

READINESS PROFILE & COURSE EXPECTATIONS

Broadcast Journalism 1-2

COURSE DESCRIPTION

- Broadcast Journalism/Television Production is an advanced level course in a coordinated sequence of courses in the Arts, Media and Entertainment pathway of courses in the Poway Unified School District. The course provides instruction in news reporting and editing for both on-air video broadcast and print media. Students refine their analytical reading, expository writing and oral communication skills and are provided with experiences that may form the basis for a future college major in communications. Students prepare and present newscasts and enterprise reports in a broadcast environment. Reporting, writing news copy, sound, and digital video editing and presentation design are among the topics covered. In addition, the historical and contemporary practices of broadcast journalism in society, with emphasis on methods, writing, announcing and ethics are studied. The importance of researching information and fact-finding are stressed throughout the course. Much of the course is project-based, as students apply their knowledge producing regular news segments to be broadcast for the school and to outside audiences.
- Meets PUSD Elective Graduation requirement & UC/CSU G Elective category (pending approval)

COURSE CONTENT AND EXPECTATIONS

Broadcast Journalism serves as the capstone course in the district's media and design arts pathway, building upon basic concepts acquired in the pre-requisite course, Digital Media Productions 1-2. The purpose of this course is to offer instruction in English Language Arts and Visual Arts within the context of a broadcast journalism career. This course engages students in a variety of activities and projects that increase their ability to analyze, write, re-write, argue and effectively report. Students are expected to acquire an advanced level of knowledge required for effective communication in a visually appealing format. Students produce hands-on, real-world news packages, including weekly, four to six minute news and feature programs that are broadcasted school-wide and to the public. By taking on the roles of field reporter, anchor and multiple above-the-line and below-the-line positions during production, students use a visual storytelling medium by effectively identifying and researching newsworthy stories, ultimately creating a combination of imagery, effective communication and in some cases, persuasion and argument. Finding, researching, writing, editing, producing and delivering

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authoritative, accurate and exciting news copy is fundamental to the course. In addition to broadcasts, students are required to complete mini-lessons, required readings and reflections and pass quizzes and tests to demonstrate competency in major instructional goals set for the course.

Students will develop a thorough understanding of creative non-fiction storytelling in various forms including documentary, short form packages, and live reporting. Additionally, students will write and create compelling, creative voice overs to accompany visual imagery. Learning concepts in principles of visual design and imagery, the production processes and management are integrated into projects. Managing and coordinating elements, i.e. archive footage, performance, scheduling, and scripts are also learned. Projects will be relevant, content focused on issues ranging from current events, to in- depth stories on culturally significant events and stories. Delivery of projects will also be considered in the course; students will need to identify and audience and make stylistic choices based on their assessments.

MAJOR UNITS OF STUDY

Unit 1: Media and the Planet

This unit focuses on the power of media throughout the world along with discussing the importance of responsible, ethical journalism. Students will focus on learning key journalism vocabulary, practices and the importance of understanding how to maintain objectivity. Students will utilize resources from various mediums including traditional newspapers, news programs and online resources.

Unit 2: The Story

This unit focuses on storytelling. Students will learn to develop and research story ideas. Students learn to consider the various steps to produce a news story and are provided details on the responsibilities of each member of a production team. Students compare and contrast various news sources including broadcast, web, and live news. Various types of stories are covered, including current issues, feature story, and hard news. Students are asked to consider their ideas, evaluate if they are newsworthy and share ideas with the editorial staff. Students will learn to develop and craft stories as they progress through course units.

Unit 3: The Edit

Students build on their understanding of nonlinear edit systems. Story structure and the concept of SOTs will be reviewed. Students will learn how to identify key sound bites and assemble clips in a timeline. Once assembled, students will learn to cover edits with footage and revise the timeline. Students will also learn how to use

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advanced tools including pen tool, track forward tool and layer manipulations. The importance of sound bites and its use and misuse as a communication tool will be studied.

Unit 4: Questions? and follow up

Students will learn the art of researching stories through questioning and delving deeper into topics. The process of planning for interviews, asking open ended questions and reacting with follow ups will be learned in concept and will be practically applied. Students learn the process for conducting interviews and setups and will practice them in a real-world environment.

Unit 5: The Story through the lens

Students will reinforce their camera operation skills. Specifically, they will apply them to relating framing the interview, sight lines, proper exposure, shooting b-roll, and technical settings. Students will apply these skills and its importance in communicating ideas through the production of a feature story/documentary.

Unit 6: In the Field

Students will learn and apply the skill sets needed to be successful in the field of broadcast journalism. Students will work in various roles and responsibilities of a production team. The technical requirements and challenges involved in field production will be addressed and students will be forced, in a real-world setting to solve problems and think critically.

Unit 7: Writing Copy

Paramount storytelling is the quality of writing. Students, in this unit, and throughout the course write, edit and present. Students demonstrate techniques and skills to write and format copy for their stories. Students analyze and learn key elements for assembling effective video news packages.

Unit 8: On assignment

Students produce a complete news package. All elements of news production are put into practice. Students will delegate responsibilities, create collaborative groups ranging in topical interest and complete news stories for integration into the school news program. Students will repeat the process of writing copy, editing, and using voice overs through the year. Students will learn various roles of production and build expertise throughout the year.

Unit 9: Writing Leads

Students will research and learn the tools necessary to write creative and engaging

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copy. Students will learn the qualities of a good news lead and apply them to their own projects. They will also explore writing and integrating transitions and segues to enhance their stories.

Unit 10: Lighting for News

Students will learn key lighting styles that enhance the production value of their stories. Students will utilize techniques such as 3 point lighting, color temperature, and using lighting modifiers to create compelling looks. Additionally students will learn how best to use existing lighting (indoor/outdoor).

Unit 11: Production Sound

Student will learn the importance of quality sound in stories. In addition to recording proper sound in interviews via wired or wireless microphones, they will learn the importance of natural sound in news stories.

Unit 12: Motion Graphics

Key to any news program is the graphics presented. Students will learn to create appropriately themed graphics titles, lower 3rd, and bumps along with a show open to enhance the news program. Students will also learn the importance of accuracy in research in facts and names. Using various tools, students will create and apply their graphics to the necessary places in the stories.

Unit 13: Show Master

Students will learn to build the final version of newscast called show master. Students work as executive producers to assemble each story and complete a rundown list of all elements of show. Then students make necessary adjustments and delivery broadcast live to a school or public audience, or upload as needed for distribution.

Unit 14: Going Live!

Students will incorporate the news stories into a live production. Students will compile their news packages on a server, and learn various elements of live production roles. In the control room, students learn to switch between live camera feeds, rolling in their stories, and delivering them to a live online audience.

STUDENT BACKGROUND

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Students entering Broadcast Journalism 1-2 should already have a good understanding of the following:

Because this is a project-based course, the opportunities for students to develop critical thinking and other habits of mind are plentiful. In addition, multiple instructional strategies that are used are varied to accommodate all learning styles. Every project requires students to plan, research, write, collaborate, problem solve, evaluate, persist and make adjustments to improve for the next assignment. Specific project rubrics are used to assess all projects and provide specific feedback to each student relative to area for improvement. Other instructional strategies in this course include lecture, individual instruction, modeling, scaffolding, direct instruction, vocabulary assignments, observation, applied writing, collaborative work, peer demonstrations, guest speakers, readings from text, research with primary sources, interviewing, presentation, class discussions, portfolio review, peer and community mentor review and job shadowing.

Pre-Requisite Digital Media Productions 1-2 (Required)

Assessment of student achievement in the Broadcast Journalism 1-2 class will be based on the multiple following assessment methods and tools: observation, quizzes, tests, student demonstrations and presentations, portfolio review, peer review, individual student reflections and (often the most meaningful for students) authentic audience review and feedback.

WORKLOAD EXPECTATIONS

In addition to the readings, students in Broadcast Journalism 1-2 will also produce news segment packages for weekly Westview Newscast broadcasts. Each segment package will include:

- a written segment plan
- a written production schedule
- a written broadcast script
- a completed video segment for broadcast

All news segment packages will be included in a digital portfolio of student work.

In order to successfully produce broadcasts, deadlines in this course are critical and final. Students must be able to work independently and in collaborative teams to meet news package submission deadlines.

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