

POPULAR CULTURE AND THE MEDIA

2016-17 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

Course Code: GNED 1404	Course Equiv. Code(s): GNED 1492
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Stephanie Ball	Date: August 2016

Prepared by		
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Course Description:

In this course, students will answer the question “Why?” by using cultural analysis to connect what’s “popular” to what’s going on in our society. By taking a closer look at the movies and television shows they watch, the clothes they wear and the music they listen to, students will endeavour to understand the role of popular culture in maintaining and reproducing the kind of society we live in. What messages are intended by the producers of mass media and what messages are received by the consumers? Popular culture will be investigated from a sociological perspective with an emphasis on North America with Canadian content as available.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student’s grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have demonstrated their ability to:

- CLO1 Define, use and apply terminology common to studying popular culture and the media.
- CLO2 Discuss the causal links between media's message and cultural influences in regard to gender, race, and class.
- CLO3 Examine and discuss how the mass media impacts society in relation to violence, sexism and promiscuity, discrimination and stereotyping.
- CLO4 Discuss North American mass media's pervasiveness, saturation, and power in contemporary society.
- CLO5 Using the semiotic approach, analyze ('deconstruct') and critique pop culture texts (television shows, films, advertisements and music predominantly) to determine the messages being sent in relation to popular culture.
- CLO6 Define 'ideology' exploring this concept through the examination of historical media texts to aid the understanding of contemporary ideological media messages.
- CLO7 Explain 'media literacy' and discuss how the media 'constructs reality', thus recognizing the importance of being media literate in today's society.

Essential Employability Skill Outcomes (EESO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or team in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Hybrid Postings	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES6, EES8, EES9, EES10, EES11	20
Quizzes	CLO1, CLO4, CLO7	EES6, EES7, EES10, EES11	20
Impromptu in-class activities (weeks 1 - 6) 4 @ 5%	CLO1, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	20
Assignment: Choice of #1 OR #2	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	20
Impromptu in-class activities/debates (weeks 7 - 14) 4 @ 5%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES7, EES10, EES11	20
Total			100%

Notes:

1. In-process is based on in-class worksheets/exercises assigned at the professor's discretion; debates, discussions, or, virtual postings/responses. In-process marks will vary contingent upon the type of classroom delivery. Note: in-class work cannot be made up if missed.
2. Hybrid delivery model: Each week there will be 2 hours allocated to in-class and 1 hour allocated to on-line. The hybrid component is asynchronous meaning; students are required to complete on-line material within the time restrictions stated in the course each week. Participation in weekly on-line work is also mandatory and will be assessed, in part, as part of the in-process mark. In addition to the individual requirements, each student must respond to at least one other student's postings. On-line requirements cannot be made up or supplemented. Any missed postings/ activities on-line will result in lost marks. All on-line participation between and among students must be professional such as: full sentence structure, free of spelling errors, grammatically correct, free from acronyms, emoticons, and profanities. The on-line forum is a threat free learning environment; therefore, students can lose their on-line privileges if bullying occurs during the on-line discussions.
3. Quizzes will occur in week 6 and week 14. Quizzes are open book and can include, but not exclusive to, multiple choice/true and false or fill in the blanks. Hybrid quizzes are completed on-line. The quiz will be open for 24 hours prior to the day of your class in week 6. Students can access the quiz anywhere they have access to a computer by the allotted time. Failure to complete the quiz during the time period will result in zero mark.
4. All assignments will be Pop Culture based, i.e. movies, sitcoms, music, videos, magazines, news, commercials, ads, and social media, but subject to change based on current trends. The delivery of assignments is contingent upon the requirements of the instructor. Note: assignments cannot be made up if missed.
5. Students are responsible for submitting all assignments to drop box during the allotted time period assigned to each assignment. Students are responsible for contacting their professor if they are unavailable to complete assignments before the scheduled dates.
6. Impromptu in-class activities - these four (4) activities will be completed during weeks 1 - 6 weighing 5% each. They will consist of material presented in class the day they are presented. If the student fails to attend the day of one of the impromptu activities, the student will lose the mark. **NO ACTIVITIES CAN BE MADE UP AT ANOTHER DATE.**

Required Text(s) and Supplies:

1. Pop Culture and the Media; Ruth Martin, Pearson Canada; ISBN 1269764187

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none">+ Acceptable Use of Information Technology+ Academic Policies+ Academic Honesty+ Student Code of Conduct+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	<p>General policies related to</p> <ul style="list-style-type: none">+ attendance+ absence related to tests or assignment due dates+ excused absences+ writing tests and assignments+ classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/
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Course Specific Policies and Expectations:

IN-CLASS EXPECTATIONS: Professional behaviour suggests that students attend classes regularly and on time, are prepared for the class and participate in class and group discussions. These discussions will require respect for each other's opinions and the awareness that opinions expressed in the class remain in the class--otherwise known as confidentiality. Also, when one person is speaking it is the responsibility of the rest of the class to respectfully listen. Students who fail to show such respect will be asked to leave the classroom.

ELECTRONIC DEVICES in the Classroom

It is expected that all electronic devices not being used as direct learning tools be turned off (and put away) during class so that students can focus on the learning environment and also not disturb other students. Those students who do not adhere to this expectation can be asked to leave. This requirement is directly related to employer expectations in the workplace. Employers discourage use of electronic devices for personal use during working hours. Such use costs employers thousands of dollars of lost revenue a year due to wasted time.

Due to the nature of the class, we will be viewing various media texts, so students must arrive on time or risk missing some of these visuals. If a student is late or absent for any reason, it is the student's responsibility to find out what was missed in his/her absence (including videos, DVD's, verbal instructions from the professor, notes, assignments, etc.) and get caught up. Also note that some of the media texts are intended for a mature audience.

IN-CLASS ACTIVITIES: to ensure success, in-class activities should be completed in the class they were given; in-class work cannot be made up if missed; no supplemented in-class activities will be provided

IN-CLASS ACTIVITY SUBMISSION: all work must be completed, correct, free from spelling errors, grammatically correct, and placed in a folder with name, date and professor's name clearly visible on front cover on due date provided in course calendar.

QUIZZES: quizzes are completed on-line during the allotted time provided in the course calendar.

If a student misses a quiz or assignment due to illness or death of loved one, etc., please notify the professor prior to the date of the assigned work (as soon as possible) so that an alternative can be arranged.

All course work including in-class activities, quizzes, and assignments must be completed to receive a credit in this course.

HYBRID POSTINGS: weekly postings to online work are to be completed by the end of each school week. Marks are assigned on a weekly basis, therefore, weekly postings are necessary to avoid loss of marks.

ASSIGNMENT SUBMISSIONS: All assignments are submitted through Drop box by the date provided in the course calendar.

POLICIES AND PROCEDURES:

Assignments are due by the date assigned in class and posted on DC Connect. Each instructor will provide a facility for the submission of late assignments up to a maximum of 72 hours after the assignment due date and time. All late submissions will be assessed a penalty of 10% of the total possible grade for the assignment per 24 hours late up to 72 hours. Example 1: Due date is Friday, Jan. 10 at 11:59 p.m.; Saturday, Jan. 11, 12:00 a.m. to 11:59 p.m. - 10%; Sunday, Jan. 12, 12:00 a.m. - 11:59 p.m. - 20%; Monday, Jan. 13, 12:00 a.m. - 11:59 p.m. 1 30%; Tuesday Jan. 14 or later - 0. Example 2: Assignment is handed in on time, Friday Jan. 10 by or before 11:59 p.m. and is graded as 8/10; same assignment is handed in Saturday Jan. 11 by or before 11:59 and is graded as 8-1 or 7/10; same assignment is handed in Sunday Jan. 12 by or before 11:59 and is graded as 8-2 or 6/10; same assignment is handed in Monday Jan. 13 by or before 11:59 and is graded as 8-3 or 5/10; beyond Monday Jan. 13 there is no ability to submit the assignment and your grade will be 0 on that assignment. These requirements reflect the importance of deadlines in a workplace environment, and the consequences of failing to meet such deadlines.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	Delivery:
	2	In Class
1	<p>Intended Learning Objectives</p> <p>COURSE INTRODUCTION: MCU requirement for General Education, connection of Course Learning Outcomes to relevant careers, General Education website, visit the General Education website at: http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education Expectations of Class Learning Environment</p>	
	<p>Intended Learning Activities</p> <p>Icebreaker: introduction exercise</p> <p>Discussion and development of class learning environment</p> <p>PowerPoint lecture/discussion</p> <p>In-class activity: Identifying articles that represent pop culture and explain relevance/connection to pop culture</p>	
	<p>Resources and References</p> <p>Course Outline</p> <p>Readings - specific readings will be assigned each week in class from the Readings Package (known as Readings)</p>	
	<p>Evaluation</p> <p>Any and all in-class assignments, attendance, and or virtual postings will count towards the in-process mark of 20%</p>	
Wk.	Hours:	Delivery:
	1	Online
1	<p>Intended Learning Objectives</p> <p>.</p>	
	<p>Intended Learning Activities</p> <p>Student introduction: name, program and brief response to the on-line activity</p>	
	<p>Resources and References</p> <p>N/A</p>	
	<p>Evaluation</p>	

Wk.	Hours: 2	Delivery: In Class
2	<p>Intended Learning Objectives</p> <p>INTRODUCTION to Culture</p> <p>Define and correctly use various pop culture terms</p> <p>Define ideology and examine prevalent societal ideologies, compare ideologies to cultural myths</p> <p>Explore the link between pop culture, media and what is important in a society</p> <p>Explain how media reflects societal norms and value system</p> <p>Explore how one is socialized within their cultural norms and value system</p> <p>Explain what the mass media are and their role in popular culture.</p> <p>Explore and explain why and how the mass media are important: impact, power, control and influence</p> <p>Define hegemony and media</p> <p>Define audience and explain passivity</p> <p>Explain media literacy</p> <p>Explore how codes and conventions reiterate social norms</p> <p>Explain the impact of propaganda and how it influences thoughts, beliefs, feelings, and actions.</p>	
	<p>Intended Learning Activities</p> <p>In-class activity: using magazines and television shows, explore texts for cultural signs such as values, beliefs and ideologies</p> <p>In-class activity: Culture focussed</p> <p>In-class activity: Codes and Conventions focussed</p> <p>In-class activity: propaganda activity</p>	
	<p>Resources and References</p> <p>Instruction on culture differences, hegemony, ideologies</p> <p>You Tube</p> <p>Magazine ads, commercials</p>	
	<p>Evaluation</p> <p>Impromptu activities 4 @ 5%</p>	

Wk.	Hours: 1	Delivery: Online
2	Intended Learning Objectives	
	.	
	Intended Learning Activities	
	Application of in-class material to on-line discussion	
Resources and References		
		N/A
Evaluation		
Wk.	Hours: 2	Delivery: In Class
3	Intended Learning Objectives	
	Advertising and Mass Media	
	First MEDIA ASSIGNMENT criteria distributed and reviewed.	
	Explore the role of advertising in pop culture	
	Discuss how texts link themselves to what's important in the prevailing culture	
Examine methods of deconstructing/ analyzing advertisements		
Analyze various advertisements by using appropriate deconstructing techniques		
Apply correct terms in deconstructing process		
Intended Learning Activities		
PowerPoint, lecture, discussion		
Small group activities		
Class discussion of small group findings		
Deconstructing advertisements using cultural analysis		
Resources and References		
Magazine ads, commercials, using You tube		
Evaluation		
Impromptu activities x @ 5%		

Wk.	Hours:	Delivery:
	1	Online
3	Intended Learning Objectives	
	.	
	Intended Learning Activities Applying in-class material to online activity/discussion board	
	Resources and References N/A	
Evaluation		
Wk.	Hours:	Delivery:
	2	In Class
4	Intended Learning Objectives	
	Advertising and Mass Media (Continuation)	
	Explore the role of advertising in pop culture	
	Discuss how texts link themselves to what's important in the prevailing culture	
Examine methods of deconstructing/ analyzing advertisements		
Analyze various advertisements by using appropriate deconstructing techniques		
Apply correct terms in deconstructing process		
Intended Learning Activities		
PowerPoint, lecture, discussion Small group activities. In-class small group activities Deconstructing advertisements using cultural analysis		
Resources and References		
Interactive activity with a focus on advertising and cultural norms Readings Print Ads Commercials		
Evaluation		
Impromptu activities 4 @ 5%		

Wk.	Hours: 1	Delivery: Online
4	Intended Learning Objectives .	
	Intended Learning Activities Group discussion based on in-class material	
	Resources and References N/A	
	Evaluation	
Wk.	Hours: 2	Delivery: In Class
5	Intended Learning Objectives .	
	Intended Learning Activities .	
	Resources and References Interactive activity with a focus on advertising and cultural norms	
	Evaluation Quiz: Weeks 1-6 Format of test can include multiple choice, true/false and short answer questions	
Wk.	Hours: 1	Delivery: Online
5	Intended Learning Objectives .	
	Intended Learning Activities Group discussion based on in-class material	
	Resources and References N/A	
	Evaluation	

Wk.	Hours:	2	Delivery:	In Class
6	Intended Learning Objectives			
	Quiz Media Misrepresentation Midterm Marks 1-6 Examine the codes and conventions used by media in relation to gender, sex and diversity/race Explore historical laws that influence attitudes thus behaviours Explore the ways in which media shape how issues and events are perceived and evaluated as priorities in relation to gender, sex and diversity Investigate the casual links between media's message and cultural influences in regard to: gender, race, class and other subcultures Apply concepts and understandings to media texts to recognize the impact of pop culture on standards of beauty, body image, gender, aging, class and race Evaluate the impact of media's representation of gender, sex, race and class in relation to self-image, stereotyping, prejudice and discrimination Discuss how misrepresentation perpetuates inequalities and stereotyping			
	Intended Learning Activities			
	PowerPoint, lecture, discussion Small group activities. Class discussion of small group findings In-class small group activities deconstructing advertisements using cultural analysis.			
	Resources and References			
Instruction on culture differences, hegemony, ideologies You Tube Magazine ads, commercials				
Evaluation				
Impromptu activities 4 @ 5% Assignment worth 20%				
Wk.	Hours:	1	Delivery:	Online
6	Intended Learning Objectives			
	.			
	Intended Learning Activities			
	Group discussion based on in-class material			
Resources and References				
N/A				
Evaluation				

Wk.	Hours:	Delivery:
	2	In Class
7	Intended Learning Objectives MEDIA REPRESENTATION (continuation)	
	Intended Learning Activities PP/lecture/discussion Viewing of movies and music videos and various TV clips Small group analysis of media texts Class discussion of small group findings	
	Resources and References TV and Film Clips Commercials You Tube	
	Evaluation Impromptu activities 4 @ 5%	
Wk.	Hours:	Delivery:
	1	Online
7	Intended Learning Objectives .	
	Intended Learning Activities Group discussion based on in-class material	
	Resources and References N/A	
	Evaluation	

Wk.	Hours:	Delivery:
	2	In Class
8	Intended Learning Objectives	
	Music and Music Videos	
	Distribution for second media assignment (may be assigned as an in-class assignment or students will have two weeks to complete it if completed outside of class)	
	Intended Learning Activities	
PowerPoint lecture, discussion		
Music related activities - this assignment will give students an opportunity to apply cultural analysis knowledge to deconstruct music/video/lyrics		
Resources and References		
Readings, as assigned		
Music Videos: Dreamworlds 3		
Handout with criteria for analysis and marking scheme		
Evaluation		
Impromptu activities 4 @ 5%		
Assignment worth 20%		
Wk.	Hours:	Delivery:
	1	Online
8	Intended Learning Objectives	
	.	
	Intended Learning Activities	
	Group discussion based on in-class material	
Resources and References		
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Evaluation		
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Wk.	Hours: 2	Delivery: In Class
9	Intended Learning Objectives	
	History of Pop Culture	
	Examine history of events that influenced and changed popular trends	
	Analyze various events to reveal underlying messages sent by the media in relation to gender, class, and race	
View various events to understand prevalent ideologies and themes that represent the prevailing culture		
Intended Learning Activities		
PowerPoint lecture, discussion, small group and class discussion of events, and in-class group in-process activity.		
Resources and References		
TV and Film Clips Commercials You Tube		
Evaluation		
Impromptu activities 4 @ 5%		
Wk.	Hours: 1	Delivery: Online
9	Intended Learning Objectives	
	.	
	Intended Learning Activities	
	Group discussion based on in-class material	
Resources and References		
N/A		
Evaluation		
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Wk.	Hours: 2	Delivery: In Class
10	Intended Learning Objectives Media with an emphasis on violence and culture Examine history of events that influenced and changed popular trends Analyze various events to reveal underlying messages sent by the media in relation to gender, class, and race View various events to understand prevalent ideologies and themes that represent the prevailing culture- focus on violence Examine the impact that violence plays in mass media Explore violence in news, and how violence desensitizes the audience Exploring masculinity and femininity Demonstrating how ideologies influences mass media, gender and violence Demonstrating and analyzing how violence desensitizes the audience	
	Intended Learning Activities PowerPoint lecture, discussion, small group and class discussion of events, and in-class group in-process activity	
	Resources and References TV and Film Clips Commercials You Tube	
	Evaluation Impromptu activities 4 @ 5%	
Wk.	Hours: 1	Delivery: Online
10	Intended Learning Objectives .	
	Intended Learning Activities Group discussion based on in-class material	
	Resources and References .	
	Evaluation .	

Wk.	Hours: 2	Delivery: In Class
11	Intended Learning Objectives	
	Pop Culture Trends	
	Topic matter changes with current issues and trends	
	Examining ideologies, trends, historical changes, hegemony influences	
11	Intended Learning Activities	
	PowerPoint lecture, discussion, small group and class discussion of events, and in-class group in-process activity	
	Resources and References	
	.	
11	Evaluation	
	Impromptu activities 4 @ 5%	
	Resources and References	
	.	
Wk.	Hours: 1	Delivery: Online
11	Intended Learning Objectives	
	.	
	Intended Learning Activities	
	Group discussion based on in-class material	
11	Resources and References	
	.	
	Evaluation	
	.	

Wk.	Hours: 2	Delivery: In Class
12	<p>Intended Learning Objectives</p> <p>Media with an emphasis on drug culture</p> <p>Examine history of events that influenced and changed popular trends</p> <p>Analyzing the use of psychoactive drug use in movies, ads, commercials</p> <p>Analyzing the influences of drugs in mainstream media</p> <p>View various events to understand prevalent ideologies and themes that represent the prevailing culture- focus on drug war</p> <p>Examine historical ideologies of drugs</p> <p>Explore illicit and pharmaceutical drugs in media</p>	
	<p>Intended Learning Activities</p> <p>PowerPoint with lecture, activity, discussion and/or debate</p>	
	<p>Resources and References</p> <p>TV and Film Clips</p> <p>Commercials</p> <p>You Tube</p>	
	<p>Evaluation</p> <p>Impromptu activities 4 x 5%</p>	
Wk.	Hours: 1	Delivery: Online
12	<p>Intended Learning Objectives</p> <p>.</p>	
	<p>Intended Learning Activities</p> <p>Group discussion based on in-class material</p>	
	<p>Resources and References</p> <p>.</p>	
	<p>Evaluation</p> <p>.</p>	

Wk.	Hours: 2	Delivery: In Class
13	<p>Intended Learning Objectives</p> <p>Movie will be shown in class</p> <p>Distribution for third and final assignment (due last class- week 14) Objective to bring all class material into one final assignment</p> <p>Examine how movies reflect changes in society</p> <p>Describe film genre</p> <p>Analyze film to reveal underlying messages sent by the media in relation to gender, class, and race</p> <p>Explore prevalent ideologies and themes that represent the prevailing culture</p> <p>Explore how media continues to perpetuate the status quo influencing attitudes thus behaviours and the implications</p>	
	<p>Intended Learning Activities</p> <p>Movie(s)</p>	
	<p>Resources and References</p> <p>Movie which will changed from term to term based on current trends</p>	
	<p>Evaluation</p> <p>Impromptu activities 4 @ 5%</p> <p>Assignment worth 20%</p>	
Wk.	Hours: 1	Delivery: Online
13	<p>Intended Learning Objectives</p> <p>.</p>	
	<p>Intended Learning Activities</p> <p>Group discussion based on in-class material</p>	
	<p>Resources and References</p> <p>.</p>	
	<p>Evaluation</p> <p>.</p>	

Wk.	Hours: 2	Delivery: In Class
14	Intended Learning Objectives FINAL Quiz Movie assignment due	
	Intended Learning Activities Closing activity	
	Resources and References Final Quiz will cover all information from weeks 7-14 including materials and worksheets completed in class and power points	
	Evaluation Quiz can consist of multiple choice, true/false, fill in the blanks	
Wk.	Hours: 1	Delivery: Online
14	Intended Learning Objectives .	
	Intended Learning Activities .	
	Resources and References .	
	Evaluation .	