

## PORT CREDIT S.S.



## COURSE OVERVIEW

### GRADE 12 UNIVERSITY

### JOURNALISM PROGRAM

**DEPARTMENTS:** English, Arts, Social Sciences

**PREREQUISITE:** a grade 11 English, Social Science, or Arts credit

**CREDIT VALUE:** 1

**CODE:** IDC 4U

**TEXTBOOK:** *The Elements of Style, The Elements of Journalism, and others*

*University courses are designed to equip students with the knowledge and skills they will need to meet the entrance requirements for university programs.*

**OVERVIEW OF THE COURSE:** This course emphasizes the application of traditional and media literacy, critical and creative thinking, aesthetic judgment, design and technology to sound and ethical journalistic practice. Students will study the history, content, context, ethics, style, and technologies of journalism; write, design, and produce news stories, advertisements, letters, and analytical and argumentative essays for a variety of audiences and purposes; maintain a portfolio that reflects growth and mastery of skills and knowledge throughout the year; use a journal as a tool of self-knowledge and development of ideas; and produce the school's yearbook as their major culminating task.

**OVERALL EXPECTATIONS:** The expectations identified for this course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are expectations for each strand or curriculum area that students will achieve **by the end of the course**.

By the end of IDC 4U0, students will acquire the following skills and knowledge from three disciplines:

HZT 4U0 (Philosophy)	EWC 4U0 (Writer's Craft)	AVM 400 (Media Arts)
<p><b>Logic</b>  <b>PSV.02</b> · apply logical and critical thinking skills in practical contexts, and in detecting logical fallacies;  <b>PSV.04</b> · evaluate the strengths and weaknesses of the responses to some questions of natural and social sciences defended by some of the major philosophers and schools of philosophy, and defend their own responses.</p>	<p><b>Investigating the Writer's Craft</b>  <b>IWV.01</b> · analyse and assess how techniques, diction, voice, and style are used in a range of forms of writing to communicate effectively;  <b>IWV.02</b> · demonstrate an understanding of how various writers think about and practise the craft of writing.  <b>IW1.02</b> – describe the distinctive elements and conventions of a range of forms within specific genres;  <b>IW1.03</b> – assess the relationships among the ideas in a passage, its purpose and audience, and the writer's choices of techniques, diction, voice, and style;  <b>IW2.03</b> – conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them.</p>	<p><b>Theory</b>  <b>THV.02</b> · demonstrate an understanding of the basic concepts (e.g., elements, principles) and procedures used in media arts, as well as selected emerging technologies;  <b>THV.04</b> · demonstrate an understanding of conventions used in the practice of media arts.</p>
<p><b>Epistemology</b>  <b>EPV.01</b> · identify the main questions, concepts, and theories of epistemology;  <b>EPV.02</b> · evaluate the strengths and weaknesses of responses to some of the main questions of epistemology defended by</p>	<p><b>Practising the Writer's Craft</b></p>	<p><b>Creation</b>  <b>CRV.02</b> · use both traditional and emerging technologies, procedures, and techniques to create media art works;</p>

<p>some major philosophers and schools of philosophy, and defend their own responses;  <b>EPV.03</b> · demonstrate the relevance of philosophical theories of epistemology to concrete problems in everyday life.</p>	<p><b>PWV.01</b> · produce writing for a range of purposes and audiences with an emphasis on well-developed content and the effective use of appropriate forms, techniques, diction, voice, and style;  <b>PWV.02</b> · assess the effectiveness of their own and others’ written work;  <b>PW1.06</b> – use an inquiry process to elaborate and refine the content of written work by reviewing what is already known, posing inquiry questions, analysing information, making inferences, thinking divergently, and testing hypotheses;  <b>PW1.10</b> – edit and proofread written work, applying correctly the grammar, usage, spelling, and punctuation conventions specified for the compulsory Grade 12 University Preparation English course;  <b>PW1.11</b> – produce thoughtful, effective publications and prepare them for distribution to wider audiences;  <b>PW1.12</b> – use group skills effectively during the production of written work.</p>	<p><b>CRV.03</b> · use and adapt the stages of the creative process in individual and collective productions;  <b>CRV.04</b> · choose concepts and procedures from other art forms and other disciplines, and apply them appropriately in their media art works.</p>
<p><b>Ethics</b>  <b>ETV.01</b> · demonstrate an understanding of the main questions, concepts, and theories of ethics;  <b>ETV.02</b> · evaluate the strengths and weaknesses of responses to ethical questions and moral problems defended by some major philosophers and schools of philosophy, and defend their own responses;  <b>ETV.03</b> · illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life;  <b>ETV.04</b> · demonstrate an understanding of how philosophical theories of ethics are implicit in other subjects.</p>	<p><b>Assessing Their Own and Others’ Written Work</b>  <b>PW2.01</b> – assess the creative choices made in producing their written work;  <b>PW2.03</b> – demonstrate an understanding of the writing skills and knowledge required for success in various university programs and careers;  <b>PW2.04</b> – use group skills effectively during the assessment of written work.</p>	<p><b>Analysis</b>  <b>ANV.01</b> · evaluate an interactive work of art, demonstrating an understanding of the process of critical analysis;  <b>ANV.02</b> · analyse and evaluate the impact of works of media art on themselves and on their communities;  <b>ANV.03</b> · analyse the function of media art works in society;  <b>ANV.04</b> · investigate and report on career possibilities related to their skills in media arts.</p>

**EVALUATION:**

Assessment and evaluation in this course will be based on provincial curriculum expectations. **The English Department at Port Credit believes that attendance and punctuality, as well as fulfilling assignment timelines are also significant elements for student success. It is also an expectation that homework be completed to enhance and to reinforce the learning that takes place during the school day.**

Evaluation throughout the course and the final evaluation will incorporate four broad categories:

**A final grade will be calculated: Term Work TACK (45%) + Yearbook (25%) +Final Evaluation (30%: seminar/10 and exam/20)**

<u>T</u> hinking/ <u>I</u> nquiry	<u>A</u> pplication	<u>C</u> ommunication	<u>K</u> nowledge/ <u>U</u> nderstanding	<u>M</u> ajor <u>R</u> esearch/ <u>I</u> nquiry <u>P</u> roject: <u>Y</u> earbook	<u>F</u> inal <u>E</u> valuation: <u>Y</u> earbook <u>S</u> eminar (10%) and <u>J</u> ournalism <u>E</u> xam (20%)
11.25%	11.25%	11.25%	11.25%	25%	30%
<ul style="list-style-type: none"> <li>▪ critical and creative thinking: building and assessing logic in arguments</li> <li>▪ inquiry skills: interviewing and researching for 5 articles, Elements colloquium, midterm test, journals and one issue of the Port Critic</li> <li>▪ deconstruction of student’s own and other media works according to established epistemological, ethical, and aesthetic principles</li> </ul>	<ul style="list-style-type: none"> <li>▪ use of conventions in writing, speaking, and media</li> <li>▪ reading strategies: re-reading, skimming, scanning during research for writing process, shown in 5 articles, Elements colloquium, midterm test, journals and one issue of the Port Critic</li> <li>▪ connections among disciplines of philosophy, English language studies, and media arts</li> <li>▪ knowledge of epistemology, ethics and aesthetics in media works</li> <li>▪ general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ logical organization</li> <li>▪ control over style, register: formal/informal</li> <li>▪ skill in using various forms of communication in 5 articles, Elements colloquium, midterm test, journals and one issue of the Port Critic</li> </ul>	<ul style="list-style-type: none"> <li>▪ knowledge of media forms, conventions, and terminology</li> <li>▪ knowledge of epistemology, ethics and aesthetics in media works</li> <li>▪ knowledge of word processing, image manipulation, and desktop publishing software</li> <li>▪ understanding of information, ideas, concepts, and themes in 5 articles, Elements colloquium, midterm test, journals and one issue of the Port Critic</li> <li>▪ understanding of relationships among concepts, facts, and themes</li> </ul>	<ul style="list-style-type: none"> <li>▪ yearbook pages: design, editing, revisions, pre-flight, packaging, uploading, proof approvals</li> <li>▪ any additional research, writing, illustration or photography needed to complete yearbook</li> <li>▪ knowledge of the difference between journalism and public relations: turning a news story into a “good news” story with clear intentions</li> <li>▪ regular portfolio review</li> </ul>	<ul style="list-style-type: none"> <li>▪ participation in yearbook colloquium (10%): self-assessment according to the elements of journalism using one of your yearbook spreads</li> <li>▪ final exam (20%): year-end self-assessment of one of your recent articles according to the elements of journalism</li> <li>▪ clear knowledge of similarities between journalism and public relations</li> </ul>

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student’s final marks.

**Students in English courses will be encouraged to and instructed how to research and utilize secondary sources. Students must recognize the value of the printed page as well as Internet resources in the preparation of their work. Secondary resources must be recognized and cited in an**

**annotated bibliography if required for a particular assignment. Failure to do so could result in a zero mark being assigned.**

**LEARNING SKILLS:**

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- \* **Independent work habits**
- \* **Team Work Skills**
- \* **Initiative**
- \* **Organizational skills**
- \* **Work habits/homework**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

**EQUIPMENT/MATERIALS NEEDED: Oxford and Webster's dictionary and thesaurus, personal reading material**

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***To be signed by the parent/guardian and kept in student subject workbook.***

I acknowledge that I have read the subject overview and evaluation strategies for this course.

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Parent/Guardian's Signature

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Student's Signature