

## DAIS BROADCAST JOURNALSIM (DBJ) 2012 – 2013

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## About DAIS Broadcast Journalism

[Dalian American International School](#) (DAIS) Broadcast Journalism has two streams running at the same time; firstly, there is the journalism part – getting the story and secondly, there is the broadcasting. Producing **DAISlive**.

1. Our students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development and of global integration. Understanding how others persuade viewers is an important stage of both self-development and shaping our audience’s views. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes; such as working on **DAISlive**, the school’s student-centered video communication format, foreign collaborations, and investigative story presentations. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product, **DAISlive**. For EAL students whose first language is not English, this course contributes to English language acquisition and language learning.
2. Students need to know how to film, edit and produce for **DAISlive** and we will use an on-line course in video and audio production at <http://www.cybercollege.com> as one of our guide and tutorial through the year. For editing we will use CyberLink PowerDirector and each class we will have a tutorial using this.

### *Semester 1*

Broadcast journalism-1 @ DAIS semester-one will train students in the use of working in a news-studio. A section of the course will centre on the production of our twice-weekly **DAISlive**

show with much of the emphasis in semester-one on basic news casting. The first quarter will go in-depth to our editing suite as well as emphasize *Elements of Composition and basic filming* .

### *Semester 2*

Broadcast journalism-2 @ DAIS semester-two will have two streams; the first will be for those who have successfully completed Broadcast journalism-1 and the other will be for those who **have not** taken Broadcast journalism-1. Those who have done the first semester course will run the production side of **DAISlive** and will be given advanced work in video-editing, story gathering and editing and co-training new students with production.

Semester two will be a repeat of semester 1 in some lessons but as we covered so much material in Semester one we will look at earlier lessons with new critical and more in-depth reading.

## Program duration

### *Class hours*

Semester 1 = two quarters of 36 hours of classroom work and approximately 24 hours of homework each quarter.

### *Homework*

Homework will be about one-hour per class (one-hour every other day) and will provide a foundation for classroom discussion. Quarter one will concentrate more on the practical production with **DAISlive** being aired every Tuesday and Friday. Practical production will concentrate on the roles of video and news production. **DAISlive** will be a summary of news and upcoming events @ Dalian American International School and will run for five minutes to eight minutes twice weekly. Other broadcasting work will be on investigative stories, interviewing, and story-telling with much of our productions not playing on **DAISlive** but being shown in class for student critique and self-assessment.

## Accomplishments

Upon leaving the program, students will have done: each position at **DAISlive**, some of which are: **Producer** (responsible for the production of that day's program), **Floor Director** (responsible for cuing the Anchors/presenter(s), **newsreader(s)**, **Script/story Editor(s)**, **Camera Person**, **Reporters**, **Video Editor(s)** until we are live this person puts together the pre-broadcasted show for airing, **Journalists** (getting stories), and more positions will be added as the show grows; for example responsibility for foreign content, community content and school-wide content will be signed to different students at the semesters progress.

*Major Instructional Goals:*

Every student will have the opportunity to develop skills and knowledge to

- Meet the Technology Standards:
    1. **Standard 1: Creativity and Innovation**
      - 1a. Use technology to generate knowledge and new ideas.
      - 1d. Use technology to create original works in innovative ways.
    2. **Standard 2: Communication and Collaboration**
      - 2a. Communicate and collaborate with others employing a variety of digital environments and media.
      - 2b. Contribute to project teams to produce original works or solve problems.
      - 2c. Create cultural understanding and global awareness by interacting with learners of other cultures.
    3. **Standard 3: Research and Information Literacy**
      - 3a. Plan strategies to guide inquiry using technology.
      - 3b. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.
    4. **Standard 4:**
      - 4a. Identify and define authentic problems and significant questions for investigation.
    5. **Standard 5:**
      - 5a. Advocate and practice safe, legal, and responsible use of information and technology.
      - 5b. Demonstrate leadership for digital citizenship.
      - 5c. Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.
    6. **Standard 6:**
      - 6a. Recognize, define and use technology processes, systems, and applications.
  - Plan and use a variety of technologies to produce communications for different audiences and purposes; *our audience will be DAIS*, but we will know how to communicate with other audiences; including the possibility of working with a school in India and one in Australia.
  - Evaluate and revise communications after considering DAIS-community feedback.
  - Edit and proofread communications to meet the DAIS-community standards .
  - Offer advice to classmates about revision and editing, providing support for observations and opinions.
  - Analyze a variety of effective communications and use them as models for writing, speaking, and presentation on-air.
  - Plan and create in-depth, research-based broadcast pieces as investigative specials.
  - Gather information and edit both pictures and sound using digital technology.
  - Create broadcast packages with the elements of sound, interviews, videography, and narration (written script).
  - Analyze a variety of broadcast communications and use them as a model for creating work.
  - Submit special projects to local, regional, and/or national-international competitions
- Furthermore during the first semester course students will:
- Research and analyze careers in television and broadcast Journalism

- Show knowledge of audio equipment and formats, for production
- Show knowledge of the requirements for lighting a production
- Show knowledge of the operation of cameras available to **DAISlive**
- Exhibit knowledge of our video production editing suite (CyberLink PowerDirector 10, or Adobe Premier Elements)
- Exhibit knowledge of pre-production, production and post-production activities
- Demonstrate knowledge of the history of broadcast journalism (this will come mostly from homework research)
- Advertisement – how to create an ad and present to the **DAISlive** community
- Be able to examine and analyze a production for corrections before airing
- Demonstrate the proper use of graphics and titles
- -Show ethical decision making
- Understand international and local (China) copyright laws

## Student supplies

Each class students are required to have these materials: Three-ring binder or folder with pockets and a reporter’s notebook (a separate spiral notebook), pen or pencil, flash drive.

Personal digital devices are the responsibility of the student and can be used during class only for news-related assignments or blogging at my discretion.

## Grading

One of the most important aspects of journalism is deadlines; all work with a due-date must be submitted on time. Homework that is not submitted on time loses the point for that assignment, other assignments such as **DAISlive** scripts and storyboarding and other work will have points deducted each day past the due date it is not handed in.

All four quarters will have similar components for grading as shown below. Specifically below is for quarter one. However, quarter two and Semester Two, quarter one and quarter two will have the same format/percentage, only the actual lessons they are due and the content for the summative short pieces of works and exams will be different.

There will be both formative (homework) assignments and summative short pieces of works and exams (6 total) throughout the semester – these will total 30% of the final mark. 25% of the grade will come from speaking, editing and other **DAISlive** tasks. Twenty-percent of the grade will come from doing each homework assignment and submitting it in our blog on <http://daislive.weebly.com/> (1 point for each of 20 blogs). The final 25 % will be from investigative story writing and presenting the story (approximately a ten-minute video report – not for **DAISlive**).

Formative and summative assessment are both valuable, are not interchangeable, and each serve their own purpose. **Formative assessment (homework)** will be used to check for understanding during the learning process. **Summative assessment** will be used to assess mastery of standards.

- Student work that is **formative** in nature will only be included in student grades as being done, one point for each of 20 blogs but the actual content will not be graded.
- **Formative** work is part of the learning process, and students will not be penalized for mistakes made during this process.
- Student work that is **summative** in nature will be graded in order to measure mastery of standards.
- Both **formative** and **summative** performance will be accurately tracked by me.

Students are encouraged to view the DAIS Grading Guidelines for further clarification.

### *Summative short works*

30 percent of grade

Below is for quarter one. For the other three quarters of the year the content will change but the format will be similar.

| Subject  | Lesson # | Points | Activity                 | Short Rubric Full Rubric is in the Rubric Folder in the High School Student Drive in the BROADCAST folder |
|--|----------|--------|--------------------------|---|
| Storyboard                                       | 7        | 5      | Storyboard               | Storyboard for <i>DAISlive project</i>  |
| Using Mix Master ~ create a <i>DAISlive</i> loop | 10       | 5      | Mix Master               |   |
| Copyright  | 12       | 5      | Scavenger Hunt Questions | 10 questions .05 for each question correct. Based on the homework assignment from lesson 11.              |
| Journalism terms, video file types               | 14       | 5      |                          | Terms will be added lessons 2 – 13. Students are responsible to keep a 'terms' list in their notebook.    |
| Create a simple <i>DAISlive</i> logo             | 16       | 5      |                          |   |
| ethical dilemma                                  | 20       | 5      |                          |   |

*DAISlive tasks*

25 percent of grade

This will be for all four quarters

| Task      | points |
|-----------|--------|
| Anchor    | 5      |
| Produce   | 5      |
| Edit      | 5      |
| Interview | 5      |
| Script    | 5      |

*Investigative Story Writing*

There will be four investigative pieces written and presented through the whole course. Each one will be more demanding and have more expectation than the previous.

25 percent of the grade

The below format will be used in all four quarters, only the due dates will change.

You are to write an Investigative Story:

| Due Lesson # | Points | Activity  | Short Rubric <i>Full Rubric is in the Rubric Folder in the Student Drive in the BROADCAST folder</i>                                    |
|--------------|--------|---|---|
| 4            | 2      | Two to three topics are to be submitted with the reason for choosing the topic.   |   |
| 10           | 3      | Storyboards for the selected Investigative Story  | Storyboard rubric – in the Rubric folder ('storyboard-rubric') in the Broadcast folder in the High School Student Drive.                |
| 15           | 10     | Submit Investigative Story  | See rubric ' <i>Investigative – story – rubric</i> ' in the investigative story folder – minimum of 500 words – plus images and video   |
| 22           | 10     | Video presentation package – five – 7 minutes <ul style="list-style-type: none"> <li>Semester 1 Quarter 2 will be a 7 - 8 minute package</li> </ul> | The previous 3 lessons (12, 13, 14) homework is on 'packages' the video presentation package will be similar. See rubric ' <i>Video</i> |

Monday, July 30, 2012 Dr. Neuage

<http://daislive.weebly.com/>

&amp;

<https://sites.google.com/a/daischina.org/drneuage/>

|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Semester 2 Quarter 1 will be a ten minute package</li> <li>• Semester 2 Quarter 2 will be a fifteen minute package</li> </ul> | – <i>Story – rubric</i> ’ in the investigative story folder |
|--|--|--|---|

How to use Investigative Reporting Manual Sth Africa – in the Investigative Story folder in the High School Student > Broadcast folder – taken from [http://sand-kas-ten.org/ijm/How\\_to\\_use.pdf](http://sand-kas-ten.org/ijm/How_to_use.pdf)

### Rubric for Investigative Story Writing

## Semester 1 BJ-1 classes

|  |       |   |  |
|--|-------|---|--|
| <ul style="list-style-type: none"> <li>Every class will start with a discussion of the homework previously given (<b>Flipped Classroom Model</b>) then there will be approximately half an hour lecture/presentation (see topics below) followed by practical application which will be incorporated into a <b>DAISlive</b> broadcast with every student having a role (see roles below).</li> <li>Homework will be given each class to research aspects of broadcasting such as copyright, interviewing techniques, ethics, and etc. and in the <b>Flipped Classroom Model</b> we will review the homework (at the beginning of the following class)</li> </ul> |       |   |  |
| NOTE – because of the nature to produce from day 1 the semester will emphasize specific topics but much will be touched on from the start  |       | notes   | Stand ards   |
| <i>Quarter 1 classes</i>   |       |   |  |
|  |       | Middle school Applied Studies will be tasked with creating stories also which will be part of <b>DAISlive</b> broadcast as part of their journalism six-week unit.<br><br>Topics besides the actual filming (below)   | <b>Homework</b> will be sent via email and is due in <a href="http://daislive.weebly.com/">http://daislive.weebly.com/</a> before the next class.  |
| 1  | Intro | <p>The first <b>DAISlive</b> of the year – overview working with what we have at the moment.<br/><b>MEETING IN LAB</b></p> <ol style="list-style-type: none"> <li>Overview and expectations – including homework information such as our blog (<a href="http://daislive.weebly.com/">http://daislive.weebly.com/</a>), Google Docs, Power School email, and Gmail.</li> <li>Review of ‘technology user policy’</li> <li>Quick view of Editing Suite</li> <li><a href="#">Elements of Composition 1</a></li> <li>Create Folders in Student Drive &gt; Broadcast &gt; students</li> <li>Go to <a href="http://daislive.weebly.com/">http://daislive.weebly.com/</a></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>Intro to video room in basement</li> <li>Logistics/rules -</li> <li>Each position for this quarter in production of <b>DAISlive</b></li> <li>Class is divided into roles for 3 to 4 classes as we begin a rotation for each task @ DAISlive – dependent on how many students there are</li> <li>Create 1<sup>st</sup> show for Friday – We will all be involved</li> </ol> | <p>Complete the sentences in Lesson 1 under Homework</p> <p>Start of 15 guidelines on composition</p> <p>1<sup>st</sup> show = Welcome back messages, Each show 1 new teacher interview, intro of pub team</p> <p>5a. Advocate and practice safe, legal, and responsible use of information and technology.</p> <p><i>Review and discussion of DAIS Acceptable User Policy</i></p> |

1- 4 Not @ computers

5, & 6 @ computer

In video suite

|   |  |   |   |  |          |
|---|--|---|---|--|----------|
|   |  | 12. I will edit the first two-three shows   |   |  |          |
| 2 |  | <p>Podcasting, Blogging, keep a news diary</p> <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Discussion about blogging for news</li> <li>2. Review of homework on Elements of Composition 1</li> <li>3. <a href="#">Elements of Composition 2</a></li> <li>4. Basic steps in our edit suite Editing mode P. 11 - 22</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>5. Class is divided into roles for 3 to 4 classes as we begin a rotation for each task @ DAISlive – dependent on how many students there are</li> <li>6. Create 1<sup>st</sup> show for Friday – We will all be involved</li> </ol>  | <p>Starting a journalism blog in <a href="http://daislive.weebly.com/">http://daislive.weebly.com/</a> Which will be viewable by me for each homework assignment.</p> <p>What is an Investigative Reporter?</p> | 1d. Use technology to create original works in innovative ways – <i>by using blogs and news diary</i>  | 1d.      |
| 3 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. What is an investigative reporter (<a href="#">see</a>)</li> <li>3. <a href="#">Elements of Composition 3</a></li> <li>4. Story slideshow</li> <li>5. “Meeting” our foreign correspondence school (either one in India or in Australia or Stephanie’s school in Doha)</li> <li>6. Basic steps in PowerDirector Workspace pp. 23 - 33</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>7. Discussion of what we will put on <b>DAISlive</b></li> <li>8. Working on <b>DAISlive</b> Create 1<sup>st</sup> show for Tuesday – We will all be involved</li> </ol> | <p>Story slideshow in story folder</p>  | <p>2a. Communicate and collaborate with others employing a variety of digital environments and media.</p> <p><i>By collaborating with a foreign school via Skype and webTV</i></p> <p>2c. Create cultural understanding and global awareness by interacting with learners of other cultures.</p> | 2a<br>2c |
| 4 |  | <p><b>In computer LAB</b></p> <p><u><a href="#">Topic for Investigative Story submitted (graded)</a></u></p> <ol style="list-style-type: none"> <li>1. Telling the story (<a href="#">see</a>)</li> <li>2. Basic steps in PowerDirector Editing the Workspace pp. 34 – 42</li> <li>3. <a href="#">Elements of Composition 4</a></li> <li>4. Reporting and writing for <b>DAISlive</b> news production – content for next show</li> <li>5. Audiences – who we are doing the show for</li> </ol>  | <p>Public Relations and Framing the Message</p>   | <p>4a. Identify and define authentic problems and significant questions for investigation.</p> <p><i>Need to submit topics for Investigative Story</i></p>   | 4a       |

|   |  |   |   |  |    |
|---|--|---|---|--|----|
|   |  | <p><b>In Video LAB</b></p> <p>6. Working on <b>DAISlive</b></p>   |   |  |    |
| 5 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Discussion about previous homework “public relations...”</li> <li>2. <a href="#">TV Graphics and Virtual Reality Sets - 1</a></li> <li>3. Storyboarding using Adobe Storyboard – setting up 30 minutes<br/><a href="http://www.adobe.com/products/story-family.html">http://www.adobe.com/products/story-family.html</a></li> <li>4. Basic steps in PowerDirector Importing media pp. 45 - 52</li> </ol> <p><b>In Video LAB</b></p> <p>5. Working on <b>DAISlive</b></p>    | <p>First assignment using storyboarding</p> <p>Edit your storyboard script.</p>   | <p>2b. Contribute to project teams to produce original works or solve problems.</p> <p><i>Whilst working on DAISlive as teams we fulfill the above</i></p>   | 2b |
| 6 | <p><b>Field trip to local TV Blog about field trip</b><br/><b>DAISlive</b> produced by middle school publication class</p> |   |   | <p>2a. Communicate and collaborate with others employing a variety of digital environments and media.</p>  | 2a |
| 7 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">TV Graphics and Virtual Reality Sets - 2</a></li> <li>2. Discussion about previous homework on storyboarding</li> <li>3. Storyboarding using Adobe Storyboard<br/><b>Graded – hand in storyboard</b><br/><a href="http://www.adobe.com/products/story-family.html">http://www.adobe.com/products/story-family.html</a></li> <li>4. Basic steps in PowerDirector 3D media pp. 57 – 60</li> </ol> <p><b>In Video LAB</b></p> <p>5. Working on <b>DAISlive</b></p> | <p>Principals of advertising</p> <p>Storyboard assignment –</p>   | <p>Rubric for storyboard is in the rubric folder in the Broadcast folder of the student drive</p>  |    |
| 8 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. International Project – follows from interactive discussion with our foreign school</li> <li>4. <a href="#">Lighting hard and soft</a></li> <li>5. Working with our foreign contact</li> <li>6. Basic steps in PowerDirector Arrange Media in your production pp. 61 – 67</li> <li>7. Mix Craft Introduction</li> </ol>  | <p>Individual foreign partner<br/>Power Searching with Google<br/><a href="http://www.powersearchingwithgoogle.com/">http://www.powersearchingwithgoogle.com/</a></p> | <p>5b. Demonstrate leadership for digital citizenship.</p> <p><i>International Project – follows from interactive discussion with our foreign school</i></p> | 5b |

|    |  |   |  |   |    |
|----|--|---|--|---|----|
|    |  | <b>In Video LAB</b><br>Working on <b>DAISlive</b>   |  |   |    |
| 9  |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Colour Temperature</a><br>4. Journalism ethics<br>5. Basic steps in PowerDirector Using Magic Movie Wizard production p. 68<br>6. Mix Craft~ create a <b>DAISlive</b> loop<br><b>In Video LAB</b><br>7. Working on <b>DAISlive</b>  | The Culture of Journalism: Values, Ethics, and Democracy   |   |    |
| 10 |  | <b>In computer LAB</b><br>Submit Storyboards for the selected Investigative Story <b>Graded</b><br>1. Review of student blogs<br>2. <a href="#">Light Intensity</a><br>3. Discussion about previous homework<br>4. Principals of advertising<br>5. Basic steps in PowerDirector Use the Slideshow Creator p. 69<br>6. Using Mix Master ~ create a <b>DAISlive</b> loop <b>Graded Work</b><br><b>In Video LAB</b><br>7. Working on <b>DAISlive</b> | Principals of advertising 2  |   |    |
| 11 |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Lighting instruments</a><br>4. Basic steps in PowerDirector Use the Slideshow Creator pp. 69 - 70<br>5. Graphics journalism ~ basic concepts of informational graphics and the three types of charts (bar, line, and pie) most used by journalists<br><b>In Video LAB</b><br>6. Working on <b>DAISlive</b>                        | Do the Scavenger Hunt Questions<br><a href="http://coe.winthrop.edu/educ275/07_new_assignments/scavenger_hunt_copy_right.htm">http://coe.winthrop.edu/educ275/07_new_assignments/scavenger_hunt_copy_right.htm</a> | 5a. Advocate and practice safe, legal, and responsible use of information and technology.<br><br><i>Study of copyright laws</i> | 5a |
| 12 |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Key Lighting</a><br>4. Basic steps in PowerDirector Editing pp. 71 - 77<br>5. <b>Short Exam on copyright</b> Scavenger Hunt (5 points)<br>6. Graphics journalism ~ basic concepts of informational graphics and the   | ASSIGNMENT - 1<br>Health matters   | Creating a story package  | 1a |

|    |  |  |                                 |  |         |
|----|--|--|---------------------------------|--|---------|
|    |  | <p>three types of charts (bar, line, and pie) most used by journalists</p> <p><b>In Video LAB</b></p> <p>7. Working on <b>DAISlive</b></p>   |                                 |  |         |
| 13 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Fill and background lighting</a></li> <li>4. Basic steps in PowerDirector Editing pp. 78 - 85</li> <li>5. Interviewing</li> </ol> <p><b>In Video LAB</b></p> <p>6. Working on <b>DAISlive</b></p>   | ASSIGNMENT - 2<br>Ship seizure  | Creating a story package   | 1a      |
| 14 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Lighting Ratio</a></li> <li>4. Basic steps in PowerDirector Editing pp. 86 – 88</li> <li>5. <b>Summative quiz</b> (20% of final grade): journalism terms, video file types</li> <li>6. Lighting – production – in depth – we will have already gone through lighting but this will widen/deepen the topic</li> </ol> <p><b>In Video LAB</b></p> <p>7. Working on <b>DAISlive</b></p>                                    | ASSIGNMENT 3,<br>Stocks package | Creating a story package   | 1a      |
| 15 |  | <p><b>Submit Investigative Story (written)</b></p> <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Special lighting situations</a></li> <li>4. Basic steps in PowerDirector Adding Effects pp. 89 - 94</li> <li>5. Maintaining interactive content</li> <li>6. Looking at CNN student news <a href="http://www.cnn.com/studentnews/index.html">http://www.cnn.com/studentnews/index.html</a></li> </ol> <p><b>In Video LAB</b></p> <p>7. Working on <b>DAISlive</b></p> |                                 |  | 1a      |
| 16 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework Freedom of expression</li> <li>3. <a href="#">Altering appearances</a></li> <li>4. Basic steps in PowerDirector Creating</li> </ol>   | Journalism ethics               | 3a. Plan strategies to guide inquiry using technology.<br>3b. Locate, organize, analyze, | 3a & 3b |

|    |  |  |                       |   |    |
|----|--|--|-----------------------|---|----|
|    |  | <p>PIP Effects pp. 95 – 99</p> <ol style="list-style-type: none"> <li><b>Graded</b> create a simple <b>DAISlive</b> logo (p. 97)</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>Working on <b>DAISlive</b></li> </ol>  |                       | <p>evaluate, synthesize and ethically use information from a variety of sources and media.</p>  |    |
| 17 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> <li><a href="#">More about lighting</a></li> <li>Basic steps in PowerDirector Creating PIP Effects pp. 100 - 106</li> <li>Creating DAIS commercials</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>Working on <b>DAISlive</b></li> </ol>   | P. 101 – green screen |   |    |
| 18 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> <li><a href="#">Sound basics</a></li> <li>Basic steps in PowerDirector Adding Particle Effects pp. 107 - 114</li> <li>Principles and guidelines for writing for the web – part 1</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>Working on <b>DAISlive</b></li> </ol>  |                       | <p>Students start recording and assembling Investigative Story Packages</p> <p>6a. Recognize, define and use technology processes, systems, and applications.</p> | 6a |
| 19 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li><a href="#">Microphones</a></li> <li>Discussion about previous homework</li> <li>Basic steps in PowerDirector Adding Title Effects pp. 115 - 122</li> <li><b>Guest Speaker on Journalism</b></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>Working on <b>DAISlive</b></li> </ol>  |                       | <p>Students recording and assembling Investigative Story Packages</p> <p>6a. Recognize, define and use technology processes, systems, and applications.</p>       | 6a |
| 20 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> <li><a href="#">Microphones 2</a></li> <li>Basic steps in PowerDirector Adding Transitions pp. 123 - 126</li> <li><b>Graded</b> – you will be given an ethical dilemma and you will need to storyboard how you would interview someone in a given situation</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>Working on <b>DAISlive</b></li> </ol> |                       | <p>Students recording and assembling Investigative Story Packages</p> <p>6a. Recognize, define and use technology processes, systems, and applications.</p>       | 6a |

|    |  |   |   |   |    |
|----|--|---|---|---|----|
| 21 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Wireless microphones</a></li> <li>4. Basic steps in PowerDirector Mixing Audio and Recording Voice-Overs pp. 127 - 129</li> <li>5. Media and society</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>6. Working on <b>DAISlive</b></li> </ol> |   | <p>Students recording and assembling Investigative Story Packages</p> <p>6a. Recognize, define and use technology processes, systems, and applications.</p> | 6a |
| 22 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. <a href="#">Microphones +</a></li> <li>3. Discussion about previous homework</li> <li>4. Basic steps in PowerDirector Recording Voice-Overs pp. 130 - 132</li> </ol> <p><b>In Video LAB</b></p> <p>Working on <b>DAISlive</b></p>   | <p>Watch 'the merchants of cool'</p> <p><a href="http://www.pbs.org/wgbh/pages/frontline/shows/cool/">http://www.pbs.org/wgbh/pages/frontline/shows/cool/</a></p> | <p>Students recording and assembling Investigative Story Packages</p> <p>6a. Recognize, define and use technology processes, systems, and applications.</p> | 6a |
| 23 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about 'the merchants of cool'</li> <li>3. <a href="#">Stereo, Quad and 5.1 Sound</a></li> <li>4. The power of Visual Culture</li> <li>5. Basic steps in PowerDirector Adding Chapters pp. 133 – 134</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>6. Working on <b>DAISlive</b></li> </ol>  | <p>Watch 'the merchants of cool'</p> <p><a href="http://www.pbs.org/wgbh/pages/frontline/shows/cool/">http://www.pbs.org/wgbh/pages/frontline/shows/cool/</a></p> |   |    |
| 24 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about 'the merchants of cool'</li> <li>3. <a href="#">Digital Audio</a></li> <li>4. Basic steps in PowerDirector Adding Subtitles pp. 135 – 138</li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>5. Working on <b>DAISlive</b></li> </ol>  |   |   |    |

*Quarter 2 classes 2013*

- Every class will start with a discussion of the homework previously given (**Flipped Classroom Model**) then there will be approximately half an hour lecture/presentation (see topics below) followed by practical application which will be incorporated into a **DAISlive** broadcast with every student having a role (see roles below).

| <ul style="list-style-type: none"> <li>Homework will be given each class to research aspects of broadcasting such as copyright, interviewing techniques, ethics, and etc. and in the <b><i>Flipped Classroom Model</i></b> we will review the homework (at the beginning of the following class)</li> </ul> |  |   |                              | notes | Stand ards |
|---|--|---|------------------------------|-------|------------|
| 1   |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> <li><a href="#">Studio and Video Production course continued</a></li> <li>Apply critical thinking techniques</li> <li><b>Photojournalism in computer LAB</b> using Photoshop</li> <li><b>Becoming a part of our community –</b> finding local news</li> </ol> <p><b>In Video LAB</b><br/>Working on <b>DAISlive</b></p> | critical thinking techniques |       |            |
| 2   |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> <li><a href="#">Studio and Video Production course continued</a></li> <li>Props and backgrounds</li> <li><b>Photojournalism in computer LAB</b> using Photoshop</li> </ol> <p><b>In Video LAB</b><br/>6. Working on <b>DAISlive</b></p>   | Design                       |       |            |
| 3   |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> <li>Humour in presentation</li> <li><b>Photojournalism in computer LAB</b> using Photoshop</li> <li><a href="#">Studio and Video Production course continued</a></li> </ol> <p><b>In Video LAB</b><br/>6. Working on <b>DAISlive</b></p>  | podcasting                   |       |            |
| 4   |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> <li>Radio broadcasting (podcasting)</li> <li><a href="#">Studio and Video Production course continued</a></li> <li><b>Photojournalism in computer LAB</b> using Photoshop</li> </ol>  | podcasting                   |       |            |
| 5   |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>Review of student blogs</li> <li>Discussion about previous homework</li> </ol>   | Human rights – research      |       |            |

|    |  |   |  |   |  |
|----|--|---|--|---|--|
|    |  | <ol style="list-style-type: none"> <li>3. Mobile devices</li> <li>4. <a href="#">Studio and Video Production course continued</a></li> <li>5. <b>Setting up webcasts</b></li> </ol> <b>In Video LAB</b> <ol style="list-style-type: none"> <li>6. Working on <b>DAISlive</b></li> </ol>   |  |   |  |
| 6  |  | <b>In computer LAB</b> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. <a href="#">Studio and Video Production course continued</a></li> <li>3. Discussion about previous homework</li> <li>4. Sound – making a jingle for <b>DAISlive</b></li> <li>5. <b>Web TV ~ becoming live</b></li> </ol> <b>In Video LAB</b> <ol style="list-style-type: none"> <li>6. Working on <b>DAISlive</b></li> </ol> | Human rights – research  | Using livestream                        |  |
| 7  |  | <b>In computer LAB</b> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> <li>4. Writing content for various devices</li> <li>5. News identification &amp; Values</li> </ol> <b>In Video LAB</b> <ol style="list-style-type: none"> <li>6. Working on <b>DAISlive</b></li> </ol>      | Keep track of types of stories on the news for a week using two different e-newspapers   |   |  |
| 8  |  | <b>In computer LAB</b> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. Using Flash – making an animation for <b>DAISlive = six lessons</b></li> </ol> <b>In Video LAB</b> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>  |  |   |  |
| 9  |  | <b>In computer LAB</b> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <b>Using</b> Flash – making an animation for <b>DAISlive = six lessons</b></li> </ol> <b>In Video LAB</b> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>   |  |   |  |
| 10 |  | <b>In computer LAB</b> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. Ethics in Journalism</li> </ol> <b>In Video LAB</b> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>   | <i>Read and respond to the article <a href="#">Journalism ethics 2.0: As the Internet changes the market, some conventions must change as well</a></i> | See ethics Power Point in Ethics folder |  |
| 11 |  | <b>In computer LAB</b>  |  |   |  |

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|----|--|---|--|--|--|
|    |  | <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <b>LAB</b> using Flash – making an animation for DAISlive = <i>six lessons</i></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>   |  |  |  |
| 12 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <b>Guest speaker re. local broadcasting laws</b></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>   | View the documenting tips page at <a href="http://torres21.typepad.com/flickschool/">http://torres21.typepad.com/flickschool/</a>  |  |  |
| 13 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. using Flash – making an animation for DAISlive = <i>six lessons</i></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>  |  |  |  |
| 14 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. using Flash – making an animation for DAISlive = <i>six lessons</i></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>  | Three-Point Lighting for 3D Renderings<br><a href="http://www.3renderer.com/light/3point.html">http://www.3renderer.com/light/3point.html</a>  |  |  |
| 15 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. using Flash – making an animation for DAISlive = <i>six lessons</i></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol>  | Composing a picture<br><a href="http://portals.studentnet.edu.au/literacy/Minisites/SCEGGSDarlinghurstrevised/vliteracy/compose.htm">http://portals.studentnet.edu.au/literacy/Minisites/SCEGGSDarlinghurstrevised/vliteracy/compose.htm</a>       |  |  |
| 16 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. Web TV – how will we do a web show?</li> <li>4. <a href="#">Studio and Video Production course continued</a></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>5. Working on <b>DAISlive</b></li> </ol> | What are the ‘rules of thirds’?<br><a href="http://portals.studentnet.edu.au/literacy/Minisites/SCEGGSDarlinghurstrevised/vliteracy/3rds.htm">http://portals.studentnet.edu.au/literacy/Minisites/SCEGGSDarlinghurstrevised/vliteracy/3rds.htm</a> |  |  |
| 17 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> </ol>  |  |  |  |

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|----|--|--|--|--|--|
|    |  | <ul style="list-style-type: none"> <li>2. Discussion about previous homework</li> <li>3. Web TV –</li> <li>4. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b><br/>Working on <b>DAISlive</b></p>  |  |  |  |
| 18 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. Web TV –</li> <li>4. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>5. Working on <b>DAISlive</b></li> </ul>   |  |  |  |
| 19 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. Web TV –</li> <li>4. <a href="#">Studio and Video Production course continued</a></li> <li>5. Viewing other webTV school sites :<br/><a href="http://tnjn.com/">http://tnjn.com/</a>,<br/><a href="http://www.cci.utk.edu/jem">http://www.cci.utk.edu/jem</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>6. Working on <b>DAISlive</b></li> </ul> |  |  |  |
| 20 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. Web TV –</li> <li>4. <a href="#">Studio and Video Production course continued</a></li> </ul> <p>Bias in the news</p> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>5. Working on <b>DAISlive</b></li> </ul>   | Write a news story two times each with a different bias in the language for the same story |  |  |
| 21 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ul>  |  |  |  |
| 22 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p>  |  |  |  |

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|    |  | 4. Working on <b>DAISlive</b>   |  |  |  |
| 23 |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br><b>In Video LAB</b><br>Working on <b>DAISlive</b> |  |  |  |
| 24 |  | Semester Review<br><b>In Video LAB</b><br>Working on <b>DAISlive</b>  |  |  |  |

## Semester 2 BJ-1 classes

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|--|--|---|--|---|
| Semester 2 BJ-1 Broadcast Journalism 2<br>Below is for continuing students<br>New students will follow the Semester 1 syllabus |  |   | notes  | Standards   |
| <i>Quarter 1 classes</i>   |  |   |  |   |
|  |  | Middle school Applied Studies will be tasked with creating stories also which will be part of <b>DAISlive</b> broadcast as part of their journalism six-week unit.<br><br>Topics besides the actual filming (below)   | <b>Homework</b> will be done in email and is due before the next class.                        |   |
| 1  |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br>4. The history of broadcast journalism<br><a href="http://www.digitalhistory.uh.edu/storyonline/hollywood.cfm">http://www.digitalhistory.uh.edu/storyonline/hollywood.cfm</a><br><b>In Video LAB</b><br>5. Working on <b>DAISlive</b> | Identify the historical development of broadcasting from early radio to present day television | Students will start S-2 with homework assignments as guiding thoughts and work toward understanding Broadcast Journalism's place in society |
| 2  |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br>4. The history of broadcast journalism<br><a href="http://www.digitalhistory.uh.edu">http://www.digitalhistory.uh.edu</a>   | Identify the function and role of broadcast media (radio, television) in society               | 5c. Develop an understanding of the cultural, historical, economic and political impact of technology on individuals                        |

|   |  |   |   |              |    |
|---|--|---|---|--------------|----|
|   |  | <a href="http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm">u/historyonline/hollywood.cfm</a><br><b>In Video LAB</b><br>5. Working on <b>DAISlive</b>  |   | and society. |    |
| 3 |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br>4. The history of broadcast journalism<br><a href="http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm">http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm</a><br><b>In Video LAB</b><br>5. Working on <b>DAISlive</b> | Evaluate the laws and ethical considerations affecting broadcast journalism                         |              | 5c |
| 4 |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br>4. The history of broadcast journalism<br><a href="http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm">http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm</a><br><b>In Video LAB</b><br>5. Working on <b>DAISlive</b> | Explore the impact of radio and television on society   |              | 5c |
| 5 |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br>4. The history of broadcast journalism<br><a href="http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm">http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm</a><br><b>In Video LAB</b><br>5. Working on <b>DAISlive</b> | identify the role of broadcast media consumers  |              | 5c |
| 6 |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br>4. The history of broadcast journalism<br><a href="http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm">http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm</a>   | identify the strategies of broadcasting to reach certain audiences, including programming decisions |              |    |

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|----|--|--|--|--------------------------|--|
|    |  | <p><b>In Video LAB</b></p> <p>5. Working on <b>DAISlive</b></p>  |  |                          |  |
| 7  |  | <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. Podcasting/Video casting on personal devices part 1</p>   | <p>Photography glossary – test in four lessons – <a href="http://portals.studentnet.edu.au/literacy/Minisites/CEGGSDarlinghurstrevised/vliteracy/glossary.htm">http://portals.studentnet.edu.au/literacy/Minisites/CEGGSDarlinghurstrevised/vliteracy/glossary.htm</a></p> |                          |  |
| 8  |  | <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. Podcasting/Video casting on personal devices part 2</p> <p>4. <a href="#">Studio and Video Production course continued</a></p> <p>5. Working on <b>DAISlive</b></p> |  |                          |  |
| 9  |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p>      |  |                          |  |
| 10 |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p>      |  |                          |  |
| 11 |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p>      |  |                          |  |
| 12 |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p>   |  | Creating a story package |  |

|    |  |   |  |                          |  |
|----|--|---|--|--------------------------|--|
|    |  | <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p>  |  |                          |  |
| 13 |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p> |  | Creating a story package |  |
| 14 |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p> |  | Creating a story package |  |
| 15 |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p> <p>2. Discussion about previous homework</p> <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p> |  |                          |  |
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|    |  | <p>homework</p> <p>3. <a href="#">Studio and Video Production course continued</a></p> <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p>  |  |  |  |
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| 24 |  | <p><b>In computer LAB</b></p> <p>1. Review of student blogs</p>   |  |  |  |

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|  |  | 2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br><b>In Video LAB</b><br>4. Working on <b>DAISlive</b><br>5. <a href="#">Studio and Video Production course continued</a><br><b>In Video LAB</b><br>6. Working on <b>DAISlive</b> |  |  |  |
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| Semester 2 BJ-1 Broadcast Journalism 2<br>Below is for continuing students<br>New students will follow the Semester 1 Quarter 2 syllabus |  |   | notes  | Standards |
|--|--|---|--|-----------|
| <i>Quarter 2 classes</i>   |  |   |  |           |
|  |  | Middle school Applied Studies will be tasked with creating stories also which will be part of <b>DAISlive</b> broadcast as part of their journalism six-week unit.<br><br>Topics besides the actual filming (below)   | <b>Homework</b> will be done in email and is due before the next class.  |           |
| 1  |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. Story based inquiry ( <i>see</i> ) Using hypothesis – the core of investigative journalism<br>4. <a href="#">Studio and Video Production course continued</a><br>5. Web TV part 1<br><b>In Video LAB</b><br>6. Working on <b>DAISlive</b> | Google Plus<br>'Hangouts On Air'<br><b>Google email = <a href="mailto:daislive@gmail.com">daislive@gmail.com</a></b> |           |
| 2  |  | <b>In computer LAB</b><br>1. Review of student blogs<br>2. Discussion about previous homework<br>3. <a href="#">Studio and Video Production course continued</a><br>4. Web TV part 2<br><b>In Video LAB</b><br>5. Working on <b>DAISlive</b>  |  |           |
| 3  |  | <b>In computer LAB</b><br>1. Review of student blogs  |  |           |

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|   |  | <ul style="list-style-type: none"> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> <li>4. Web TV part 3</li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>5. Working on <b>DAISlive</b></li> </ul>   |  |  |  |
| 4 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ul> |  |  |  |
| 5 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ul> |  |  |  |
| 6 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ul> |  |  |  |
| 7 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ul> |  |  |  |
| 8 |  | <p><b>In computer LAB</b></p> <ul style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ul> <p><b>In Video LAB</b></p> <ul style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ul> |  |  |  |

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| 9  |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol> |  |                          |  |
| 10 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol> |  |                          |  |
| 11 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol> |  |                          |  |
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| 13 |  | <p><b>In computer LAB</b></p> <ol style="list-style-type: none"> <li>1. Review of student blogs</li> <li>2. Discussion about previous homework</li> <li>3. <a href="#">Studio and Video Production course continued</a></li> </ol> <p><b>In Video LAB</b></p> <ol style="list-style-type: none"> <li>4. Working on <b>DAISlive</b></li> </ol> |  | Creating a story package |  |
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|    |  | 4. Working on <b>DAISlive</b>  |  |  |  |
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|    |  | <p><b>In Video LAB</b></p> <p>4. Working on <b>DAISlive</b></p>   |  |  |  |
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| <b>Standards</b>   |  |  | In the class<br>or as<br>homework   | Specifically<br>shown in<br>lesson # |
|--|--|--|---|--------------------------------------|
| <i>Standard 1:<br/>Creativity and<br/>Innovation</i>       | 1a. Use technology to generate knowledge and new ideas.  | PO 1. Analyze, evaluate, and synthesize information to generate new ideas, processes, or products.   |   |                                      |
|  | 1d. Use technology to create original works in innovative ways.  | PO 2. Use digital collaborative tools to synthesize information, produce original works, and express ideas.  |   |                                      |
| <i>Standard 2:<br/>Communication<br/>and Collaboration</i> | 2a. Communicate and collaborate with others employing a variety of digital environments and media.     | PO 1. Collaborate with peers, experts, or others in the global community employing a variety of digital tools to share findings and/or publish in a variety of ways. |   |                                      |
|  |  | PO 2. Communicate information and ideas respectfully and effectively to multiple audiences using a variety of digital environments.                                  |   |                                      |
|  | 2b. Contribute to project teams to produce original works or solve problems.                           | PO 1. Communicate and collaborate for the purpose of producing original works or solving problems.   |   |                                      |
|  | 2c. Create cultural understanding and global awareness by interacting with learners of other cultures. | PO 1. Engage in a global community to contribute to a specific global issue.   | Connecti<br>ng with<br>another<br>school<br>for our<br>foreign<br>correspo<br>ndence. |                                      |

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| <i>Standard 3:<br/>Research and<br/>Information<br/>Literacy</i>                       | 3a. Plan strategies to guide inquiry using technology.   | PO 1. Identify and defend effective key words, phrases, and strategies for conducting information searches.   |  |  |
|  |  | PO 2. Evaluate diverse information sources.   |  |  |
|  | 3b. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media. | PO 1. Locate and synthesize information utilizing advanced search strategies including a variety of search engines, metadata search engines, deep web searches and databases. |  |  |
|  |  | PO 2. Defend the authority of primary and/or secondary sources used in research.  |  |  |
|  |  | PO 3. Evaluate information identifying facts, opinions, bias, inaccurate and misleading information by analyzing multiple sources.  |  |  |
| <i>Standard 4:<br/>Critical Thinking,<br/>Problem Solving, and<br/>Decision Making</i> | 4a. Identify and define authentic problems and significant questions for investigation.                                | PO 1. Write essential questions to investigate a complex (multi-step) issue using digital tools and resources.  |  |  |
|  | 4b. Plan and manage activities to develop solutions to answer a question or complete a project.                        | PO 2. Present defensible solutions and make decisions from multiple perspectives using collected resources and data.  |  |  |

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| <p><i>Standard 5:<br/>Digital Citizenship</i><br/>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior</p> | <p>5a. Advocate and practice safe, legal, and responsible use of information and technology.</p>   | <p>PO 1. Determine when it is appropriate and safe to use various personal digital devices.</p>  |  |  |
|  |  | <p>PO 3. Advocate and practice safe, legal, and responsible use of digital tools as defined by school board policy and procedures.</p> |  |  |
|  | <p>5b. Demonstrate leadership for digital citizenship.</p>   | <p>PO 1. Exhibit digital citizenship by consistently leading by example and advocating social and civic responsibility to others.</p>  |  |  |
|  | <p>5c. Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.</p> | <p>PO 1. Develop a possible technological solution for a contemporary issue.</p>   |  |  |
| <p><i>Standard 6:<br/>Technology Operations and Concepts</i><br/>Students demonstrate a sound understanding of technology concepts, systems, and operations</p>              | <p>6a. Recognize, define and use technology processes, systems, and applications.</p>  | <p>PO 2. Define and apply knowledge of various technical process terms.</p>  |  |  |
|  |  | <p>PO 3. Choose technology applications appropriate for the audience and task.</p>   |  |  |

## Links

Sites that we will use during this course;

- The merchants of cool <http://www.pbs.org/wgbh/pages/frontline/shows/cool/>
- Media literature <http://www.medialit.org/>
- The story of movies <http://storyofmovies.org/common/11041/default.cfm?clientID=11041>
- Cybercollege <http://cybercollege.com/>
- MediaCollege.com <http://www.mediacollege.com/>
- Visual Literacy *How do I make meaning*  
<http://portals.studentnet.edu.au/literacy/Minisites/SCEGSDarlinghurstrevised/vliteracy/meaning.htm>
- Google Plus 'Hangouts On Air' By checking "Enable Hangouts On Air," users can broadcast their live hangouts — from their Google+ streams, YouTube channels or websites — to the entire world. During the broadcast, users can actually look inside the hangout to check how many people are watching live. Google email = [daislive@gmail.com](mailto:daislive@gmail.com)
- Power Searching with Google <http://www.powersearchingwithgoogle.com/>
- High School Broadcast Journalism Project The High School Broadcast Journalism Project (HSBJ), a journalism education program of RTDNF, promotes broadcast journalism by helping high schools establish and maintain outstanding broadcast journalism programs. <http://hsbj.org/>
- <http://www.jprof.com/> The web site for teaching journalism
- The Tennessee Journalist is the student-operated news web site of the School of Journalism and Electronic Media. <http://tnjn.com/>
- VMSTV is Valley Middle School's Broadcast Journalism program  
[http://vms.schoolloop.com/cms/page\\_view?d=x&piid=&vpid=1222839699267](http://vms.schoolloop.com/cms/page_view?d=x&piid=&vpid=1222839699267)

## Bibliography

- Neuge, Terrell

## Forms

### *Storyboarding*

Storyboard Template <http://www.printablepaper.net/category/storyboard>,  
<http://www.xinsight.ca/tools/storyboard.html>,

### *Interviewing*

<http://walkerroyce.com/blog/uncategorized/a-good-interviewing-template/>

Monday, July 30, 2012 Dr. Neuge

<http://daislive.weebly.com/>

&

<https://sites.google.com/a/daischina.org/drneuge/>

*Investigative Story*

*Examples of Online Investigative Journalism* <http://www.pbs.org/mediashift/2008/04/examples-of-online-investigative-journalism116.html>

The Difference Between Creative Writing and Journalism  
<http://slowpokevoyager.hubpages.com/hub/The-Difference-Between-Creative-Writing-and-Journalism>

Chapter 41: Investigative reporting, writing techniques  
[http://www.thenewsmanual.net/Manuals%20Volume%202/volume2\\_41.htm](http://www.thenewsmanual.net/Manuals%20Volume%202/volume2_41.htm)