



LIBERAL ARTS DIVISION  
 1400 TANYARD ROAD, SEWELL, NJ 08080  
 856-468-5000

COM 310	Television Production I
LECTURE HOURS/CREDITS: 3/3	

**Prerequisite:** COM210 Film History and Appreciation I, COM212 TV History and Appreciation, COM217 Applied Media Aesthetics, COM219 The Television Industry  
**Co-requisite:** None

**CATALOG DESCRIPTION**

This course introduces students to the principles and techniques of television production. Students work in production teams within a professional television studio setting. Students gain experience in all phases of production, including conception of ideas, scripting, directing and operation of equipment to produce various types of programs. Programming includes newscasts and talk shows. Students also learn to edit 30-second commercials and PSAs.

**TEXTBOOK AND COURSE MATERIALS**

**Television Production Cyber Text by Ron Whittaker; a free online textbook.**  
[http://www.cybercollege.com/tp\\_ind.htm](http://www.cybercollege.com/tp_ind.htm)

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

*Please see current textbook prices at <http://rcgc.bncollege.com/>*

**EVALUATION AND ASSESSMENT**

**Grading Distribution**

Individual instructors may include the following assessments. Grading to be determined by individual instructors.

<ul style="list-style-type: none"> <li>• In-class Quizzes (4)</li> <li>• Project #1 (Newscast)</li> <li>• Project #2 (PSA)</li> <li>• Project #3 (Talk Show)</li> <li>• Course Participation</li> <li>• Practical Assignments / Labs</li> </ul>	<p>20%</p> <p>20%</p> <p>20%</p> <p>20%</p> <p>10%</p> <p>10%</p>
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**Grading Scale Example**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

**DESCRIPTION OF WORK****In-class Quizzes**

There will be four (4) quizzes throughout the course of the semester; the quizzes are designed to test your knowledge of concepts and terminology based on the required texts and class notes and discussion. They will consist of a mixture of multiple choice, true/false, short answer questions, and may include hands-on skill tests. If you miss a quiz, you will receive a grade of zero.

**Project #1 Newscast**

This project is designed to teach the basic process of live studio production. Students will learn the basic technologies of video cameras, audio, video switchers, teleprompter, video tape recorders, and computer graphics generators. In addition, students will operate under the mode of production by which a local station would produce a live news break. The students will plan, rehearse, and shoot a newscast featuring a story aimed at the Rowan College at Gloucester County community.

Required elements: 2 news stories read on-camera, 1 recorded video package, a sports or weather segment, and original graphics/effects.

**Project #2 PSA**

This project is designed to teach the organizational procedures by which the various video, audio and graphic elements are combined to produce a simple 30-second PSA.

The PSA is a message designed to provide specific information to the public. Our PSAs will be designed to provide information to the Rowan College at Gloucester County Community. While PSAs share the same time limitations as commercials, these messages do not sell to the audience, but provide useful noncommercial information. In licensed broadcast stations, the air time for PSAs is provided to nonprofit groups. As part of their license agreement with the FCC, stations must serve the interests of the local community and PSAs are one form of providing that service. The PSAs will be using scripts provided by the students and video can come from

any source. Students will work in small groups to record voice over material, and edit the PSA audio and video images using basic non-linear editing software.

### **Project #3 Talk Show**

Student production teams will develop and produce segments for a Public Affairs based talk show aimed at providing useful information to the Rowan College at Gloucester County Community. Students will pitch ideas for guests that will be of interest to the student audience. The project will emphasize the role of the production team, and the importance of preproduction. The interview segments will be combined with PSAs to make up a 28-minute program, produced “live-on-tape” in the final weeks of class, to be aired on our local television channel or YouTube.

### **Course Participation**

Student participation and discussion are essential to a beneficial course experience. You will be graded for your participation in production-related projects, your preparation for the class (i.e. reading chapters of text prior to the class discussed, completion of required assignments, etc.) and your attendance (frequent absences or classroom disruptions will greatly affect your participation grade). Due to the prevalence of team-based work, poor teamwork will be reflected in both participation and project grades. Peer evaluations may be used as a partial measure of class/team contributions. Another key component of course participation grade will be your contribution to critiquing projects created by other members of the class.

### **Practical Experience**

Outside-class practice and participation are essential to mastering the technical skills and equipment required. As such, you will be required to demonstrate competency for studio equipment throughout the semester. If classroom time is not enough it is highly recommended that you utilize scheduled open labs for this purpose.

## **ROWAN COLLEGE OF GLOUCESTER COUNTY CORE COMPETENCIES**

(Revised 2014)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

**1**

### **Written and Oral Communication**

Students will communicate effectively in both speech and writing.

2	<b>Quantitative Knowledge and Skills</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	<b>Scientific Knowledge and Reasoning</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	<b>Technological Competency</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	<b>Humanistic Perspective</b> Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	<b>Historical Perspective</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	<b>Global and Cultural Awareness</b> Students will understand the importance of a global perspective and culturally diverse peoples.
9	<b>Ethical Reasoning and Action</b> Students will understand ethical issues and situations.
10	<b>Information Literacy</b> Students will address an information need by locating, evaluating, and effectively using information

### **CORE COMPETENCIES**

This course focuses on three of RCGC's Core Competencies:

**Written and Oral Communication**  
**Ethical Reasoning and Action**  
**Global and Cultural Awareness**

### **STUDENT LEARNING OUTCOMES**

<b>Successful completion will help students:</b>	<b>RCGC Core Competencies</b>	<b>Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)</b>

<p>Students will gain an understanding of the relationship between aesthetic conventions of television and the technological and organizational practices of broadcast studio production.</p>	<p>Written and Oral Communication Ethical Reasoning and Action Global and Cultural Awareness</p>	<p>In-class Quizzes (4) Project #1 (Newscast) Project #2 (PSA) Project #3 (Talk Show) Course Participation Practical Assignments / Labs</p>
<p>Students will refine their understanding of communication theory by exploring the use of video as a channel for communication information. Projects will focus on designing specific messages for specific target audiences.</p>	<p>Written and Oral Communication Ethical Reasoning and Action Global and Cultural Awareness</p>	<p>In-class Quizzes (4) Project #1 (Newscast) Project #2 (PSA) Project #3 (Talk Show) Course Participation Practical Assignments / Labs</p>
<p>Students will explore the culture of the media professional through a series of group assignments which stress production collaboration, objective criticism and analysis, professional ethics and time management.</p>	<p>Written and Oral Communication Ethical Reasoning and Action Global and Cultural Awareness</p>	<p>In-class Quizzes (4) Project #1 (Newscast) Project #2 (PSA) Project #3 (Talk Show) Course Participation Practical Assignments / Labs</p>

## CLASS POLICIES

### **ATTENDANCE POLICY:**

Class attendance and participation in class discussions are essential to this course. Students are responsible for all materials during class absence and should make arrangements **with other students** to acquire class notes. If you are aware in advance of a class you must miss please notify the instructor and make arrangements to make up the work you will miss.

**PLAGIARISM:** Please refer to the online syllabus for definitions of plagiarism. The first instance of plagiarism will result in a zero (0) for that assignment and require a student instructor conference. A second offense will result in an F for the course. In addition, a second offense will be reported to the Dean of Liberal Arts and the Director of Student Affairs.

**DEADLINES:** Project deadlines must be met. If your project is not finished at the scheduled time, it will affect your grade, unless you have made special arrangements with your instructor.

**(Please check with individual instructors for their class policies and expectations)**

### **PROFESSIONALISM AND PRODUCTIVE COLLABORATION**

- You will be assigned to a production team for class projects. The success of each project will depend on the professional conduct of each member of the team. Professional conduct is an expression of respect for yourself and your collaborators. The media professional is on time for class and production related activities such as meetings and crew calls. In addition, the media professional is organized, strives to present her ideas clearly, and always treats fellow students, professional staff, student supervisors, faculty and others with respect.
- Lateness, absence, or lack of preparation for meetings or assignments is a sign of disrespect for others. Unprofessional conduct will negatively impact on the instructor's evaluation of a student's performance. You should adjust other commitments to allow for your full participation in the classroom and production assignments. Professionalism extends to your interactions with the equipment and the facility. Any damage or improper use of equipment or facilities will negatively impact on your final grade.

### **PRODUCTION SCHEDULES AND BUDGETS**

- Each project is designed to teach certain practices and theoretical concepts of Broadcast Television production. In addition, each project has been designed to re-enforce media professionalism. Production teams should strive to accomplish each project within the scheduled time periods and resource budget. Students should maximize their efficient use of time, and minimize their use of resources through careful preproduction and professional set procedures and etiquette.
- Extra time or resources will only be granted in the most extraordinary circumstances, and groups which go over their allotted studio or editing time will find that such schedule or budgetary overruns will negatively impact on the instructor's evaluation of a group project.

### **PRODUCTION PAPERWORK**

- In this class you will be required to complete individual assignments, which must be posted in the appropriate online location. Timely completion of these assignments is part of your grade.
- Newscast scripts written by the anchors must be posted at least 4 days prior to the scheduled newscast shoot, in order to allow the directors, TDs, and graphics crew to adequately prepare. Directors should post their scripts 2 days prior to their newscast or talk show and also bring a printed copy to class.

## PROFESSIONAL PREPARATION

- Most of you are here to learn how to be media professionals. You want to work in this field when you graduate. Starting today, I will treat you as a professional I have hired as part of a production team. The policies below are based on practices best production companies would follow.
- Take this class and your work seriously. You should be striving to develop a marketable skill set to allow you access to the world of the professional. This skill set includes careful work practices, organizational skills, attention to detail, good oral and written communication skills, a professional attitude, and knowledge of film and television history, aesthetic practices, technologies and current professional practices. Working in cinematic film and television production can be both personally and financially rewarding, but it is only open to those individuals who are willing to work hard. There are plenty of jobs for good hardworking professionals, but there almost no jobs for anyone else. Waiting until after you graduate to adopt the attitude and work habits of a professional is a mistake that could be fatal to your career.
- I encourage you to take advantage of additional learning opportunities, particularly the availability of Open Labs, which will be offered each week. These are for students who wish to spend extra time working in the production studio. Open labs are for hands-on learning, rehearsal, and sometimes final production. They are run on a sign-up basis each week. A Lab Supervisor will take attendance, explain production and/or equipment procedures, and assist when needed. In most cases, the Open Labs may be your only opportunity to complete the required equipment practice exercises.

## POLICIES

No work will be accepted late. All assignments must be completed and turned in on the required date during our class period. Exceptions will be made for those who wish to turn assignments in early. If you are going to miss class get your work in early. Exams and other in-class activities cannot be made up. If you miss that class, you lose those points.

All assignments must be typed and formatted correctly. Neatness counts! Handwritten work will not be accepted. Computer problems are not acceptable excuses. Plan ahead and print your assignments out early.

Your attendance and participation in the class are extremely important. In addition, your participation in group project work is vital to the learning process and the success of the group. You will be asked to sign in at each class. If you miss a class, it is your responsibility (not mine) to see that you get copies of any materials, or assignments. Make friends with someone in the class and get the information and materials from them.

I do not give extra credit. Second chances do not exist in the real world.

If you feel that an assignment has been graded in error, I encourage you to discuss the matter with me immediately.

Punctuality is required for all class sessions. All students arriving to class over five minutes late will be considered tardy; two will be considered an absence. All students leaving class early, or absent from the class for a significant portion of the session, will also be considered tardy.

Five minutes into the class I will shut the door. Please do not knock and disrupt the class. If you arrive late, you can wait for the class to take a break. You can join us for the second half of the class after the break. In short be here early or at least on time.

All students are expected to conduct themselves in a professional manner. Classroom disruptions, which include talking, receiving phone calls, sleeping, etc.--will not be accepted and you may be asked to leave the

class. All incidents will be counted as an absence for that class session. Cell phones should be turned off prior to the beginning of class.

Due to the reliance on in-class work and discussions, excellent attendance is vital to learning the concepts and techniques that you will rely on in advanced courses and throughout your career. Thus, more than 3 absences will have a significant negative impact on your participation grade.

## **GIVING AND RECEIVING PROJECT CRITICISM**

One of the most difficult aspects of the course for many students is the critical nature of project evaluation. The real-world media production environment—including RTF, journalism, and advertising—requires a thick skin and keen evaluative skills to sustain success. My goal as an instructor is to emulate that climate in a safe environment (i.e. an environment where you won't be fired for your mistake) and encourage development of the critical skills needed in practically any field. Use the points below for a starting place on developing those skills.

### **Receiving Criticism:**

Double (and triple) check your work. After you've finished, and before you submit it as a polished project, make sure that you've watched it multiple times with a critical eye – and corrected anything that you and your teammates can find. If you haven't watched it until you're sick of it, you haven't watched it enough times. Going over everything beforehand can help you avoid careless mistakes that needlessly lower your grade, and allow the feedback to focus on real learning.

Accept that you are not perfect. No project that you submit will be flawless, and I don't expect perfection from your projects (although it may seem to you like I do at times). The most important thing is that you recognize you will make mistakes, give a lot of effort to try to avoid them, and then learn from them so you don't make them again in the future.

Don't take it personally. If your instructor or fellow students have feedback for you, remind yourself that it is your work being criticized, not you. Remember that they aren't criticizing your work out of spite, but in order to ensure you do the best work possible.

Listen carefully. If you ignore criticism, you're likely to repeat the same mistakes. Be sure to take notes on your feedback, and think of how to correct the problems specified. Ask for suggestions on how you can improve that aspect of your project. Admittedly, this is a difficult task as it requires you to take responsibility for your own errors. Don't interrupt or digress; this is an opportunity to learn about your progress.

Don't be defensive. Try not to be defensive about what you are hearing, or to justify your actions or reject the information. You don't have to agree with what you hear, but it is important to hear it.

Don't hold a grudge. Staying angry/upset about criticism can affect your future work. Put the mistakes out of your mind and focus on doing the best job possible on the next task.

Clear the air. If you are upset or believe the criticism is unfair, come see me to discuss it outside of class. We can clear up any lingering bad feelings and discuss ways to improve your work in subsequent projects. If you're not sure about certain points, ask for clarification. Don't get discouraged; constructive criticism is a key part of any job.

### **Giving Criticism:**

Participate fully. Nothing is more troubling than a lack of participation, or superficial participation. Remember that the learning you can get from this class is directly tied to your participation. The more you watch other projects with a critical eye, the better your own projects will be.



Pay objective attention. Try to look at each project for its merits/flaws. Don't compare it to your own project. Pay attention to all aspects of the project, including technical, aesthetic, and thematic.

Be specific rather than general. Providing specific examples helps the recipient understand exactly what the issue is. Take notes as you view each project to refer back to.

Describe, don't accuse. Use active listening to defuse the emotion in the situation. Make sure you are communicating a specific point rather than assigning blame.

Don't just offer opinions, offer solutions. Point out flaws in the project when coupled with a possible solution. Merely pointing out audio problems (for example) in a project is of limited utility; sharing techniques for correcting/avoiding those audio problems in the future will be of much greater benefit to the entire class.

### TOPICAL OUTLINE

WEEK	DATE	LEARNING OBJECTIVE	ASSIGNMENT
1		Introduction / Review of Syllabus / eLearning Class Webpage / Screen sample television media / previous student work	Modules 1-9 Read email / post introduction / Review syllabus
2		Camera Operations / Review readings/ Demo camera equipment	Modules 10-12, 17-21,
3		Studio Operations / News / review readings	Modules 13-16, 22-15
4		Control Room (Switcher/Special FX) review readings	Module 59-62 camera practice tape due.
5		Control Room (Switcher/Special FX) Continued, <b>Quiz #1</b>	Directing cues practice tape due.
6		Newscast Production / review reading / Newscast Shoot #1	Module 26-30
7		Newscast Production / review reading / Newscast Shoot #2	Module 46-53 / switcher practice tape due
8		Editing / review reading NLE / Newscast Shoot #3 / <b>Quiz #2</b>	Module 54-58 PSA Script due for review
9		PSA Project / Talk Show Prep / continue PSA / produce VOs and music / Newscast Shoot #4	Talk Show proposals due / PSA footage log due
10		PSA Project / Talk Show Prep / complete editing project / <b>Quiz #3</b>	PSA rough cuts & voice-over due
11		PSA Project / Talk Show Prep / demonstrate lighting	Module 31-36 / PSA project due
12		Talk Show Prep / Microphones and Audio / Talk Show Rehearsal	Module 37-45
13		Talk Show Production / Talk Show Shoot #1	Module 63-70
14		Talk Show Production / Talk Show Shoot #2	
15		Screenings & Critiques / <b>Quiz #4</b>	
16		Screenings & Critiques	

## **Affirmative Action Statement**

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or [ajones@rcgc.edu](mailto:ajones@rcgc.edu).

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or [dcook@rcgc.edu](mailto:dcook@rcgc.edu).

## **Department of Special Services**

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit [RCGC.edu/SpecialServices](http://RCGC.edu/SpecialServices).

## To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
  - a. Diagnosis with written evaluation of current disability;
  - b. Date the student was diagnosed;
  - c. Tests used to reach diagnosis;
  - d. Credentials of the medical professional conducting evaluation; and
  - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
  1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

## Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

## Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.