Course Syllabus

Course Title: Broadcast Technology III
Course Number: 67130
Program Name: Broadcast Technology

Pre-requisites
Student must have successfully completed Broadcast Technology II.

Required Materials
Text: 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 requirements: 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 third course in a three-year sequence of Broadcast Technology classes. Four student performance outcomes will guide the studies in this course:

> 1. The student should be able to master scriptwriting skills to convey a message and cause an intended effect in the audience.
> 2. The student should be able to utilize video production techniques to create an intended effect.
> 3. The student should be able to edit video pieces to create an intended effect.
> 4. The student should be able to search for, choose, and apply for college.

To help achieve these outcomes, the following topics will be examined:
- Storytelling and scriptwriting techniques of professionals in the field
- Video production techniques that create effects in the audience
- *Final Cut Pro* non-linear digital editing system practices
- Compiling a portfolio of student work

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 in *Final Cut Pro*.

Student Performance Assessments
Performance Outcome 1. The student should be able to master scriptwriting skills to convey a message and cause an intended effect in 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. In these scripts, the focus will be on creating certain effects in the audience, thereby conveying specific messages about themes. The scripts will be graded according to a Broadcast Technology rubric.

Performance Outcome 2. The student should be able to utilize video production techniques to create an intended effect.
Performance Assessment: The student will complete the field recording of various scripts to meet broadcast/film industry standards for audio and visual recording, lighting, staging, and performance. In these videos, the focus will be on creating certain effects in the audience, thereby conveying specific messages about themes. The videos will be graded according to a Broadcast Technology rubric.

Performance Outcome 3. The student should be able to edit video pieces to create an intended effect.
Performance Assessment: The student will demonstrate advanced facility with *Final Cut Pro* by editing video pieces, which meet time requirements specified by the instructor and accepted broadcast industry standards.

Performance Outcome 4. The student should be able to search for, choose, and apply for college.
Performance Assessment: The student will complete a college search grid, applications for six colleges, and submit the applications. Evaluation will be done using the college readiness rubric.

Course Grading System

Grades are based on a point system. The student is advised regarding how many points each assignment is worth. The student is evaluated using the following criteria.
- Projects and student performance assessments (40%)
- Exams and quizzes (15%)
- Homework (15 %)
- Presentations (15%)
- Class participation—prepared for class, attendance, respect for classmates, and group participation (15%)

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 to have a notebook for this class. The notebook will be used to take notes, record journals, and complete selected class assignments. Finally, students must also keep all their video work on a flash drive that which will be provided by the instructor. If a student misplaces the flash drive, he/she will be required to replace it. The student must come to class prepared every day with textbook, pen and notebook. Failure to attend class prepared will reflect negatively on grades.

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
1-2	Senior Video Yearbook: students will be divided into groups and given their "beat" for the year. Every four weeks edited footage will be due; Review in-studio production/ newscast: knowledge of studio equipment functions, duties and responsibilities of each control room and studio position, and broadcasting standards, scriptwriting, shooting and editing of a news package; Senior Video Yearbook: shooting	Notebook check; Quiz 1 & 2; news package; daily newscast
3	*Final Cut Pro* 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; Senior Video Yearbook: shooting	Vocabulary list: review and quiz; *Final Cut Pro:* various text exercises; quizzes
4-5	School-based commercial: pre-production preparation, equipment checkout; Senior Video Yearbook: shooting & editing	Proposal; script; storyboard; shot sheet; shooting schedule; footage; edit log; first draft of edited video piece; final draft of video piece; presentation of student work; critique of student work; Senior Video Yearbook: edited footage and task list
6-7	College admissions research and application process; Personal narrative video piece; Pre-production preparation; Senior Video Yearbook: shooting	College grid; 6 college applications; 2 scholarship applications; ordered transcript; completed applications; submitted applications; transcript received; treatment for personal narrative

Week	Topic or Competency	Items Due
8-10	Personal narrative video: pre-production preparation, equipment checkout, shooting and editing; Senior Video Yearbook: shooting & editing	Script; shooting schedule; footage; edit log; first & final drafts of edited video piece; presentation of student work; critique of student work; Senior Video Yearbook : edited footage and task list
11-12	News package: pre-production preparation, equipment checkout, shooting and editing; Senior Video Yearbook: shooting	Proposal; interview questions; shooting schedule; footage; lead-in; closing; edit log; first draft of edited piece; final draft of edited piece
13-16	Documentary: pre-production preparation, scriptwriting, equipment checkout, shooting, and editing; Senior Video Yearbook: shooting & editing.	3 credible sources; summary of material; proposal; interview questions; script and first draft of edited piece; final draft of edited piece; shooting schedule; footage and edit log; submission of piece; presentation of student work; critique of student work; Senior Video Yearbook: edited footage and task list
17-19	Film Analysis: How does this film make me feel and how is this achieved? Watch and analyze two films; Film Analysis: How can I create certain effects with camera shots, angles, and lighting?; Field production exercises: camera angles and lighting techniques; Senior Video Yearbook: shooting and editing	Analysis chart for first film; analysis chart for second film; Analysis paper: typed rough draft comparing two films; Analysis paper: final draft; Footage; completed handout; 10 shot in-camera edit piece; presentation of student work; critique of student work; Senior Video Yearbook: edited footage and task list
20-23	Music video: pre-production preparation, equipment checkout, shooting, and editing; Senior Video Yearbook: shooting & editing	Treatment; script; storyboard; shot sheet; shooting schedule; footage; edit log; first draft of edited video piece; final draft of edited video piece; presentation of student work; critique of student work; Senior Video Yearbook: edited footage and task list
24-26	PSA: pre-production preparation, equipment checkout, shooting, and editing; Senior Video Yearbook: shooting & editing	Treatment; script; storyboard; shot sheet; shooting schedule; footage; edit log; Edited video piece: first draft; Edited video piece: final draft; Presentation: student work; Critique : student work; Senior Video Yearbook :edited footage and task list

Week	Topic or Competency	Items Due
27-31	Short film: pre-production preparation, equipment checkout, shooting, and editing; Senior Video Yearbook: shooting & editing	Conflict worksheet; character chart; plot chart; treatment; rough draft of script; final script; storyboard; shot sheet; shooting schedule; footage; edit log; Edited video piece: first draft ; Edited video piece: second draft; Edited video piece: final draft ; Presentation: student work; Critique: student work Senior Video Yearbook: edited footage and task list
32-4	In-studio production: pre-production preparation (talk show, game show, sports commentary show, etc.) Senior Video Yearbook: shooting & editing	Proposal; stage design; production rundown sheet; script; graphic design; Revision : script and crew list; final take; group participation; Critique: student work; Senior Video Yearbook: edited footage and task list
35-36	Senior Video Yearbook: equipment checkout, shooting, and editing	Footage; task list; first draft; revision sheet; Edited video piece: final draft ; Presentation: student work; Critique: student work
37-39	Student Portfolio: compilation of student work and presentation to class	Self evaluation handout; decision list; Layout: first draft; Layout: final draft; Presentation: student work; Critique: student work