Patrick Fogarty Catholic Secondary School

2011/2012
Mr. J. Carron

TGJ3M – Communications Technology
University/College Preparation, Grade 11
Student Course Outline/Evaluation Profile

Course Description:
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None
Course Fee: ~~$10.00 to cover material costs~~

Curriculum Strands	Overall Expectations
Fundamentals	**A1.** demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products and services; **A2.** demonstrate an understanding of different types of equipment and software and how they are used to perform a range of communications technology operations and tasks; **A3.** demonstrate an understanding of technical terminology, scientific concepts, and mathematical concepts used in communications technology and apply them to the creation of media products; **A4.** demonstrate an understanding of and apply the interpersonal and communication skills necessary to work in a team environment.
Skills	**B1.** apply project management techniques to develop communications technology products effectively in a team environment; **B2.** apply a design process or other problem-solving processes or strategies to meet a range of challenges in communications technology; **B3.** create productions that demonstrate competence in the application of creative and technical skills and incorporate current standards, processes, formats, and technologies.
Environment and Society	**C1.** describe the impact of current communications media technologies and activities on the environment and identify ways of reducing harmful effects; **C2.** demonstrate an understanding of the social effects of current communications media technologies and the importance of respecting cultural and societal diversity in the production of media projects.
Professional Practice and Career Opportunities	**D1.** demonstrate an understanding of and apply safe work practices when performing communications technology tasks; **D2.** demonstrate an understanding of and adhere to legal requirements and ethical standards relating to the communications technology industry; **D3.** identify careers in communications technology for which postsecondary education is required or advantageous, and describe college and university programs that prepare students for entry into these occupations.

Knowledge/Understanding (25%)	Thinking and Inquiry (20%)	Application (25%)	Communication (20%)
• Quizzes • Unit Tests • Review Sheets	• Project Reflections • Written Assignments • Debriefing Reports • Critical Analysis	• 'Hands-on' Projects & Productions • Assignments • Group and Individual Projects	• Project Proposals/Briefs • Project Presentations • Student/Teacher conferences • Teamwork

Assessment and Evaluation Breakdown: Final Communication Mark	
Formative (90%) – Term Work	Summative (10%) – Final Culminating Project Evaluation
Knowledge/Understanding (25%) Thinking and Application (20%) Application (25%) Communication (20%)	Final Practical Exam (5%) Final Written Exam (5%)

Learning Strategies Employed in the Course:

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Learning strategies include group work, teacher directed lessons, hands-on activities, interpretation and analysis of various media (videos, TV, posters, newspapers, floor plans, orthographic and isometric drawings), and writing assignments.

Learning Skills:

The following Learning Skills will be taught and assessed throughout the course. Student's performance in these skill areas will be assessed by the following categories: Excellent, Good, Satisfactory, Needs Improvement. There will be no numeric mark for Learning Skills on the report card. The development and the consistent practice of these skills influence academic achievement. These skills include:

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
• fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.	• devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.	• independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.	• accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.	• looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.	• sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

Units of Study and Approximate Timelines:

Units	Timeline
Unit #1 – Safety/Introduction to Communications Technology	**12 hours (10 days)**
Unit #2 – Graphic Design	**20 hours (16 days)**
Unit #3 – Audio/Video Production	**25 hours (20 days)**
Unit #4 – Interactive Multimedia Production	**25 hours (20 days)**
Unit #5 – Career Exploration	**12 hours (10 days)**
Unit #6 – ISU	**12 hours (10 days)**

Homework:

Homework may include practice, preparation or extension of in-class work. Consistent homework completion is essential for student success.

Deadlines:

Deadlines are realistic in the normal working life outside of the school setting. Deadlines are set as a reasonable management strategy for teachers and students so that workloads can be varied and balanced. Deadlines are also a way of bringing closure to one unit of work and moving ahead to another.

Students are expected to:

- Complete all assessment opportunity tasks (projects, assignments, presentations, etc.) by the due date assigned by the teacher.
- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skills. Advise the teacher of any difficulty well before an assignment/task is due.
- Understand that some deadlines are negotiated; some are absolute. Negotiate alternate deadlines well before an established due date. Work that is not submitted/completed on either a negotiated or absolute deadline will not be assessed/evaluated.
- Understand that chronic lateness in submitting tasks/assignments will prevent teachers from evaluating work and may require students to demonstrate their skills and knowledge within an alternate setting such as summer school.
- If the student does not submit or complete assigned tasks by the due date, that work may not be assessed/evaluated, a mark penalty may be imposed, and/or the student may receive a mark of zero.

Missed Evaluations:

- Students that know ahead of time that they will miss an evaluation are expected to discuss the situation beforehand with the subject teacher.
- Students who miss a summative evaluation for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an evaluation for reasons such as illness, field trip or suspension are responsible for meeting the teacher to make alternate arrangements to submit/complete the assignment.

FAILURE TO COMPLETE COMPULSORY MAJOR EVALUATIONS INCLUDING THE FINAL EVALUATION MAY RESULT IN LOSS OF CREDIT. THERE ARE NO EXCEPTIONS FROM COMPLETING THE FINAL EVALUATION OF A COURSE.

Classroom Requirements:

- 3 ring binder with lined paper
- pen, pencil, ruler, eraser
- respect for yourself, others, and the equipment around you

Attendance: (See Student Handbook)

You are expected to attend all classes. If a student is absent, it is the student's responsibility to make up missed work. Poor attendance is the chief cause of failure in school. Make an effort to schedule appointments outside of school hours. If you are absent, have a parent or guardian contact the school. If no parental confirmation is received, the absence is recorded as an unauthorized absence. Students should bring a dated signed note to the office upon their return.

Examinations and Final Course Evaluations:

Final course evaluations are compulsory. Students absent from a final evaluation (e.g. an examination) will receive a mark of zero unless prior permission of the principal is obtained, or a medical certificate is submitted to the office within 24 hours. The medical certificate must state specifically that the student was not able to attend at the time of the evaluation.

Patrick Fogarty Code of Conduct & Ontario Catholic School Graduate Expectations:

(See Student Handbook)

The Simcoe Muskoka Catholic District School Board is committed to providing safe learning and teaching environments that promote responsibility, respect, civility and academic excellence. The Patrick Fogarty Code of Conduct clarifies what orderly and respectful behaviour is and outlines the consequences of non-compliance.

Academic Honesty and Consequences of Cheating:

The grades that students receive are intended to reflect their own academic achievement, effort and creativity. Copying or cheating is unacceptable behaviour. The following activities are considered to be cheating:

a) copying any material from another student for evaluation purposes, with or without his/her knowledge.

b) plagiarizing material i.e. handing in another person's work as one's own.

c) copying material directly from a source without acknowledging the source.

d) exchanging information or material during an evaluation.

e) having unauthorized materials such as notes, texts and calculators at one's desk during evaluations.

Students are expected to:

Cheating will not be tolerated. If you cheat you will receive, as a minimum penalty, a mark of zero on the test assignment or exam and you may be suspended from school. Further consequences such as loss of the credit may result if the zero leads to a mark less than 50%.

Every student receives a Student Handbook to assist in keeping track of homework and assignments. Students are encouraged to use it on a regular basis. Additional information can be found in the Student Handbook/Board Policy.