

COMMUNICATIONS DEPARTMENT

MEDIA & SOCIETY: COURSE #905

Contact Information

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The Department's Educational Philosophy

We believe that students should be exposed to the various methods, forms and history of communications. In such a technologically-based society, understanding the methods and impact of such forms of communications are highly vital. Students learn best from being directly involved in such communication methods, including within the environs of the television and radio studios as well as digital editing laboratories.

GUIDING PRINCIPALS:

- An effective communications program develops students' ability to communicate accurately and precisely.
- An effective communications program emphasizes both cooperative and independent learning.
- Communications is integrally related to several other subject areas including history, English, science, politics, government and mathematics.
- All students should develop a greater understanding of how communications impacts their everyday lives.
- All students should begin to develop their own methods of communicating in new and unique forms, including film, television, and radio.

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Course Frequency: Semester course, five times a week

Credits Offered: Two and a half

Prerequisites: None

Background to the curriculum

This course was developed in the summer of 2000 as one of two new elective courses offered as part of the emerging high school Communications Program. This course gives an introductory look into the history, impact, and various technological aspects of the media and its relationship to society. The course was formerly entitled Media Communications but was changed in the summer of 2003 to Media and Society.

While there are no specific state or federal standards regarding Film, the course does hit on several pre-existing standards covered in other curriculum areas, including United States history and civics and government, as well as English. Media and Society continually undergoes student/teacher analysis and evaluation to ensure relevancy of issues.

For more information on this course and its current set-up, contact Rick Kilpatrick in the high school Communications/Social Studies Department.

Core Topics/Concepts

definition of media (old vs. new)	film and society
media consumption	media and race
media and gender	“cool hunting”
media motives	newspapers
media ethics	music industry
de-constructing media	advertising
media literacy	media addiction
impact of television on young people	media and violence
media and politics	political advertising

Course-End Learning Objectives

<u>Learning Objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Define media and differentiate between that of old and new media.	Media #26
2] Recognize the amount of media consumed by Americans and the impacts of such consumption.	Media #26
3] Plan, organize and submit a short political advertisement produced in small groups.	Media #27
4] Identify, understand the impact of, and create various types of camera shots and styles of editing.	Media #27
5] Master the use of both mini-DV and DV digital video cameras.	Media #27
6] Master the use of the Mac iMovie-2 digital editing program.	Media #27
7] Identify, comprehend and discuss the potential impact of the media's portrayal of both genders on young people, especially through advertising and character portrayal on nightly television.	Media #26
8] Discuss the role of ethics in media.	Language #1, #2, #3
9] Identify the various theories on ethics and apply these to real life ethical media situations.	
10] Understand how to de-construct various forms of media and thus begin to become more "media literate."	Media #26
11] Research, analyze and discuss the various studies and theories of the impact(s) of television on young people.	Comp. #24, #25
12] Assess the role that media, especially television, has had in political campaigns. Compare this with the role of media in the current political campaigns of that year (when applicable).	Media #26; Comp. #24, #25; Language #1, #2, #3; History #1
13] Analyze and discuss the supplemental articles assigned in class.	Language #1, #2, #3; Reading #13
14] Select and critique one AFI Top 100 film and examine how it impacted society/culture and WHY it was a Top 100 film.	Media #26
15] Critique in writing contemporary articles germane to the course.	Reading #8

<p>16] Critique in writing several of the videos viewed in class, including those which address violence and the media, media and politics, history of advertising, new-age advertising, gender portrayal and the media, and the history of American newspapers.</p> <p>17] Express oneself readily and effectively, especially when defending one's perspective of selected readings.</p>	<p>Media #26; Comp. #19-23</p> <p>Language #1, #2, #3</p>
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Assessment

- Several expository/reaction papers = 3-4 test grades per quarter marking period
- Effort/participation = 1 test
- Producing own short political advertisement = 1 test per quarter marking period
- Numerous tests on unit topics and films = 3-4 tests per quarter marking period

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parent may disregard.)

<p align="center"><u>Course activity: Skills &/or topics covered</u></p> <p>1] Internet research 2] Word processing 3] DV & Mini-DV Digital Video cameras 4] Mac i-Movie 2 digital editing program</p>	<p align="center"><u>Technology standards addressed through this activity</u></p>
<p>1] several health related themes covered within core topics of course then discussed in class</p>	<p align="center"><u>Health standard(s) addressed through this activity</u></p> <p>Nutrition #3 Mental Health #5</p>

Materials and Resources

- Alexander, Alison and Hanson, Jarice. (Guilford, Connecticut, 1999). Taking Sides: Mass Media and Society (5th Edition). Dushkin Publishing Group, Inc.
- Folkerts, Jean and Lacy, Stephen. Needham Heights, Massachusetts, 2001. The Media In Your Life: An Introduction to Mass Communication. Allyn and Bacon.
- Numerous texts in film are used as references by the instructor.
- Various other sources are utilized, such as magazines, newspapers and Internet.