Writing Course Review Form (12/1/08)

I. General Education Review - Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Radio-Television Reporting for Broadcast</th>
<th>Course # (i.e. ENEX 200)</th>
<th>RTV 280</th>
</tr>
</thead>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Ray Fanning</td>
<td></td>
<td>1/27/2009</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>4747</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ray.fanning@umontana.edu">ray.fanning@umontana.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Ray Ekness</td>
<td></td>
</tr>
</tbody>
</table>

III. Overview of the Course Purpose/Description: Provides an introduction to the subject matter and explains course content and learning goals.

RTV 280 teaches students the fundamentals of reporting and writing news stories for broadcast. It emphasizes gathering and evaluating information and then organizing and presenting that information.

IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>The student reporters learn to research and write about multiple unfamiliar topics, and to make their stories understandable to a variety of audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>Journalists are taught to keep their own opinions out of their writing. But they must be able to understand and to clearly and concisely state the opinions of others.</td>
</tr>
<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Students learn to analyze and consider the specific audience for each news story they write, and then tailor the story to that audience. They get experience writing for radio and discuss the requirements of television.</td>
</tr>
<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Instructors write feedback on all assignments. The students then re-write some of those assignments and submit them again for a final grade.</td>
</tr>
<tr>
<td>Revise written work based on constructive feedback</td>
<td>Students must gather information through various means including interviews and printed and electronic sources. They learn to think critically about the information they gather and decide what to include in their stories and what to discard.</td>
</tr>
<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td></td>
</tr>
<tr>
<td><strong>Begin to use discipline-specific writing conventions</strong></td>
<td><strong>In this class, students must learn and demonstrate a proficiency with the specific writing rules and style requirements for radio news stories.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate appropriate English language usage</strong></td>
<td><strong>Instructors require proper usage, grammar and punctuation for all assignments. The students are held to the standard of professional broadcast reporters.</strong></td>
</tr>
</tbody>
</table>

**V. Writing Course Requirements Check list**

| Is enrollment capped at 25 students? | X Yes ☐ No |
| Explain how outcomes will be adequately met for this number of students. Justify the request for variance. | |
| Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations? | X Yes ☐ No |
| Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations? | X Yes ☐ No |
| Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments? | ☐ Yes X No Students receive detailed requirements about writing assignments in class and/or as downloadable files on Blackboard |
| What instructional methods will be used to teach students to write for specific audiences, purposes, and genres? | Students learn to analyze various audiences and to write specific news stories for those audiences. |
| Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability. | X Yes ☐ No |

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

About 80 percent of the grade in this class is directly tied to writing assignments. The students complete approximately twelve writing assignments, including two major radio stories that require multiple interviews. Students receive written comments from the instructor on each writing assignment focusing on accuracy, content, organization, style and usage. Students then re-write some assignments. They also get peer feedback during class critiques of some writing assignments.
Informal Ungraded Assignments

For some in-class assignments, the instructor gives general feedback to the class on common mistakes and areas that the students need to improve in general.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**RTV 280 – Reporting for Broadcast**

*Syllabus - Spring 2008 (subject to change)*

**Scope:** Fundamentals of reporting and writing news for broadcast including use of digital audio recording and editing equipment.

**Class meets** Monday, Wednesday and Friday, from 2:10-3:00 p.m., in Don Anderson Hall-306.

**Frequency of Offering:** This course is offered autumn and spring semesters.

**Instructor:** Ray Fanning, Assistant Professor, School of Journalism, Radio-Television Department.

**Office:** Don Anderson Hall 409

**Office hours** are 9:00 a.m. to 11:00 a.m. Tuesdays and Thursdays. I’m also available at other times by appointment.

**Office phone:** 243-4747.

**My regular e-mail:** ray.fanning@umontana.edu.


**Final Grade Breakdown**

- Assignments 20%
- Reporting packages 40%
  - Team Report
  - Individual Report
- Current events quizzes 10%
- Review quizzes (2) 15%
- Final 15%
Successful RTV 280 students will:

- Write accurate, clear, concise, and interesting stories
- Learn and follow broadcast writing rules and organization
- Demonstrate good news judgment
- Exhibit strong research and interviewing skills
- Understand and use various broadcast story formats
- Be proficient with audio recording equipment and editing software
- Show an understanding of legal and ethical issues facing reporters

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95%</td>
</tr>
<tr>
<td>A-</td>
<td>94-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-88%</td>
</tr>
<tr>
<td>B</td>
<td>87-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-78%</td>
</tr>
<tr>
<td>C</td>
<td>77-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

**Academic Honesty**
I expect your honesty in presenting your own work for this course. Academic misconduct at The University of Montana is subject to an academic penalty ranging from failing the assignment to expulsion from the university. Students need to be familiar with the Student Conduct Code. [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321)

You may not submit for this course any assignment that has previously, or will be concurrently, submitted for another class, unless you receive prior approval from the professor for this course. To do so without permission will result in an F for the assignment and could result in an F for the course.
# Class-by-Class Topics and Assignments

**SUBJECT TO CHANGE**

## Spring 2008 – R/TV 280 Syllabus

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Subject</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. 1/23</td>
<td>Course intro</td>
<td></td>
</tr>
<tr>
<td>Fri. 1/25</td>
<td>Writing exercise</td>
<td>Ch. 1&amp;2</td>
</tr>
<tr>
<td>Mon. 1/28</td>
<td>Words</td>
<td></td>
</tr>
<tr>
<td>Wed. 1/30</td>
<td>Writing exercise</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Fri. 2/1</td>
<td>Rules and phrasing</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Mon. 2/4</td>
<td>Sentences</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Wed. 2/6</td>
<td>Leads</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Fri. 2/8</td>
<td>Endings</td>
<td></td>
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<tr>
<td>Mon. 2/11</td>
<td>Writing exercise</td>
<td>Ch 7</td>
</tr>
<tr>
<td>Wed. 2/13</td>
<td>Review</td>
<td></td>
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<tr>
<td>Fri. 2/15</td>
<td>Review quiz</td>
<td></td>
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<tr>
<td>Mon. 2/18</td>
<td>Washington-Lincoln Day Holiday (NO CLASS)</td>
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<tr>
<td>Wed. 2/20</td>
<td>Putting it all together</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Fri. 2/22</td>
<td>Working with bites</td>
<td></td>
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<tr>
<td>Mon. 2/25</td>
<td>Writing exercise</td>
<td></td>
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<tr>
<td>Wed. 2/27</td>
<td>Guest Lecture. Hope Stockwell- MTPR</td>
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<tr>
<td>Fri. 2/29</td>
<td>Reporting-debate story</td>
<td></td>
</tr>
<tr>
<td>Mon. 3/3</td>
<td>Interviewing</td>
<td>Ch 9</td>
</tr>
<tr>
<td>Wed. 3/5</td>
<td>Semester reporting assignments</td>
<td></td>
</tr>
</tbody>
</table>
Rewrite debate stories

Recording equipment training
Youth Vote ideas due for team reports

Audio editing-half the class

Audio editing-half the class

TBD

(no class- producing class field trip)

Interviewing Ch. 10 & 11
(deadline for individual story ideas)
(debate edit due)

SPRING BREAK

Review story ideas- focus and personalization

caring and connecting Ch. 13

teases Ch. 16

Plane crash story- role play interviews
(deadline for team scripts)

Write plane crash story

Rewrite team report scripts

Rewrite plane crash

Review

Review quiz

Listen and critique team reports
(deadline for produced team reports)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed.  4/23</td>
<td>Milltown dam exercise</td>
</tr>
<tr>
<td></td>
<td>(deadline for individual script)</td>
</tr>
<tr>
<td>Fri.  4/25</td>
<td>Crime and legal Ch. 21</td>
</tr>
<tr>
<td>Mon.  4/28</td>
<td>Writing and reporting</td>
</tr>
<tr>
<td></td>
<td>(deadline for individual reports)</td>
</tr>
<tr>
<td>Wed.  4/30</td>
<td>Writing and reporting</td>
</tr>
<tr>
<td>Fri.  5/2</td>
<td>Review</td>
</tr>
<tr>
<td>5/5 – 5/9</td>
<td>FINAL EXAM WEEK</td>
</tr>
</tbody>
</table>