

BROADCAST COMMUNICATIONS
1 CREDIT – STANDARD LEVEL
½ CREDIT IN ENGLISH & ½ CREDIT IN INDUSTRIAL TECHNOLOGY
ELECTIVE FOR JUNIORS AND SENIORS
DOUBLE PERIOD CLASS EVERYDAY FOR ONE SEMESTER

I. BROADCAST COMMUNICATIONS

II. INSTRUCTORS

Tony Feleccia (English) and Bill Dunn (Industrial Technology)

III. Text - Supplementary texts are available.

IV. PREREQUISITES

Students must have passed both semesters of freshman LA 9 and sophomore LA 10 English classes. It is highly recommended that students have completed Journalistic Writing or Writing 11/12, and Advanced Speech.

V. COURSE DESCRIPTION

The BROADCAST COMMUNICATIONS course is a one-semester, two-period elective for juniors and seniors. Students will learn the principles, forms, and techniques of writing news and sports copy, commercials, features and documentaries, music videos, variety and talk shows, dramas, and educational and corporate programs.

This course offers an introduction to mass media, basic elements of radio and television production, format and style, plays, commercials, and announcements, interviews and talk programs, news and sports, features and documentaries, music, variety and comedy acts, and professional opportunities.

It is suggested that students have experience and competency in using word processors as scripts will be done on computers.

VI. COURSE CONTENT

A. Units of Study: Reading, Writing, and Speaking

- 1. Introducing mass media**
- 2. Basic elements of production**
- 3. Commercials and announcements**
- 4. News and sports**
- 5. Features and documentaries**
- 6. Research skills**
- 7. Music variety and comedy programs**
- 8. Drama**
- 9. Professional opportunities**
- 10. Final research project**

B. Units of Study: Television Production, Personnel, Equipment, and Techniques

- 1. Production process**
- 2. The camera and lenses**
- 3. Mounting equipment**
- 4. Camera operation and picture composition**
- 5. The study of lighting and techniques and television lighting**
- 6. Audio – sound pickup and control**
- 7. Videotape and film**
- 8. Postproduction and editing**
- 9. Visual effects and design**
- 10. Television talent, producing, and directing**

VII. COURSE FORMAT

The following instructional strategies may be used in the teaching of this course: lecture, mini-lecture, small-group collaboration, discussion, workshop, problem-based research, project-based learning and technology-based learning.

VIII. COURSE EXPECTATIONS

Students will be expected to complete all reading, writing, grammar, and speaking assignments and fulfill all tasks for daily homework. All will be expected to contribute to discussions and in-class activities as well as individual and group presentations. Some cooperative learning experiences, individual projects, vocabulary study, and research work will also be expected.

IX. GRADES

Final course grades may include the following forms of assessment: daily work, class participation, quizzes, exams, projects, essays/compositions, oral presentations, technology-based presentations, portfolios, semester final exams, and alternative assessments as determined by individual instructors.

X. OBJECTIVES

A. Production, personnel, equipment and techniques

- 1. The student will be able to present an overview of the elements of production including the basic television system and the expanded television system.**
- 2. The student will be able to present an overview of the major production elements: the camera, lighting, audio, videotape recording and film, switching, postproduction editing, special effects, and design.**
- 3. The student will be able to explain the various tasks of television production personnel such as performers, actors, producers, directors, floor managers, and engineering staff.**
- 4. The student will be able to explain the major production centers: the studio itself, the studio control room and master control, and the studio support areas.**
- 5. The student will be able to identify and explain the parts of the camera and the way it works.**
- 6. The student will be able to explain the various types of cameras and their operational features: digitally controlled cameras, nondigital cameras, studio cameras, ENG/EFP cameras, and convertible cameras.**
- 7. The student will be able to explain the basic electronic processes of television and major color principles.**
- 8. The student will be able to describe the optical characteristics of lenses, including focal length, focus and presetting the zoom lens, lens aperture, and the depth of field.**
- 9. The student will be able to describe operational controls of lenses, including the manual and servo zoom controls and focus controls.**
- 10. The student will be able to explain performance characteristics of wide-angle, normal, and narrow-angle lenses.**
- 11. The student will be able to explain the four most common camera mounts: tripod dolly, studio pedestal, low-angle dollies, and body mounts.**

12. The student will be able to explain the standard camera movements facilitated by various camera mounting heads.
13. The student will be able to operate a camera properly going through the basic steps before, during, and after the show or the rehearsal.
14. The student will be able to explain picture composition in regard to field of view, screen area, screen depth, and motion.
15. The student will be able to control illumination through directional and diffused lighting and through outdoor and indoor lighting.
16. The student will be able to use lighting properly in regard to baselight, contrast, and color temperature.
17. The student will be able to operate spotlights, floodlights, and other lighting equipment properly.
18. The student will be able to use lighting to achieve proper form and dimension, to create an illusion of reality or nonreality, and to indicate mood.
19. The student will be able to master the techniques of television lighting which include: total operation of lights, the photograph/triangle lighting system, and the light plot.
20. The student will be able to operate lighting correctly for remote productions (not in the studio).
21. The student will be able to use special lighting techniques such as cameo lighting, silhouette lighting, color background lighting, and chroma key lighting.
22. The student will be able to use mobile (lavalier, hand, boom, wireless, and headset) microphones for maximum effect.
23. The student will be able to use stationary microphones (desk, stand, hanging, hidden, and long-distance) microphones for maximum effect.
24. The student will be able to explain various basic kinds of audio equipment: patch panel, audio console turntable, compact discs, audio-tape recorder, cartridge and cassette machines, and audio synchronizer.
25. The student will be able to explain operational factors such as volume control, sequence control, mixing and sound quality control.
26. The student will be able to operate properly the audio control area in a television studio.
27. The student will be able to explain the videotaping process including the videotape recording modes and recording systems.

- 28. The student will be able to use correctly various types of videotape recorders, including studio and portable reel-to-reel, and video cassette recorders with different tape formats.**
- 29. The student will be able to explain the preproduction factors for videotaping, which include scheduling the VCR's for recording and playback, the acquisition of sufficient videotape, and laying of the control track.**
- 30. The student will be able to explain the production factors using videotape, which includes video leader, slate information, beepers, accurate keeping of the various videotape segments.**
- 31. The student will be able to explain the principal editing modes (on-line, off-line, assemble, and insert) and basic editing systems.**
- 32. The student will be able to explain the entire editing process of: the shooting phase, the review phase, the decision-making phase, and the operational phase.**
- 33. The student will be able to explain the major editing principles: continuity, complexity, context, and ethics.**
- 34. The student will be able to explain the instantaneous editing (switching from one video source to another or combining the two while the show is in progress).**
- 35. The student will be able to produce and use properly the process of instantaneous editing.**
- 36. The student will be able to explain standard electronic effects including superimposition, key, chroma key, and wipe.**
- 37. The student will be able to explain digital video effects which allow the creation of multi-images and manipulation of the image size, shape, light, color, texture, and motion.**
- 38. The student will be able to use properly various mechanical effects and the eight major optical effects: rear projection, television gobos, mirrors, lens prisms, star filter, diffusion filter, defocus effect, and matte box.**
- 39. The student will be able to explain television graphics: aspect ratio, scanning the essential areas, readability, color and color compatibility, grayscale, and style.**
- 40. The student will be able to explain and effectively handle the major types of camera graphics such as the plain title card, the key or super card, the chroma key card, the slide, the mechanical crawl, and the maps and charts.**
- 41. The student will be able to explain the principal devices of generated graphics: character generator, graphics generator, and still store systems.**

42. The student will be able to explain and effectively use standard set scenery units, hanging scenery units, and platforms and set pieces.
43. The student will be able to provide appropriate stage properties, set dressings, and hand props for a particular program.
44. The student will be able to design a set with all items interrelating and harmonizing with one another from the background scenery to the vase on the coffee table.
45. The student will be able to explain the important aspects of technique for a performer: the camera, the audio, and the timing.
46. The student will be able to explain important aspects of acting techniques which include: audience, actions, blocking, speech, memorizing lines, timing, and the actor and the actor's relationship with the director.
47. The student will be able to direct a show using proper make-up costumes, and clothing details.
48. The student will be able to follow proper instructions in auditioning.
49. The student will be able to explain the four principal factors of television production: need assessment, viewer involvement, medium requirements, and feedback evaluation.
50. The student will be able to explain the work of "above-the-line" television staff such as: producer, director, talent, writer, announcer, and newscaster.
51. The student will be able to demonstrate proficiency in several of the "above-the-line" functions.
52. The student will be able to explain "below-the-line" television staff such as: engineer, camera operator, video engineer, videotape engineer and editor, news photographer, floor manager, floorpersons, graphic artist, and character generator.
53. The student will be able to demonstrate proficiency in several of the "below-the-line" functions.
54. The student will be able to explain program types as defined by FCC, copyright and clearances, union affiliation, and legal aspects.
55. The student will be able to complete successfully a television production by following the steps of: (1) mode, (2) above-the-line considerations, (3) initial production conference, (4) script conference and below-the-line considerations, (5) scheduling, (6) facilities request, (7) final budget, (8) log information, (9) publicity and promotion, (10)

rehearsals and performance and, (11) feedback and evaluation.

56. The student will be able to explain the major aspects of control room directing: coordination, terminology, timing, rehearsal methods, and on-the-air performance.
57. The student will be able to explain and fully direct a worthwhile television program using control room directing which involves: (1) coordination of technical operations and talent; (2) use of precise terminology involving cues to talent, engineering, and production crews; (3) control of objective (clock) time and subjective time (pace of show); (4) various methods of rehearsal including script reading, dry run or blocking rehearsal, walk-through, camera or dress rehearsal, and walk-through camera rehearsal; and (5) on-the-air performance.
58. The student will be able to demonstrate how to select satellites, channels, and programming using a satellite dish.
59. The student will be able to edit video tape, setting markers, inserting material, and making a finished product.
60. The student will be able to troubleshoot and repair audio or video cables.
61. The student will be able to troubleshoot and repair electrical connections for lamps and broadcasting equipment.
62. The student will be able to clean, setup, and operate video recording equipment.
63. The student will be able to program a character generator.

B. Reading, writing, and speaking

1. The student will be able to define the mass media.
2. The student will be able to differentiate between censurable material and controversial material.
3. The student will be able to explain basic jargon of broadcasting such as ratings, UPI, AP, FCC regulation, cable TV, pay TV, electronic media, documentary, commercial television, educational television, and public television.
4. The student will be able to explain the impact radio and television have had on people's lives.
5. The student will be able to compare and contrast television and stage audiences.
6. The student will be able to compare and contrast the radio to television in regard to programming and audience.

- 7. The student will be able to describe the special communication skills necessary for different types of radio and television performers.**
- 8. The student will be able to demonstrate critical listening behavior as a listener and as a viewer.**
- 9. The student will be able to explain radio terms in regard to script writing such as fading on or fading off or cross fade.**
- 10. The student will be able to explain television terms in regard to script writing such as: dolly in, dolly out, zoom in, zoom out, tilt up, tilt down, pan right, pan left, follow right, follow left, boom shot, close-up, medium shot, long shot, and full shot.**
- 11. The student will be able to write scripts for television and radio using correct grammar, spelling and capitalization.**
- 12. The student will be able to use the word processor to type radio scripts according to specifications required for radio writing.**
- 13. The student will be able to use the word processor to type television scripts according to specifications required for television writing.**
- 14. The student will be able to create and write a short sequence using sound effects to establish a locale or setting, establish time, establish mood, signify entrances or exits, create transitions between program segments, and create unrealistic effects.**
- 15. The student will be able to create and write a sequence using music as a bridge, sound effect, or mood provider.**
- 16. The student will be able to explain and use basic elements of good vocal delivery.**
- 17. The student will be able to explain and use appropriate nonverbal skills for television performance.**
- 18. The student will be able to write and produce a script using the following techniques: segue, cross fade, blending, cutting or switching, and fade-in or fade-out.**
- 19. The student will be able to choose a product, a program, and a station for both television and radio and then develop a commercial using the following considerations: audience analysis; logical and emotional appeals; familiarization with the product; and persuasion techniques.**
- 20. The student will be able to use the above considerations in writing and then performing a PSA for television and a PSA for radio.**
- 21. The student will be able to analyze commercials for: (1) the straight sell, (2) the testimonial, (3) humor, (4) music, and (5) dramatization.**

22. The student will be able to write and produce a television or radio commercial that illustrates the above five types.
23. The student will be able to differentiate the following: straight news, commentary, and documentary.
24. The student will be able to identify the differences between the newspaper and the radio/television news story composition.
25. The student will be able to write and produce a short radio or television news broadcast, which has been taken from a front page newspaper story. (The traditional who, what, when, where, and why of news reporting must apply with condensation as the key word.)
26. The student will be able to write a news story broadcast and develop it into a television spot utilizing photos, film, etc.
27. The student will be able to write and produce an opening, closing, and filler material for a live radio and/or television broadcast of a high school athletic event.
28. The student will be able to write a how-to-do-it television script.
29. The student will be able to present the how-to-do-it script on television.
30. The student will be able to write a television feature story based on a public health or social welfare subject.
31. The student will be able to present the feature story on television.
32. The student will be able to explain the opinion interview, the information interview, and the personality interview.
33. The student will be able to prepare an outline (in correct topic outline form), a rundown, and a routine sheet for an opinion interview on a designated topic.
34. The student will be able to conduct an interview in talk show format.
35. The student will be able to watch and then analyze a television variety show for: theme; organization of acts; general approach to dance, music, and comedy; freshness of writing; and special use of visual techniques.
36. The student will be able to work with a group in writing and producing a 30 minute variety show for television having a theme and good organization of sequences.
37. The student will be able to work with a group in creating and writing an appropriate one-act play for radio and/or television. (Plot will have exposition, complication, climax, denouement, and resolution. Character, plot, and dialogue will be completely and consistently integrated.)

38. **The student will be able to perform with a group the above original one-act play for radio and/or television.**
39. **The student will be able to enumerate and explain the many different careers in radio and television.**
40. **The student will be able to locate sources of reliable information concerning radio and television employment.**
41. **The student will be able to experience in the classroom studio various jobs available in the radio and television world.**
42. **The student will be able to write and present an appropriate periodic 15-minute television news broadcast of Morton High School activities, people, accomplishments, future events, etc.**

C. English and Industrial Technology

1. **The student will be able to create and develop an individual final television project.**
2. **The student will be able to demonstrate the ability to work well in team effort projects.**
3. **The student will be able to demonstrate positive attitudes and work habits that contribute to success in training and employment.**
4. **The student will be able to demonstrate skills and attitudes that contribute to safe working conditions.**
5. **The student will be able to accept the responsibilities of being a leader or following a leader.**
6. **The student will be able to explain and use the basic principles of business operation, ethical practice, and product marketing.**
7. **The student will be able to apply knowledge to make career decisions.**
8. **The student will be aware of laws, codes, regulations, and labor/management agreements that govern business and work.**
9. **The student will be able to demonstrate how to select satellites, channels, and programming using a satellite dish.**
10. **The student will explain his/her responsibilities regarding Copyright Laws, 1st Amendment rights and limitations, and Supreme Court Rulings on privacy, eaves dropping and bugging.**