

Course Description:

This is an intermediate course in digital filmmaking and TV production. In this course, students will refine their skills as a producer, director, and writer and be immersed into the field of TV production. They will be introduced to the field of Broadcast journalism and write, produce and edit a weekly news show broadcasted at the High School. In this course students will get a chance to assume every role within a studio setting including but not limited to, director, producer, anchor, cameraman, technical director, audio technician and teleprompter operator.

Students will work in groups and crews and collaborate on several projects throughout the year. Most projects will be geared to the field of broadcast journalism and students will spend most of their time inside the studio working with broadcasting equipment.

Students will also be responsible to film and edit school events and/or video productions. It will require after school hours, which will be counted as summative grades during the marking period. This course will refine the students writing, filmmaking, and editing skills and prepare them for their entry into Digital Filmmaking III.

****Weekly & Monthly out-of-class screenings and/or filming is required and will be a major part of the grade for this course. ****

Expected learner outcomes:

- The ability to work independently and collaboratively in a high-pressure creative environment.
- The ability to function as any position in a TV studio.
- The fundamentals of developing, producing and directing film and/or news broadcast.
- Sufficient mastery in research and interview techniques.
- An in-depth experience working with digital video cameras and sound recording equipment.
- Sufficient mastery of editing software and TV Studio hardware.

Required Supplies:

To ensure that you are able to succeed in this class, you are REQUIRED to have the following items in class each day:

- 2" or 2 ½ " Three Ring Binder
- Filler Paper
- Folder Pockets
- Pen/Pencil
- Headphones
- 8-16 GB flash drive (optional, but suggested)

Course Requirement (As decided by teacher for the school year)

All students must be able to dedicate time outside of school hours. It is a requirement of this course that students film and edit school events after hours and or on weekends.

A monthly schedule will be compiled of all school events in which students may select the days they wish to film. Student ***MUST*** be able to dedicate at least 2 hours after school/on weekends once each marking period.

It is understood that students participate in extracurricular activities, and at times it may be difficult to complete the required hours, but again, it is a requirement of this course.

Assessments:

To provide students the ability to excel in this course, varying forms of assessments will be used to check student understanding. Some forms of assessments used in this class will include, but not limited to:

Formative

Homework Assignments
Quizzes
Varying Handouts
Rough Draft Newscast Writing Assignments

Summative

Newscast Writing Activities
Studio Production Individually
Studio production as a Team
Unit tests
After hours filming & Editing

Teacher Availability

Let's work together to make this class a worthwhile and productive learning experience! It is my desire to see every student succeed. If a student needs to speak with me for ANY reason, please come by after school. Should you need to contact me please do so by the following:

Email: Jsickler@longbranch.k12.nj.us

Phone: 732-229-7300

Course Outline:

The following is a course outline for this year. Some topics, major projects and dates are subject to change.

These topics will be covered in between researching, writing, & producing the weekly news show. The news will begin to be filmed starting Unit II and continue weekly for the rest of the course.

	TV & Film II Topics	TV & Film II Topics
	<i>Ice Breaker & Introductions</i> Interview and then write up to a 400-word profile of a classmate. This will be read aloud, printed out and turned in. It will be reviewed by the instructor but not graded. It will be critiqued by the class.	<i>Ice Breaker & Introductions</i> Interview and then write up to a 400-word profile of a classmate. This will be read aloud, printed out and turned in. It will be reviewed by the instructor but not graded. It will be critiqued by the class.
UNIT I – INTRO TO BROADCAST JOURNALISM	Introduction to Broadcast Journalism A. Analyzing the News – Parts of the story a. What is News? B. Inverted Pyramid – a. The Lead –	Introduction to Broadcast Journalism Lesson - What is News? <ul style="list-style-type: none">• Activity: What is News?• Activity: Inverted Pyramid – 5W's of the Three Little Pigs

	<p>b. 5Ws & 1H</p> <p>A. Watch News Shows & Stories</p> <p>B. News Terminology</p> <p>C. Camera Operations NX5U Hands On Lesson</p> <p>D. Camera Operations NX5U Hands On Lesson Fact vs. Fiction</p> <p>E. Writing basic news leads</p> <p>F. Story Structure</p> <p>G. Rewriting</p> <p>H. Editing</p>	<ul style="list-style-type: none"> • Activity: Students will find one story and find the lead parts of the coverage. They will write, film, & edit the video on their selected topic. <p>Lesson – Gathering News</p> <ul style="list-style-type: none"> • Activity: Writing for School News. • Activity: Newsworthy Worksheet <p>Lesson – Getting to Know the Studio</p> <ul style="list-style-type: none"> • Activity: In & Around the Studio – Stations Activity (2 days) <p>Lesson – Interviewing Techniques</p> <ul style="list-style-type: none"> • Activity: Creating Interview Questions <p>Lesson – Writing News</p> <ul style="list-style-type: none"> • Activity: Children’s use of Mobile Phones article. Gathering important information. <p>Summative Unit Test</p> <ul style="list-style-type: none"> • Activity: Writing a newscast for school from the real news.
<p>UNIT II– PREPARING A TV BROADCAST</p>	<p>Chapter 1 –Production Process</p> <p>A. Production Model</p> <p>B. Production Phases</p> <p>C. Importance of Preproduction</p> <p>D. Preproduction: Generating ideas on Demand</p> <p>E. Preproduction: From Idea to Script</p> <p>F. Preproduction: From Script to Production</p> <p>G. Media: In the Studio & In the Field.</p> <p>H. Project proposal</p> <p>Chapter 2 – Production Team</p> <p>A. Careers in the field</p> <p>B. Production Teams</p> <p>C. Taking & Sharing responsibility.</p> <p>Writing and Producing a Full Newscast</p> <p>A. Finding real stories.</p> <p>B. Writing the newscast.</p> <p>C. Preparing the studio for production.</p> <p>D. Producing the news.</p>	<p>Chapter 1 –Production Process</p> <ul style="list-style-type: none"> • Unit II PowerPoint • Worksheet Activity. <p>QUIZ – CHAPTER 1</p> <p>Chapter 2 – Production Team</p> <ul style="list-style-type: none"> • Unit II PowerPoint • Research Project: Careers in TV & Film • Homework: Read Chapter 2 <p>Writing and Producing a Full Newscast Recurring Activity (weekly):</p> <p>A. Students will use what they have learned and create the first full news broadcast.</p> <p>B. Students will write the news by finding storied in the field.</p>

		<p>C. Students will assume a given role in the studio.</p> <p>D. Students will produce the news as a team.</p> <p>UNIT II Test</p> <p>All Summative grades will be based on the preparation & production of the weekly news broadcasts.</p>
<p>UNIT III–LIGHTING & SOUND</p>	<p>Music & Sound Effects in Film</p> <p>Chapter 7 – Sound</p> <p>A. Sound Pickup Principle</p> <ul style="list-style-type: none"> How microphones change sound waves into sound signals <p>B. Microphones</p> <ul style="list-style-type: none"> How well they hear, how they are made, and how they are used <p>C. Sound Recording</p> <ul style="list-style-type: none"> Digital and analog recording equipment and other audio-recording devices <p>Writing and Producing a Full Newscast</p> <p>A. Finding real stories.</p> <p>B. Writing the newscast.</p> <p>C. Preparing the studio for production.</p> <p>D. Producing the news.</p> <p>Chapter 8 – Light, Color, & Lighting</p> <p>D. Light</p> <ul style="list-style-type: none"> Directional and diffused light, light intensity and how to measure it, measuring incident and reflected light, and contrast <p>E. Shadows</p> <ul style="list-style-type: none"> Attached and cast shadows and controlling falloff <p>F. Color</p> <ul style="list-style-type: none"> Additive and subtractive mixing, the color television receiver and generated colors, and color 	<p>Music & Sound Effects in Film</p> <p>Chapter 7 – Sound</p> <ul style="list-style-type: none"> Unit III PowerPoint. Activity: Types of Microphones Worksheet <p>Writing and Producing a Full Newscast</p> <p>Recurring Activity (weekly):</p> <p>A. Students will use what they have learned and create the first full news broadcast.</p> <p>B. Students will write the news by finding stories in the field.</p> <p>C. Students will assume a given role in the studio.</p> <p>D. Students will produce the news as a team.</p> <p>Chapter 8 – Light, Color, & Lighting</p> <ul style="list-style-type: none"> Unit III PowerPoint Activity: Lighting worksheet 1 Chapter 8 Quiz

	<p>temperature and white-balancing</p> <p>G. Lighting Instruments</p> <ul style="list-style-type: none"> Spotlights, floodlights, and instruments for specific tasks <p>H. Lighting Techniques</p> <ul style="list-style-type: none"> Operation of lights, lighting <p>Writing and Producing a Full Newscast</p> <p>A. Finding real stories.</p> <p>B. Writing the newscast.</p> <p>C. Preparing the studio for production.</p> <p>D. Producing the news.</p>	<p>Writing and Producing a Full Newscast</p> <p>Recurring Activity (weekly):</p> <p>A. Students will use what they have learned and create the first full news broadcast.</p> <p>B. Students will write the news by finding stories in the field.</p> <p>C. Students will assume a given role in the studio.</p> <p>D. Students will produce the news as a team.</p>
	Final Exam- Live Filming of the News Will be graded in one take.	Final Exam- Live Filming of the News Will be graded in one take.

Classroom Rules:

Come to class on time. Standing outside the door and rushing in after the bell has begun to ring will constitute a tardy. You must be INSIDE the door when it begins ringing to be counted on time. **PLEASE SEE SCHOOL RULES FOR MORE INFORMATION**

Bring required materials every day unless you are otherwise directed. This includes your binder, pen or pencil, or any other material I have asked you to bring in for the day. If you do not have the items needed for class, (your assigned text, binder, and pen or pencil).

Late assignments will be marked LATE at the top of the page. All late assignments will be reduced 10 points each day it is late. Homework has a maximum grade of 100 points, unless otherwise noted. Each day an assignment is late will reduce the max a student can earn by 10 point, not including any incorrect answers. Although homework will be accepted late, there is still a cut-off date for that homework to be submitted.

Do not eat candy or other food in class unless you have been given permission. School sponsored sales will be permitted during the last 5 minutes of class IF we are finished with the lesson and permission is granted. Be sure to ask first.

One person at a time leaves the room with the bathroom pass. You may not leave the room during the first and last 10 minutes of class. You must also sign in and out. The book is located next to the door. There is no exception to this rule.

Use polite speech and body language. Unkind teasing and impolite behavior is unacceptable and WILL NOT be tolerated. I wish you to show respect to both your fellow classmates and myself.

1st Offense	Warning
2nd Offense	Referral

Do not vandalize school property. Do not write on or carve on any desk or any other property on school grounds or mishandle video equipment. The student will pay for any damage caused by a student to school property.

Grading:

70%	Summative Assessments
30%	Formative Assessments (included Homework)

Grading Scale:

A	B	C	D	F
92-100%	91-84%	83-77%	76-70%	69 and Below

If for some reason these rules are unable to maintain a healthy learning environment, these rules can and will be changed. If a student continually violates these rules, further actions will be needed to improve the disruptive behavior of that student. It is my objective to handle most disruptive situations in-class, but if I must, I will seek help from parents, guidance counselors, and administrators.

STUDENT/PARENT CONTRACT

Please fill out this form and return **immediately**. Below, please print your name and class period in the lines provided. Please read the statement below and sign and date where needed.

Student Name: _____

Class: Day_____ Period_____

I have reviewed the TV & Film Syllabus for Mrs. Sickler's Class, and understand the classroom rules and expectations as well as the consequences for breaking these rules. I am aware of the course outline, attendance, tardy policies, and grading procedures. I am also aware that this elective requires time outside of school and that this time will count as summative grades during the marking period. I understand that if there are any concerns I can contact Mrs. Sickler via email or telephone, or after school has ended to discuss these issues.

Student's Name (Printed)_____

Student's Signature_____

Date signed _____

Parent/Guardian Name (Printed)_____

Parents/ Guardian Signature_____

Date signed_____