<div align="center">Course Syllabus</div>

Course Title: Broadcast Technology I
Course Number: 67110
Program Name: Broadcast Technology

Pre-requisites
There are no pre-requisites. However, it is advisable that the student's career interest inventory indicate the field of broadcast technology.

Required Materials
Zettl, Herbert. *Television Production Handbook,* 9th edition. N.p.: Thomas/Wadsworth, 2006.
Zettl, Herbert. *Television Production Workbook,* 9th edition. N.p.: Thomas/Wadsworth, 2006.
Weynard, Diana. *Apple Pro Training Series: Final Cut Pro* 7. N.p.: Peachpit Press, 2009.
Additional items: Individual flash drive, binder, notebook/journal

Instructor Information
(Put your—the instructor's—name and email address at school here)

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Course Description

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This is the first course in a three-year sequence of Broadcast Technology classes. Five student performance outcomes will guide the studies in this course:

> 1. The student should be able to operate the broadcast equipment.
> 2. The student should be able to research newsworthy topics for a potential news story.
> 3. The student should be able to write scripts and create storyboards.
> 4. The student should be able to explore broadcast industry jobs.
> 5. The student should be able to complete in-studio and field productions.

To help achieve the student performance outcomes, the following topics will be examined:
- Operation of studio cameras and editing equipment.
- Production of news programs that incorporate timeliness and news worthiness.
- Important elements in a program script
- Comparison of various broadcast industry jobs and match personal interests to them
- Coordination of studio/field production crews and productions

The culminating activities for this class are several scripted, storyboarded, shot, and Final Cut Pro edited projects, with an end-of-year, 3-5 page paper critiquing the aforementioned projects. The instructor determines the number and nature of the scripted-to-edited projects.

Student Performance Assessments
Performance Outcome 1: The student should be able to operate the broadcast equipment.
Performance Assessment: Through a series of hands-on workshops, the student will demonstrate the effective use of broadcast equipment and meet minimum industry standards.

Performance Outcome 2: The student should be able to research newsworthy topics for a potential news story.
Performance Assessment: Using varied media resources, the student will gather sufficient information on a newsworthy topic, which can be developed into a script, and score at least 75% on a related worksheet according to a departmental rubric.

Performance Outcome 3: The student should be able to write scripts and create storyboards.
Performance Assessment: Using researched information, the student will write a script and create a storyboard, which will (a) be used in a video production and (b) meet the basic criteria of a script and storyboard. Evaluation will be done using the script and storyboard rubric.

Performance Outcome 4: The student should be able to explore broadcast industry jobs.
Performance Assessment: The student will research and write a 3-5 page paper describing a broadcast industry career. The paper must meet accepted English composition standards and follow the MLA citation format.

Performance Outcome 5: The student should be able to complete in-studio and field productions.
Performance Assessment: The student will complete an in-studio production and a field production that meet minimum industry standards.

Course Grading System

Grades are based on a point system. Students are advised regarding how many points each assignment is worth. Students are evaluated using the following criteria:
- Projects (student performance assessments, research papers, group work, individual presentations) 40%
- Exams and quizzes 25%
- Notebooks (class notes and journal entries) 10%
- Homework (based on completeness, quality and timeliness) 10%
- Bell ringers 5%
- Class participation (includes being prepared for class, attendance, respect for classmates, group participation) 10%

Grade Point Values
The following is a suggested Chicago Public Schools grading scale; however, each school has the option to adjust the scale.

A = 95% - 100%	D = 75% - 80%
B = 88% - 94%	F = 74% or less
C = 81% - 87%	

Attendance

Class attendance is extremely important. Good daily attendance, as well as being on time for class, will positively impact grades. The reverse will be true if a student misses class or comes late.

Students who are absent are expected to make up the work assigned during that class period or any tests that were given. It is the student's responsibility to see the teacher about make-up opportunities**.**

If a student cuts class or has poor attendance, parents/guardians will be contacted. If a student has an unexcused absence, make-up opportunities for the work assigned for that day will be subject to the school's attendance policy regarding cuts and make-up work.

Honesty Policy

The traits of a successful CPS Broadcast Technology student are personal integrity and academic honesty. Academic dishonesty is a serious offense, which includes but is not limited to the following:

- Cheating
- Respecting property of others (classmates, teacher, and studio)

Cheating involves copying another student's written work, quiz, test, or exam, or the use of technology devices to exchange or submit information as related to course related material (class work, homework, quizzes, tests, projects, co-op work, etc.).

Failure to comply with classroom policy and procedure will result in disciplinary action as outlined in the Chicago Public Schools Code of Conduct.

Additional Guidelines

Each student will need a notebook for this class. The notebook will be used to take notes, record journal entries, and complete selected class assignments. Students must also provide and maintain a binder that contains all of their completed/graded work. Finally, students must also keep all their video work on a flash drive that will be provided by the instructor. If a student misplaces the flash drive, he/she will be required to replace it. Students must come to class prepared each day with textbook, flash drive, pen and notebook. Failure to attend class prepared will reflect negatively on grades. Students are responsible for meeting all production deadlines. Failure to do so is unacceptable by broadcast industry standards.

Illinois Learning Standards

3. C. Stage J.1	Write on one topic for different audiences by adjusting tone, voice, vocabulary, and grammar conventions.
3. C. Stage J.4	Apply appropriate format and structure that effectively address a variety of real-life situations.

3. C. Stage J.5   Adjust voice, tone, vocabulary, and grammatical conventions
                            according to purpose and audience.

26. B. Stage I.1   Construct a plan for a work of art based on gathering information,
                            making adjustments, evaluating the image in terms of criteria, and
                            correlating intent and solution

26. B. Stage I.4   Create art works based on planning, research, and problem solving

Additional Standards
Appropriate Work Place Skills Standards, NETS-S, SCANS (Transitions) standards, and additional
Illinois Learning Standards will be addressed in weekly lesson plans.

Course Calendar

Week	Topic or Competency	Items Due
1	Introduction/Overview of Broadcast Technology: the course syllabus and what will be learned this year; vocabulary of technical terms; study of video/written samples showcasing the various media outlets	Vocabulary list; journal entry
2	Studio camera: components and their functions; camera setup	Demonstration: camera setup; Quiz #1:studio camera; journal entry
3	Uses of the ENG (Electronic News Gathering) Camera: identification of camera components and demonstration of camera operation	Demonstration: break down/set of camera; Quiz #2:ENG Camera; journal entry
4	Research methodology: searching the Internet, periodicals, newspapers; one-on-one interviews; group interviews; use of previous b-roll/audio from radio and/or television; importance of citations	Written paper: (1) describes the research method used, (2) states the information obtained from the research, and (3) explains how the information can be used to enhance a project/script; journal entry; extra-credit: monthly paper
5	Scriptwriting: type and purpose of various scripts; 30-second vs. 60-second script; treatments for commercials, public service announcements, documentaries, television, movies, news packages, news shows, and talk shows	Handout: vocabulary terms; Proposal: type of script; First and final drafts of script; journal entry
6	On Air Reporting: posture, eye contact, tally light, knowledge of script, professionalism, attire, importance of ad-lib, diction/enunciation	Handout :vocabulary terms; on-air reading of developed 30-60 second script; student critiques; journal entry
7	Field reporting: importance of stand-up,	Handout : vocabulary terms; in-the-field

Week	Topic or Competency	Items Due
	ad-lib, b-roll, breaking news	reading of developed 30-60 second script; student critiques; journal entry
8	Teleprompter: functions; scriptwriting; rich text saved format; importance of font size, style, spelling, punctuation; rate of reading	Handout: vocabulary terms; assigned textbook readings/exercises; weekly review; Quiz #3; journal entry; extra-credit: monthly paper
9	Storyboarding: camera angles; Shots: one shot, two shot, three shot, wide shot, establishment shot; graphics	Handout: vocabulary terms; storyboard with minimum of six cells using previously developed script; journal entry
10	Audio: setting "levels," "hot," microphone set up, microphone check, master control, audio check	Handout: vocabulary terms ; assigned textbook readings/exercises; review; Quiz #4; journal entry
11	Technical Director (TD): program vs. preview; buses; takes; dissolves; cuts; mixes; chroma key (green screen); importance of communication between TD and other positions, including floor director, audio, and cameraman	Handout: vocabulary terms; assigned textbook readings/exercises; review; Quiz #5; journal entry
12	Floor Director: hand signals, cue calls, tally lights	Handout: vocabulary terms; assigned textbook readings/exercises; review; Quiz #6; journal entry; extra-credit: monthly paper
13	Tape Playback: recording and playback formats, ten seconds of speed, "black," roll and record	Handout: vocabulary terms ; assigned textbook readings/exercises; review; Quiz #7; journal entry
14	College Exploration: college application process using research methods previously learned in Week 4	Folder containing information about three colleges researched, college grid, three completed college applications, two scholarship applications, financial aid preparation, evidence of ordered transcript, evidence of submitted applications, copy of transcript received, treatment for personal narrative; journal entry
15	Career Exploration: researching careers of interest	Preliminary research information including three careers, formal education required, technical skills required, positive and negative aspects of the careers; journal entry
16	College Exploration Project	Research paper: 3-5 pages about top-choice college; journal entry; extra-credit: monthly paper
17	Career Exploration Project	Research paper: 3-5 pages about top-choice

Week	Topic or Competency	Items Due
		career; journal entry
18-20	Final Cut Pro: desktop windows, tools, VU meter, importing files/folders, placing items on the timeline, locking tracks, adjusting audio levels, editing, moving clips, capturing video-audio, using motion, using FCP titles	Vocabulary list; assigned Final Cut Pro text exercises; shot and edited b-roll footage of 30-60 seconds; journal entries; extra-credit: monthly paper
21-22 23-26 27-30 31-34 35-37	Field production: commercial/public service announcement (PSA); Field production: television sitcom; Field production: movie trailer/movie clip; Field production: music video; Field production: self-exploration	The following production schedule will be repeated: Field production preparation; equipment checkout; production of PSA, sitcom, etc.; logging and capturing footage; Final Cut Pro editing; presentation of student work; student critique; journal entries due at end of each week; extra-credit: monthly papers due
38	Critique of year's projects/course	Paper: 3-5 pages critiquing all projects and the course