



## **Video Broadcasting Syllabus CHS Business Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

**Teacher:** Mrs. Vanessa George

**Email Address:** [vanessa.george@ccsd.us](mailto:vanessa.george@ccsd.us)

**Phone Number:** (740) 702-2287 ext. 16260

**Online:** <http://www.ccsd.us/1/Home>

**Teacher Contact Websites:**

- Google Classroom (Class Code: dq4msj)

**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high-quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

### **Course Description and Prerequisite(s) from Course Handbook:**

**Course Code:** 340140

Pre-requisite: Video Production

Elective

Grade: 10-12

Graded: Conventionally

Credit: 1

### **Course Description:**

This course focuses on video broadcast for the journalism industry. Skills obtained include interviewing, image capture, color manipulation, audio and video blend, lighting and editing. Students critique news broadcasts and research content. They plan and shoot video for live and recorded use in a specific time slot while adhering to laws related to defamation, libel, copyright and privacy. Students learn about and discuss the law and ethics of journalism. Considerable work in writing and producing news, features, editorials, headlines, and in-depth stories gives students familiarity with the writing in the print and broadcast media. Students study the fundamentals of advertising, public relations, layout and design. The course requires out-of-class time to complete assignments. Using computers, the students will contribute news articles to the school digital newspaper, *The Cavalier*.

**NOTE:** Students are free to sign up for the course during course registration, but teacher discretion will dictate entry into the course based on ability with and interest in technology, prior course completion, academic aptitude, attendance, and discipline history.

**Required:** 120-150 hours

**Course Fee:** Students will have the opportunity to be a part of a Career Tech Student Organization (Business Professionals of America or BPA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. **\$40 for BPA Membership; \$15 lab fee.**

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether a student scores well on assessments administered for this course.

- **1st Quarter**

- **Unit I Title: Broadcasting Performance**

- **Big Idea #1:** I can demonstrate the functions of all assigned video broadcasting roles.
      - *Essential Question #1: What are the roles of the air talent?*
      - *Essential Question #2: What are the roles of those on the studio floor?*
      - *Essential Question #3: What are the roles of those in the studio control room?*
    - **Big Idea #2:** I can develop and follow a production plan.
      - *Essential Question #1: What are the basic segments of a television news broadcast?*
      - *Essential Question #2: What audio/video composition elements do I need to cite in a news broadcast rundown?*
      - *Essential Question #3: How do I properly format and finalize a television news rundown?*

- **Big Idea #3:** I can manage a full-scale television news broadcast.
      - *Essential Question #1: What are my responsibilities in the pre-production stage?*
      - *Essential Question #2: What tasks must I complete during the production stage?*
      - *Essential Question #3: What duties are required during the post-production stage?*
  - **Unit II Title: Written Content Creation**
    - **Big Idea #1:** I can write concise and focused copy for journalism.
      - *Essential Question #1: What is the inverted pyramid?*
      - *Essential Question #2: How should I select primary sources and conduct face-to-face interviews?*
      - *Essential Question #3: How do I apply direct, indirect, and partial quotes into my news article?*
    - **Big Idea #2:** I can write creative copy for advertising, public relations, and proposals.
      - *Essential Question #1: Who is my target audience, and how can I determine its wants and needs?*
      - *Essential Question #2: How should I plan, create, and revise messages for word-of-mouth, advertising, and social media channels?*
      - *Essential Question #3: What factors determine how the script dictates elements such as setting, music, and blocking?*
    - **Big Idea #3:** I can effectively apply fact-, entertainment-, and marketing-based copy.
      - *Essential Question #1: How do the vocabulary, transition words, diction, and sentence structure compare for each writing model?*
      - *Essential Question #2: How can I use visual imagery to support or enhance the message of my copy?*
      - *Essential Question #3: How should I critique the impact of my writing and incorporate feedback in my revision?*
- **2nd Quarter**
  - **Unit III Title: Photo Imaging**

- **Big Idea #1:** I can use a camera to achieve proper exposure.
  - *Essential Question #1: What is aperture, and how do I determine which f-stop meets the needs of my composition?*
  - *Essential Question #2: What is ISO, and what factors must I consider to properly select my ISO setting?*
  - *Essential Question #3: What is shutter speed, and how does it impact my composition?*
- **Big Idea #2:** I can capture still images for commercial purposes.
  - *Essential Question #1: What angles and framing practices must I use to capture visually pleasing images?*
  - *Essential Question #2: What is white balancing, and how can I use color temperature cards to achieve desired color settings?*
  - *Essential Question #3: How do I export, import, and organize my image files?*
- **Big Idea #3:** I can edit still images for commercial purposes.
  - *Essential Question #1: How can I use a raster-based editor to modify an image through sizing, cropping, and output resolution?*
  - *Essential Question #2: In what scenarios should I retouch an image using functions such as cloning, healing, and patching?*
  - *Essential Question #3: How can I use a raster-based editor to modify an image via color management and special effects?*
- **Unit IV Title: Videography**
  - **Big Idea #1:** I can select and maintain equipment for a production.
    - *Essential Question #1: What are the capabilities of the various video cameras made available?*
    - *Essential Question #2: What factors should I consider when selecting a file format, frame speed, and resolution?*
    - *Essential Question #3: How do I set up a camera to record a steady shot, and how do I properly tear down my equipment?*
  - **Big Idea #2:** I can frame shots for proper composition.

- *Essential Question #1: What terminology must I understand to follow camera movement directions from the director?*
- *Essential Question #2: What is the rule of thirds, and how should I use it to properly frame my interview subjects?*
- *Essential Question #3: What is the range of shot types I can use when gathering A-roll and B-roll?*
- **Big Idea #3:** I can edit post-production video for commercial purposes.
  - *Essential Question #1: How should I import and log media prior to editing in a non-linear editor?*
  - *Essential Question #2: What best practices should I follow when using a non-linear editor to cut between shots?*
  - *Essential Question #3: What considerations do I need to make when exporting and uploading media?*
- **MID-TERM EXAM**
- **3rd Quarter**
  - **Unit V Title: Science of Sound**
    - **Big Idea #1:** I can apply the properties of sound to analyze audio.
      - *Essential Question #1: What is amplitude, and how is it measured?*
      - *Essential Question #2: What is frequency, and how is it measured?*
      - *Essential Question #3: What are audio channels, and how can I manipulate them to achieve desired sound?*
    - **Big Idea #2:** I can capture audio for professional purposes.
      - *Essential Question #1: What is an omnidirectional microphone, and in which scenario(s) would it be most beneficial to use?*
      - *Essential Question #2: What is a bidirectional microphone, and in which scenario(s) would it be most beneficial to use?*
      - *Essential Question #3: What is a unidirectional microphone, and in which scenario(s) would it be most beneficial to use?*

- **Big Idea #3:** I can manipulate recordings for professional purposes.
            - *Essential Question #1: How should I use my audio mixer to analyze audio quality?*
            - *Essential Question #2: What best practices should I follow when adjusting audio in the post-production phase?*
            - *Essential Question #3: How can I synchronize narration and ambient noise for my project?*
  - **Unit VI Title: Lighting**
    - **Big Idea #1:** I can implement four-point lighting.
      - *Essential Question #1: What is key light, and how do I utilize it to achieve desired lighting?*
      - *Essential Question #2: What is fill light, and how do I utilize it to achieve desired lighting?*
      - *Essential Question #3: What are back light and background light, and how do I utilize them to achieve desired lighting?*
    - **Big Idea #2:** I can manipulate my light sources.
      - *Essential Question #1: What are hard and diffused light, and when is it appropriate to use each?*
      - *Essential Question #2: What is a gel, and how can I use one to achieve desired lighting?*
      - *Essential Question #3: What is a light reflector, and how can I use one to achieve desired lighting?*
- **4th Quarter**
  - **Unit VII Title: Design**
    - **Big Idea #1:** I can apply typographical elements for a commercial presentation.
      - *Essential Question #1: What are the different typefaces, and when is it appropriate to use each?*
      - *Essential Question #2: What are leading, kerning, and tracking, and how can I utilize them to analyze readability?*
    - **Big Idea #2:** I can create graphics to supplement the television news broadcast.
      - *Essential Question #1: What is a lower-thirds graphic, and what information should it include?*
      - *Essential Question #2: What is a template, and how can I customize one to produce an effective graphic?*

- *Essential Question #3: What exporting settings must I employ to create a graphic overlay?*
  - **Unit VIII Title: Business Operations and 21<sup>st</sup> Century Skills**
    - **Big Idea #1:** I can analyze how professional, ethical, and legal behaviors impacts organizational performance.
      - *Essential Question #1: What is defamation, and how can I make sure my work is free of it?*
      - *Essential Question #2: What is intellectual property, and how can I protect it?*
      - *Essential Question #3: What protocols and practices must I follow to maintain a clean, safe, and healthy work environment?*
    - **Big Idea #2:** I can demonstrate current and emerging strategies to collect and share information.
      - *Essential Question #1: What office suite programs can I utilize to organize information?*
      - *Essential Question #2: How can I properly use personal information management and productivity applications to optimize assigned tasks?*
      - *Essential Question #3: What network etiquette must I follow when communicating electronically?*
    - **Big Idea #3:** I can demonstrate the employability skills needed to gain and maintain employment.
      - *Essential Question #1: What is the scope of career opportunities in digital media, and what requirements must I achieve to gain employment?*
      - *Essential Question #2: How can I effectively self-promote myself during the hiring process?*
      - *Essential Question #3: How can I use constructive feedback to improve work habits?*
- **END OF COURSE EXAM**

### **Course Materials:**

- Google Chromebook
- SD Card (maximum 32 GB)
- Adobe Creative Suite (provided via PRCTC in-class computers)
- Writing Utensil

### **Electronic Resources:**

- [classroom.google.com](https://classroom.google.com)
- [www.creativecommons.org](http://www.creativecommons.org)

- [www.pixlr.com](http://www.pixlr.com)
- [www.motionarray.com](http://www.motionarray.com)
- [www.wix.com](http://www.wix.com)
- [www.thecavalierchs.com](http://www.thecavalierchs.com)

### **Course Expectations:**

- Students are expected to take a professional approach in Video Broadcast. The students' assignments are intended to develop and enhance the locally televised *CAVS News* broadcast and the online print news source, *The Cavalier*; therefore, it is imperative that students are accountable in bringing a positive attitude, determined and meticulous work ethic, and a team-oriented approach to class every day. The successes of *CAVS News* and *The Cavalier* are dependent on student contributions and collaborations. The students' course work is intended for public consumption. Additionally, Video Broadcast students are required to attend a minimum of two after-school events per grading period as part of their coverage for *CAVS News* and *The Cavalier*. Students are expected to keep their commitments in covering the tasks to which they have volunteered and/or have been assigned. Furthermore, they are required to acknowledge that, in completing these tasks, they are representing the school district and they must do so with dignity, class, and pride. Students who cannot meet their commitments due to rare, unforeseen, excusable circumstances (i.e. illness, family death, etc.) must contact the teacher and make proper arrangements. Finally, plagiarism will not be tolerated (please see the student handbook for complete details).
- Class rules are as follows:
  1. Be prepared, on time, and on task.
  2. Respect your peers, your teacher, the class, and yourself.
  3. Use appropriate language.
  4. Handle class equipment and materials with caution and care.
  5. Tidy your work areas before you leave.
  6. Keep all personal electronics silent and away.
  7. Give your best effort.
- Electronic Usage:

Students are not permitted to record/publish/distribute any course/classroom-related content with his/her personal electronics unless prior written permission has been granted to the student by the course instructor. Furthermore, students are not to use their personal electronics (e.g. phones, gaming



devices, audio players, tablets) while in the classroom nor the studio. No personal usage means none (e.g. do not take/place calls, send/check messages of any kind, access social media, play music, play video games, etc.). Students should place their electronics in the designated wall station prior to the classroom bell sounding and can remove them after the period-ending bell has rung. The wall station is the only location in which a phone may be visible within the classroom and/or studio. Students who choose to keep their personal electronics in their possession while in class must keep said devices out of sight (i.e. in a closed book bag). If a student's cellular device is visible – whether or not the student was seen using it – to the instructor, the student will be asked to turn in his/her device to the instructor. The instructor will deliver the device to CHS Administration and the student's parent/guardian will have to collect it; the student will receive a Friday school for an electronics violation. Furthermore, Chromebooks and/or any technology approved by the instructor is to be used for educational purposes only and only after first instructed by the instructor; gaming is not permitted in the classroom whether via phone, computer, or any other device.

- **Class Equipment:**  
Students in Video Broadcast will be required to utilize class and studio equipment (e.g. video cameras, DSLR cameras, microphones, computers, external hard drives, SD cards, etc.). This equipment is shared among other digital media courses. Students must follow proper protocol in signing out, utilizing, maintaining, and returning class equipment. Failure to do so could result in disciplinary action. Additionally, students could be required to replace equipment that is not properly maintained or cared for while in their possession.

### **Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End-of-Course Exam each comprise 10% of a student's final grade.

### **Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.
- Students notify instructor via email when they have submitted late work. This email should include the assignment title, the reason the work was late (i.e. absence, field trip, etc.), and where the assignment is located (i.e. Google Classroom, external hard drive, hard copy, etc.).
- Students who are in class are expected to complete their work during the daily class session and to turn in said work by the set deadline; students who fail to do so will receive an F on said assignment.

**Performance-Based Section: Writing Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance-Based. According to the Ohio Department of Education, "Performance-Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance-based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of

learning.” Some examples of Performance-Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

## **CHS Video Broadcasting Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

---

Student Signature:

---

Parent/Guardian Name (please print):

---

Parent/Guardian Signature:

---

Date: \_\_\_\_\_