

Take This Assignment and Spin It in Many Directions

Second course, First grading period, Weeks 8-9

This is the end-of-term project for the first grading period of the second course. Students will demonstrate their ability to take information and repackage it to provide multiple audio options.



Enduring Understanding

Recognizing the possibilities in a story and being familiar with the variety of ways that the story can be presented is a crucial tool of the seasoned, in demand, broadcast journalist.



Essential Questions

How can a story be told in different ways and with different formats (as a news wrap, piece, billboard)? What is needed for each choice and which elements can be used in more than one format? What makes some audio (actuality and ambience) more useful across different formats than other audio?



Objectives and Outcome

- Students will be able to think in a flexible manner about a single story.
- Students will demonstrate their ability to shrink and expand a story for time, purpose and substance.
- Students will demonstrate their ability to interview, to report a story, to prepare a news wrap, to write a billboard and to evaluate which format demands which actuality and information.



Suggested Time

Two weeks



Resources and Materials

Notes and portfolio examples from Radio Broadcasting I (news wrap, interviewing) and Radio Broadcasting II (logging an interview, billboard)



Procedure

1. Teachers will decide if the term project is to be completed by individuals, pairs or a team of three or more classmates. Students may be given a pre-determined local story or be asked to report on a current school-related topic (student-determined topic and focus).
2. Give students the five-part end-of-term assignment. "Radio Broadcast II, First Term Project: Spin It in Many Directions" is provided to give students a checklist and guidelines.

Emphasize with students that the ability to be flexible, to see the possibilities in a story and to be able to expand or shrink information to meet the requirements of time, purpose and format are important to professional journalists and radio teams.

As each part of the assignment is given, you may wish to review/highlight/discuss the features of each with students. Using the news topic, students are to:

- Interview and tape two or more sources (10 minutes each); cut the material to five minutes. (Radio Broadcasting I and II)
- Log the tape (Radio Broadcasting I and II)
- Write and record a :45 news wrap that includes one actuality (Radio Broadcasting I, First Grading Period)
- Write, record and produce a 3-minute news report that includes actualities from two sources (Radio Broadcasting I, Second Grading Period)
- Write a :15 billboard with no tape (Radio Broadcasting II, First Grading Period)

You may also ask students to include remarks at the end of the CD to relate any unusual circumstances they encountered. They may also include why they selected particular sources. See homework below.

3. Given time and other constraints, teachers will decide whether students will set-up their own interviews or if guests will come to the classroom to be interviewed. Whichever is done, students must write questions and prioritize them, prepare equipment for taping and be ready to be in charge of recording.

4. The remaining time should be spent by students editing and logging the taped interviews and completing the news wrap, 3-minute news report and billboard.

Depending on time available for grading and how teachers wish to conduct feedback, the projects could be turned in at specified intervals or as one package. For example, if teachers wish to evaluate the news wraps first and to give students feedback to improve the quality of the 3-minute news story and billboard, the news wrap could be completed and presented before the other segments are due. Other teachers may wish to have the logging completed and graded first to help students identify the most important information and to focus the remaining parts of the project.

5. Each students will present his or her final material on one CD. You may ask each to select one of the projects to present to the class.



Homework

Prepare 10 questions to ask each of the interviewees.

Each individual or team writes three lines describing the story.

Write and be prepared to discuss why specific material was cut for time, used in one assignment but not another, or used in all assignments. If you could add one more interview with whom would it be and why?



Assessment

Grading for this end-of-term project could include the following areas:

- Quality of interview questions
- Ability to log interview tape for use
- Ability to shorten audio material gathered through digital editing
- Ability to mark script for use
- Quality of billboard
- Quality of news wrap
- Quality of news report
- Completion of project assessment



Academic Content Standards

Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience and genre have been addressed. (DCPS English Language Arts, 11.W.3)

Create coherent media presentations that synthesize information from several sources (DCPS English Language Arts, 11.M.4)

Display initiative and open-mindedness in accomplishing a work challenge (VTECS, Skills Common Across All Clusters, F09.2.2.2)

Complete all tasks thoroughly and identify strategies for accomplishing job (VTECS, Skills Common Across All Clusters, F09.2.2.4)



Industry Standards and Expectations

Electronic journalists should clearly disclose the origin of information and label all materials provided by outsiders (RTNDA Code of Ethics)

Professional electronic journalists should pursue truth aggressively and present the news accurately, in context, and as completely as possible. (RTNDA Code of Ethics and Professional Conduct.)

Professional electronic journalists should present the news fairly and impartially, placing primary value on significance and relevance. (RTNDA Code of Ethics and Professional Conduct.)

Spin It in Many Directions

You are to demonstrate your ability to take information and repackage it to provide multiple audio options. Through this assignment, you will demonstrate that you can prepare for and conduct interviews, log tape, produce a news wrap and a 3-minute news story, and write a billboard.

This project has five parts to complete. Each has its own time requirement.

1. Interview and tape two or more sources on a selected topic. Each interview is to be 10 minutes; plan your interview questions carefully.
2. Log the tape. Cut the total tape down to five minutes.
3. Write, record and produce a :45 news wrap that includes one actuality.
4. Write, record and produce a 3-minute news report that includes actualities from a minimum of two sources.
5. Write a :15 billboard with no tape.

Time	One week
Topic	A school-related news topic
Actuality	You interview two persons who are reliable sources on your selected topic. You may have a third source, but this is not required. Each clip should be no more than :30; not less than :10. You will determine for the particular “spin” (news sport and news story) which clips are appropriate. The billboards have no audio but are based on content in the tape you have gathered and reviewed.
Copy	You write the copy for all three parts. Keep all requirements of the particular spin in mind. You may wish to refer to notes from previous lessons or clips in your portfolio to refresh your memory of what is required of the best billboards, news wraps and news stories.

Guidelines for the End-of-Term Project

Topic	You are informing your school community of an important school-related topic.
Actuality	You have selected two (or more) reliable, informed sources.
Editing	The copy and actuality transition smoothly. You effectively covered the topic in a complete and focused way given the time constraints. Your finished products will be a :45 News Wrap, a 3-Minute News Report, and a :15 Billboard.
Project	Turn in a CD with your original interviews, log of interviews, edited interviews, your :45 news wrap, 3-minute news report and :15 billboard. Be sure to introduce each section on the CD with an explanatory audio intro.