

Course Expectations for Broadcast Journalism III

Mr. Tom Rizzo: Room C-131

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COURSE DESCRIPTION

This one-year course is designed for the student who has successfully completed Broadcast Journalism II for the advanced study and practice of broadcast journalism and television production with a major emphasis on electronic field production, computer generated video editing and special effects, digital video making, and involvement with community videomakers. This class is performance based. Instructional practices will incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credit required for high school graduation and may be repeated once.

COURSE GOALS:

1. To apply knowledge of content-specific vocabulary in text to build comprehension. [NS: ELA 1.5.5; BP 1.2.1, 1.2.2, 1.2.3]
2. To use reading process skills and strategies with literary and expository texts to build comprehension. [NS: ELA 2.0, 3.0, 4.0]
3. To create movie scripts and advanced screenplays and develop them in class. [NS: ELA 5.0, 6.0; BP 3.0, 4.0]
4. To apply the five stages of the writing process (prewriting, drafting, revising, editing, and publishing) to news stories, television show scripts, daily announcements, radio shows, and video yearbook. [NS: ELA 5.0; BP 4.2.1, 4.2.3, 4.2.4]
5. To develop and apply effective listening and speaking skills. [NS: ELA 7.0, 8.0; BP 5.2.1, 5.2.2]
6. To enhance television production skills developed in Broadcast Journalism II. [NS: BP 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7; IT 3.3]
7. To understand the process of electronic field production and to apply that process to video projects. [NS: BP 2.0, 3.0, 4.0, 5.0]
8. To apply advanced skills in video production (camera use, audio mixing, lighting techniques, digital editing, and directing talent), computer technology, and industry-standard software. [NS: BP 4.0, 5.0, 6.0; IT 3.3]
9. To participate in video projects and job shadowing opportunities with various community video production companies. [NS: BP 7.0]
10. To provide students with the resources to apply to a college or university program in broadcasting with a foundation of knowledge and skill. [NS: BP 7.0]
11. To demonstrate journalism ethics in video production. [NS: BP 1.0]

COURSE REQUIREMENTS AND GRADING PROCEDURES:

GRADING POLICY

The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student's progress towards mastery of the established standards for a particular course or subject. As such, other factors such as attendance, effort and behavior will not be considered when calculating a student's grade. However, **excessive absences** (Seven unexcused absences during a semester) may result in a loss of credit in accordance with CCSD Regulation 5113. Extra credit will **not** be permitted unless the work is specifically designed to provide more evidence of a student's progress towards mastery of the established standards.

Teachers will provide students with unit overviews that outline the performance expectations for that unit. These outlines will be accompanied by rubrics that define the levels of proficiency students are expected to demonstrate. The goal is for students to become more involved in monitoring their level of proficiency and participating in Assessment for Learning in order to improve their performance.

Students will be graded on a 0-100 point scale, with the following grade equivalents:

90-100	=	A	Consistently exceeds standards
80-89	=	B	Consistently meets standards
70-79	=	C	Approaching standards
60-69	=	D	Emergent
0-59	=	F	Does not meet standards/ Evidence not provided

In order to demonstrate sufficient evidence of proficiency, a student will be required to make arrangements with the teacher to make-up any assessments missed due to an absence. Failure to complete required assessments may result in a lower grade or a failing grade due to a lack of evidence.

Throughout the semester, students will be expected to complete formative and summative assessments. The Southwest Career and Technical Academy will be incorporating Project-Based Learning across the curriculum. The project-driven assessments will be implemented and assessed according to a standard rubric for all students, based on our beliefs in the attributes of Academic Knowledge, Character, Skills, Work Ethic, and Preparation. Further assessments include, but are not limited to, homework, class activities, participation, lab activities, class projects, quizzes, and exams. For this subject, assessments will be weighted as follows:

Project-Based Learning and the Six Tenets

The Southwest Career and Technical Academy is dedicated to assessing student learning and achievement through Project-Based Learning (PBL). The Southwest CTA uses six tenets, or beliefs, to assess student performance during each PBL assessment. These tenets will be the basis of grading during each PBL project. The six tenets are as follows:

- Content Knowledge
- Work Ethic
- Use of Resources
- Teamwork and Collaboration
- Professional Presentations
- Writing Skills

These tenets may also be used in the classroom setting at the teacher’s discretion.

Content Knowledge	25%
Work Ethic	10%
Use of Resources	10%
Teamwork and Collaboration	10%
Professional Presentations	20%
Writing Skills	25%

Students will be expected to take notes in class and will write news stories, film and edit commercials, features, and Public Service Announcements, and help create our daily news show. A significant portion of the student’s grade will be based on projects created in-class. Students will be expected to work in small groups and their class participation grade will be based partially on their interactions with their classmates. Student will be given several essay exams, and will be expected to demonstrate an understanding of the concepts covered in class both through exams and in the successful completion of their projects.

According to CCSD regulation 5121, “Semester exams shall be comprehensive of the material covered during the semester and may be worth up to, but not exceed, 20% of the student’s final semester grade. Final semester grades shall reflect assignments and assessments completed throughout the semester and the final exam grade”. Semester grades are not to account for more than 10% of the final grade. Semester grades will be calculated as follows:

Quarter 1 Grade	=	45%
Quarter 2 Grade	=	45%
Semester Exam	=	10%
Semester Grade	=	100%

REQUIRED MATERIALS

It is highly recommended that students purchase a flash drive for saving files. The minimum recommended size for the flash drive is two gigabytes.

MAKEUP WORK POLICY

The following language is from CCSD Regulation 5113:

Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work **within** three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

LATE WORK POLICY

Late work that is considered practice (homework, class-work, etc.) will be accepted and graded for credit at the teacher's discretion. Work that is not turned in when requested by the teacher will be considered late. Late work will only be accepted if turned in on or before the next school day and the grade earned will be reduced by 50%.

If a student is absent (excused), any work due on the date of the absence is due on the day of his/her return.

DISCIPLINE PROCEDURES AND CITIZENSHIP GRADING:

A. Classroom Discipline Plan

The following steps in the Southwest Career and Technical Academy Progressive Discipline Plan will be followed when students do not follow established rules and behave inappropriately:

STEP ONE:	Teacher-Student Conference (Warning)
STEP TWO:	Parent Contact by Teacher (Phone or Letter)
STEP THREE:	Counselor Referral
STEP FOUR:	Dean's Referral

Some offenses are serious enough to warrant a referral to the Dean for the initial infraction (e.g.: physical violence, gross insubordination, truancy, etc.)

B. Tardy Policy

Tardies to a class room environment are a serious disruption to the educational program. Every student is required to be in his/her seat when the tardy bell rings. With that in mind, the Southwest Career and Technical Academy Tardy Policy will be strictly enforced. Tardies accumulate for the entire **semester**.

STEP ONE:	Warning/Copy of Policy
STEP TWO:	Counselor Referral/RPC-B (parent contact)
STEP THREE:	RPC-T/Parent Conference (behavior contract)
STEP FOUR:	1 Day Suspension
STEP FIVE:	3 Day Suspension
STEP SIX:	5 Day Suspension
STEP SEVEN:	7 Day Suspension

C. Cell Phone/Nuisance Item Policy

The Southwest Career and Technical Academy cell phone/nuisance item policy is in accordance with CCSD Regulation 5136 and the specific needs of the Southwest Career and Technical Academy. This letter is to inform you that your son/daughter had a cell phone or nuisance item confiscated. Please review the progressive discipline steps that will be enforced should your student continue to possess/use nuisance items on campus.

FIRST OFFENSE:	Warning/Copy of Policy/Confiscation
SECOND OFFENSE:	RPC-B/Parent Pick-Up/Confiscation
THIRD OFFENSE:	RPC-T/Behavior Contract/Parent PickUp/Confiscation
FOURTH OFFENSE:	1 Day Suspension/Parent Pick-Up/Confiscation
FIFTH OFFENSE:	3 Day Suspension/Parent Pick-Up/Confiscation
SIXTH OFFENSE:	5 Day Suspension/Parent Pick-Up/Confiscation

D. Citizenship Policy

CATEGORY	Outstanding (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Engagement	Consistently involved in class activities; contributes to overall learning process; collaborates with others and/or the teacher.	Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration.	Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class.	Consistently uninvolved in class activities. Adamant refusal to work.
Preparation	Consistently prepared with materials; work is on time and may go beyond expectations.	Student has materials and submits work in a timely fashion and as expected.	Student may have had multiple instances of being unprepared, late work, or not completed as requested.	Consistently unprepared for class. Does not submit work on time or at all.
Behavior	Consistently respectful of both classmates and adults; Takes responsibility for individual actions; Consistently complies with school and classroom rules.	Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and classroom rules.	Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules.	Consistent disrespect to classmates or adults. Regularly disruptive to learning process and violation of school or class rules. Plagiarism

Student citizenship grades are reported as follows:

- O** = **Outstanding**
- S** = **Satisfactory citizenship**
- N** = **Needs Improvement**
- U** = **Unsatisfactory citizenship**

CODE OF HONOR

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- ➡ Taking or copying answers on an examination or any other assignment from another student or other source
- ➡ Giving answers on an examination or any other assignment to another student
- ➡ Copying assignments that are turned in as original work*
- ➡ Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- ➡ Allowing others to do the research or writing for an assigned paper
- ➡ Using unauthorized electronic devices
- ➡ Falsifying data or lab results, including changing grades electronically

**This includes submitting the same assignment to two separate teachers without prior permission.*

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- ➡ Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- ➡ Turning in purchased papers or papers from the Internet written by someone else

- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

**This includes submitting the same assignment to two separate teachers without prior permission.*

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

Southwest Career and Technical Academy 2011-2012

Dear Families,

Please print and sign this page and have your child return it to the teacher listed below. You may print a copy of the course expectations for future reference. Please contact Mr. Rizzo at 799-5766, if you have any questions regarding the information included in this document. I look forward to meeting you and becoming a partner in your child’s educational experience at Southwest Career and Technical Academy.

Teacher Signature: Mr. Tom Rizzo

Date: 8/29/11

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR MY CHILD THIS YEAR.

Parent/Guardian Signature: _____ Date: _____

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR ME DURING THIS SCHOOL YEAR.

Student Signature: _____ Date: _____

Please indicate your preference, sign and date this form below.

- I give** my child permission to view “PG” rated films.
- I do not give** my child permission to view “PG” rated films with the understanding that an alternative assignment will be given.

Parent/Guardian Signature: _____

Date: _____