**The University of North Carolina - Chapel Hill School of Media and Journalism MEJO 252.2: Audio Journalism**

Class Times: Tuesday/Thursday, 8:00 a.m.- 9:15 a.m.

Location: Carroll 058

**Instructor: Lindsay King Email: lindsamk@email.unc.edu or lindsay01ki@gmail.com**

**Phone: 702-862-9261 (cell)**

**Office Hours: Mon. and Wed. 2:00 p.m. – 3:00 p.m., and by appointment, CA 325**

**Credits:** 3

**Required Text:** Kern, Jonathan, *Sound Reporting: The NPR Guide to Audio Journalism and Production*, University of Chicago Press, 2008.

**Course Description:** Welcome to MEJO 252, one of the foundation courses in the broadcast and electronic journalism program of the School of Media and Journalism at the University of North Carolina at Chapel Hill. This course presents the basics of writing, reporting, audio editing, voicing and production skills to work within the electronic/broadcast news industry

This class will operate like a newsroom, so don’t expect a regular college class. Effective newsrooms establish a climate where there is a healthy collision of ideas-- where story assignments, approaches, writing, production, etc., are discussed openly and honestly. This class will offer students a space where their curiosity will be engaged and challenged. Tension and conflict can and should be present to some degree. That tension and conflict should be tempered, however, with respect.

Broadcast writing and audio journalism are designed for a mass audience. If a story is going to be broadcast over a radio station, television station or other news medium, the reporter of the story must be prepared to justify and defend that story and the facts it contains at every level. It is difficult to be a broadcast journalist if one is thin-skinned. It is about the work; not the person. A news story is a news story. It is NOT the extension of an individual.

**Course Goals:** The basic objectives of MEJO 252 include the following:

- To learn and demonstrate basic electronic/broadcast news writing and reporting skills.

- To integrate your news writing skills with basic reporting practices into the production of professional, broadcast-quality audio news and feature packages.

- To produce electronic/broadcast news stories acceptable under the standards generally established by reputable, professional news organizations.

**Oral Communication Component:** No prerequisite exists for oral communication skills. Unlike other courses in the School of Media and Journalism, this course includes an oral communication component. You cannot receive a passing grade in this course if your oral communication skills are deficient. If you have any doubts about your ability to achieve competency in this area before starting the course, check now with the instructor. You will not be graded on your voice quality, per se, but performance improvement will be considered. If you plan to pursue a career on air, you should plan to take our program’s voice and diction class.

**Equipment:** *Voice Recorder & Cable/Microphone* You will need to purchase a digital voice recorder. A list of recommended recorders will be posted in the Resources folder of Sakai. Please consult the list before purchasing your recorder. There will be an in-class discussion of the various options.

You will also need to check out from the MEJO equipment room a broadcast-quality microphone and cable to connect to your digital recorder. The equipment room is located in Park Library and is open Monday through Thursday, 9 a.m. - 12 p.m. and 1 p.m. - 3:30 p.m. and on Friday from 9 a.m. - 12 p.m. It’s your responsibility to keep the microphone and cable in good working order. There is no rental fee, but you are responsible for loss or damage of equipment. If you believe that you are not getting good quality audio from your recorder/microphone unit, please let your instructor or the equipment manager know right away so they can troubleshoot the problem. You must return the microphone and cable to the equipment room by the last day of class. **Failure to return the equipment on time will result in an incomplete grade and a possible lowering of your class grade when the incomplete is converted.**

*Studio Space* To edit and produce your audio projects, use Adobe Audition, which is part of the Adobe Creative Suite you have access to as a UNC student. You will also have access to a broadcast studio for recording tracks. The studio is located in Carroll 135.

**Professionalism, Attendance and Punctuality:** Several components of this class will focus on professionalism, and it will comprise part of your final grade.

As in the broadcast industry, punctuality is essential, and deadlines must be met. Classroom experiences are a vital part of the educational process for this class. Therefore, regular class attendance is essential. The following policy governs absences and the potential impact on the final grade:

Each student is permitted two (2) absences during the semester. You do not need to offer an excuse or explanation for these two absences. After the two absences, each additional absence will result in one (1) point deduction from the professionalism portion of your final grade. Use your allocated absences wisely. No additional absences will be granted for job interviews, other courses or activities. Please do not request additional absences.

You are expected to arrive on time and to stay for the entire class period. You are also expected to sign-in to the roll sheet at the start of each course. Late arrivals will be counted as an absence and you may be asked to leave. If you need to leave the class before it ends, you must notify the professor by email prior to class. Otherwise, early departures will be considered an absence. Signing in for someone else is a violation of the Honor Code and will be treated as such.

**Professionalism, Class Discussions:** One of the primary forms of participation in this class will be discussion, even debate. We will talk as a class and in groups, thinking through issues together and critiquing our own work and the work of others. To create a climate conducive for participation by everyone, please follow these discussion guidelines:

- Be ready to share and explain your opinions. Feel free to disagree with others, but be specific in your

assertions and back them up with evidence.

- Start conversations about current news events and materials in the book.

- Listen carefully and respond to other members of the group. Be willing to change your mind when someone demonstrates an error in your logic or use of facts.

- Do not hesitate to ask for clarification of any point or term you do not understand. - Make your point succinctly, avoid repetition and stick to the subject.

- Be honest but sensitive in critiquing the work of others, whether you know the people involved or not. Keep the focus on the work, not the individual, and critique the work product as you would hope to see someone else critique your own work.

- Be specific in your critique, don’t just say “I like how they used the actuality in their story”. Provide support for your statement. “I like how they used the actuality in their story. It supported their track and helped to move the story along. It added to the emotional angle of the story and that is needed to make the story a success.”

- When critiquing your own work, try to separate yourself from your emotional connection to it -- your

prejudices and opinions. Be as objective as possible.

**Communication & Sakai:** Your instructor will communicate through email and the Sakai listserv. It is your responsibility to read the emails. There will undoubtedly be updates and changes to assignments throughout the semester and these will be communicated through email. The UNC Sakai service is located at www.unc.edu/sakai.

You may email me at lindsamk@email.unc.edu. In the subject line of your email, please put “MEJO 252.2”. Please include the section you are in. I will be available to talk briefly after class. I am also available during my listed office hours and happy to arrange another mutually convenient time to talk.

**Zoom:** This class utilizes Zoom. Students enrolled in the class must sign a waiver to use the program. The classes will be recorded and uploaded to Sakai. Students are still expected to follow the attendance policy. Since Zoom is being used it is the students responsibility to watch and be prepared for the next class.

**Other Considerations:** *Cell phones/ laptops:* Unless otherwise discussed with your instructor, please turn off these devices during class. They are to remain off at all times unless you’re asked by the instructor to turn them on. You can use your laptop for taking notes during class and for class exercises. *Food and beverage:* Please be mindful of building requirements and of your colleagues. *Your email:* Every enrolled student in the School of Media and Journalism is required to have a UNC email address. Always check your email within 24 hours before class for any late changes to assignments. *Changes in syllabus:* Please check the syllabus before each class. **The professor reserves the right to change the syllabus as needed.** In the event of changes, students will be notified in advance via email and all changes will be reflected in the online syllabus accessible via Sakai (www.unc.edu/sakai). *Inclement Weather:* In the event of inclement weather, please check your email and/or the UNC website to see if class has been canceled. Also, please be sure to check your email for any messages. *Readings:* It is expected that you complete required readings before coming to class. Class time will be devoted to application of knowledge, not a review of your readings. *Staying Informed*: Students are responsible for staying informed at all times about local, national and international news events. You can succeed in the news profession only if you have a broad scope of issues and events happening in the world around you. *Academic Freedom:* The instructor retains the academic freedom to deliver course content to achieve academic rigor and to serve the best interests of students. *Original Work:* All work must be original and solely for this class. No assignment may be submitted for credit that was prepared for another class. Under no circumstance should a journalist fabricate a source, quote or sound bite. Do not ask a source to stage a sound or read from a prepared text. Staging is a form of fabrication and is an Honor Code violation. Also, do not use sound effects. Use of archival audio must be approved by the instructor. **Note: Students are welcome to pitch stories to Carolina Connection but must get prior approval from this course’s instructor.**

**Assignment Deadlines:** Assignments are due at the start of class on the due date, unless otherwise noted. You will not receive a passing grade in this course unless all assignments are completed. The assignments must be turned in even when it may receive zero points due to missing a deadline. Submit projects electronically via email as an MP3 file. Turn in scripts at the beginning of class on the due date.

**Naming Assignments:** When submitting a project, use the following naming convention for your files: Lastname\_Firstname\_P#.

E.g., For project #1: **King\_Lindsay\_P1.mp3**.

**Late Assignments:** Likely at some point in this class, students will encounter real-world, last-minute problems over which he/she will have little or no control -- problems that will compromise one’s ability to get an assignment turned in on time. Stories shift. Plans fall through. Interviewees cancel appointments. Equipment malfunctions. Illness strikes. Know this and build a time cushion for yourself. In other words, don’t wait until the last minute.

Late assignments will result in a **1-point drop in grade every 24 hours after the due date/time**. An assignment that’s not turned in within a week of its deadline will result in a zero grade for that assignment. You can get 1 extension for a project. But, you must notify the professor **BEFORE THE PROJECT IS DUE** that you will be late turning in the project. If it will be past the seven day window, it is your responsibility to tell the professor the date you will have your project submitted and it must be turned in by class time on that date. You could receive a zero for a project that is submitted 7 days after the due date.

**Missed quizzes can only be made up within a week**, either during the next available office hours or at another mutually-agreed upon time. It is the students responsibility to set up a time to make up the quiz within the one week window.

**Sources:** Every source you contact must be told at the outset of your conversation that s/he is being interviewed for a story that may be used on the air. You must have the source’s permission to be quoted and/or recorded in an interview. It’s the law, along with being an Honor Code violation if you do not follow this procedure.

Also, on the back page of each assignment, students are required to write the name and phone number of each source interviewed for that story or project. Failure to include sources names and phone numbers will result in a 2-point deduction for that particular assignment.

**“Brag” Sheet:** Part of being a successful journalist is the ability to talk about your work in a professional, informed manner. At the beginning of the semester you will write about what you know about journalism, what you hope to learn from the class, and what extra information you would like to learn. In the middle of the semester, you will give me an update on your brag sheet. At the end of the semester, you will be asked to finalize your “brag” sheet that describes what you have learned in class about audio journalism and how that is helping you become a competent broadcast news writer. It should include details that explain how your thinking about various aspects of the craft has changed over the semester, as well as how you are able to conceive, produce, script and voice an audio story. Keep a journal or other notes of your progress and thoughts as you move through the semester -- your brag sheet will help the professor evaluate your professionalism in the course.

**Evaluation:** You must complete all assignments to receive a passing grade in the course. Grades will be determined from scores on the following:

1. Professionalism 20 points 5- Project #3 15 points
2. Writing Quizzes 40 points 6- Project #4 20 points
3. Project #1 10 points 7- Project #5 25 points
4. Project #2 15 points 8- Final Project 60 points

Final Grades:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A 200 – 205  A - 194 - 199 | B+ 184 – 193  B 174 – 183  B - 164 – 173 | C+ 154 – 163  C 144 – 153  C - 134 - 143 | D+ 124 – 133  D 114 - 123 | F 114 or less |

**Assignments/ Rubrics**

1. **Professionalism - 20 points**

Your classroom professionalism will be based on the quantity and quality of your participation and discussion.

Did you attend class regularly and on time? Is it clear that you’ve read and thought about the readings?

**Complete brag books (3) worth 10 points. Attendance will impact this grade (1) point for every absence over the 2.**

**\*\* if you miss 5 classes .. that equals 3 points deducted from this grade. If you fall into the 4- 5 points for participation**

**and have completed all three brag sheets this is how your professionalism is calculated:**

**10 (brag book) + 5 (participation) – 3 (absences) = 12 professional points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 - 1  No participation in any class activity. | 2 - 3 points  Minimal (or less) participation in classroom experiences, discussions, etc.  Work level inadequate | 4 – 5 points  Appropriate participation in classroom experiences, discussions, etc.  Student participates in class discussions.  Work level adequate | 6 – 7 points  Very Good participation in classroom experiences, discussions, etc.  Student participates and initiates class discussion regularly.  Work level strong | 8 – 10 points  Exceptional participation in classroom experiences, discussions, etc.  Student participates and initiates class discussions regularly and voluntarily.  Work level exceptional |

**2- Writing Quizzes - 40 points**

You will complete a total of 10 in-class quizzes throughout the semester.

Each quiz will contain four (4) questions worth one (1) point each and will evaluate some aspect of current events,

broadcast writing, and knowledge of assigned readings. Current events will be pulled from The Daily Tar Heel, WRAL, WTVD,

CNN, and NPR.

1. **Project #1 - Newscast spot, cut & copy - 10 points**

This assignment requires you to identify a news story, gather tape, write and produce a 1-minute cut and copy for a newscast.

This should include a host lead.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6 points or less | 7 points | 8 points | 9 points | 10 points |
| Poor writing.  Each sentence conveys multiple ideas and sentences lack transitions.  Unusuable audio. (i.e. levels inconsistent throughout piece, external sound competes with recorded sound, long pauses, multiple clipped words). | Adequate writing.  Each sentence conveys more than one idea.  Transitions are choppy.  Audio is difficult to understand.  Audio levels not consistent.  Long pauses or silence in audio. | Good writing. Each sentence conveys one idea.  Presentation not natural and sounds like it is being read.  Unusual pauses in editing, external sounds in audio, inconsistent audio levels.  Not all sentences provide seamless transitions or summary of the story. | Very good writing with proper elements of style (grammer, word choice, active voice, etc.)  Presentation and  delivery is  natural and  conversational.  Some sentences convey one idea.  Some sentences provide seamless transitions and summary of story. | Extremely tight writing with proper elements of style. (Grammer, word choices, active voices, Etc.)  Presentation and  delivery is  natural and  conversational.  Audio levels are the consistent, no external audio recognized.  Each sentence conveys one idea and together sentences provide a seamless summary of the story.  Engage the listener.  Extra element that adds to the story and goes above and beyond the assignment. |

1. **Project #2 - Newscast spot, wrap - 15 points**

This assignment requires you to identify a news story, gather tape, write and produce a 1-minute wrap for a newscast.

This should include a host lead.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6 or less | 7 -8 points | 9 -10 points | 11 -12 points | 13 -15 points |
| Poor writing.  Each sentence conveys multiple ideas and sentences lack transitions.  Audio is difficult to understand.  Audio levels not consistent.  Long pauses or silence in audio.  Audio does not meet the timed requirement. (i.e. is too short or too long.) | Adequate writing.  Each sentence conveys more than one idea.  Transitions are choppy.  Audio is difficult to understand.  Audio levels not consistent.  Long pauses or silence in audio.  Audio does not meet the timed requirement. (i.e. is too short or too long.) | Good Writing.  Each sentence conveys one idea.  Not all sentences provide seamless transitions or summary of the story.  Presentation not natural and sounds like it is being read.  Unusual pauses in editing, external sounds in audio, inconsistent audio levels.  Audio does not meet the timed requirement. (i.e. is too short or too long.) | Very good writing with proper elements of style (grammar, word choice, active voice, etc.)  Some sentences convey one idea.  Some sentences provide seamless transitions and summary of story.  Presentation and  delivery is  natural and  conversational.  Audio meets time requirements. | Extremely tight writing with proper elements of style. (Grammar, word choices, active voices, Etc.)  Presentation and  delivery is  natural and  conversational.  Audio levels are consistent, no external audio recognized. Audio is clean, no signs of editing. (i.e. extra long pauses, clipped words)  Each sentence conveys one idea and together sentences provide a seamless summary of the story.  Engage the listener.  Extra element(s) that adds to the story and goes above and beyond the assignment.    Audio meets time requirements. |

1. **Project #3 - Superspot, feature - 15 points**

This assignment requires you to identify a feature story, gather tape, write and produce a 2-minute superspot with a host lead.

You must use acts, tracks, and amib. Two sources minimum.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6 or less | 7 -8 points | 9 -10 points | 11 -12 points | 13 -15 points |
| Poor writing.  Each sentence  conveys multiple  ideas and  sentences lack  transitions.  Presentation and  delivery is poor.  Use of sound is  unclear and  detracts from the  story.  Audio is not clean  or understandable  and mixing  technique is poor.  Audio does not meet time requirements (i.e. too short/ too long). | Adequate writing.  Each sentence  conveys more than  one idea.  Transitions are  choppy.  Presentation and  delivery is  adequate.  Adequate use of  sound that  provides some  scene for the story.  Adequate mixing  technique.  Audio does not meet time requirements (i.e. too short/ too long). | Good writing.  Not all sentences  provide seamless  transitions or  summary of the  story.  Presentation and  delivery is good.  Some voices are  identified and  some facts  attributed.  Good use of sound  that enhances  story.  Good mixing  technique.  Audio does not meet time requirements (i.e. too short/ too long). | Very good writing  with proper  elements of style  (grammar, work  choice, active  voice, etc.)  Some sentences  convey one idea.  Some sentences  provide seamless  transitions and  summary of story.  Voices are  identified and  most facts  attributed.  Very good use of sound.  Presentation and  delivery is  natural and  conversational.  Audio meets time requirements.  Excellent mixing technique. | Extremely tight  writing with  proper elements of  style (grammar,  word choices,  active voice, etc.)  Each sentence  conveys one idea  and together  sentences provide  a seamless  summary of the  story.  Presentation and  delivery is  natural and  conversational.  Extra element that adds to the story and goes above and beyond the assignment.  Audio meets time requirements.  Excellent mixing technique. |

1. **Project #4 - Superspot, hard news - 20 points**

This assignment requires you to identify a hard news story, gather tape, write and produce a 2-minute superspot with a host lead.

You must use acts, tracks and ambi. Two sources minimum.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11 or less | 12 – 13 points | 14 -15 points | 16 – 17 points | 18 -20 points |
| Poor writing.  Each sentence  conveys multiple  ideas and  sentences lack  transitions.  Presentation and  delivery is poor.  Use of sound is  unclear and  detracts from the  story.  Audio is not clean  or understandable  and mixing  technique is poor.  Audio does not meet time requirements (i.e. too short, too long). | Adequate writing.  Each sentence  conveys more than  one idea.  Transitions are  choppy.  Presentation and  delivery is  adequate.  Adequate use of  sound that  provides some  scene for the story.  Adequate mixing  technique.  Audio does not meet time requirements (i.e. too short, too long). | Good writing.  Not all sentences  provide seamless  transitions or  summary of the  story.  Presentation and  delivery is good.  Some voices are  identified and  some facts  attributed.  Good use of sound  that enhances  story.  Good mixing  technique.  Audio does not meet time requirements (i.e. too short, too long). | Very good writing  with proper  elements of style  (grammar, work  choice, active  voice, etc.)  Some sentences  convey one idea.  Some sentences  provide seamless  transitions and  summary of story.  Presentation and  delivery is very  good.  Voices are  identified and  most facts  attributed.  Very good use of  sound that  enhances story.  Very good mixing  technique.  Audio meets time requirements. | Extremely tight  writing with  proper elements of  style (grammar,  word choices,  active voice, etc.)  Each sentence  conveys one idea  and together  sentences provide  a seamless  summary of the  story.  Presentation and  delivery is  natural and  conversational.  All voices are  identified and facts  attributed.  Excellent use of  sound that  enhances story.  Mixing technique  is seamless.  Extra element that adds to the story and goes above and beyond the assignment.  Audio meets time requirements. |

**7- Project #5 - Narrated feature - 25 points**

This assignment requires you to identify a source with an interesting story, gather tape, write and produce a

3-minute non-narrated feature with a host lead. You must use acts, ambi and/or music (optional). One source.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 14 or less | 15-16 points | 17-19 points | 20-21 points | 22-25 points |
| Poor story structure.  Cuts convey  multiple ideas and  sentences lack  transitions.  Story lacks logical  flow of  information from  beginning to end.  Transitions from  one section to  another is poor.  Use of sound  detracts from the  story.  Poor mixing  technique.  Audio does not meet time requirements (i.e. too long, too short). | Adequate story structure.  Not all cuts convey  one idea or  seamless summary  of the story.  Story reflects  important  information with  some flow from  beginning to end.  Transitions from  one section to  another is  adequate.  Adequate use of  sound that  enhances story.  Adequate mixing  technique.  Audio does not meet time requirements (i.e. too long, too short). | Good story structure.  Not all cuts convey  one idea or create  a seamless  summary of the  story.  Story reflects  important  information with  some flow from  beginning to end.  Transitions from  one section to  another is good.  Good use of sound  that enhances  story.  Good mixing  technique.  Audio does not meet time requirements (i.e. too long, too short). | Very good story structure.  Most cuts convey  one idea and  together they  provide a  summary of the  story.  Story reflects  important  information with a  logical flow from  beginning to end.  Transitions from  one section to  another is mostly  invisible.  Voices are  identified and  most facts  attributed.  Very good use of  sound that  enhances story.  Mixing technique  is seamless.  Audio meets time requirements. | Extremely tight story structure.  Each cut conveys  one idea and  together cuts  provide a seamless  summary of the  story.  Story reflects  important  information with a  logical flow from  beginning to end.  Transitions from  one section to  another is  invisible.  Excellent use of  sound that  enhances story.  Mixing technique  is seamless.  Extra element(s) that adds to the story and goes above and beyond the assignment.  Audio meets time requirements. |

**8 - Final Project, Feature, hard news - 60 points**

This assignment requires you to identify a hard news story, gather tape, write and produce a 4-minute news

feature with a host lead. You must use acts, tracks and ambi. No music. Three sources minimum.

**5 points for 2 story pitches on assigned day. 5 points for written description and discussion on brainstorming**

**and project planning (this means you have identified and contacted at least five potential sources for your story)**

**10 points for a complete log and script for review day. 10 points for completed audio mix for review day.**

**Script & log Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0 -2** | **3 - 4** | **5 - 6** | **7 – 8 points** | **9 – 10 points** |
| Actualities are not transcribed. (notes only)  No reference to interviews.  Script is not complete. (only notes).  Unable to properly edit script due to lack of content. | Actualities are somewhat transcribed but vague. No reference to interviews.  Script is not in proper format.  Script needs major editing. (grammatical, script format, and content) | Actualities are somewhat transcribed with proper reference.  Script is in proper format  Script needs editing. (grammatical, script format, editing to reporter tracks, adding or subtracting actualitites) | Actualities are transcribed word-for-word with proper reference.  Script is in proper format.  Script needs minor editing (grammatical or script formatting). | Actualities are transcribed word-for word with proper reference.  Script is in proper format.  Script is complete and ready to voice. |

**Audio Review Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0 - 2** | **3 – 4 points** | **5 – 6 points** | **7 – 8 points** | **9 – 10 points** |
| Presentation and  delivery is poor.  Use of sound is  unclear and  detracts from the  story.  Audio is not clean  or understandable  and mixing  technique is poor.  (complete editing required. Levels need to be adjusted. Tracks need to be cut down or added.) | Presentation and  delivery is  adequate.  Adequate use of  sound that  provides some  scene for the story.  Adequate mixing  technique.  (editing required. Levels adjusted, several actualities/ tracks need to be cut down or added to.) | Presentation and delivery is good.  Some voices are  identified and  some facts  attributed.  Good use of sound  that enhances  story.  Good mixing  technique.  **(**editing required. Levels adjusted, cut down or add to a couple of actualities or tracks) | Presentation and  delivery is very  good.  Very good use of  sound that  enhances story.  Ambi sound is present and at proper level.  Very good mixing  technique.  Minor editing needed. (adjust levels) | Presentation delivery is natural and conversations.  All voices are identified and facts attributed.  Ambi sound is at proper length and level. (Non distracting, adds to the story)  Excellent use of sound that enhances the story.  Mixing technique is seamless.  No additional editing required. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 17 or less | 18-20 points | 21-23 points | 24-26 points | 27-30 points |
| Poor writing.  Each sentence  conveys multiple  ideas and  sentences lack  transitions.  Presentation and  delivery is poor.  Use of sound is  unclear and  detracts from the  story.  Audio is not clean  or understandable  and mixing  technique is poor.  Audio does not meet time requirements (i.e. too long, too short). | Adequate writing.  Each sentence  conveys more than  one idea.  Transitions are  choppy.  Presentation and  delivery is  adequate.  Adequate use of  sound that  provides some  scene for the story.  Adequate mixing  technique.  Audio does not meet time requirements (i.e. too long, too short). | Good writing.  Not all sentences  provide seamless  transitions or  summary of the  story.  Presentation and  delivery is good.  Some voices are  identified and  some facts  attributed.  Good use of sound  that enhances  story.  Good mixing  technique.  Audio does not meet time requirements (i.e. too long, too short). | Very good writing  with proper  elements of style  (grammar, work  choice, active  voice, etc.)  Some sentences  convey one idea.  Some sentences  provide seamless  transitions and  summary of story.  Presentation and  delivery is very  good.  Very good use of  sound that  enhances story.  Mixing technique  is seamless.  Audio meets time requirements. | Extremely tight  writing with  proper elements of  style (grammar,  word choices,  active voice, etc.)  Each sentence  conveys one idea  and together  sentences provide  a seamless  summary of the  story.  Presentation and  delivery is  natural and  conversational.  All voices are  identified and facts  attributed.  Excellent use of  sound that  enhances story.  Mixing technique  is seamless.  Extra element(s) that adds to the story and goes above and beyond the assignment.  Audio meets time requirements. |

**Course Schedule:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Focus** | **Reading** | **Presentation/ Discussion** | **Assignment Due** |
| Week 1  Tues; August 20  Thurs; August 22 | Course introduction; review  objectives and syllabus;  student expectations  Discussion: review media  ethics; review audio  terminology and recorders |  | Syllabus Review, Zoom, Student Expectations, Audition, Audio terminology, recorders, | **Review Audition for the next class** |
| Week 2  Tue  Aug 27  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Thurs  Aug 29 | Intro to field recorders +  Adobe Audition  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Adobe Audition exercise for broadcast  Writing for broadcast  overview; Review scripts, logs  and file management | **SR: Chap 1 & 2**  **PR**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Guest**  **speaker: Gary Kirk, UNC**  **broadcast engineer**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **In-class WQ #1** | **Bring audition questions.**  **Bring audio samples to next class.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Bring audio samples to class** |
| Week 3  Tue  Sept 3  Thurs  Sept 5 | Writing for broadcast overview; Review scripts, logs, file management, recording techniques  Assign Project #1; Discussion:  Reporting, finding stories and  media ethics | **PR: SR Ch 3 & 5**  **PR** | **In-class WQ #2**  **Script Practice** |  |
| Week 4  Tue  Sept 10  Thurs  Sept 12 | Reporting and interviewing:  preparing for an interview  Review of audio editing, | **PR;**  **SR: Chap 4**  **PR** | **In-class WQ #3;**  **Work on Project 1 in groups** | **Project #1 due** |
| Week 5  Tue  Sept 17  Thur  Sept 19 | Class Critique of Project #1  Assign Project #2  Writing for broadcast news | **PR; SR Chap 10** | **In-class WQ #4, writing practice** |  |
| Week 6  Tue  Sept 24  Thurs  Sept 26 |  | **PR: SR: Chap 12** | **In-class WQ #5**  **Guest Speaker, Will Michaels, Digital Producer WUNC** | **Project #2 due** |
| Week 7  Tue  Oct 1  Thurs  Oct 3 | Assign Project #3;  Class critique of project #2; Audio production: voicing  Discuss story structure;  halfway point reflections | **PR: SR Chapter 8** | **In-class WQ #6**  **Practice**  **writing** |  |
| Week 8  Tue  Oct 8  Thurs  Oct 10 | Broadcast writing: structure | **PR: SR Chapter 6** | **In-class WQ #7** | **Project 3 due** |
| Week 9  Tue  Oct 15  Thurs  Oct 17 | Class Critique of Project #3; Assign Project #4  Finding Stories  **NO CLASS FALL BREAK** | **PR:**  **SR Chapter 12** | **NO CLASS FALL BREAK** |  |
| Week 10  Tue  Oct 22  Thurs  Oct 24 | Audio Production: using  ambient sound  Ambient sound Audition exercise | **PR:**  **SR Chapter 13** | **Guest Speaker: TBD**  **In-class WQ #8**  **Project 4 due** | **Project 4 due** |
| Week 11  Tue  Oct 29  Thurs  Oct 31 | Class critique of project #4;  assign project 5  Feature reporting:  Narrated features | **PR:**  **SR Chapter 16** | **In-class WQ #9** |  |
| Week 12  Tue  Nov 5  Thurs  Nov 7 | Project #5 pitch session  Guest Speaker: Delia D’Ambra, Podcast CounterClock | **PR** | **In-class WQ #10** | **Guest Speaker** |
| Week 13  Tue  Nov 12  Thurs  Nov 14 | Feature reporting: writing in  and out of tape  Project #5: script reviews, peer  edits | **PR** |  | **Tues: Bring Audition sessions**  **for project #5 to**  **class**  **Thurs: Bring Project 5 script to class for peer review** |
| Week 14  Tues  Nov 19  Thurs  Nov 21 | Project 5 due: prepare 2 final project pitches for Tue.  Class critique of project #5;  assign Final Project; Active Voice Writing | **PR** |  | **Tues: Project #5 due; prepare 2 final project**  **pitches for next class** |
| Week 15  Tue  Nov 26  Thurs  Nov 28 | Final Projects: planning/  brainstorming session  **NO Class Thanksgiving** | **PR** | **Work on final projects**  **No Class Thanksgiving** |  |
| Week 16  Tue  Thurs | Final Project: log/script  Reviews  Final Projects: mix reviews | **PR** | **Work on final projects;**  **write “brag” sheets (in**  **class)**  **Work on Final Project** |  |

FINAL EXAM:​ Thursday, December 12th 8 a.m., CA 058 - Final Project Due for everyone. Project presentations.

SR: “Sound Reporting” by Jonathan Kern; PR: posted readings on Sakai; WQ: Writing Quiz

**AEJMC Values and Competencies:**

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that,

irrespective of their specialization, all graduates should be aware of certain core values and competencies.

The values and competencies associated with this course include being able to:

- Demonstrate an understanding of gender, race ethnicity, sexual orientations and, as appropriate,

other forms of diversity in domestic society in relation to mass communications;

- Understand concepts and apply theories in the use and presentation of images and information;

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of

truth, accuracy, fairness and diversity;

- Think critically, creatively and independently;

- Conduct research and evaluate information by methods appropriate to the communications

professions in which they work;

- Write correctly and clearly in forms and styles appropriate for the communications professions,

audiences and purposes they serve;

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate

style and grammatical correctness;

- Apply tools and technologies appropriate for the communications professions.

**Honor Code:**

It is expected that each student will conduct himself or herself within the guidelines of the University honor

system (www.honor.unc.edu). All academic work should be done with the high levels of honesty and integrity

that this University demands. You are expected to produce your own work in this class, which includes

outside writing assignments. Use of former student’s writing assignments constitutes a breach of the honor

code. If you have any questions about your responsibility or your instructor’s responsibility as a faculty

member under the Honor Code, please see the course instructor or Senior Associate Dean Dr. Charlie Tuggle,

or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**Seeking Help:**

If you need individual assistance, it’s your responsibility to meet with the instructor during office hours or to

set up an appointment for another time. If you are serious about wanting to improve your performance in the

course, the time to seek help is as soon as you are aware of the problem -- whether the problem is difficulty

with course material, a disability, or an illness.

**Diversity:**

The School of Media and Journalism adopted Diversity and Inclusion Mission and Vision statements in spring

2016 with accompanying goals (www.mj.unc.edu/diversity\_home).

UNC is committed to providing an inclusive and welcoming environment for all members of our community

and does not discriminate in offering access to its educational programs and activities based on age, gender,

race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or

gender expression.

The University’s policy on Prohibiting Harassment and Discrimination is outlined in the 2017-2018

Undergraduate Bulletin ([www.unc.edu/ugradbulletin](http://www.unc.edu/ugradbulletin)).

**Special Accommodations:**

If you require special accommodations to attend or participate in this course, please let the instructor know

as soon as possible. If you need information about disabilities, visit the Department of Disability Services

website (<https://ars.unc.edu>).