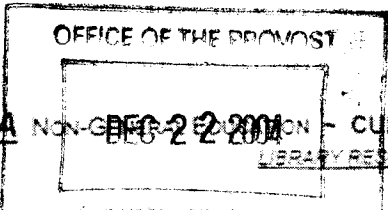


Ⓢ



PROCESS A NON-GEN-ED CURRICULUM PROPOSAL

SCC #04-05- 702

Deadlines
October 8, 2004 to be implemented Fall 2005 ~ February 11, 2005 to be implemented Spring 2006

PROPOSAL TITLE: Broadest News Writing

Sponsor(s): Candace Kelley E-Mail: kelley.c@unm.edu Ext: 4264
Michelle Hruska E-Mail: hruska.m@unm.edu Ext: 4359

DEPARTMENT: Journalism

COLLEGE: Communication

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences
 UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non gen-ed course
- Short-term non gen-ed course
- Minor curricular changes (fewer than three) to:
 - Existing non gen-ed course
 - Non gen-ed degree requirements
 - Major
 - Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: 01/4/2004
 Department Curriculum Chair: Candace C. Kelley Date: 01/5/2004
 Academic Dean: [Signature] Date: 01/5/04

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 10/20/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]
Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 11/20/04
Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 12/2/04

Approved Not Approved

REGISTRAR
Date: 1/10/05 Course Description Received & Approved - Reg's Taxonomy & Course # 0602341

Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

TM 2/1/05

DB/B

Course Proposal

Broadcast News Writing

Proposal Prepared by Candace Kelley

Assistant Professor, Journalism

1. DETAILS OF PROPOSED COURSE

Course Title:

Broadcast News Writing

Sponsor:

Candace Kelley, Assistant Professor of Journalism

Credit Hours:

The course will carry 3 credit hours.

Course Level:

Broadcast News Writing will be a 300-level course.

Prerequisites:

College Composition II, 01.112

Suggested Time and Scale of Implementation

The course will be offered in the Fall of 2005. This course will be offered once per semester.

Curricular Effect:

Broadcast News Writing will be offered as an elective in the School of Communication. It is not anticipated that any other class will be dropped or offered less frequently due to the implementation of this course.

Adequacy of the Present Staff, Resources, and Space Needs

Staff: The course will be taught by existing faculty, Candace Kelley and Dr. Carl Hausman. Candace Kelley was hired in 2004 specifically to add to our broadcast faculty. Kelley is a three time Emmy-nominated anchor for NJN and brings years of experience from working at various news stations. Dr. Hausman is the author of over 10 textbooks on journalism and electronic media, including a Broadcast Newswriting Text, and has taught Broadcast News Writing at New York University, where he also taught broadcast advanced television reporting and various media lecture courses. Both have professional and academic backgrounds in broadcast.

Resources: Physical resources are currently adequate. Broadcast News Writing can be taught in the existing news lab in Bozorth.

Recommended Library Resources

The library currently has a reasonably large collection of books about broadcast journalism and journalism in general. We recommend the additional purchase of 12 books and four periodicals, at a cost of approximately \$400 for the books and \$250 yearly for the periodicals. The proposed additions are listed on the Library Resource Form.

2. Rationale For the Course

This course will give students the basic tools they need to write for broadcast news. Broadcast news writing is a different type of writing than what is practiced in newspaper or magazine journalism -- and will prepare students for the technical demands of broadcast. Broadcast News Writing will serve as the foundation course for students who wish to specialize in broadcast journalism.

Broadcast News Writing will also lay the foundation for more advanced courses. The existence of Broadcast News Writing will therefore strengthen our other broadcast offerings.

Broadcast News Writing is essential to the newsroom, and giving students the techniques to write solid stories will make our program more closely resemble the sequences in other, accredited broadcast journalism tracks.

3. Essence of the Course

Objectives of the Course

When students complete this course they will be able to:

- (1) Write in broadcast news style that sounds crisp and clear to the ear
- (2) Learn newsgathering techniques
- (3) Exercise news judgment—the ability to decide what news is, and how the elements of a story should be handled
- (4) Learn the dynamics of writing for radio, and for long form stories

- (5) Have a firm grasp of the news process so that they can apply the basic principles to more advanced courses in the sequence, to hit the ground running in newscast and reporting courses.
- (6) Learn specifics about writing for various news formats including short form, long form, sports and packages
- (7) Learn from first-hand experience how to apply the skills they have learned to real life situations.
- () Write and gather news under deadline pressure.

Topical Outline and Content

Broadcast News Writing will meet twice weekly in the College of Communication's news lab. The focus of the course will be on writing, and we will spend a great deal of time researching, re-writing, and timing copy. Throughout the semester, students will have the opportunity to read and critique the work of other students. Video examples will be an integral part of the learning experience. Students will critically view television newscasts, and magazine formatted shows, and other television news.

Students will also be required to attend seminars on campus where guest speakers in the industry will give presentations. Students will also work in teams to simulate a newsroom experience. Later in the semester, students will have an opportunity to read their own copy and read the copy produced by their classmates.

A course outline is attached.

Course Outline Sample for Broadcast News Writing

Course Overview:

This class is an introductory course that provides instruction in the fundamentals of television news writing essential to all careers in television news. The class will concentrate on writing news scripts that are accurate, clear, concise and conversational.

You will explore the fast-paced world of writing breaking news for radio and television, learning how to write for the ear, integrate audio and video, and integrate stories into a newscast. Students will gather stories from various sources including the AP, radio, and newspapers to write their stories. You will use computers to write all assignments. At the beginning of each class, there will be a 15minute discussion of the reading, followed by an hour and a half worth of writing and critique.

This class is designed:

- To teach you how to write news copy that sounds good to the ear. Writing a story is very different than reading a story. You will be required to read your news stories out loud and make changes to your copy accordingly. Writing for the news in a way that is clear is the most important skill necessary to work in the field of broadcast.
- To strengthen your ability to perform research on the web as well as gather news under deadline pressure.
- To help you determine what legitimate news is. This means determining how to select news stories for rundowns as well as determine what elements of the story should be included in the copy.

- To acquaint you with writing in and out of stories and writing copy exactly to time. This means using your stop watches to time your stories and add or cut copy to make them the exact length.
- To teach you how to write VO's/VO/SOTS and packages with proper structure. This means writing a script that contains all of the elements of real news copy including proper slugs, chyrons, times and types of stories.
- To help you understand how a real newsroom works from beginning to end. This means understanding what broadcast writers do the minute they hit the door until the time the story runs on air. This also means understanding the ethical questions that you may encounter through discussing problems that news organizations have already dealt with.

News Monitoring/Required Tools

The following news monitoring should take place before you come to class. To be successful on current events quizzes, and to become aware of good story ideas, you will need to watch:

1. A daily morning TV "cut-in" or newscast, or listen to a local radio newscast -- **before you come to class.**
2. At least one 30 minute early evening (5:00pm, 5:30pm, 6:00pm) or late (11:00pm) local TV newscast.
3. At least one 30 minute evening national network TV newscast (ABC, CBS, NBC, UPN, WB or CNN.) It is suggested that you rotate between different local and national newscasts, instead of watching the same ones every night.

4. All students are required to purchase a stop watch. Stop watches can be purchased for \$10 at Big Lots or K-Mart.
5. All students are required to purchase tape recorder. Tape recorders can be purchased for \$10 at Big Lots or K-Mart.

CLASS ACTIVITIES

Most of the classes will begin with a discussion about the reading. Most of the class will be spent writing stories and doing exercises in the book. This will assist students in writing proper broadcast copy to time.

During the semester you will have the opportunity to read the work of your classmates. Reading your copy and the copy of your classmates will help you polish your own skills and give you an idea how writing styles vary.

Your final project will be a seven minute newscast that you will write and read.

GRADING

Many of the assignments that you turn in will be classroom exercises. Not all classroom exercises will be graded. Students will also receive take-home assignments which must always be typed in standard script format. Please note that your attendance is mandatory. I realize that we all face unavoidable situations, but missing excessive amounts of days in a real newsroom will cost you your job. Please note that the following guidelines will be used when determining a grade

- (1) Spelling and grammar do count. You are writing copy for another person to read. You must pay attention to detail when you write or you will undermine your credibility with newsroom staff.
- (2) You must write in clear English that sounds good to the ear. If you find that you are having exceptionally difficulty writing

conversationally for this course, you should consider dropping this course.

The following is a breakdown of the formula that will be used to compute your grade.

Pop Quizzes 10%

There will be pop news quizzes throughout the course. The quizzes will include questions dealing with local, national and international news of the day, news of the week, lectures and reading assignments from the previous week.

In Class Work 30%

During the semester you will spend most of each class writing news in broadcast styles. Many of these assignments will be turned in at the end of class for grading purposes.

Homework 30%

In addition to homework assignments, students are required to write 2-3 paragraphs every week, along with a rundown of the newscast for the first month due on the first Tuesday of each week. This write-up will evaluate a current news program of your choice. Tell me your thoughts about the news program i.e. what you liked and disliked about the program along with suggested changes. Each write-up will be on a different program. A pass/fail grade will be given for each description. Two failing grades will result in a reduction of five points from the final grade.

Final Exam 30%

Students will write a seven-minute newscast on deadline. This will be done using voice-over video, VO/SOT's and packages. Students will also be required to write the rundown for the newscast. This newscast will be read in front of the class.

ATTENDANCE

You are required to attend all classes. If illness or an emergency prevents you from attending, e-mail the instructor BEFORE CLASS.

DEADLINES

Deadlines are the essence of television news. Missing a deadline is inexcusable. Therefore, late assignments will NOT be accepted in this class.

ACADEMIC INTEGRITY

Broadcast Writing students must adhere to Rowan University's standards for academic integrity as outlined in the Undergraduate Handbook. If you do not have a copy, you may obtain one from the office of the undergraduate registrar.

READING AND ASSIGNMENTS

Introduction, Course Requirements

Newscasts, Chapter 12, Discuss: What is News and What Makes It Newsworthy? Look At Local Newscasts, Split into 2 groups and write a rundown for a local newscast, assign stories and write newscast, Newscast Evaluations Due

Leads, Chapter 5, Words, Details, Soft Leads, The Set Up, The Angle, Umbrella, Delays, Statements, Questions, Humor, Stories, Length , Form, Supporting the Lead, Information Selection, Making Sense, Organization, Transitions
Discuss VO's, CG's and proper writing format

Assignment: Select story from newspaper and write a 30 Second VO

Writing READS and VO's to time

Read VO's in class to peers

In Class Discussion: Beats, How a News Department Operates
Newscast Evaluations Due

Words, Chapter 2, Informal, Simple, Journalese, Technical Terms,
Slang, Contractions

Sources, Chapter 7, The Wires, Print Wires, Bulletins, Other
Wires, Audio News Services, Video News Services,
Police Radio, Radio, Research Tools, In Class Writing Exercise:
Teams Write a Local 7 minute Newscast, Select Writer, Type,
Length of Story on Rundown Sheet, Assignment: Write 2 VO's
Newscast Evaluations Due

Gathering News, Chapter 8, Preparing the Beat, Contacts, Select
Story From Newspaper and Write a :40 VO, In-Class Practice
Assignments

Writing to Audio, Chapter 10, Lead Ins, Write-Outs, Throws
Concluding, Cues, More than One Cut
Newscast Evaluations Due

Coverage, Chapter 11

Officials Witnesses, Hospitals, Police Courts, Meetings,
Speeches, News Conferences, Campaigns, Writing Exercise

Writing PACKAGES, What is a package Which stories deserve packages, Writing into SOT's , Assignment: Enterprise a Story that relates to the biggest story of the day and write a 1:20-1:40 Newscast, On tape recorder, interview at least two people and use their bites in the story.

PACKAGE REVIEW Read Packages aloud to classmates for critique, In Class Writing Exercise

Radio Writing Exercise, Chapter 9, Actualities, Q& A's, Voicers, Wraps, Interviewing, Phoners, Natural Sound, Filing, Editing, Carts, Portable Cassette Equipment, The Audio Console, Cartridge Machines, Editing, Using Equipment
Visit Campus radio station

Visuals, Chapter 14

Computer Art, Crawls, Boxes, Keys
Writing Exercise

Shooting, Chapter 15, The Crew, Basic Procedures, Types of Shoots, Pans and Zooms, Composition, Telling the Story, Stand-Ups

Writing to Visuals, Chapter 16, Readers, Graphics, Videotape, Background Graphics, Writing Away, Spotting, Coordinating, Keeping Eyes Open

Television Newscasts, Chapter 17, News Meetings, Assignment Editors, Producers, News Writers, Weather and Sports, Directors, Technical Staff, Anchors

News on the Web, Chapter 1 , Links, Writing for the Web,
Writing Assignment

Ethics and Law, Chapter 19, Accuracy, Libel, The FCC and
Fairness, Campaigns and Equal Time, Privacy, Reenactments,
Hidden Mikes and Cameras, Protecting Sources, Access to Courts,
Police Hospitals, Government Records, Government Meetings

Magazine Formatted Shows Watch And Critique 60 Minutes,
Dateline NBC, Review Hand-Out on Long Form Magazine Format
News Stories, Writing For Long Form Stories, Writing Exercise
for News Magazine Formatted Shows

Careers in Broadcast Writing, Review of Web Sites, Cover Letters,
Resumes, Writing Tests, Suggested Professional Organizations to
Join, Rowan's Career Center

Public Affairs, Chapter 13, Documentaries, Betting Audio,
Organizations, Music, Writing, Editorials

No Class

Writing for Sports Broadcasts, Elements of a Sports Broadcast,
Word Usage, Sports Reporting Dynamics

Perform Simulated Newscast- Students will walk into class and
treat class as a newsroom, receiving assignments and writing
stories according to rundown and news feeds

Review for Final Project

Final Exam Date TBA

Evaluation and Grading Procedure of Students

Students will be graded on fifteen writing assignments, current events quizzes, two tests, and a final project.

The writing assignments will include student-gathered stories, re-writing exercises, radio scripts, television scripts, stories that cover breaking news, and in-depth "enterprise" pieces. (Note that in-class writing will not be limited to the graded assignments. There will be many non-graded exercises done strictly for practice.)

The tests will deal with basic broadcast news operations, procedures for gathering and handling news, some broadcast news history, and media law specifically related to broadcast news.

The students' final project will be a comprehensive writing exercise designed to demonstrate their mastery of the full range of course material.

Course Evaluation

Standard student evaluations will be administered during the final weeks of the course. In addition, members of the departmental curriculum committee will be invited to view the backstage process and, of course, the cablecast final product. The course will be reevaluated by the curriculum committee after the initial semester.

4. Consultation

This course does not substantially duplicate content of any existing course. Broadcast News Writing mirrors the introductory newspaper writing course, and indeed may be an excellent supplement for prospective newspaper reporters who want to bolster their understanding of broadcasting and at the same time enlarge their career opportunities.

Letters from interested parties are attached to this proposal in Appendix D

5. Catalog Description

To Be Assigned 300 Level Hegis Number

Pre Requisite: 1501.112 College Composition II

Broadcast News Writing provides instruction in the fundamentals of television news writing essential to all careers in television news. Students will explore the fast paced world of writing breaking news for radio and television, learning how to write for the ear, integrate audio, video, and integrate stories into a newscast.

Current Library Holdings

Barrett, Marvin, Politics of Broad Journalism, 1973.

Block, Mervin. Writing Broadcast News: shorter, sharper stronger: a professional handbook, 19 7.

Broussard, Joseph E. Writing and Reporting Broadcast News, 19 2.

Mayeux, Peter E., Broadcast News: Writing and Reporting, 1996.

Hosley, David, Hard News: Women in Broadcast Journalism, 19 6.

Jankowski, Laurence, Functions of Mass Communications, 19 9.

Luft, Greg, Media on Trial, the Story of Storytellers, 199

Siller, Guide to Professional Radio & TV Newscasting

Stephens, Mitchell, Broadcast News, 1993.

Neuman, Johanna, Lights Camera War: Is Media Technology Driving International Politics

Fang, Irving, Television News, Radio News, 19 5.

Appendix B:

Suggested Additions to the Library's Holdings

Books

Attkisson, Sharyl, *Writing Right for Broadcast and Internet News*. Prentice Hall, 2002.

Boyd, Andrew. *Broadcast Journalism: Techniques of Radio and Television News*.
Butterworth-Heinemann, 2001.

Dotson, Bob. *Make It Memorable*.

Edwards, Bob. *Edward R. Murrow and the Birth of Broadcast Journalism*. John Wiley
and Sons, 2004.

Gaines, William. *Investigative Reporting for Print and Broadcast*. Thomas Learning,
199 .

Kalbfield, Brad. *Broadcast News Handbook*. McGraw Hill, October 2000.

Linder, Kevin. *Broadcasting Realities: Real-Life Issues and Insights for Broadcast*. Natl
Book Network, 1999.

Looker, Tom. *The Sound and the Story: NPR and the Art of Radio*. Boston: Houghton
Mifflin, 1995.

O'Dell, Cary. *Women Pioneers in Television: Biographies of Fifteen Industry Leaders*.
Jefferson, NC: McFarland and Company, 1997.

Wulfemeyer, K. Tim. *Radio-TV Newswriting: A Workbook*. Blackwell Pub Professional,
March 2000.

Periodicals

American Journalism Review

Broadcasting & Cable

Television Quarterly

Journalism and Mass Communication Educator

Rowan University
CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM

The purpose of this form is to provide a channel of communication between the library and faculty changing and designing new courses/programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the course/program. The information will also provide rationale for institutional support for library acquisitions

This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian. THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.

- The sponsor(s) complete parts A & B
If assistance is required to complete parts A & B, please notify the liaison librarian.
- Forward this form to the librarian who will complete parts C, D & E

This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee

A. College Communication Department Journalism
 Proposed by Chadace Kelley Date October 1, 2004
 Course Title: Broadcast News Writing
 Anticipated Date for Course/Program Offering: Spring 2005

B. List specific resources that should be acquired to support this course.

See attached.

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

See attached.

D. List key periodicals available in the library to support this course/program.

See attached.

E. Librarian comments and recommendations: The attached list of resources seems adequate to initially support the course, Additional sources can be ordered if the department submits a list of updated materials for purchase.

Name LIBRARIAN LIAISON Carl Housum Librarian Signature: Benjamin Fisher



Date: Oct. 5, 2003
To: Dr. Carl Hausman, Chair, Department of Journalism *SSF*
From: Suzanne Sparks FitzGerald, Chair, Public Relations and Advertising
Re: Broadcast NewsWriting

Our department supports your proposal for a Broadcast News Writing course. Clearly, trends in the industry not only support a track in Broadcast Journalism, but also indicate its necessity.

As pr professionals who pitch our clients and their newsworthy issues to journalists for publication or to be aired, we recognize the distinction between newspaper/magazine journalism and broadcast journalism. For that reason, we support this seminal offering in the Department of Journalism.

Thank you for consulting me.



Radio/Television/Film Department

To: Dr. Carl Hausman, Chair
Journalism Department
From: Ned Eckhardt, Chair
Radio/TV/Film Department
Subject: Broadcast News Writing

October 3, 2004

This is a letter to enthusiastically support this proposal for Broadcast News Writing, a new course in the Journalism Department. This is an academically sound educational experience that will enable journalism students to learn the basics of researching, writing and timing copy for broadcast news. The experience of working in a news lab with teachers who have broadcast news experience will prepare the students for the advanced electronic news writing courses that unfold in television studios with satellite feeds and teleprompters.

In the RTF Department we have just completed installing \$100,000 worth of professionally designed and constructed news and talk show sets. The advanced news-writing students create a newscast each week for airing on Rowan's Television Network. A foundation course like this will enhance the quality of the newscasts, and give journalism students a chance to see their news copy actually presented to an audience.

I recommend this course without reservation.

Ned Eckhardt, Chair
Radio/TV/Film Dept
College of Communication
Rowan University
Glassboro, NJ 08028
eckhardt@rowan.edu
(856) 256-4415 phone