MDIA5002

Broadcast Journalism

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sharon Smith	s.smith@unsw.edu.au	By appointment	231 P	NA

School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

This course introduces you to the medium of radio and television and aims to prepare you for roles as journalists in these broadcast industries.

You will study the research, interview and presentation skills required for broadcast media and will learn how to script stories for both radio and television. You will learn the basics of microphone, camera and editing skills. You will learn how the medium dictates the choice and presentation of news, and how production constraints affect the final product.

You will critically engage with the social, economic and political role of audio and audiovisual media, and with the ethical and professional conventions of the broadcast industry.

Course Learning Outcomes

1. Research, interview, and present stories for broadcast media
2. Capture and edit audio and video material for broadcast media
3. Show a critical awareness of the ethical issues and the social, economic and political role of media broadcasting
4. Formulate and assess strategies for producing broadcast media

Teaching Strategies

Teaching Strategies:

This course will largely be taught face to face in a lecture theatre environment but there will be some practical sessions including in the audio studio and using video cameras. There will be a strong emphasis on encouraging student participation in the process of learning. Students will be actively engaged in solving problems posed by the lecturer. Student learning will be enhanced by the use of case studies.

Assessment

Below are the rubrics for the 3 assessments.

Criteria	Assessment 1 – Audio script – RADIO NEWS story			
Layout and format, presentation and evidence of use of sound for radio (20)	F-P Poor grammar or presentation. Presentation of script not correct. No slug or running time. No indication of use of natural sound	P-C Some typos or spelling mistakes. Presentation of script meets requirements. Not all details accurate (slug, running time) or presented. Incorrect presentation of natural sound	C-D All aspects of audio script requirements in terms of layout and format. Few flaws. Style is concise and lucid. All details accurate (slug, running time and natural sound). Correct use of natural sound	HD All aspects of audio scrip requirements evident in t of layout and format. Completely error free in a aspects of grammar and presentation with all deta correct and correctly plac Use of natural sound enhances story
Evidence of research and inclusion of appropriate and newsworthy facts (20)	F-P Little evidence of research and no inclusion of newsworthy facts	P-C Evidence of research into topic and some inclusion of newsworthy facts	C-D Solid evidence of research and appropriate and thoughtful inclusion of newsworthy facts	HD Excellent research with selection of highly newsworthy facts. Using these facts effectively in script in a clear and succ way
Newsworthiness (20)	F-P News angle not clear – not presented in the radio script format. Doesn't stick closely to news angle throughout script	P-C Contains at least 3-4 aspects of "news values" such as impact, timeliness, etc. News angle identified. Opening introduction not catchy. Or news angle not followed through story	C-D Contains at least 4 aspects of "news values" such as impact, timeliness, etc. News angle identified and followed consistently. Relevant intro.	HD Contains very strong "newsworthiness" such a impact, timeliness, etc. N angle identified and follov consistently. Relevant an attention-grabbing intro a opening sentence of narration. Strong, clear newsworthy ending.
Selection of interviewee AND sound-bite	F-P Inappropriate choice of	P-C Appropriate interviewee and choice	C-D Good, strong choice of interviewee who will	HD Excellent choice of highly newsworthy interviewee.

(20)	interviewee for story; choice of soundbite too long, not newsworthy	of sound-bite but too long, or not newsworthy	enhance the story. Strong news angle in selection of soundbite and well-placed in script	Sound-bite short, succinc and adds colour, and substance, to the news angle
Quality of written expression suitable for radio news story **(20)**	F-P Quality of expression poor and not simple. Not suitable for radio story	P-C Basic level of expression presented and some aspects of radio language used	C-D Quality of expression sound and appropriate language used for radio story	HD Outstanding quality of expression and excellent choice of language for ra story

Criteria	Assessment 2 – Audio-visual script – TV NEWS STORY			
Layout and format, presentation and understanding of use of pictures (20)	F-P Poor grammar or presentation. Presentation of script not correct. No slug or running time. No indication of understanding of requirements for pictures	P-C Some typos or spelling mistakes. Presentation of script meets requirements. Not all details accurate (slug, running time) or presented. Some indication of understanding of requirements for pictures	C-D All aspects of audio visual script requirements in terms of layout and format. Few flaws. All details accurate (slug, running time). Shows solid understanding of use of pictures	HD All aspects of audiovisual scr requirements evident in term layout and format. Completel error free in all aspects of grammar, spelling and presentation with all details correct and correctly placed. Excellent understanding of us pictures to enhance the story
Evidence of research and inclusion of appropriate, newsworthy facts (20)	F-P Little evidence of research and no inclusion of newsworthy facts	P-C Evidence of research into topic and some inclusion of newsworthy facts	C-D Solid evidence of research and appropriate and thoughtful inclusion of facts throughout script	HD Excellent research with selec of highly newsworthy facts. U these facts effectively in the s in a clear, simple and succinc way
Newsworthiness	F-P	P-C	C-D	HD

(20)	News angle not clear – not presented in the audiovisual script format. Doesn't stick closely to news angle throughout script	Contains at least 3-4 aspects of "news values" such as impact, timeliness, etc. News angle identified. Opening introduction not catchy. News angle not followed consistently through story	Contains at least 4 aspects of "news values" such as impact, timeliness, etc. News angle identified and followed consistently. News angle clear in intro	Contains very strong "newsworthiness" such as impact, timeliness, etc. News angle identified and followed consistently. Relevant and attention-grabbing intro and opening sentence of narration. Strong newsworthy ending of script
Selection of interviewee AND sound-bite **(20)**	F-P Inappropriate choice of interviewee(s) for story; choice of soundbite(s) too long, not newsworthy.	P-C Appropriate choice of interviewee(s) and sound-bite(s) but too long, or not newsworthy, or not placed in the best position.	C-D Good, strong choice of interviewee(s) who will enhance the story. Strong news angle in selection of soundbite(s) and well-placed in script	HD Excellent choice of highly newsworthy interviewee(s). Sound-bite(s) short, succinct colour and substance to the angle. Soundbite(s) placed to break up narration and add emphasis and pacing to scrip
Quality of written expression suitable for television news story **(20)**	F-P Quality of expression poor and not simple and not suitable for television news story	P-C Basic level of expression presented and some aspects of television language used	C-D Quality of expression sound and appropriate language used for television story. Short, succinct and everyday language used	HD Outstanding quality of expres and excellent choice of langu for television story. Clear and succinct and attention-getting

Assessment 3 - TV Feature Story

Criteria				
	F-P	P-C	C-D	HD
Layout and **format,**	Poor grammar or presentation. Presentation of	Some typos or spelling mistakes. Presentation of	All aspects of storyboard requirements in	All aspects of storyboard requirements evident

presentation and understanding of use of pictures (20)	script not correct. No slug or running time. No indication of understanding of requirements for pictures to correspond to script. Limited use of pictures	storyboard meets requirements. Not all details accurate (slug, running time) or presented. Some indication of understanding of requirements for pictures. Adequate use of pictures	terms of layout and format. Few flaws. All details accurate (slug, running time). Shows solid understanding of use of pictures including types of shots and how to complement script.	in terms of layout and format. Completely error free in all aspects of grammar and presentation with all details correct and correctly placed. Excellent understanding of use of pictures and shot types which not only complement but add to the narration. Excellent selection of pictures which will add impact and colour to story
Evidence of research and inclusion of appropriate and newsworthy facts (20)	F-P Little evidence of research and no inclusion of newsworthy facts	P-C Evidence of research into topic and some inclusion of newsworthy facts	C-D Solid evidence of research and appropriate and thoughtful inclusion of relevant facts throughout script	HD Excellent research with selection of highly newsworthy facts. Using these facts effectively in the script in a clear, simple and succinct way
Newsworthiness (20)	F-P News angle not clear – not presented in the storyboard format nor indicated in the intro. Doesn't stick closely to news angle throughout script	P-C Contains at least 3-4 aspects of "news values" such as impact, timeliness, etc. News angle identified. Opening introduction not catchy. News angle not followed consistently through story	C-D Contains at least 4 aspects of "news values" such as impact, timeliness, etc. News angle identified and followed consistently. Intro and opening paragraph of narration together clearly indicate news angle in a	HD Contains very strong "newsworthiness" such as impact, timeliness, etc. News angle identified and followed consistently throughout story. Relevant and attention-grabbing intro and opening sentence of narration. Strong ending of script.

	F-P	P-C	C-D	HD
			short, clear way	
Selection of interviewees AND sound-bites and placement of PTC **(20)**	Inappropriate choice of interviewees for story; choice of soundbites too long, not newsworthy, not enough interviewees or vox pops. No PTC indicated or poor content of PTC	Appropriate choice of interviewees and sound-bites but too long, or not newsworthy, or not placed in the best position. PTC and interviews altogether – too many talking heads. Basic content for PTC	Good, strong choice of interviewees who will enhance the story. Strong news angle in selection of soundbites and well-placed in script . Well-placed PTC and strong content	Excellent choice of highly newsworthy interviewees. Sound-bites short, succinct and add colour and substance to the news angle. Soundbites and PTC placed to break up narration and add emphasis to script, as well as enhance the visual presentation
Quality of written expression suitable for television news story **(20)**	Quality of expression poor and not simple. Not suitable for television feature story	Basic level of expression presented and some aspects of television language used	Quality of expression sound and appropriate language used for television story. Short, succinct and everyday language used	Outstanding quality of expression and excellent choice of language for television story. Clear and succinct and attention-getting

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Radio news story - script	30%	10/10/2019 12:00 AM	1,2,3,4
Television news story - script	30%	31/10/2019 12:00 AM	1,2,3
TV Feature Story – storyboard for television current affairs feature story	40%	21/11/2019 12:00 AM	1,2,3

Assessment Details

Assessment 1: Radio news story - script

Start date: Not Applicable

Length: Runs: NOT MORE than 1 minute, NOT LESS than 50 seconds. An estimate is 150-180 words per minute.

Details: Write a radio news story which is a 'Radio package' or 'wrap'. Duration 50 seconds – 1 minute. An estimate is 150 – 180 words per minute.Students will be provided with written feedback via the Learning Management System.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Television news story - script

Start date:

Length: Duration 1 minute 30 seconds - 2 minutes

Details: Write a television news story which includes an 'intro page' and a 'narration script'.Duration 1 minute 30 seconds – 2 minutes. An estimate of 150 – 180 words per minute.Students will be provided with written feedback via the Learning Management System.

Assessment 3: TV Feature Story – storyboard for television current affairs feature story

Start date:

Length: Television current affairs feature story/storyboard (Duration 3-4 minutes)

Details: Duration 3 – 4 minutes. This is the total time so will include a newsreader's introduction script and a reporter's script. An estimate is 150-180 words per minute. This is the final assessment task.Students will be provided with written feedback via the Learning Management System.

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

Timetable clash: if a student is unable to attend all classes for a course due to timetable clashes, the students must complete the UNSW Arts & Social Sciences Permissable Timetable Clash Application form: https//www.arts.unsw.edu.au/ttclash/index.php

Where practical, a student's attendance will be recorded. The procedure for recording attendance will be set out on the course Learning Management System (Moodle).

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without failure is made by Student Administration and Records.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and wher applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For further information about the SAM attendance protocols, see the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

ESSENTIAL INFORMATION FOR SAM STUDENTS

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Seminar	**Introduction: What is news?/How to script it**

		Phillips, G. and Lindgren, M., (2013). Australian Broadcast Journalism (3rd Edition), Melbourne, Oxford University Press, pp 160-166, 190-200, pp 48-49
		Alysen, Barbara, (2012). The Electronic Reporter: Broadcast Journalism in Australia, Sydney: UNSW Press, pp., 42-50
		Boyd, A., Stewart, P. and Alexander, R., (2008). Broadcast Journalism: Techniques of Radio & Television News (Sixth Edition), Oxford: Focal Press, pp 14-21, pp 81-83
Week 2: 23 September - 27 September	Seminar	**More than words: getting material, selecting talent for radio** Phillips, G. and Lindgren, M., (2013). Australian Broadcast Journalism (3rd Edition), Melbourne, Oxford University Press, pp 166-172, 186-193 Herbert, John, (2000). Journalism in the Digital Age: Theory and Practice for Broadcast, Print and On-line Media, Oxford: Focal Press, pp 74-78
Week 3: 30 September - 4 October	Seminar	**Audio booth recording** (practical in studio) **and Editing for radio –** (practical in labs) Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (3rd Edition), Melbourne, Oxford University Press, pp 201-202 Alysen, Barbara, (2012). The Electronic Reporter: Broadcast Journalism in Australia, Sydney: UNSW Press, pp 201-203 Boyd, A., Stewart, P. and Alexander, R., (2008). Broadcast Journalism: Techniques of Radio & Television News (Sixth Edition), Oxford: Focal Press, pp 229-240 Herbert, John, (2000). Journalism in the Digital Age: Theory and Practice for Broadcast, Print and On-line Media, Oxford: Focal Press, pp 231-236
Week 4: 7 October - 11 October	Seminar	**Using your voice/recording sound/interviews** (practical with zoom kits) Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (3rd Edition), Melbourne, Oxford University Press, pp 28-38, pp 63-82, pp 189-190, pp 260-262

		Boyd, A., Stewart, P. and Alexander, R., (2008). Broadcast Journalism: Techniques of Radio & Television News (6th Edition), Oxford: Focal Press, pp 223-227
Week 5: 14 October - 18 October	Seminar	**Pieces to Camera - PTCs** (practical with cameras in pairs) Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (3rd Edition), Melbourne, Oxford University Press, p 213-214, pp 264-266 Alysen, Barbara et al, (2003). Reporting in a Multimedia World, Sydney: Allen & Unwin, pp 264-271 Herbert, John, (2000), Journalism in the Digital Age: Theory and Practice for Broadcast, Print and On-line Media, Oxford: Focal Press, pp 201-205
Week 6: 21 October - 25 October	Reading	**Non-Teaching Reading Break: NO SEMINAR**
Week 7: 28 October - 1 November	Seminar	**Getting the pictures/shooting a story** (practical with cameras) Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (Second Edition), Melbourne, Oxford University Press, pp 223-230 Alysen, Barbara, (2012). The Electronic Reporter: Broadcast Journalism in Australia, Sydney: UNSW Press, pp 168-183 Boyd, A., Stewart, P. and Alexander, R., (2008). Broadcast Journalism: Techniques of Radio & Television News (Sixth Edition), Oxford: Focal Press, pp 289-300
Week 8: 4 November - 8 November	Seminar	**Editing** (practical in labs with last week's footage & cameras) Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (Third Edition), Melbourne, Oxford University Press, pp 244-246 Boyd, A., Stewart, P. and Alexander, R., (2008). Broadcast Journalism: Techniques of Radio & Television News (Sixth Edition), Oxford: Focal Press, pp 309-320
Week 9: 11 November - 15 November	Seminar	**Mobile journalism/ Storyboard/ Issues & Ethics of Interviewing/Dangers of the job/Self-Care** (practical with mobile phones and in labs)

		Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (3rd Edition), Melbourne, Oxford University Press, pp 61-62, 246-253, 267-277
		Alysen, Barbara, (2012). The Electronic Reporter: Broadcast Journalism in Australia, Sydney: UNSW Press, p 67
		Beaman, Jim, (2000). Interviewing for radio, London: Routledge, pp 25,31, 35-41
Week 10: 18 November - 22 November	Seminar	**Politics & the media/ Balancing news pressures & ethics/Course recap** Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (Third Edition), Melbourne, Oxford University Press, pp 295-313 Tiffen, Rod, *Political economy and news,* in Cunningham, S. and Turner, G., (2006). The Media and Communications in Australia, Sydney (2nd Edition): Allen & Unwin, pp 28-41 Wilkinson, Gina, (2007). Between the Devil and the Deep Blue Sky, Hindmarsh, SA, East St Publications, pp 318-344

Resources

Prescribed Resources

Textbooks

Prescribed text

Phillips, G., Lindgren, M., and Bishop, R. (2013). Australian Broadcast Journalism (3rd Edition), Melbourne, Oxford University Press

Recommended texts

Alysen, Barbara, (2012). The Electronic Reporter: Broadcast Journalism in Australia, (3rd edition) Sydney: UNSW Press

Beaman, Jim, (2000). Interviewing for radio, London: Routledge

Boyd, A., Stewart, P. and Alexander, R., (2008). Broadcast Journalism: Techniques of Radio & Television News (6th Edition), Oxford: Focal Press

Herbert, John, (2000). Journalism in the Digital Age: Theory and Practice for Broadcast, Print and On-line Media, Oxford: Focal Press

Recommended Resources

BBC College of Journalism

We have online access to the substantial resources provided by the BBC College of Journalism.

These include:

Briefings on how to report on various key topic areas such as Politics, Religion, Science, the Economy;

Skills/Tutorial videos on a wide range of key skills such editing skills can be found at Lynda.com This can be accessed through the UNSW Library.

Highly Recommended

Students should engage with the Australian news media and with international news media organisations that offer a range of perspectives on current world events that are shaping the news. News commentary in Australia includes publications like The Monthly and The Quarterly Essay, which are

important sources of longer journalistic essays. ABC NewsRadio, ABC Radio National and ABC News24 offer in-depth coverage of world news and current affairs through their radio and TV news programs. Channels 7, 9 and 10 have regular news bulletins in the early evening.

Course Evaluation and Development

Student feedback can be given through MyExperience but also through direct suggestions to the lecturer. The anonymous surveys are particularly helpful and this information has been acted upon in the past to improve the course. More practical classes have been added in reponse to past feedback and more focus on support for assessments during the seminars.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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