

## 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

#### Course Goals

Students should:

- Deconstruct news media for message and construction
- Practice sound journalism ethics and understand role as a student journalist
- Determine newsworthiness of a story or event
- Conduct research and select appropriate subjects to interview for a given story
- Develop questioning skills
- Utilize equipment to capture professional quality footage, interviews and sound
- Edit footage, interviews, voiceovers and natural sound into a final news package for broadcast
- Take on various roles and responsibilities as part of a student news team

#### Essential Questions

- How do we deconstruct news media?
- What qualifies as "news?" / How is news packaged for various purposes and audiences?
- What is the journalist's responsibility to the public?
- How are camera techniques, images, sound, and language used to develop and communicate an effective message, and tell a story?
- What process / workflow is used in electronic newsgathering?
- What code of ethics should a broadcast journalism follow?
- How do we write for broadcast?
- How do we use information, images, and sound responsibly? (avoid manipulation / create false truth )
- What are the elements of a news show?
- How do we work collaboratively to produce video content and programming?

#### Assessments

##### *Common 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 set up and conduct several interviews on camera in the TV studio – demonstrating active listening and spontaneous follow-up questioning skills
- Write news copy (lead, voiceovers, close, stand up) in the form of a script utilizing the sound bites from the previous unit.
- Students will produce and edit all video and audio elements into a final broadcast ready news packages of 1 to 3 minutes in length.
- 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

<b>Content Outline</b>	<b>Standards</b>	<b>Grade Level Skills</b>
<p>I. <a href="#">Unit 1</a> - Deconstructing News Media, the Role of the Journalist and Ethics</p> <p>II. <a href="#">Unit 2</a> - Using Video Equipment &amp; Audio Equipment to Capture Footage and Interviews</p> <p>III. <a href="#">Unit 3</a> - Writing for Broadcast News and Recording Voiceovers</p> <p>IV. <a href="#">Unit 4</a> - Editing &amp; Visual Effects - Incorporating all elements of video production to create a news package</p> <p>V. <a href="#">Unit 5</a> - Telling the Story: Producing News Packages in Reporter/Photographer Teams</p> <p>VI. <a href="#">Unit 6</a> - Producing the Show: Using the TV Studio as a Television/News Crew</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Aim for the Heart, Shoot for the Eye by Al Tompkins</li> <li>• The Bare Bones Camera Course for Film and Video by Tom Schroepel</li> <li>• Video 101 by Raymond S. Adams</li> <li>• Video Communication &amp; Production by Jim Stinson</li> <li>• <i>Professionally made CNN news programming</i></li> </ul>	<p><a href="#">21<sup>st</sup> Century Skills</a> are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Learning and Innovation Skills</b></li> <li>• <b>Information, Media and Technology Skills</b></li> <li>• <b>Life and Career Skills</b></li> </ul> <p><a href="#">International Society for Technology in Education</a> standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Communications and Collaboration</b></li> </ul> <p><b>Curriculum Skills</b></p> <ul style="list-style-type: none"> <li>• Questioning (1 &amp; 4)</li> <li>• Notetaking (2 &amp; 3)</li> <li>• Keywords (1 &amp; 2)</li> <li>• Locate Sources (3)</li> <li>• Gathering Information (1)</li> <li>• Evaluate Information in Sources (1- 4)</li> <li>• Visual Literacy (2 &amp; 3)</li> <li>• Organizing Information (3 &amp; 5)</li> <li>• Process (3)</li> <li>• Synthesis (2)</li> <li>• Product (1 &amp; 2)</li> <li>• Evaluate Process and Product (1 &amp; 3)</li> <li>• Citing Sources &amp; Plagiarism (5)</li> <li>• Collaboration (1, 2, 4 &amp; 5)</li> <li>• Communication (1, 2, &amp; 6)</li> <li>• Digital Library Technology (1 &amp; 2)</li> <li>• Media Literacy (1 &amp; 3)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify elements of a news package</li> <li>• Discuss the significance of the rights guaranteed to the press in the first amendment</li> <li>• Discuss the role and responsibilities of the journalist in contemporary society</li> <li>• Discuss the role ethics plays in the production of news stories</li> <li>• Utilize manual camera functions</li> <li>• Demonstrate basic composition, various camera angles and movement</li> <li>• Utilize a variety of microphones for various purposes</li> <li>• Develop open ended interview questions</li> <li>• Conduct interviews</li> <li>• Define and identify subjective soundbites</li> <li>• Write and structure objective news copy</li> <li>• Capture relevant b-roll footage</li> <li>• Import desired footage into editing program</li> <li>• Perform basic to advanced editing using Final Cut editing software</li> <li>• Create a developed timeline sequence with titles, graphics and transitions</li> <li>• Design and create a DVD of final news package</li> <li>• Design a news program and introduction video</li> <li>• Hold editorial meetings</li> <li>• Write scripts for shows</li> <li>• Operate TV studio equipment in various roles as a studio news crew: teleprompter, video switcher, audio mixer, camera,</li> </ul>

		studio tripods and dollies, and lighting board <ul style="list-style-type: none"> <li>• Produce a weekly 5-7 minute news programming which airs to school community</li> </ul>
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Pacing Guide					
1st Marking Period			2nd Marking Period		
Month 1	Month 2	Month 3	Month 4	Month 5	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<a href="#"><u>Deconstructing news media, the role of the journalist and ethics</u></a>	<a href="#"><u>Using Video Equipment &amp; audio Equipment to Capture footage and interviews</u></a>	<a href="#"><u>Writing for broadcast news &amp; Recording Voiceovers</u></a>	<a href="#"><u>Editing &amp; Visual Effects - Incorporating all elements of video production to create a news package</u></a>	<a href="#"><u>Telling the Story: Producing News Packages in reporter/photographer teams</u></a>	<a href="#"><u>Producing the Show: Using the TV Studio as a television/news crew</u></a>
2 weeks	3 weeks	2 weeks	3 weeks	4 weeks	4 weeks
		2 <sup>nd</sup> Semester - Students build on their broadcast journalism skills to produce a weekly news program called Warde TV or the Falcon Rep			

**Unit 1 - Deconstructing News Media, the Role of the Journalist and Ethics, 2 weeks [top](#)**

**21<sup>st</sup> 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

<p><b>Unit Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify elements of a news package (a-roll, sound bites, b-roll, natural sound, graphics, voice over, lower thirds, stand up, lead).</li> <li>• identify bias.</li> <li>• identify types of news stories (news features, issues, hard news).</li> <li>• determine the characteristics of newsworthy stories.</li> <li>• identify roles and responsibilities of a news production crew.</li> <li>• discuss the responsibility of the journalist to the public.</li> <li>• understand and discuss a journalist's code of ethics.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we deconstruct news media?</li> <li>• What qualifies as “news?” / How is news packaged for various purposes and audiences?</li> <li>• What is the significance of the first amendment to the reporter and the news industry?</li> <li>• What is the journalist’s responsibility to the public?</li> <li>• How do we use information, images, and sound responsibly? (avoid manipulation / create false truth )</li> <li>• How do copyright laws impact the use of images, video and sound?</li> <li>• How do we practice sound journalistic ethics?</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Deconstruct a news package</li> <li>• Edit a news package with pre-produced footage</li> <li>• Ethics debate</li> </ul>
	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What is news?</li> <li>• What are the elements of news?</li> <li>• What are the characteristics of newsworthy stories?</li> <li>• What is the purpose of news?</li> <li>• What is a reporter’s role in the society?</li> <li>• What does the first amendment guarantee the</li> </ul>	<p><b>Skill Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify elements of a news package.</li> <li>• discuss the significance of the rights guaranteed to the press in the first amendment.</li> <li>• discuss the role and responsibilities of the journalist in contemporary society.</li> <li>• discuss the role ethics plays in the production of news stories.</li> </ul>

	press? What are the limitations of these rights? <ul style="list-style-type: none"><li>• What is the code of ethics journalists follow?</li></ul>	
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**Unit 2 –Using Video Equipment & Audio Equipment to Capture Footage and Interviews, 3 weeks [top](#)**

**21<sup>st</sup> 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

<u>Unit Objectives</u>	<u>Essential Questions</u>	<u>Assessments</u>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify parts and the various functions of a digital video camera and tripod.</li> <li>• use manual camera settings to adjust white balance.</li> <li>• develop questions that elicit deeper responses.</li> <li>• demonstrate responsible use of equipment.</li> <li>• set up lavalier microphones on interview subjects.</li> <li>• set up (technically and spatially) and conduct an interview using a digital video</li> </ul>	<ul style="list-style-type: none"> <li>• How do we use a video camera/audio equipment to capture professional quality footage/audio and capture interviews?</li> <li>• How do we set up for an interview?</li> <li>• How do we develop questions that elicit more than yes or no answers?</li> <li>• How do we build a rapport with our subjects prior to interviewing?</li> <li>• How do we conduct interviews?</li> <li>• What behavioral protocol should we follow when filming others and using various shooting locations?</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrate hands-on use of camera manual settings and tripod use – A visual portfolio demonstration of various camera angles and manual settings</li> <li>• Students will develop a list of questions designed to seek specific information about a topic and elicit deeper responses</li> <li>• Students will set up and conduct several interviews on camera in the TV studio – demonstrating active listening and spontaneous follow-up questioning</li> </ul>

<p>camcorder, tripod, microphone and headphones.</p> <ul style="list-style-type: none"> <li>• demonstrate basic composition skills.</li> <li>• use a digital video camcorder to capture desired b-roll footage.</li> <li>• use camera and audio equipment to collect high quality audio and natural sound for inclusion in the news package.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we use basic composition skills to capture professional quality footage?</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do we develop questions that seek to answer the how's and why's of a topic?</li> <li>• How do we conduct ourselves before, during and after an interview with a subject?</li> <li>• How do we actively listen?</li> <li>• How do we set up equipment to capture a professional looking interview?</li> <li>• How do we use manual camera settings to capture quality footage?</li> <li>• How do we develop a shot list of b-roll which supports the interview/topic?</li> <li>• How do we care for equipment?</li> <li>• What is the purpose of a shotlist or storyboard?</li> </ul>	<p>skills</p> <ul style="list-style-type: none"> <li>• Students will create a list and capture relevant b-roll footage</li> <li>• 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.)</li> </ul> <p><b><u>Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• utilize manual camera functions.</li> <li>• demonstrate basic composition, various camera angles and movement.</li> <li>• utilize a variety of microphones for various purposes.</li> </ul>
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**Unit 3 – Writing for Broadcast News and Recording Voiceovers, 2 weeks [top](#)**

**21<sup>st</sup> 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)

<p><b>Unit Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• use a screening process to review footage for subjective soundbites and relevant b-roll.</li> <li>• write news copy in the active voice.</li> <li>• write copy using traditional news writing conventions: conversational tone, simple, concise, objective, etc.</li> <li>• write an inviting lead / conclusion.</li> <li>• use information gleaned from sound bites to write objective copy.</li> <li>• utilize the inverted pyramid and hourglass structure to shape a story.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we write for broadcast?</li> <li>• How do we capture and keep our viewer’s attention?</li> <li>• How do we write objectively?</li> <li>• How do you give credit to your sources?</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Write news copy (lead, voiceovers, close, stand up) in the form of a script utilizing the sound bites from the previous unit</li> </ul>
	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do we write in the active voice?</li> <li>• How do bridge sound bites with voiceovers?</li> <li>• How do we write objective copy?</li> <li>• What are subjective adjectives?</li> <li>• What writing pitfalls should we avoid when writing for news?</li> <li>• How do we write a lead and close/tag out?</li> <li>• How do you attribute your sources when writing news copy?</li> <li>• How do we write copy that provides additional information about b-roll?</li> <li>• How do we pace and record voiceovers?</li> <li>• How do we choose soundbites for subjective sound?</li> <li>• How do we log footage?</li> </ul>	<p><b>Skill Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• define and identify subjective soundbites.</li> <li>• write and structure objective news copy.</li> </ul>



**Unit 4 – Editing & Visual Effects - Incorporating all elements of video production to create a news package, 3 weeks [top](#)**

**21<sup>st</sup> 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.

<ul style="list-style-type: none"> <li>• demonstrate the various steps involved in the post-production process</li> <li>• demonstrate the differences between insert and assemble editing and know when to use each.</li> <li>• log footage and generate an edit decision list based on previewed footage</li> <li>• create titles, lower thirds, and credits for inclusion in video projects</li> <li>• adjust audio levels for desired effect</li> <li>• layer video and audio</li> </ul>	<ul style="list-style-type: none"> <li>• How do we incorporate the visual and audio elements of a news story into a final news package?</li> <li>• How do we prepare for editing?</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do we select the most relevant (story focus) and compelling (subjective) footage?</li> <li>• How do we import and organize footage?</li> <li>• How do we layer video tracks?</li> <li>• How do we adjust audio for consistent sound?</li> <li>• How do we create lower thirds, incorporate graphics and titles?</li> <li>• How do you trim footage and insert edit?</li> <li>• How do we export a news sequence for broadcast?</li> </ul>	<p><b><u>Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• perform basic to advanced editing using Final Cut editing software.</li> <li>• create a developed timeline sequence with titles, graphics and transitions.</li> <li>• design and create a DVD of final news package.</li> </ul>
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**Unit 5 - Telling the Story: Producing News Packages in Reporter/Photographer Teams, 4 weeks [top](#)**

**21<sup>st</sup> 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

<ul style="list-style-type: none"> <li>• perform research about the issue.</li> <li>• identify a variety of subjects to be interviewed to produce a well rounded and balanced story.</li> <li>• develop open ended interview questions specific to the subject to be interviewed.</li> <li>• develop a preliminary list of b-roll footage to be captured.</li> <li>• secure an interview time and place.</li> <li>• preview and log footage for soundbites and relevant b-roll.</li> <li>• write a script which incorporates the chosen reporter standup, soundbites, b-roll and voiceovers.</li> <li>• import all media elements into editing software.</li> <li>• export news package for broadcast.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we work in reporter/photographer teams to collect the elements of a news package?</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do we use video/audio equipment to capture the elements of a news package?</li> <li>• How do we follow the electronic news gathering process? (Researching, capturing elements, reviewing, logging, writing and editing)</li> <li>• How do we manage our time in a broadcast setting/environment?</li> <li>• How do we work most efficiently in small news gathering teams?</li> <li>• What are the responsibilities of each member of an ENG team?</li> <li>• How do we conduct ourselves during interviews?</li> </ul>	<p>gathering to create a news package</p> <hr/> <p><b><u>Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop open ended interview questions.</li> <li>• conduct interviews.</li> <li>• capture relevant b-roll footage .</li> <li>• import desired footage into editing program.</li> <li>• write news copy.</li> <li>• perform basic to advanced editing using Final Cut editing software.</li> <li>• create a developed timeline sequence with titles, graphics and transitions.</li> <li>• design and create a DVD of news package.</li> </ul>
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**Unit 6 – Producing the Show: Using the TV Studio as a Television/News Crew, 4 weeks [top](#)**

**21<sup>st</sup> 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

<b>Unit Objectives</b>	<b>Essential Questions</b>	<b>Assessment</b>
Students will be able to: <ul style="list-style-type: none"> <li>• Fill various roles on a television studio production crew</li> <li>• Utilize studio equipment</li> <li>• Produce a show format that engages their peers / viewers</li> <li>• Write script for the news anchors / talent</li> </ul>	<ul style="list-style-type: none"> <li>• How do we fulfill our individual roles and responsibilities as part of a news production team?</li> <li>• How do we utilize the television studio to produce a news show?</li> <li>• How do we modify the show’s content for technical issues and content quality?</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
		<b>Skill Objectives</b>

<ul style="list-style-type: none"> <li>• Shoot and edit an intro/opening for the show</li> <li>• Acts as an editorial team to shape programming and show content</li> </ul>	<p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do we use studio equipment?</li> <li>• What are the responsibilities of each member of the studio production team?</li> <li>• How do we produce an introduction which sets the tone of the show and introduces the whole crew?</li> <li>• How do we continually modify show content for timeliness and audience interest?</li> <li>• How do we tap into each crew members strengths for maximum efficiency?</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• design a news program and introduction video.</li> <li>• hold editorial meetings.</li> <li>• write scripts for shows.</li> <li>• 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.</li> </ul>
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