paintings), dramatizations (e.g., tableaux, improvisations, role play), sound and movement (e.g., music, dance, gestures), models (e.g., sculptures dioramas, mobiles), and technology (e.g., videos, CD-ROMs, computer-generated graphics) can enhance the effectiveness and appeal of presentations.
	Elements such as visibility, layout, design, and legible handwriting can affect the appeal and understanding of a message.
	Documentation of secondary sources ensures acknowledgement of others' ideas.