## Broadcast Journalism

**Description**
Broadcast Journalism is a full-year course designed to introduce students to the production of television news and the principles of broadcast journalism. Course work is skills and project-based. Students work both in reporter / photographer teams, as well as a larger news crew for much of the school year. The first semester’s areas of focus will include: videography basics, interviewing skills, broadcast writing, research, speech, lighting design, audio engineering, editing, production and directing skills, and information literacy skills. Second semester, students rotate studio roles as part of a news production team to create a news program (The Falcon Report) while continuing to produce news packages of interest and importance to their peers. The Falcon Report airs within the school on a weekly basis throughout the school year. Issues of fairness and ethics in broadcast journalism are also explored.

## Course Overview

<table>
<thead>
<tr>
<th><strong>Course Goals</strong></th>
<th><strong>Essential Questions</strong></th>
<th><strong>Assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should:</td>
<td></td>
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<tr>
<td>• Deconstruct news media for message and construction</td>
<td>• How do we deconstruct news media?</td>
<td>• Student demonstrate hands-on use of camera manual settings and tripod use – A visual portfolio demonstration of various camera angles and manual settings</td>
</tr>
<tr>
<td>• Practice sound journalism ethics and understand role as a student journalist</td>
<td>• What qualifies as “news?” / How is news packaged for various purposes and audiences?</td>
<td>• Students will set up and conduct several interviews on camera in the TV studio – demonstrating active listening and spontaneous follow-up questioning skills</td>
</tr>
<tr>
<td>• Determine newsworthiness of a story or event</td>
<td>• What is the journalist’s responsibility to the public?</td>
<td>• Write news copy (lead, voiceovers, close, stand up) in the form of a script utilizing the sound bites from the previous unit.</td>
</tr>
<tr>
<td>• Conduct research and select appropriate subjects to interview for a given story</td>
<td>• How are camera techniques, images, sound, and language used to develop and communicate an effective message, and tell a story?</td>
<td>• Students will produce and edit all video and audio elements into a final broadcast ready news packages of 1 to 3 minutes in length.</td>
</tr>
<tr>
<td>• Develop questioning skills</td>
<td>• What process / workflow is used in electronic newsgathering?</td>
<td>• Work collaboratively and utilize the television studio to create news packages an a news show of approximately 5 to 7 minutes in length which incorporates news packages and broadcasts to the school community</td>
</tr>
<tr>
<td>• Utilize equipment to capture professional quality footage, interviews and sound</td>
<td>• What code of ethics should a broadcast journalism follow?</td>
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</tbody>
</table>
## Content Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deconstructing News Media, the Role of the Journalist and Ethics</td>
</tr>
<tr>
<td>2</td>
<td>Using Video Equipment &amp; Audio Equipment to Capture Footage and Interviews</td>
</tr>
<tr>
<td>3</td>
<td>Writing for Broadcast News and Recording Voiceovers</td>
</tr>
<tr>
<td>4</td>
<td>Editing &amp; Visual Effects - Incorporating all elements of video production to create a news package</td>
</tr>
<tr>
<td>5</td>
<td>Telling the Story: Producing News Packages in Reporter/Photographer Teams</td>
</tr>
<tr>
<td>6</td>
<td>Producing the Show: Using the TV Studio as a Television/News Crew</td>
</tr>
</tbody>
</table>

### Standards

**21st Century Skills** are met in the following areas:

- Learning and Innovation Skills
- Information, Media and Technology Skills
- Life and Career Skills

**International Society for Technology in Education** standards are met in the following areas:

- Communications and Collaboration

### Curriculum Skills

- Questioning (1 & 4)
- Notetaking (2 & 3)
- Keywords (1 & 2)
- Locate Sources (3)
- Gathering Information (1)
- Evaluate Information in Sources (1-4)
- Visual Literacy (2 & 3)
- Organizing Information (3 & 5)
- Process (3)
- Synthesis (2)
- Product (1 & 2)
- Evaluate Process and Product (1 & 3)
- Citing Sources & Plagiarism (5)
- Collaboration (1, 2, 4 & 5)
- Communication (1, 2, & 6)
- Digital Library Technology (1 & 2)
- Media Literacy (1 & 3)

### Grade Level Skills

Students will:

- Identify elements of a news package
- Discuss the significance of the rights guaranteed to the press in the first amendment
- Discuss the role and responsibilities of the journalist in contemporary society
- Discuss the role ethics plays in the production of news stories
- Utilize manual camera functions
- Demonstrate basic composition, various camera angles and movement
- Utilize a variety of microphones for various purposes
- Develop open-ended interview questions
- Conduct interviews
- Define and identify subjective sound bites
- Write and structure objective news copy
- Capture relevant b-roll footage
- Import desired footage into editing program
- Perform basic to advanced editing using Final Cut editing software
- Create a developed timeline sequence with titles, graphics and transitions
- Design and create a DVD of final news package
- Design a news program and introduction video
- Hold editorial meetings
- Write scripts for shows
- Operate TV studio equipment in various roles as a studio news crew: teleprompter, video switcher, audio mixer, camera,
## Pacing Guide

<table>
<thead>
<tr>
<th>1st Marking Period</th>
<th>2nd Marking Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Month 1</strong></td>
<td><strong>Month 2</strong></td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Deconstructing news media, the role of the journalist and ethics</td>
<td>Using Video Equipment &amp; audio Equipment to Capture footage and interviews</td>
</tr>
<tr>
<td>2 weeks</td>
<td>3 weeks</td>
</tr>
</tbody>
</table>

2nd Semester - Students build on their broadcast journalism skills to produce a weekly news program called Warde TV or the Falcon Rep

- Produce a weekly 5-7 minute news programming which airs to school community

- studio tripods and dollies, and lighting board
## Unit 1 - Deconstructing News Media, the Role of the Journalist and Ethics, 2 weeks

### 21st Century Skills

**Information, Media and Technology Skills**

**Media Literacy**

*Analyze Media*

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

### Unit Objectives

**Students will be able to:**

- Identify elements of a news package (a-roll, sound bites, b-roll, natural sound, graphics, voice over, lower thirds, stand up, lead).
- Identify bias.
- Identify types of news stories (news features, issues, hard news).
- Determine the characteristics of newsworthy stories.
- Identify roles and responsibilities of a news production crew.
- Discuss the responsibility of the journalist to the public.
- Understand and discuss a journalist’s code of ethics.

### Essential Questions

- How do we deconstruct news media?
- What qualifies as “news?” / How is news packaged for various purposes and audiences?
- What is the significance of the first amendment to the reporter and the news industry?
- What is the journalist’s responsibility to the public?
- How do we use information, images, and sound responsibly? (avoid manipulation / create false truth)
- How do copyright laws impact the use of images, video and sound?
- How do we practice sound journalistic ethics?

### Assessments

- Deconstruct a news package
- Edit a news package with pre-produced footage
- Ethics debate

### Skill Objectives

**Students will:**

- Identify elements of a news package.
- Discuss the significance of the rights guaranteed to the press in the first amendment.
- Discuss the role and responsibilities of the journalist in contemporary society.
- Discuss the role ethics plays in the production of news stories.
<table>
<thead>
<tr>
<th>Press? What are the limitations of these rights?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the code of ethics journalists follow?</td>
</tr>
</tbody>
</table>
### Unit 2 – Using Video Equipment & Audio Equipment to Capture Footage and Interviews, 3 weeks

#### 21st Century Skills

**Learning and Innovation Skills**

**Creativity and Innovation**

*Work Creatively with Others*
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

**Communication and Collaboration**

*Communicate Clearly*
- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

*Collaborate with Others*
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

#### Life and Career Skills

**Social and Cross-Cultural Skills**

*Interact Effectively with Others*
- Conduct themselves in a respectable, professional manner

### Unit Objectives

Students will be able to:
- identify parts and the various functions of a digital video camera and tripod.
- use manual camera settings to adjust white balance.
- develop questions that elicit deeper responses.
- demonstrate responsible use of equipment.
- set up lavalier microphones on interview subjects.
- set up (technically and spatially) and conduct an interview using a digital video

### Essential Questions

- How do we use a video camera/audio equipment to capture professional quality footage/audio and capture interviews?
- How do we set up for an interview?
- How do we develop questions that elicit more than yes or no answers?
- How do we build a rapport with our subjects prior to interviewing?
- How do we conduct interviews?
- What behavioral protocol should we follow when filming others and using various shooting locations?

### Assessments

- Student demonstrate hands-on use of camera manual settings and tripod use – A visual portfolio demonstration of various camera angles and manual settings
- Students will develop a list of questions designed to seek specific information about a topic and elicit deeper responses
- Students will set up and conduct several interviews on camera in the TV studio – demonstrating active listening and spontaneous follow-up questioning

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- camcorder, tripod, microphone and headphones.
- demonstrate basic composition skills.
- use a digital video camcorder to capture desired b-roll footage.
- use camera and audio equipment to collect high quality audio and natural sound for inclusion in the news package.

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>How do we use basic composition skills to capture professional quality footage?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will create a list and capture relevant b-roll footage</td>
</tr>
<tr>
<td></td>
<td>Collect all elements for a news package about a story occurring in school at the time OR use pre-packaged footage (possibly activity fair, student elections, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Objectives</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>utilize manual camera functions.</td>
</tr>
<tr>
<td></td>
<td>demonstrate basic composition, various camera angles and movement.</td>
</tr>
<tr>
<td></td>
<td>utilize a variety of microphones for various purposes.</td>
</tr>
</tbody>
</table>
Unit 3 – Writing for Broadcast News and Recording Voiceovers, 2 weeks  

### 21st Century Skills

#### Learning and Innovation Skills

**Communication and Collaboration**

**Communicate Clearly**
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

### Unit Objectives

Students will be able to:
- use a screening process to review footage for subjective soundbites and relevant b-roll.
- write news copy in the active voice.
- write copy using traditional news writing conventions: conversational tone, simple, concise, objective, etc.
- write an inviting lead / conclusion.
- use information gleaned from sound bites to write objective copy.
- utilize the inverted pyramid and hourglass structure to shape a story.

### Essential Questions

- How do we write for broadcast?
- How do we capture and keep our viewer’s attention?
- How do we write objectively?
- How do you give credit to your sources?

### Focus Questions

- How do we write in the active voice?
- How do bridge sound bites with voiceovers?
- How do we write objective copy?
- What are subjective adjectives?
- What writing pitfalls should we avoid when writing for news?
- How do we write a lead and close/tag out?
- How do you attribute your sources when writing news copy?
- How do we write copy that provides additional information about b-roll?
- How do we pace and record voiceovers?
- How do we choose soundbites for subjective sound?
- How do we log footage?

### Assessment

- Write news copy (lead, voiceovers, close, stand up) in the form of a script utilizing the sound bites from the previous unit

### Skill Objectives

Students will:
- define and identify subjective soundbites.
- write and structure objective news copy.
Unit 4 – Editing & Visual Effects - Incorporating all elements of video production to create a news package, 3 weeks

21st Century Skills
Learning and Innovation Skills
Creativity and Innovation
Think Creatively
• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
Work Creatively with Others
• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
Communication and Collaboration
Communicate Clearly
• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact

Life and Career Skills
Initiative and Self Direction
Manage Goals and Time
• Utilize time and manage workload efficiently
Leadership and Responsibility
Guide and Lead Others
• Use interpersonal and problem solving skills to influence and guide others toward a goal

ISTE/NETS Standards
Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
• communicate information and ideas effectively to multiple audiences using a variety of media and formats.
• contribute to project teams to produce original works or solve problems.

Unit Objectives
Students will be able to:
• utilize the basic functions of Final Cut Express editing software

Essential Questions
• How does editing shape meaning?
• How does a project’s purpose and focus help shape editing decisions?

Assessment
• Students will edit all video and audio elements into a final broadcast ready news package of 1 to 2 minutes in length.
<table>
<thead>
<tr>
<th>Students will:</th>
<th>How do we incorporate the visual and audio elements of a news story into a final news package?</th>
<th>How do we prepare for editing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>perform basic to advanced editing using Final Cut editing software.</td>
<td>How do we select the most relevant (story focus) and compelling (subjective) footage?</td>
<td>How do we import and organize footage?</td>
</tr>
<tr>
<td>create a developed timeline sequence with titles, graphics and transitions.</td>
<td>How do we layer video tracks?</td>
<td>How do we layer video tracks?</td>
</tr>
<tr>
<td>design and create a DVD of final news package.</td>
<td>How do we adjust audio for consistent sound?</td>
<td>How do we adjust audio for consistent sound?</td>
</tr>
<tr>
<td>• demonstrate the various steps involved in the post-production process</td>
<td>How do we create lower thirds, incorporate graphics and titles?</td>
<td>How do we create lower thirds, incorporate graphics and titles?</td>
</tr>
<tr>
<td>• demonstrate the differences between insert and assemble editing and know when to use each.</td>
<td>How do you trim footage and insert edit?</td>
<td>How do you trim footage and insert edit?</td>
</tr>
<tr>
<td>• log footage and generate an edit decision list based on previewed footage</td>
<td>How do we export a news sequence for broadcast?</td>
<td>How do we export a news sequence for broadcast?</td>
</tr>
<tr>
<td>• create titles, lower thirds, and credits for inclusion in video projects</td>
<td>Focus Questions</td>
<td>Focus Questions</td>
</tr>
<tr>
<td>• adjust audio levels for desired effect</td>
<td>How do we import and organize footage?</td>
<td>How do we select the most relevant (story focus) and compelling (subjective) footage?</td>
</tr>
<tr>
<td>• layer video and audio</td>
<td>How do we layer video tracks?</td>
<td>How do we layer video tracks?</td>
</tr>
</tbody>
</table>

**Focus Questions**

- How do we select the most relevant (story focus) and compelling (subjective) footage?
- How do we import and organize footage?
- How do we layer video tracks?
- How do we adjust audio for consistent sound?
- How do we create lower thirds, incorporate graphics and titles?
- How do you trim footage and insert edit?
- How do we export a news sequence for broadcast?
## 21st Century Skills

**Learning and Innovation Skills**

**Creativity and Innovation**

*Think Creatively*
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

*Work Creatively with Others*
- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

*Implement Innovations*
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

**Communication and Collaboration**

*Collaborate with Others*
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

**Life and Career Skills**

**Social and Cross-Cultural Skills**

*Interact Effectively with Others*
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

## Unit Objectives

Students will be able to:
- identify a newsworthy story from the school or local newspapers.
- create a focus statement for the story.

## Essential Questions

- How do we construct a news package?
- What process does a news production team follow to create a news package?

## Assessment

- Students will identify news worthy topics, work together in reporter/photographer teams and follow the process of electronic news
• perform research about the issue.
• identify a variety of subjects to be interviewed to produce a well rounded and balanced story.
• develop open ended interview questions specific to the subject to be interviewed.
• develop a preliminary list of b-roll footage to be captured.
• secure an interview time and place.
• preview and log footage for soundbites and relevant b-roll.
• write a script which incorporates the chosen reporter standup, soundbites, b-roll and voiceovers.
• import all media elements into editing software.
• export news package for broadcast.

<table>
<thead>
<tr>
<th>Focus Questions</th>
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</thead>
<tbody>
<tr>
<td>• How do we work in reporter/photographer teams to collect the elements of a news package?</td>
</tr>
</tbody>
</table>

**Skill Objectives**

Students will:

- develop open ended interview questions.
- conduct interviews.
- capture relevant b-roll footage.
- import desired footage into editing program.
- write news copy.
- perform basic to advanced editing using Final Cut editing software.
- create a developed timeline sequence with titles, graphics and transitions.
- design and create a DVD of news package.

gathering to create a news package
## Unit 6 – Producing the Show: Using the TV Studio as a Television/News Crew, 4 weeks

### 21st Century Skills

#### Life and Career Skills

##### Flexibility and Adaptability

*Adapt to Change*
- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

*Be Flexible*
- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

##### Initiative and Self-Direction

*Manage Goals and Time*
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

*Work Independently*
- Monitor, define, prioritize and complete tasks without direct oversight

##### Productivity and Accountability

*Manage Projects*
- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

##### Leadership and Responsibility

*Be Responsible to Others*
- Act responsibly with the interests of the larger community in mind

### Unit Objectives

Students will be able to:
- Fill various roles on a television studio production crew
- Utilize studio equipment
- Produce a show format that engages their peers / viewers
- Write script for the news anchors / talent

### Essential Questions

- How do we fulfill our individual roles and responsibilities as part of a news production team?
- How do we utilize the television studio to produce a news show?
- How do we modify the show’s content for technical issues and content quality?

### Assessment

- Utilize the television studio to create a news show of approximately 5 to 7 minutes in length which incorporates news packages and broadcasts to the school community

### Skill Objectives
- Shoot and edit an intro/opening for the show
- Acts as an editorial team to shape programming and show content

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How do we use studio equipment?</td>
<td>- design a news program and introduction video.</td>
</tr>
<tr>
<td>- What are the responsibilities of each member of the studio production team?</td>
<td>- hold editorial meetings.</td>
</tr>
<tr>
<td>- How do we produce an introduction which sets the tone of the show and introduces the whole crew?</td>
<td>- write scripts for shows.</td>
</tr>
<tr>
<td>- How do we continually modify show content for timeliness and audience interest?</td>
<td>- operate TV studio equipment in various roles as a studio news crew: teleprompter, video switcher, audio mixer, camera, studio tripods and dollies, and lighting board.</td>
</tr>
<tr>
<td>- How do we tap into each crew members strengths for maximum efficiency?</td>
<td></td>
</tr>
</tbody>
</table>