Fall Term 2011
Combined Syllabus

Broadcast Journalism Reporting and Writing
019:123:001
Tuesday-Thursday
9:30 a.m. – 11:20 a.m.
Room W236 Adler Journalism Building
Charles Munro, Instructor

Television News
019:134:001
Tuesday-Thursday
11:30 a.m. – 1:20 p.m.
W332 Adler Journalism Building
(Also Television Studio E151 Adler Journalism Building)
Angela Looney, Instructor

If you are interested in learning how to tell a story with video, welcome! These courses are designed to challenge you to invest significant time and effort to learn how to be a storyteller in multiple visual media whether or not you have ever picked up a camera, have ever spoken into a microphone, or have ever produced broadcast news story.

Instructors and contact information:

Charles Munro, Instructor
- Phone: (319) 862-1739. (You may dial this number anytime day or night!)
- E-mail: charles-munro@uiowa.edu.
- Text (in the event that can’t reach me by phone and email): (319) 389-1674
- Office hours: Tuesday/Thursday 3:00 – 4:30 pm in E328 AJB or by appointment.

Angela Looney, Instructor
- Phone: 319-361-8437 or leave a message at 335-0583
- Email: angela-looney@uiowa.edu.
- Office hours: Monday/Wednesday 2:00 - 3:30pm in 230 BCSB or by appointment.

Guannan Huang, Teaching Assistant
- Phone: 217-419-4287.
- E-mail: guannan-huang-1@uiowa.edu.
- Lab hours: (as posted)
Textbooks (available from the University Bookstore):


- **[134:001]** Keller and Hawkins, *Television News: A Handbook for Reporting, Writing, Shooting, Editing, and Producing*, 2009. Available new for $43.20. **Note:** UI students may purchase a new e-book version of this text from the publisher at the discounted price of $35.20. To order visit the link below and enter discount code (FALL20) or call Kari Helseth at Holcomb Hathaway at (480) 991-7881, ext. 201 for assistance in ordering.

http://www.hh-pub.com/productdetails.cfm?PC=47

Reference book (to keep with you as long as you practice journalism):


Reserve copies of the textbooks are available from the SJMC Resource Center, E350 AJB.

Supplies (required):

- 4-6 mini-DV (digital) video tapes sold (at cost) at equipment checkout for $6.00 each.
- A personal set of earphones or ear buds.
- Portable 250MB hard drive. (A limited number are available to checkout for the term.)
- A reporter’s notebook (available at all book/stationary stores).
- Three manila folders to hold your writing assignments, viewing assignments, and portfolio. You may skip this if you opt to post your work on your personal iFolio.
- A good alarm clock to so you can make class at 9:30 a.m. sharp!

Required facilities and time:

To complete viewing assignments you will need personal access to a television set that can receive all local and national newscasts. You will need to make arrangements to have *control of that set* when you are working on a newscast viewing assignment.

You will use this to post videos, scripts, and your final resume video on a class blog site. You will learn how to post videos to this site.

Course descriptions:

Broadcast Journalism Reporting and Writing (123:001) and Television News (134:001) are complementary courses intended to be taken together, much as you would take a “lecture/lab” combination. I refer to the two classes simply as “Writing” and “Workshop.” They are basic courses. You need not have any experience in shooting or editing to derive value from taking these courses. Both courses include lectures, in-class exercises and outside viewing assignments that will require you to develop critical standards against which you will measure the quality of work that you see and do. You will be required to watch and comment on television news programs, become familiar with the techniques used in them, and offer critical assessments of them in class discussions. You will also be assessing video that is posted with print stories and to “digital news” websites.

**123:001 (Writing)** covers the fundamentals of finding, reporting and writing news stories for broadcast, online and social media. Emphasis is on writing that is *conversational*. You will contact sources, pitch ideas, and write stories from simple voiceovers to full news packages in class and live on campus radio station KRUI. You will be exposed to editorial and logistical decision making that a newscast producer faces and make editorial judgments against deadlines.
134:001 (Workshop) affords you the opportunity 1) to learn the terms and the tools of the video journalist’s trade and 2) to apply those tools skillfully in the shooting and editing professional quality stories. At the beginning of the term you will learn how to set up and shoot a story and how to use non-linear editing techniques to produce stories from what you have shot. In the second half of the term you will have the opportunity to get critical feedback from classmates in a workshop setting on stories you produce. You will post video on a course blog site that you develop and maintain throughout the course. Pieces that you submit in class are eligible to air on Daily Iowan TV (DITV) the nightly cable and web newscast produced by The Daily Iowan.

Both courses rely both on individual and group participation. Each course makes use of writing lab and TV studio facilities in the Adler Building. In addition a significant amount of the course work must be done outside the classroom – outdoors (in all kinds of weather) and outside class hours.

**If you are successful you will have mastered these skills when you leave:**
1. Recognizing critical content that best lends itself to a video news story across media
2. Knowing how to find sources and gather story information
3. Writing conversationally
4. Weaving writing with video to complement storytelling
5. Knowing how to “enterprise” and pitch hard and feature story ideas
6. Displaying your written and visual work on a professional blog site
7. Conducting interviews and reporting in news conference, breaking news and live settings
8. Using the news camera to its fullest advantage in storytelling
9. Editing footage into clear, creative, airworthy news pieces
10. Appearing professional and performing confidently on camera
11. Practicing commonly accepted etiquette, customs and professional standards
12. Making deadlines

These classes emphasize the importance of finding and communicating stories effectively. These two concepts are at the heart of the teaching philosophy of the School of Journalism and Mass Communication that we call “The Iowa Dozen.” [See “Iowa Dozen” list on page 11.]

**Assignments, deliverables, and group feedback:**
Your work will consist of writing exercises, viewing reports, and completed video news stories. Written work will be graded individually and in portfolio format. Your will have an opportunity to get personal feedback in a workshop setting before you submit video assignments for grading.

**Planning your time:**
University policy sets a weekly standard of two hours outside of class work for every course hour. That means you should allot up to 8 hours per week per class for outside work on course projects. Some of this time may include weekends. Plan to allocate time to watch evening newscasts since part of your grade will depend upon how actively you engage in workshop reviews and class discussions of current news issues. Throughout the term you will be working with various partners and in larger teams. All assignments have deadlines. It is your responsibility to coordinate your shooting and editing time and equipment needs with your teammates so that you make deadlines.

**Standards for submitting original work:**
Any writing or video assignment that you submit must be your work - free of outside influence. If you plan to work on a story for Daily Iowan TV or for a TV station or multi-media internship, read the following guidelines carefully so that you know whether your story is or is not acceptable to submit as a class assignment.
Acceptable:
✓ A story that you have developed, shot, and edited on your own or in collaboration with classmates or instructors.
✓ A story that you have pitched to the class before pitching it outside class and submit for grading before it appears on any outside media.

Unacceptable:
- A story you develop from an idea given to you by someone outside the class.
- A story that you have partially researched, shot, or edited before pitching it to class.
- A story that is your own but that has previously appeared on a newscast or website.
- A story that has been proofed or edited in by someone not in the class.
- Submitting footage inside your story you did not shoot without crediting its source.

If you have questions about these guidelines, see us before you begin your assignment.

Assignments for which you will be graded:
There are no examinations. You will be graded on written and video assignments as well as on your participation. Your final course grade is based upon the following elements. Note percentages.

123:001 (Writing)
1. Writing Folder containing three graded writing assignments submitted in a manila folder or on the SJMC i-folio site (30% of your grade)
2. Viewing Folder containing three graded assignments that provide critical analyses of newscasts submitted in a manila folder or on the your iFolio site (30% of your grade)
3. Professional Portfolio containing your best course work samples (30% of your grade)
4. Participation (10% of your grade) determined by your successful completion of class exercises, presentation of radio newscasts and actively engaging in class discussions. [See “Standards for grading participation” below.]

134:001 (Workshop)
1. Four Video News Packages (10% each or a total of 40% of your grade)
2. Professional Blog Site (40% of your grade) that contains your resume video [See “Resume Video Requirements on page 10.]
3. Participation (20% of your grade). [See below.]

Standards for grading your written and video work:
You will be graded on how well your work achieves accepted professional standard as described below. Achieving these standards won’t be easy. The degree of effort you extend may be greater or lesser than your classmates. To be clear: you will be graded on performance not effort. An “A” student in this class must display work that worthy of airing on a television newscast or website.

123:001 (Written work)
✓ Storytelling – strong start, good context, and a narrative that flows clearly
✓ Editorial – stories reflect smart journalistic judgments and are factually sound
✓ Preparation – your reporting work displays effective background research
✓ Sourcing – your stories contain appropriate (on and off camera) sourcing
✓ Completeness – your stories answer all relevant questions.

134:001 Video work adds the following elements:
✓ Production – you structure your stories with visual/sound elements that advance storytelling in a creative manner and all are woven together seamlessly
✓ Presentation – your on-camera performance enhances your story and you present a professional appearance.
Standards for grading your course participation:
Participation is a concept that is open to interpretation so it is important that you be aware of the two standards that weigh equally in determine participation points in these two courses:

1. **Attendance.** Each class session is designed to provide valuable information, much of it through class discussions and workshops, the value of which you miss if you are not there or if you arrive late. *Missing and/or repeatedly arriving late to class will lower your grade.* It is to your advantage to notify your instructor in advance if you anticipate missing a class. You are always responsible for material covered in class. These courses move quickly - you don’t want to fall behind. (See “Your Responsibilities on page 7.)

2. **Engagement.** Simply showing up and completing assignments will not earn you a high participation grade. We expect students not to be spectators* but to be fully engaged in class discussions by working vigorously on exercises, by offering thoughtful critiques, and by being an active contributor to projects that require working with classmates. Anyone wishing to earn the full participation points in each course should develop these attributes:

**123:001 (Writing)**
- Understanding assignments but, when confused, asking for clarification.
- Engaging in class discussions and often pose additional questions that demonstrate an understanding of course concepts.
- Applying those concepts to personal experience and giving examples of how concepts might be applied to other contexts and situations.
- Keeping current with text and outside reading.
- Bringing in required material and also found items for discussion.

**134:001 (Workshop)**
- Meeting workshop deadlines and submitting completed projects on time.
- Offering frequent and constructive comments on classmates’ projects.
- Interacting with classmates on partnered and team assignments.
- Reading, understanding, and applying concepts within technical frameworks.
- Listening to constructive comments and using them to improve work.

* “Spectators” are students who do one or all of the following: 1) sit quietly in workshops while others offer constructive comment; 2) don’t bring in required discussion material throughout the term; and/or 3) limit their participation in class to nodding in agreement with classmates. Spectators get lower participation grades. Check with us any time to see where your participation score stands.

**How you earn grades:**
You will receive points instead of a letter grades on your assignments and also on your participation. There are 100 possible course points for you to score. Points correspond to letter grades as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Typical interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A+</td>
<td>Extraordinary work - would draw attention in a professional setting!</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>High quality work - meets most criteria listed above to a high degree</td>
</tr>
<tr>
<td>8</td>
<td>A-</td>
<td>Strong and airworthy but of a slightly lower professional standard</td>
</tr>
<tr>
<td>7</td>
<td>B+</td>
<td>Good work - with editing will meet most of the above criteria and be airworthy</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>Strong - meets most criteria but needs special revision in others</td>
</tr>
<tr>
<td>5</td>
<td>B-</td>
<td>Potentially airworthy - needs revision to correct flaws</td>
</tr>
<tr>
<td>4</td>
<td>C+</td>
<td>Not airworthy - significantly flawed in several criteria</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Substandard. Contains major problems in concept (see instructor)</td>
</tr>
<tr>
<td>2/1</td>
<td>C-</td>
<td>Grades below C- are reported at midterm</td>
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</tbody>
</table>
Keep score to see how you are doing during the term:
You will receive 1-10 points for each assignment. (Note the equivalent letter grades above.) Fill in your points in the spaces below. Add up your points to determine your course grade.

123:001 (Writing)
Writing Folder (each assignment worth 10 points)
  Writing Folder Assignment #1  .................  _____ points
  Writing Folder Assignment #2  .................  _____ points
  Writing Folder Assignment #3  .................  _____ points
Viewing Folder (each assignment worth 10 points)
  Viewing Folder Assignment #1 ....................  _____ points
  Viewing Folder Assignment #2 ....................  _____ points
  Viewing Folder Assignment #3 ....................  _____ points
Professional Portfolio (worth 20 points) ............  _____ points
Class Participation (worth 20 points) ...............  _____ points

Total  ______ points
(See point score = grade below)

134:001 (Workshop)
News Packages (each package worth 10 points)
  Package One  ........................................  _____ points
  Package Two  ........................................  _____ points
  Package Three ......................................  _____ points
  Package Four ......................................  _____ points
Professional Blog with resume video (worth 40 points) ..............  _____ points
Participation (worth 20 points) ........................  _____ points

Total  ______ points
(See point score = grade below)

Your letter grade at the end of the term:
When you have added up all your points, check to see the equivalent letter grade.

Point Score = Final Grade:

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<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100</td>
<td>96</td>
<td>A+</td>
</tr>
<tr>
<td>95</td>
<td>89</td>
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<tr>
<td>88</td>
<td>84</td>
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<td>39</td>
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Earning extra points:
There are several ways to earn extra points to add points:
- Covering a breaking news story and finishing it within a day
- Covering a (pre-approved) meeting, such as a school board or city council

Extra projects (required for graduate students):
Students who enter these courses with video news experience should opt to take on an extra project or projects. Examples include:
- Working on a “signature package” such as an in-depth or investigative story
- Producing a newscast at the end of the term for airing on UTV cable
- Working on a news video story or stories designed for a news website

Losing points:
The following will cause you to lose points:
- **Missing deadlines**: a pattern of late assignments without prior arrangement with me can earn you a failing grade. Missing deadlines is fatal in journalism!
- **Failing to turn an assignment**: Getting “0” points will lower your overall grade.
- **Errors in fact** as a result of sloppy reporting, misquoting, or poor proofing
- **Legal considerations**, such as imprecise quoting, careless note taking, or ignorance of accepted writing standards that could subject a news organization to a lawsuit. [Refer to the *AP Stylebook and Libel Manual*.]

Your responsibilities:
Signing the attendance roster at the beginning of each class is an important responsibility. If you encounter an emergency that would cause you to miss a class or a deadline, contact us in advance for reasonable accommodation. (See “Communicating with the instructor” below.)
*You are responsible for the material covered in any class you miss for any reason!*

Facilities and security:
We are fortunate to have state-of-the-facilities in the Adler Building at class disposal. During posted lab hours you will have access to individual assistance from TA’s who can help you with writing and editing on Final Cut Pro software. The privilege of having these facilities carries with it certain responsibilities. As a registered member of the class you enjoy access to edit stations in the TV studio day and night. Use your ID as a swipe card. This access is granted only to you not to unregistered guests. Entrance to the building and each room is monitored by campus security. If you misuse your ID by, for example, loaning it to a friend or trying to enter unauthorized areas of the Adler Building after hours, campus security will notify the SJMC and suspend your access privileges for the term.

Cautions and responsibilities:
Because camera equipment is shared with your classmates and editing facilities are shared with students from other classes, certain rules for camera check-out and the use of editing stations apply – as do fines and charges for violations of the rules. You must agree to abide by these rules. Equipment you sign out for class must be used, stored, and transported carefully, then must be returned without damage and on time. Be aware that not doing so has strict costs that can mount up if you are careless:
- Late fees (starting at $25.00 subject to increasing by the hour) to students who fail to return equipment on time.
• Gear that is damaged, missing, or shows signs of abuse results in fees ranging from $7.00 for a lens cap, to $25.00 for a lens filter, to $180.00 for a microphone, and to several hundred dollars for camera parts.
• You must purchase and use only the digital video tape approved and sold (at cost) by the SJMC School. Other tapes have been found to damage sensitive video systems. Fees apply for damage resulting from use of non-approved tape.

Fees are assessed directly to your U-Bill. Repeated or wanton abuse of equipment or an edit station or failure to pay fees promptly may result in your suspension from the course.

Class equipment sign out is done online. At prescribed times you may reserve equipment and then pick it up in person from the facilities manager in the Becker Communications Building. Equipment must be returned promptly so it is available for use by your classmates.

Questions about how to sign out video gear and assessment of fines should be directed to Mr. Lem Torrevillas, Facilities Manager at 335-0587 during posted hours or to lem-torrevillas@uiowa.edu. Discuss any exceptions or accommodations directly with Lem.

Communicating with the instructors:
We both regard student communication as our highest priority. No student should ever feel constrained, intimidated, or in any way discouraged from using any of the following means to communicate with either of us.

• Remain after class. Never leave a course session with an unanswered question.
• Schedule an appointment or drop in during office hours to discuss course content, procedures, standards, your grade, or to discuss a matter of personal concern.
• Telephone the numbers above. If necessary leave a voicemail. We will call back!

Suggestion and complaint procedure:
If you have a complaint arising from the courses or simply a suggestion for ways to improve them, the procedure as prescribed by the College of Liberal Arts and Sciences is as follows:

1. Communicate your suggestion or complaint to personally through any of the means described above in the paragraph above.
2. Discuss your suggestion or complaint with the Director of the SJMC, Dr. David Perlmutter either by visiting him in room E305 AJB, by phone at 335-3486, or by sending him an email at david-perlmutter@uiowa.edu.

College of Liberal Arts and Sciences rules and policies
You should take a few moments to read the important rules and policies that follow. They describe policies that apply to all of us who teach, learn, and administer in the College of Liberal Arts and Sciences. They also describe your rights to accommodation and the complaint procedure beyond that contained in the above paragraph.

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Student Academic Handbook.
Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Fraud
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Academic Fraud section of the Student Academic Handbook.

CLAS Final Examination Policies
Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site.

*These CLAS policy and procedural statements have been summarized from the web pages of the College of Liberal Arts and Sciences and The University of Iowa Operations Manual.
Resume Video Requirements

Post on the class blog site, which should look clean and professional. Submit scripts and transcripts of everything you post.

Opening slate –:10 seconds

- Display your name, address, phone number, and e-mail generated on Final Cut Pro as a full screen graphic with white lettering on black background.
- Fade to black for 3 seconds.

Personal introduction –:50 seconds maximum

- Start your introduction with video and sound full. Do not use a slate or a countdown.
- Introduce three pieces from a montage of stories in which you have appeared.
- Your appearance must be your very best. Be sure you look and sound good! This is the first image a potential employer will have of you as a video journalist.
- You are not required to use stand-ups from your packages. You can “mock up” a standup for this tape, but your content must be from actual news events or stories. See me for approval before you do a mock standup.
- Look adult and professional. Appearance counts. Be energetic and engaging.
- Show a variety of standup situations but don’t include anything too fancy or far out; leave those for packages with fuller story context.
- Make it seamless: no black, arty wipes, etc.
- Fade to black for 3 seconds.

Three news packages – each 1:30 maximum

- Use your best three packages. Make appropriate revisions to them based upon earlier comments. (This will be taken into account when grading.)
- Include a variety of story content to show your versatility as a reporter. Your first package should be solid news coverage, the second should be a good enterprise piece, and the third should be either another news story or a feature.
- Submit scripts for your packages including the anchor lede and full verbatim (including all SOTs) clean and in proper script format.
- Put 5 seconds of black between the packages. At the end of the third package, fade to black for 3 seconds.

Closing slate –:10 seconds (use opening slate again)

- Fade up from black to the same slate you used in the opening.
- Erase any extraneous material after the closing slate for at least a minute.

Submitting and labeling

- Submit everything by the scheduled due date and time. No exceptions.
- Total video time must be no more than six minutes, less is better.
- Check to make sure both video and audio playback on the class blog site. Include full transcripts. Your blog site should look professional and contain only UI class work.
- If you submit on a DVD, be sure your name, address, phone number and your permanent email address on the box. Label everything clearly. Type (no handwriting). Don’t stick a label where it prevents the DVD from playing back! Print out and submit with transcript.
- You must indicate clearly if you want the DVD returned. DVDs not picked up by next term will be considered abandoned and discarded.
Professional Portfolio Requirements
[Required for 123: Broadcast Reporting and Writing]

1. **Resume.** Write a neat, complete, and up-to-date professional history on one page.

2. **Annotated list of work samples.** Select five written items from your writing or viewing portfolio or other course work. Include a revised (in needed) version of all five with a sentence describing the purpose of the assignment and any learning that resulted from it. This work should be in clean form (no grades or correction markings) and be in a format that you could use to show a prospective employer.

3. **A 400 word self-analysis** in which you 1) enumerate what you believe were your most important course learnings, 2) describe how they relate – or do not relate - to your professional growth plans, 3) enumerate any personal strengths and/or weaknesses you discovered in the process of the course, and 3) explain (as you might to an employer) how the work samples you provided in #2 above support your career aspirations. Feel free to discuss dilemmas, difficulties, and disappointments that went into individual work samples and how you overcame or plan to overcome them.

Include these in a separate manila folder marked “Professional Journal” and your name. You may use your iFolio instead of a manila folder. After grading you may pick it up in the Resource Center on the 3rd floor. The journal will be free of any additional marks or a grade so that you may use it in a job interview.

**The Iowa Dozen**

As one of more than 104 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we must assess student learning to assure that each of our graduates meets the following standards. This course primarily addresses numbers 1-9.

**We learn...**
1. To write correctly and clearly
2. To conduct research and gather information responsibly
3. To edit and evaluate carefully
4. To use media technologies thoughtfully
5. To apply statistical concepts appropriately

**We value...**
6. First Amendment principles for all individuals and groups
7. A diverse global community
8. Creativity and independence
9. Truth, accuracy, fairness, and diversity

**We explore...**
10. Mass communication theories and concepts
11. Media institutions and practices
12. The role of media in shaping culture
# Combined Course Plan

**Fall 2011**

(Subject to changes announced in class)

**Weeks 1 – 4**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>123:001 Writing</th>
<th>134:001 Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Room W236 (unless noted)</td>
<td>Room W332 (unless noted)</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Tue 8/23</strong></td>
<td><strong>What's Going On?</strong> Discussion of syllabus, course procedures. News value. Write a one minute biography.</td>
<td><strong>Technical check out.</strong> Walk through checkout process and equipment check out.</td>
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<tr>
<td></td>
<td><strong>Thu 8/25</strong></td>
<td><strong>Where Stories Come From.</strong> News value; enterprise stories. <strong>Assign:</strong> “Old Capitol” story exercise. Opportunities with DITV. Internships. <strong>Guest: Scott Picken, News Director Ch. 2</strong></td>
<td><strong>Shooting News Video.</strong> Camera operations, using tripods, and microphones. Shooting a sequence. Terminology and techniques. <strong>Shoot first video project.</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Tue 8/30</strong></td>
<td><strong>Types and treatments.</strong> Dissecting a broadcast: radio and television <strong>Visual storytelling.</strong> Viewing exercise.</td>
<td><strong>Editing I:</strong> Final Cut Pro. Procedures and protocols. Work on first video project with partner.</td>
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<tr>
<td></td>
<td><strong>Thu 9/1</strong></td>
<td><strong>Dissection a newscast.</strong> Evaluating quality, what works and what does not work. <strong>Start viewing assignment #1.</strong></td>
<td><strong>Editing II:</strong> Final Cut Pro. View first video project. <strong>Assign exercise:</strong> “Eat, Sleep, Study” V/O. <strong>Build a professional blog site.</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Tue 9/6</strong></td>
<td><strong>Critical viewing.</strong> Viewing and evaluating <strong>Reader and VO writing exercise.</strong> <strong>Story Pitch:</strong> researching, sourcing, and preparing an editorial pitch. <strong>Begin to develop course story projects.</strong></td>
<td>View and workshop “Eat, Sleep, Study” exercise in class. <strong>Weaving words and pictures.</strong> Videography and sound. Turning a VO into a VO/SOT</td>
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<td></td>
<td><strong>Thu 9/8</strong></td>
<td><strong>Multiple Media: Tell Me a Story.</strong> Good writing basics. Writing exercises in class. <strong>Viewing portfolio assignment #1 due.</strong></td>
<td><strong>Posting on a blog site.</strong> Post first video project on your blog site.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Tue 9/13</strong></td>
<td><strong>Tell me a story II. The news package.</strong> (First KRUI team radio news summary.) <strong>Work on writing portfolio assignment #1 in class.</strong></td>
<td><strong>Preparing radio news summaries</strong> using the gather, edit, produce, and present technique. <strong>Begin work on writing portfolio assignment 1.</strong></td>
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<tr>
<td></td>
<td><strong>Thu 9/15</strong></td>
<td><strong>Covering the news conference.</strong> Techniques and customs. Select partners for news conference exercise.</td>
<td><strong>Producing a radio newscast.</strong> Listen to first KRUI radio summary and write three-point review. <strong>Pitch first news package ideas.</strong></td>
</tr>
</tbody>
</table>
## Weeks 5 - 8

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th><strong>123:001 Writing</strong></th>
<th><strong>134:001 Workshop</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Room <strong>W236</strong> (unless noted)</td>
<td>Room <strong>W 332</strong> (unless noted)</td>
</tr>
<tr>
<td>5</td>
<td>Tue</td>
<td><strong>Meet in E 254</strong></td>
<td><em>(Adler Rotunda and TV Studio edit stations)</em></td>
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<tr>
<td></td>
<td>9/20</td>
<td>News conference exercise</td>
<td>News conference exercise: edit and submit by 1:20 deadline. (No KRUI news summary)</td>
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<td></td>
<td>Thu</td>
<td><strong>The News Package.</strong> The value of a stand-up. Package viewing. <strong>Presentation techniques.</strong> Look and sound good on camera. <strong>Start viewing folder assignment #2.</strong></td>
<td>Workshop completed news conference VO/SOT exercise, written and voiced. <strong>Production techniques I.</strong> Read Keller Chapters 8-10. Good practices in shooting and editing. (Package progress check.)</td>
</tr>
<tr>
<td>6</td>
<td>Tue</td>
<td><strong>Research, write, and prepare to present a live shot.</strong> Live camera technique, live shot studio practice. <strong>Viewing portfolio assignment #2 due.</strong></td>
<td><strong>Production techniques II.</strong> Good practices in shooting and editing. <strong>Work on first package.</strong> Workshop groups assigned and posed on ICON.</td>
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<td></td>
<td>9/27</td>
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<td></td>
<td>Thu</td>
<td><strong>Live Shot Exercise:</strong> Research, write, and prepare to present. Speaking on camera.</td>
<td><em>(Meet in TV Studio E151)</em> <strong>Live Shot Exercise:</strong> present. (No KRUI news summary) Read Keller, review shooting and editing video.</td>
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<td>9/29</td>
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<tr>
<td>7</td>
<td>Tue</td>
<td><strong>Logging and writing</strong> the VO and VO/SOT. <strong>Start writing folder assignment #2.</strong></td>
<td><strong>Videography.</strong> Shooting in a scrum. Assign competitive teams for breaking news exercise. <strong>Workshop procedures and etiquette.</strong> Pitch, produce, workshop, revise, submit. Workshop groups assigned and posed on ICON.</td>
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<td></td>
<td>10/4</td>
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<tr>
<td></td>
<td>Thu</td>
<td><strong>Breaking News Exercise</strong></td>
<td><em>(TV Studio W151 and TV Studio edit stations)</em> <strong>Breaking News Exercise</strong> Competition between teams. Due by deadline: 1:20 pm</td>
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<tr>
<td></td>
<td>10/6</td>
<td>(No KRUI news summary)</td>
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<tr>
<td>8</td>
<td>Tue</td>
<td><strong>Judging the package.</strong> Best practice examples. Read Tuggle Chapter 11. <strong>Writing folder assignment #2 due.</strong></td>
<td>Review breaking news exercise. Award the “Silver Scoop” <strong>Sign up for individual conferences.</strong> Package 1 progress workshop.</td>
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<td>10/11</td>
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<tr>
<td></td>
<td>Thu</td>
<td><strong>Individual conferences.</strong> (See signup sheet.)</td>
<td><strong>Individual conferences</strong> Bring package 1 for review. Lab open for working on packages.</td>
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</tbody>
</table>
# Weeks 9 – 16

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>123:001 Writing</th>
<th>Room W236</th>
<th>134:001 Workshop</th>
<th>Room W332 (unless noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Tue 10/18</td>
<td>Advanced writing and producing.</td>
<td>View and critique newscast formats</td>
<td>Group workshops. All package 1 due and graded. Pitch package 2 ideas.</td>
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<tr>
<td></td>
<td>Thu 10/20</td>
<td>Producing a newscast to deadline I.</td>
<td>Start writing folder assignment 3</td>
<td>Group workshops. (See schedule.)</td>
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</tr>
<tr>
<td>10</td>
<td>Tue 10/25</td>
<td>Producing a newscast to deadline II</td>
<td>Group workshops. (See schedule.)</td>
<td>Pitch package 3 ideas.</td>
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<tr>
<td></td>
<td>Thu 10/27</td>
<td>Producing a newscast to deadline III. Writing folder assignment #3 due</td>
<td>Group workshops. (See schedule.)</td>
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<tr>
<td>11</td>
<td>Tue 11/1</td>
<td>Field Trip to KCRG-TV.</td>
<td>Group workshops. (See schedule.)</td>
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<td></td>
<td>Thu 11/3</td>
<td>Writing for three screens.</td>
<td>Group workshops. (See schedule.)</td>
<td>Pitch package 4 ideas.</td>
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<tr>
<td>12</td>
<td>Tue 11/8</td>
<td>Visual storytelling across media I</td>
<td>Read Tuggle Chapter 14 Begin viewing folder assignment 3</td>
<td>Group workshops. (See schedule.) (Last date for late packages 1 or 2.)</td>
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<tr>
<td></td>
<td>Thu 11/10</td>
<td>Visual storytelling across media II. Writing and visualization techniques beyond broadcast.</td>
<td>Group workshops. (See schedule.) (Signature packages finalized.)</td>
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<tr>
<td>13</td>
<td>Tue 11/15</td>
<td>Advanced writing and producing.</td>
<td>Best practices – videotaped examples View assignment 3 due</td>
<td>Group workshops. (See schedule.)</td>
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<tr>
<td></td>
<td>Thu 11/17</td>
<td>Advanced writing and producing.</td>
<td>Best practices – examples</td>
<td>Group workshops. (See schedule.)</td>
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<tr>
<td>14</td>
<td></td>
<td>Thanksgiving Break</td>
<td>Thanksgiving Break</td>
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<tr>
<td>15</td>
<td>Tue 11/28</td>
<td>Working in television news</td>
<td>Read Tuggle Chapter 15 Keller Chapter 12</td>
<td>Group workshops. (See schedule.)</td>
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<tr>
<td></td>
<td>Thu 12/1</td>
<td>Polishing up. Begin working on Professional Portfolio.</td>
<td>Final group workshop. All packages due. Work on resume video.</td>
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<tr>
<td>16</td>
<td>Tue 12/6</td>
<td>Viewing your tapes. Show off your award-winning work in class.</td>
<td>Viewing your tapes. Finalize blog with posted resume video.</td>
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<tr>
<td></td>
<td>Thu 12/8</td>
<td>Wrap up. Last class meeting. Folders and portfolios due by 5 pm</td>
<td>No class meeting. Lab open. Resume videos posted blog site by 5 pm.</td>
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</tr>
</tbody>
</table>
Quick Reference Guide
(Where to find information you will need during the term)

Contacts:
  Instructor’s telephone numbers and email .............. page 1
  Equipment checkout telephone and email .............. page 8

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Textbooks ................................................... page 2

Acceptable / unacceptable stories ....................... page 4

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Standards for grading course participation ............ page 5

How points translate to letter grades ................. page 5

Keeping score of how you are doing .................. page 6

Final point scoring ........................................ page 6

Earning extra credit ....................................... page 7

Complaint procedure ..................................... page 8

Resume video requirements .............................. page 10

Portfolio requirements ................................... page 11

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  Weeks 1 - 4 ............................................. page 12
  Weeks 5 - 8 ............................................. page 13
  Weeks 9 - 16 ........................................... page 14