

Course Syllabus

Course Title: Broadcast Technology II
Course Number: 67120
Program Name: Broadcast Technology

Pre-requisites

Student must have successfully completed Broadcast Technology I

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.
Supplemental text: Hilliard, Robert. *Writing for TV, Radio and New Media*. N.p.: Wadsworth Publishing, 1999.

Additional items: Individual flash drive; pocket folder/binder for completed work (portfolio)

Instructor Information

(Put your—the instructor’s—name and e-mail address at school here.)

Course Description

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

1. The student should be able to write a script that conveys a clear message to the audience.
2. The student should be able to videotape productions and demonstrate acting skills.
3. The student should be able to use a non-linear editing system to edit videotaped material.

To help achieve these outcomes, the following topics will be examined

- Preparing and executing various program scripts and storyboards
- Planning and executing studio/field production crews and productions
- Final Cut Pro non-linear digital editing system practices

The culminating activity of this class is a five-minute narrative video production that has been scripted, storyboarded, shot as a field production, and edited on Final Cut Pro.

Student Performance Assessments

Performance Outcome 1. The student should be able to write a script that conveys a clear message to the audience.

Performance Assessment: The student will write, edit, and rewrite various TV and film scripts including a five-minute narrative script that meets accepted broadcast/film industry standards. Using the various drafts of the script, the student will document, on a worksheet, improvements in five areas. The student must earn at least a score of 75% according to the rubric for grading the worksheet.

Performance Outcome 2. The student should be able to videotape productions and demonstrate acting skills.

Performance Assessment: The student will complete the field recording of the five-minute narrative script to meet broadcast/film industry standards for audio and visual recording, lighting, staging, and performance (acting).

Performance Outcome 3. The student should be able to use a non-linear editing system to edit videotaped material.

Performance Assessment: The student will demonstrate a basic understanding of Final Cut Pro by editing a video piece, which has met time requirements specified by the instructor. The student will use the basic tools in Final Cut Pro and the video piece will meet accepted broadcast 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:

- (30%) Projects (performance assessments, research papers, group work, individual presentations)
- (10%) Exams and quizzes
- (10%) Notebooks (class notes and journal entries)
- (10%) Homework (based on completeness, quality and timeliness)
- (15%) Bell ringers
- (25%) Class participation (includes being prepared for class, attendance, respect for classmates, group participation)

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 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 journals, and complete selected class assignments. Students must also provide and maintain a pocket folder portfolio that contains all of their completed/graded work. Students must also keep all their video/audio work on a flash drive, which the instructor will provide. If a student misplaces the flash drive, he/she will be required to replace it. Students must come to class prepared every 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 meet all deadlines may result in a student running out of time necessary to complete projects which meet acceptable broadcast industry standards.

Illinois Learning Standards

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| 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	Script-writing: To improve on competencies learned in the first-year course, the student will study videos and written examples—in text books and online—of documentary, narrative, demonstration, and news package programming	Vocabulary list: review and quiz; visual analysis and work sheets; various text exercises that address tasks P01-P05 on the task list; idea development for four projects (can be four groups, teams of two, or individual)
2	Script-writing: development and editing of script for each category; storyboard with final script	First draft of scripts; final draft of scripts; storyboard with final script (except for news package report)
3	Field production preparation; equipment checkout; production of narrative script	End of week: complete footage for narrative script
4	Field production preparation; equipment checkout; production of documentary script	End of week: complete footage for documentary script
5	Field production preparation; equipment checkout; production of demonstration script	End of week: complete footage for demonstration script
6	Field production preparation; equipment checkout; production of news package script	End of week: complete footage for news package script
7	Final Cut Pro review and training: 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: review and quiz; TEXT: <i>Final Cut Pro</i> – various text exercises; quizzes
8-11	Week 8—Narrative; Week 9—Documentary; Week 10—Demonstration; Week 11—News Package; Log and capture footage, edit, add music, sound effects, titles, motion, titles	NOTE: The following schedule will be used during Weeks 8-11: Day 1: log & capture ; Days 2-3: edit; Day 4: titles, music, SFX, motion; Day 5: final approval
12-13 14-15 16-17 18-19	Bi-weekly news programming production (hard news packages, sports, features): research, write, shoot, report, log, capture footage, edit, add music, sound effects, titles, motion	NOTE: The following two-week schedule will be repeated through the rest of the school year: Day 1: research, write scripts ; Day 2: shoot, report; Day 3: log, capture, and edit; Day 4: effects, additional editing, and titles; Day 5: approval, re-edit; Days 6-7: in-studio rehearsals;

Week	Topic or Competency	Items Due
		Day 8: record; Days 9-10: final program edits
20-21 22-23 24-25 26-27 28-29 30-31 32-33 34-35 36-37	Bi-weekly news programming production (hard news packages, sports, features): research, write, shoot, report; log, capture footage, edit, add music, sound effects, titles, motion, etc.; Individual field productions (documentary, sporting events, theater events, narratives, public service announcements, commercials, demonstrations, meetings, etc.)	See Weeks 12-13. (Individual field production timetable at the discretion of the instructor.)
38-39	Final student video portfolio compilation and presentation	Complete the presentation and submission of the final student video portfolio for evaluation