

**University High School English Department**  
 Course title: INTRODUCTION TO MASS COMMUNICATION

1 semester course: 1/2 English or elective credit

Prerequisite: None

Grades: 9-12

(Note: Students may apply one speech class – ½ credit - in addition to Oral Communication toward to the four credit graduation requirement in English)

<b>Content</b>	<b>Skills</b>	<b>Benchmarks</b>
<p>History of Broadcasting</p> <ul style="list-style-type: none"> <li>• Gutenberg to Marconi</li> <li>• The Growth of American Radio</li> <li>• The Rise of Television</li> </ul> <p>Social Effects of Broadcasting</p> <ul style="list-style-type: none"> <li>• Violence</li> <li>• Images of Men and Women</li> <li>• Children</li> </ul> <p>The Business of Broadcasting</p> <ul style="list-style-type: none"> <li>• Programming</li> <li>• The Federal Communications Commission</li> <li>• Networks and Stations</li> <li>• Advertisers and Agencies</li> <li>• The Public Interest</li> <li>• Self-Regulation in Broadcasting</li> <li>• Foreign Broadcasting Systems</li> </ul> <p>Newspapers</p> <ul style="list-style-type: none"> <li>• Historical development</li> <li>• Process: How it is published.</li> <li>• Content: Analysis of newspapers</li> </ul>	<p>Speaking</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Class presentations</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion</li> <li>• Class presentations</li> <li>• Speakers</li> <li>• Films</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Text</li> <li>• Current Periodicals</li> <li>• Research materials</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Film Critiques</li> <li>• Reports</li> <li>• Research paper</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Apply strategies for comprehending, interpreting, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources.</li> <li>• Write effectively for specific audiences and purposes, adapting language conventions appropriately.</li> <li>• Critique and discuss texts, applying knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar spelling and punctuation.</li> <li>• Create and communicate knowledge, using technological resources to gather and synthesize information.</li> <li>• Use language to define and represent questions, issues and problems for research.</li> <li>• Read and write independently for learning and enjoyment.</li> </ul>

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<p>Advertising</p> <ul style="list-style-type: none"><li>• Advertising Claims</li><li>• Use of Emotional Appeals</li><li>• Analysis of Advertising</li><li>• Television</li><li>• Print Media</li></ul> <p>News Media</p> <ul style="list-style-type: none"><li>• What is News?</li><li>• Where do people get the news?</li><li>• Comparison of the news media</li></ul> <p>Magazines</p> <ul style="list-style-type: none"><li>• A short history of the American Magazine</li><li>• Magazines today</li><li>• Magazines and the marketplace</li></ul> <p>Music Industry</p> <ul style="list-style-type: none"><li>• Recording</li><li>• Rock, riches, and the recording industry</li></ul> <p>Film</p> <ul style="list-style-type: none"><li>• The development of movies</li><li>• Movies and social values</li><li>• The elements of film</li><li>• Film analysis</li></ul> <p>Cartoons</p> <ul style="list-style-type: none"><li>• The language of cartoons</li><li>• Cartoons and society</li></ul>	<p>Media Literacy</p> <ul style="list-style-type: none"><li>• Film analysis</li><li>• Radio analysis</li><li>• Television analysis</li><li>• Print Media analysis</li></ul> <p>Critical Thinking</p> <ul style="list-style-type: none"><li>• Levels of Questions</li></ul>	<ul style="list-style-type: none"><li>• Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions.</li><li>• Use language knowledgeably, reflectively, constructively and critically.</li><li>• Demonstrate an understanding of the relationships between and among the components of the speaking process.</li><li>• Identify and apply effective strategies for formal and informal speaking situations in public, group work and personal settings</li><li>• Use language that clarifies, persuades and/or inspires while respecting the cultural, gender and individual differences of the audience.</li><li>• Demonstrate an understanding of the relationships between and among the components of the listening process.</li><li>• (Identify and) manage internal barriers to listening.</li><li>• (Identify and) utilize the listening skills appropriate for diverse types and purposes of listening.</li><li>• Analyze and evaluate the effects of audio and visual media.</li><li>• Identify and utilize the skills necessary for competent communication across audio and visual media.</li></ul>
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