



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA 5002

Broadcast Journalism COURSE OUTLINE

Session 2, 2016

CONTENTS	PAGE
Introduction to the Course	3
Location of the Course	3
Staff and School Contact Details	3
Attendance Requirements	3
Essential Information for Students	4
Course Details	4
Teaching and Learning Rationale	5
Teaching Strategies	5
Assessment Tasks	5
Assessment Details	6
Assessment Criteria	9
Late Submission Policy/Extension	12
Special Consideration Procedure	12
Academic Honesty and Plagiarism Policy	13
Course Schedule	14
Expected Course Resources for Students	17
Course Evaluation and Development	18

Introduction

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

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

Students 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 location and time:

Thursday 10-12 noon Webster 138 (Multimedia Lab)
 Thursday 12-2pm Webster 138 (Multimedia Lab)
 Thursday 6-8pm Webster 136 (Multimedia Lab)

Staff Contact Details

Position	Name	Email	Availability; times and location
Course Convener/ Lecturer	Emily Booker	e.booker@unsw.edu.au	Thursday
Lecturer	Dr Enda Murray	enda.murray@unsw.edu.au	Thursday 6-8 pm

School of the Arts and Media Contact Information

SAM Office
 Room 312, level 3 Robert Webster Building
 Phone: 9385 4856
 Email: sam@unsw.edu.au

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 student must complete the UNSW Arts & Social Sciences Permissible 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.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- 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 where 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 more 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 Details

Credit Points: 6

Course Aims

This course aims to teach students to:

1. To understand and develop interpersonal, organizational and broadcast media communication skills
2. To understand the production of audio and video scripts
3. To understand the basic principles of audio and video capture and editing
4. To understand the research, interview and presentation skills required for broadcast media news
5. To understand the production a television news feature
6. To think critically about the ethical dimensions of journalism and the social and political role of the broadcast media

Student Learning Outcomes

On successful completion of this subject, students will be able:

1. To write scripts for radio and television news
2. To demonstrate an understanding of, and be able to use, the skills required to research, interview and present stories for broadcast media
3. To demonstrate an understanding of the basic techniques of audio and video capture and editing
4. To show a critical awareness of the ethical issues of media broadcasting
5. To show a critical awareness of the social, economic and political role and media broadcasting

Graduate Attributes

In this course students will develop the following graduate attributes:

1. The skills of effective written and oral communication
2. The skills to locate, evaluate and use relevant information for broadcast media stories
3. The skills to locate, evaluate, produce and use relevant audio and video for broadcast productions
4. The capacity for analytical and critical thinking and for creative problem solving
5. A respect for and understanding of ethical practice
6. A respect for social responsibility in broadcast journalism

Rationale for the inclusion of content and teaching approach

This content of this course and its teaching approach is designed to enable students to develop particular communications skills that will enhance their practice and work in the field of journalism and communications. It reflects our position that their practice within the field will require advanced levels of communication to enable ongoing development.

Teaching Strategies

This course will largely be taught face to face in a computer lab and there will be practical sessions including in the audio studio and using radio digital recording devices and 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

Assessment 1

Radio news story - script (Duration 50 sec – 1 minute) – (30%) Due: August 18 – Week 4

Assessment 2

Television news story - script (Duration 1 minute 30 seconds – 2 minutes) – (30%) Due: Sept 8 – Week 7

Assessment 3

Television current affairs feature story/Storyboard (Duration 3-4 minutes) – (40 %) Due: October 13 – Week 11

Special option for Assessment 3: You can apply to your lecturer to submit this assignment as a story on video. You must speak to your lecturer about this, and demonstrate a capacity to both shoot the story and edit it yourself.

In order to pass this course, you must make a serious attempt at ALL assessment tasks.

Assessment 1	Individual Assessment
Title	Audio script for radio news story
Expectations	<p>You must write a radio news story which is a 'Radio package' or 'wrap'. (See Week 2 reading: Phillips and Lindgren, p.193 for details)</p> <p>Your script must include:</p> <ul style="list-style-type: none"> Slug and Running time Two sentence introduction (read by newsreader) 4-5 sentences of written narration 1 interview sound-bite (Note: Sound-bite can go in between parts of the narration script – see lecture powerpoint for more details) Natural sound <p>You must research and write your own story – NOT rewrite one that is in the media. You must do a live interview with a real person (either over the phone or in person) and then select a sound-bite for your story. Further details of the assessment will be given in the lectures.</p> <p>You need to include the phone number and the name of the person you interviewed at the end of the script.</p>
Maximum Length	<p>Runs: NOT MORE than 1 minute, NOT LESS than 50 seconds.</p> <p>An estimate is 150-180 words per minute.</p>
Weighting	30%
Due date	Thursday, 18 August through Turnitin on Moodle by midnight

Assessment 2	Individual Assessment
Title	Audiovisual script for television news story
Expectations	<p>Write a television news story which includes an 'intro page' and a 'narration script'. (See Phillips and Lindgren, pp 51-52 pp 213-214 and also lecture powerpoint week 6)</p> <p>You must include in your Intro page: Supers (on the left) Narration for newsreader (on right)</p> <p>You must include in your narration script: Narration (your words as the reporter) 1 interview soundbite (write out in full in the script) 1 piece to camera, PTC (write out in full in the script)</p> <p>You must research and write your own story – NOT rewrite one that is in the media. You must do a real life interview with a real person (you must be face-to-face) and then select a sound-bite for your story. Further details of the assessment will be given in the lectures.</p> <p>You need to include the name and phone number of the person you interviewed at the end of the script.</p> <p>(You MUST NOT use the same story as for your audio script)</p>
Length	Total running time NOT MORE than two minutes (2.00) NOT LESS than one minute 30 seconds (1.30) Note: An estimate is 150-180 words per minute
Weighting	30%
Due date	Thursday, 8 September through Turnitin on Moodle by midnight

Assessment 3	Individual Assessment
Title	TV Feature Story – storyboard for television current affairs feature story
Expectations	<p>You must write a television feature story that is presented as a storyboard. The script will be in THE FIRST column, the pictures in SECOND column and any comments for the editor in a THIRD column (e.g. how pictures and narration are to match)</p> <p>For an example of a storyboard see Phillips, G. and Lindgren, M., (2013), <i>Australian Broadcast Journalism</i>, pp 246-250.</p> <p>You will need to use a digital stills camera or mobile phone to take the photos and then insert them into your script. This can be a word document.</p> <p>The story must include:</p> <ul style="list-style-type: none"> Heading (name of script) News reader's introduction Narration for reporter's script Minimum of two interview sound-bites from two different people. These should be inserted throughout the reporter's narration script. Avoid 'talking heads'. At least one piece to camera Include the running time of the reporter's narration script only (not the newsreader's intro) at the end of the script <p>It must be an ORIGINAL news story that you shoot on location (i.e. you must take the photographs yourself). You must include real interviews with real people and take their photos to insert in the picture column of the storyboard (and include their names and phone numbers at the end of the story). The photos must tell the story together with the script.</p>
Length	Runs 3.00 – 4.00 (3-4 minutes). This is the total time so will include the newsreader's introduction script <i>and</i> your reporter's script. An estimate is 150-180 words per minute.
Weighting	40%
Due date	Thursday 13 October on Turnitin on Moodle by midnight

OR

Special project: You can apply to your lecturer to submit this assignment as a story on video. You must speak to your lecturer about this, and demonstrate a capacity to both shoot the story and edit it yourself. The content requirements will be the same as the outline above.

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 script requirements evident in terms of layout and format. Completely error free in all aspects of grammar and presentation with all details correct and correctly placed. 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 the script in a clear and succinct 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 as impact, timeliness, etc. News angle identified and followed consistently. Relevant and attention-grabbing intro and opening sentence of narration. Strong, clear newsworthy ending.
Selection of interviewee AND sound-bite (20)	F-P Inappropriate choice of interviewee for story; choice of soundbite too long, not newsworthy	P-C Appropriate interviewee and choice of sound-bite but too long, or not newsworthy	C-D Good, strong choice of interviewee who will enhance the story. Strong news angle in selection of soundbite and well-placed in script	HD Excellent choice of highly newsworthy interviewee. Sound-bite short, succinct 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 radio story

Criteria	Assessment 2 – Audio-visual script – TV NEWS STORY			
Layout and format, presentation and understanding of use of pictures (20)	<p>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>	<p>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</p>	<p>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</p>	<p>HD All aspects of audiovisual script requirements evident in terms of layout and format. Completely error free in all aspects of grammar, spelling and presentation with all details correct and correctly placed. Excellent understanding of use of pictures to enhance the story</p>
Evidence of research and inclusion of appropriate, newsworthy facts (20)	<p>F-P Little evidence of research and no inclusion of newsworthy facts</p>	<p>P-C Evidence of research into topic and some inclusion of newsworthy facts</p>	<p>C-D Solid evidence of research and appropriate and thoughtful inclusion of facts throughout script</p>	<p>HD Excellent research with selection of highly newsworthy facts. Using these facts effectively in the script in a clear, simple and succinct way</p>
Newsworthiness (20)	<p>F-P News angle not clear – not presented in the audiovisual script format. Doesn't stick closely to news angle throughout script</p>	<p>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</p>	<p>C-D Contains at least 4 aspects of "news values" such as impact, timeliness, etc. News angle identified and followed consistently. News angle clear in intro</p>	<p>HD 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</p>
Selection of interviewee AND sound-bite (20)	<p>F-P Inappropriate choice of interviewee(s) for story; choice of soundbite(s) too long, not newsworthy.</p>	<p>P-C Appropriate choice of interviewee(s) and sound-bite(s) but too long, or not newsworthy, or not placed in the best position.</p>	<p>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</p>	<p>HD Excellent choice of highly newsworthy interviewee(s). Sound-bite(s) short, succinct Add colour and substance to the news angle. Soundbite(s) placed to break up narration and add emphasis and pacing to script.</p>
Quality of written expression suitable for television news story (20)	<p>F-P Quality of expression poor and not simple and not suitable for television news story</p>	<p>P-C Basic level of expression presented and some aspects of television language used</p>	<p>C-D Quality of expression sound and appropriate language used for television story. Short, succinct and everyday language used</p>	<p>HD Outstanding quality of expression and excellent choice of language for television story. Clear and succinct and attention-getting</p>

Assessment 3 - TV Feature Story

Criteria				
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 to correspond to script. Limited use of pictures	P-C Some typos or spelling mistakes. Presentation of storyboard meets requirements. Not all details accurate (slug, running time) or presented. Some indication of understanding of requirements for pictures. Adequate use of pictures	C-D All aspects of storyboard requirements in 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.	HD All aspects of storyboard requirements evident 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 short, clear way	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.
Selection of interviewees AND sound-bites and placement of PTC (20)	F-P 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	P-C 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	C-D 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	HD 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)	F-P Quality of expression poor and not simple. Not suitable for television feature 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 expression and excellent choice of language for television story. Clear and succinct and attention-getting

Submission of Assessment Tasks

Students are expected to put their **names** and **student numbers** on **every page** of their assignments. 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 in SAM there will no longer be any hard-copy submission; assessments 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.

Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN FASS.

If your assignment is submitted after the due date, a penalty of 5% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 10% and the mark would be reduced to 62%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Extension Procedure

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **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.

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (<http://www.lc.unsw.edu.au/academic-integrity-plagiarism>), in the myUNSW student A-Z: Guide <https://student.unsw.edu.au/plagiarism> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this intellectual property.

If you breach the *Student Code* with respect to academic integrity the University may take disciplinary action under the *Student Misconduct Procedure* (see above).

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example:

- 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. 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.

Course Schedule

Week 1: Introduction: What is news?/How to script it (July 28)

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: More than words: getting material, selecting talent for radio (Aug 4)

Phillips, G. and Lindgren, M., (2013). *Australian Broadcast Journalism* (3rd Edition), Melbourne, Oxford University Press, pp 166-172, 186-193

Week 3: Using your voice/recording sound/interviews (practical with zoom kits) (Aug 11)

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 4: Audio booth recording (practical in studio) and Editing for radio – (practical in labs) (Aug 18)

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 5: Pieces to Camera - PTCs (practical with cameras in pairs) (Aug 25)

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: The Art of Interviewing/Writing for Broadcast/TV news (Sep 1)

Phillips, G. and Lindgren, M., (2013). *Australian Broadcast Journalism* (3rd Edition), Melbourne, Oxford University Press, pp 50-61, pp 203-244

Alysen, Barbara, (2012). *The Electronic Reporter: Broadcast Journalism in Australia*, Sydney: UNSW Press, pp 89-90

Boyd, A., Stewart, P. and Alexander, R., (2008). *Broadcast Journalism: Techniques of Radio & Television News* (Sixth Edition), Oxford: Focal Press, pp 69-80

Week 7: Getting the pictures/shooting a story (practical with cameras)(Sep 8)

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: Editing (practical in labs with last week's footage & cameras)(Sept 15)

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: Mobile journalism/ Storyboard/ Issues & Ethics of Interviewing/Dangers of the job (practical with mobile phones and in labs) (Sept 22)

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

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 10: Non-Teaching Reading Break: NO LECTURE (Oct 6)

Week 11: Broadcast media and its social role (Oct 13)

Phillips, G. and Lindgren, M., (2013), *Australian Broadcast Journalism (3rd Edition)*, Melbourne, Oxford University Press, pp 313-314, 332, 339-340

Lumby, Catharine, *The future of journalism*, in Cunningham, C. & Turner, G., (2002) *The Media and Communications in Australia*, Sydney: Allen & Unwin, pp 320-329

Thussu, Daya Kishan, (2007) *News as Entertainment: The Rise of Global Infotainment*, London: Sage, pp 162-166

Week 12: Politics & the media/ Balancing news pressures & ethics (Oct 20)

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

Week 13: Media conference – (practical) (Oct 27)

Phillips, G. and Lindgren, M., (2013), Australian Broadcast Journalism (Third Edition), Melbourne, Oxford University Press, pp 167-8

Beaman, Jim, (2000). Interviewing for radio, London: Routledge, pp 100-103

Expected Course Resources for students

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

Moodle

UNSW uses a TELT (Technology Enabled Learning & Teaching) programme called Moodle to make available extra learning material, submitting assignments, and checking your grades amongst other things. It is integral to most University courses and vital to the success of students. Make sure you familiarise yourself with it in the first couple of weeks.

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 journalistic skills such as writing headlines, interviewing, pitching a story, video skills, audio skills.

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.

Other reading for those interested in broadening their engagement with convergent journalism:

Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, Reporting for the Media, 9th edition, Oxford University Press, New York/Oxford.

Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, Reporting for the Media, 9th edition, Oxford University Press, New York/Oxford.

Bull, A 2010, Multimedia Journalism: A Practical Guide, Routledge, New York.

Craig, DA 2011, Excellence in Online Journalism, Sage, London.

Dubber, A 2013, Radio in the Digital Age, Polity Press, Cambridge.

Kern, J 2008, Sound Reporting: The NPR Guide to Audio Journalism and Production, Uni of Chicago Press, Chicago.

Hirst, M 2011, News 2.0: Can Journalism Survive the Internet?, Allen & Unwin, Sydney.

Kolodzy, J 2013, Practicing Convergence Journalism: An Introduction to Cross-Media Storytelling, Routledge, London/New York

Course evaluation and development

Student feedback is encouraged through both informal feedback directly to lecturers and through the formal CATEI survey conducted at the end of the course by the University. This feedback in the past has been incorporated in the design of the content and the teaching strategies. For example in the past students asked for more practical and current examples of theories and hands-on practice for assessments.

Other information

- Information on relevant Occupational Health and Safety policies and expectations is outlined at: <http://www.ohs.unsw.edu.au/>
- Student equity and diversity issues can be sought from Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).
- Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au>