



**UNSW**  
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# **MDIA2008**

## Broadcast Media Practices

Term Three // 2019

## Course Overview

### Staff Contact Details

#### Convenors

| Name        | Email  | Availability         | Location     | Phone |
|-------------|--|----------------------|--------------|-------|
| Helen Caple | <a href="mailto:helen.caple@unsw.edu.au">helen.caple@unsw.edu.au</a> | Mondays<br>11am-12pm | Webster 311Q |       |

### School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Media*

This course provides you with practical skills in the capture and packaging of sound (voice and ambient sound) and image (moving images) in an online journalistic context. Future journalists will be expected to enter the profession with a 'grab bag' of skills across the written, visual and aural modes, and will also be required to be able to produce 'packaged' stories for publication on a variety of platforms. With a strong skills focus, this course provides you with hands-on experience with equipment for sound capture, image capture and online publishing. It will also expose you to deadline-driven assessments (starting in Week 1 and continuing on a weekly basis), set to emulate the intense and demanding working environment of multi-skilled journalists. Legal, professional and ethical issues in relation to broadcast journalistic practice will also be discussed.

### Course Learning Outcomes

1. Demonstrate practical/technical skills in the capture of sound in a journalistic context.
2. Demonstrate practical/technical skills in the capture of images (moving) in a journalistic context.
3. Demonstrate practical/technical skills in the packaging and publishing of sound/image in an online news context.
4. Develop an understanding of the deadline-driven demands of the journalistic context.

### Teaching Strategies

This course provides students with practical skills in the capture and packaging of sound (voice and ambient sound) and image (moving images) in an online journalistic context. It will do this through hands on lab sessions with sound recording and image capture equipment where students will be expected to complete assessment tasks to deadline within those sessions. The labs will also provide students with equitable access to software for post-production work on their story packages. Special focus will also be given to the ethical implications in producing stories for the online environment and on the professional implications for the multi-skilled journalist in the 21st century newsroom.

The course provides students with a clear understanding of the legal, professional and ethical issues associated with collection and production of audio and visual material for broadcast, including issues relating to privacy, trespass, publication release approval, copyright, plagiarism and fair use. Students' knowledge and understanding of these issues will be tested as one element of the assessment of the various broadcast packages to be produced, with students required to attach to this work statements and documentation demonstrating that all such ethical and legal requirements have been met.

Students will develop narrative-theory and visual-communication-theory based insights into the communicative potential of their own and others' broadcast productions. This element of the course will be assessed via short accounts which students will attach to their broadcast packages and in which they will provide analyses of the communicative workings of these packages.

## Assessment

There will be TWO pieces of assessment in this course, each focusing on developing different skills in the production of radio and televisual journalistic texts. Students will produce two portfolios in radio and video, consisting of a series of small individual and group tasks (e.g. demonstrating voice quality, interview skills etc.) along with a longer original piece of work, e.g. a feature story that brings these smaller tasks together. Ideally, students will produce a portfolio of skills that can be demonstrated to potential future employers.

FULL instructions on how to complete and structure each of the assessment tasks are posted on Moodle in the **Assessments** section. **You must download your own copy of the instructions.** Please make sure you READ the assessment instructions in full.

Deadlines for assessment tasks are generally **IN CLASS** on a weekly basis. No additional time or extensions will be offered on in-class tasks. Non-completion of a task will result in a UF for that particular task.

See course schedule for an overview of the course and assessment structure. Anyone who misses an assessed activity held within class contact hours should apply for Special Consideration via myUNSW and a new deadline will be set.

In order to store the raw data in preparation for the assessment tasks in this course, you are advised to purchase / bring to each class:

- an External Hard Drive (e.g. 500GB)
- a 32GB SanDisk for use in the zoom recorders and video cameras
- Headphones, to avoid distracting both yourself and others, as you will be working on editing sound and vision during class time.

## Assessment Tasks

| Assessment task               | Weight | Due Date       | Student Learning Outcomes Assessed |
|-------------------------------|--------|----------------|------------------------------------|
| Radio: Professional Portfolio | 50%    | Not Applicable | 1,3,4                              |
| Video: Professional Portfolio | 50%    | Not Applicable | 1,2,3,4                            |

## Assessment Details

### Assessment 1: Radio: Professional Portfolio

**Start date:** Not Applicable

**Length:** Mixed

**Details:** Approx. 6 minutes. Written and oral feedback on individual elements of the portfolio (40%), based on whether/how the tasks address the assessment criteria. Aspects of the portfolio tasks completed in small groups of 2-3 students (10%). Grade/mark and extended comments included in feedback sheet.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 2: Video: Professional Portfolio**

**Start date:** Not Applicable

**Details:** Approx. 6 minutes. Written and oral feedback on individual elements of the portfolio (40%), based on whether/how the tasks address the assessment criteria. Aspects of the portfolio tasks completed in small groups of 2-3 students (10%). Grade/mark and extended comments included in feedback sheet.

## Attendance Requirements

Deadlines for assessment tasks in this course are mostly within class meeting times and on a weekly basis, therefore, attendance at all seminars is necessary to be able to engage with course content and put this into practice through original productions created during class and submitted for assessment.

## Course Schedule

[View class timetable](#)

### Timetable

| Date                                | Type    | Content  |
|-------------------------------------|---------|--|
| Week 1: 16 September - 20 September | Seminar | <p><b>Topic 1: Radio   Introduction &amp; Using the Voice in Radio Reporting</b></p> <p>Equipment Proficiency Test; Accessing Editing Software.</p> <p>Assessment Task: See Moodle for full details</p> <p><b>To be submitted IN CLASS</b></p> <p>NOTE CONTRIBUTING ASSESSMENT TASKS BEGIN WEEK 1.</p> |
|                                     | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 1: Radio in Australia<br/>CHAPTER 3: Using the voice</p>  |
| Week 2: 23 September - 27 September | Seminar | <p><b>Topic 2: Radio   Knowing your audience</b></p> <p>Writing for radio; the job of the lead-in;</p> <p>The role of ambient sound in radio</p> <p>More to come...</p> <p>Assessment Task: See Moodle for full details</p> <p><b>To be submitted IN CLASS</b></p>                                     |
|                                     | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 4: Writing for radio<br/>CHAPTER 6: Audio Production</p>  |
| Week 3: 30 September - 4 October    | Seminar | <p><b>Topic 3: Radio   Interviewing the public</b></p>   |

|                                 |         |  |
|---------------------------------|---------|--|
|                                 |         | <p>Types of interview; collecting ambient sound</p> <p>More to come...</p> <p>Assessment Task: See Moodle for full details</p> <p><b>To be submitted IN CLASS</b></p>  |
|                                 | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 5: Interviewing</p>   |
| Week 4: 7 October - 11 October  | Seminar | <p><b>Topic 4: Radio   Bringing it all together</b></p> <p>Interviewing key talent/press conference logistics</p> <p>Assessment Task: 4-minute Feature Story that combines all of the elements of topics 1-4. (20%) of Radio Portfolio</p> <p><b>DUE: TBD</b></p>      |
|                                 | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 7: The radio story</p>  |
| Week 5: 14 October - 18 October | Seminar | <p><b>Topic 5: Ethics and Law in Broadcast Journalism</b></p> <p>Participation in online discussion of relevant case studies.</p>  |
|                                 | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 15: Broadcast journalists and the law</p> <p>CHAPTER 16: Broadcast journalists and ethics</p>     |
| Week 6: 21 October - 25 October | Seminar | <p><b>Topic 6: Video   Introduction: Combining words and images</b></p> <p>Equipment Proficiency Test, Accessing Editing Software and Tutorials</p> <p>Testing on-camera presence: Voice, posture and grooming</p> <p>Assessment Task: See Moodle for full details</p> |

|                                    |         |   |
|------------------------------------|---------|---|
|                                    | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 2: Television in Australia</p> <p>CHAPTER 10: Broadcast News</p>   |
| Week 7: 28 October - 1 November    | Seminar | <p><b>Topic 7: Video   Extended speech</b></p> <p>Writing for TV; the role of the intro; takings heads and shot type, and more...</p> <p>Assessment Task: See Moodle for full details</p> <p><b>To be submitted IN CLASS</b></p>  |
|                                    | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 12: TV and Current Affairs</p> <p><b>Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, <i>Reporting for the Media</i>, 9th edition, Oxford University Press, New York/Oxford.</b></p> <p>Chapter 18: Writing for broadcast</p> |
| Week 8: 4 November - 8 November    | Seminar | <p><b>Topic 8: Video   Location Shots/Shooting B-Roll</b></p> <p>The role of location shots/B-Roll; the walk through shot-types, and camera techniques</p> <p>Assessment Task: See Moodle for full details</p> <p><b>To be submitted IN CLASS</b></p>   |
|                                    | Reading | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 12: TV and Current Affairs</p> <p><b>Willett, A 2013, <i>Media Production: A Practical Guide to Radio &amp; TV</i>, Routledge, London</b></p> <p>Chapter 10: Shot sizes, moves and framing</p>   |
| Week 10: 18 November - 22 November | Seminar | <p><b>Topic 9: Video   Interviewing</b></p> <p>Using talent in your story; what do they bring to</p>  |

|  |                |  |
|--|----------------|--|
|  |                | <p>your story?</p> <p>Assessment Task: See Moodle for full details</p> <p><b>To be submitted IN CLASS</b></p>  |
|  | <p>Reading</p> | <p><b>Phillips, G, Lindgren, M and Bishop, R 2013, <i>Australian Broadcast Journalism</i>, 3rd edition, Oxford University Press, South Melbourne.</b></p> <p>CHAPTER 5: Interviewing</p> <p><b>Montgomery, M 2012, 'The broadcast news interview: questions of discourse', in S Allan, ed, <i>The Routledge Companion to News and Journalism</i>, Routledge, London.</b></p> <p>Chapter 31: the broadcast news interview</p> |

## Resources

### Prescribed Resources

COURSE BOOK (purchase optional)

This book is available for purchase as an e-book (much cheaper) and via the UNSW bookshop: Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.

This book will be supplemented by readings sourced from journals and books, most of which will be available through the library catalogue or in our Moodle site. The Library list for MDIA 2008 can be accessed via Leganto (the green icon) in Moodle. Some of these resources will be offered as e-readings. In other instances you will need to go to the library and borrow the books. All journal articles will be available through the library e-Journal catalogue ONLY.

### Recommended Resources

The following reading list offers a taste of some of the resources that have informed the teaching of this course. We recommend you dip into these resources to supplement your understanding of the key concepts and themes discussed in the course. You can access these resources through the UNSW Library Collection.

- Alysen, B 2012, *The Electronic Reporter: Broadcast Journalism in Australia*, UNSW Press, Sydney.  
BBC College of Journalism, <http://www.bbc.co.uk/academy/collegeofjournalism>, available through the UNSW Library Database.
- Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, *Reporting for the Media*, 9th edition, Oxford University Press, New York/Oxford.
- Boyd, A, Stewart, P and Alexander, R 2008, *Broadcast Journalism: Techniques of Radio and Television News*, Focus Press,
- 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.
- Elwell, JS 2014, 'The transmediated self: Life between the digital and the analog', *Convergence: The International Journal of Research into New Media Technologies*, vol. 20, no. 2, 233–249.
- Gitner, S 2016, *Multimedia Storytelling*, Routledge, New York.
- Jukes, S, McDonald, K and Starkey, G 2018, *Understanding Broadcast Journalism*, Routledge, London/New York.
- 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.
- Meikle, G and Redden, G (eds) 2011, *News Online: Transformations and Continuities*, Palgrave Macmillan, New York.
- Montgomery, M 2012, 'The broadcast news interview: questions of discourse', in S Allan, ed, *The Routledge Companion to News and Journalism*, Routledge, London.
- Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, Oxford University Press, South Melbourne.

Ray, V 2003, *The Television Handbook: An Insider's Guide to being a Great Broadcast Journalist*, Macmillan, London.

Starkey, G & Crisell, A 2009, *Radio Journalism*, Sage, London.

Willett, A 2013, *Media Production: A Practical Guide to Radio & TV*, Routledge, London.

## **Course Evaluation and Development**

Periodically, student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. We encourage you to keep notes during the semester on aspects of the course that you think have worked particularly well, and on areas that you feel we need to improve/adjust. We ask that you give detailed feedback through the MyExperience system at the end of the semester.

## **Submission of Assessment Tasks**

## **Submission of Assessment Tasks**

### **Turnitin Submission**

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](mailto: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, assessment tasks 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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## 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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**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.

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 (<http://www.lc.unsw.edu.au/>). 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.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

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