

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 15-39
Action AP-9/27/15
UWUCC: App 9/22/15
Senate: App 10/16/15

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Stephanie Keppich Phone 724-801-8397
- Writing Workshop? (If not at IUP, where? when?) May 2015
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

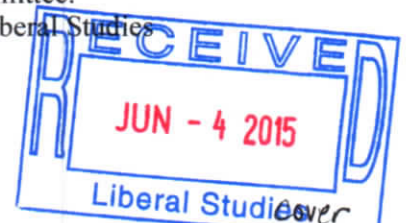
- Professor(s) Stephanie B Keppich
- Department Chairperson [Signature]
- College Dean [Signature]
- Director of Liberal Studies [Signature]

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



Writing Summary

COMM 251 Basic Television Production

Course Overview

The primary goal of this course is to train students and give them experience in the operation of television equipment and crew coordination.

Improvement of student's ability to communicate effectively through writing is also a key goal for this course. This course will work to enhance students' ability to use writing for reflection, analysis, and communication.

Types of Writing Activities

30 minute Television Show Critique

- Purpose: Students will write short papers to critique a 30 minute television show of their choice. This will help ensure that students are gaining knowledge from lectures and textbook readings and applying that information to the critique of a show. These exercises will help the instructor to monitor student comprehension of key concepts pertaining to aesthetics, lighting, audio, and camera movement in relation to television production.
- Amount of Writing: Responses will be 1-2 page(s)
- Frequency: Writing done as homework five times during semester
- Opportunities for Revision: None
- Evaluation: Students earn points for writing responses
- Percent of Grade: Responses will be worth 5% of Final Grade

Journal entries

- Purpose: Students will be required to reflect on each position in a television control room and studio. They will be required to explain the purpose of each position and how that position relates to the other jobs within the environment. Among other writing prompts, they will express their like or dislike for the position and argue for or against whether the position can be eliminated. This reflection will allow the instructor to evaluate whether students comprehend the importance of all positions and if students understand the teamwork and responsibility to crew members.
- Amount of Writing: Responses will be 1 page
- Frequency: Writing done as homework eight times during semester
- Opportunities for Revision: none
- Evaluation: Students earn points for writing responses
- Percent of Grade: Responses will be worth 10% of Final Grade

Sketchbook

- Purpose: Students will be required to complete three (3) sketch book entries containing no less than 4 pages of storyboards for a proposed TV production of their choice. Included in their entry will be explanation detailing their ability to take the production from conception to completion. How they will find funding, secure production space, hire talent and staff, determine a

production schedule, produce and maintain budget. The storyboard preparation will lead up to a larger proposal to be turned in as a final project. This exercise will allow the instructor to monitor the understanding and development of students' mastery of how productions go from conception to completion.

- Amount of Writing: Responses will be no less than 4 pages
- Frequency: Writing done as homework 3 times
- Opportunities for Revision: yes
- Evaluation: Students earn points for writing responses
- Percent of Grade: Responses will not be graded but will be assigned points for completion which is 15% of grade.

Summary Chart of Writing Assignments*

A. Writing Assignments					
Assignment Title & Purpose	# of Assignments	# of Total Pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment Represents What % of Final Course Grade
30 minute TV show Critiques	5	5	yes	no	5
Journal entries-TV positions	8	8	Yes	no	5
Story boards (sketchbook)	3	12	yes	yes	15
Full critique of TV show	1	2	yes	no	15
Story Board Proposal	1	3	yes	no	10
Totals	18	30			50

B. NOT APPLICABLE for course COMM 251

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

* Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.

COMM 251: Basic TV Production

Fall 2015, TR 9:30-10:45

Instructor: Mrs. Stephanie Keppich

Purpose of the course:

COMM 251 is designed to:

1. Train students in the operation of the following television equipment: cameras, audio equipment, lighting equipment, video switching equipment, and video special effects (introductory levels only).
2. Train students in television operations, crew coordination and the functions and responsibilities of the following television crew positions: camera operator, floor director, audio operator, technical director, lighting director, character generator operator, and video tape operator.
3. Improve written and oral communication skills relating to television production techniques, lingo and giving clear direction.
4. Give students experience in developing, production and directing the following types of television programs: Montage, Interview, and Television News.

TEXT: Zettle, Herbert

TELEVISION PRODUCTION HANDBOOK-11TH EDITION
WADSWORTH PUBLISHING
BELMONT, CALIFORNIA 2011

NOTE: It is important that you study and remain current on text readings. If the instructor feels that you are not doing so, UNANNOUNCED quizzes on the text reading will be given.

Assignments and Grading: The final grade will be determined as follows:

MONTAGE PROGRAM	100 points
INTERVIEW PROJECT	150 points
NEWS PROGRAM	200 points
30 MIN TV SHOW CRITIQUE(S)	125 points
JOURNAL ENTRIES	125 points
SKETCHBOOK(S) and final assignment	300 points

Points	Grade
1000 – 920	A
919 – 830	B
829 – 730	C
729 – 630	D
629 –	F

Montage Program:

You will be given more direction on this assignment closer to the date it is due. You will be required to bring in mounted pictures and your choice of music. You will direct your classmates through changing the pictures while switching between cameras. We will spend the better part of a week on this task. The idea is to get you familiar with the equipment.

Interview Program:

You will be given more direction on this assignment closer to the date it is due. In teams, you will work together to produce and direct a short studio interview segment where you will be in charge of set design, technical aspects, direction and content.

News Program: The final project for this course is a full 30 minute news program. Each group will produce a package of deliverables prior to entering the studio. You will treat this assignment as if you have been given a job in a broadcast TV station and you are arriving at work to broadcast the news show, live. More direction will be given later in the semester closer to the project.

TV show Critiques: Students will write five (5) one page papers critiquing a 30 minute television show of your choice. This will help ensure you are gaining knowledge from lectures and textbook readings and applying that information to the critique of a show. These writing exercises will help the instructor to monitor student comprehension of key concepts pertaining to aesthetics, lighting, audio, and camera movement in relation to television production.

Journal: Students will be required to reflect on all eight positions in a television control room and studio. You will be required to explain in no less than 250 words the purpose of each position and how that position relates to the other jobs within the environment. Students will be given writing prompts to follow to craft their journal entry. More discussion will be given on an assignment handout sheet. I will be evaluating whether you comprehend the importance of all positions and if you grasp the teamwork aspect and responsibility to other crew members in the studio that each position holds.

Sketchbook: Students will be required to complete three sketch book entries containing no less than 4 pages of storyboards for a proposed TV production (3) of their choice. Included in their entry will be explanation detailing their ability to take the production from conception to completion. How they will find funding, secure production space, hire talent and staff, production schedule, produce and maintain budget. The storyboard preparation will be lead up to a larger proposal to be turned in as a final project. This exercise will allow the instructor to monitor the understanding and development of students' mastery of how productions go from conception to completion.

Grading Thresholds: Video production and the coordinating documents that go along with it require a minimum of basic production and writing skills to be effective as a professional. It is not possible to earn a living in video and not understand the basics of all aspects of the various areas of production. Furthermore, it is next to impossible to move forward in the field without being able to communicate effectively through written form. Therefore, a "threshold" grade must be earned on the two major components of the class: production projects and writing assignments. An average grade of "F" on either of these two components will result in an "F" in the course.

**** Changes/Notes:** Mrs. Keppich reserves the right to modify the above grade weighting of categories, or add/delete categories given unexpected events during the semester. IUP-TV reserves the right to show any of the programs at any time now or in the future.

Attendance policy: Attendance in this class is mandatory. Students are permitted a maximum of 2 hours, 45 minutes of unexcused absences. This includes arriving for class on time. Beginning the second week of class, each minute you are late will count toward your unexcused time allowed. Attendance will be taken each class and unexcused absences over the allowed will result in loss of points (determined by instructor) from the student's final grade in this course. There are several studio exercises that are group assignments. It is my expectation that you attend class everyday but on those days especially, if you have an unexcused absence you will receive a 0 (zero) for the assignment with no chance of making it up. If you miss on a studio exercise day and you have a documented emergency, the points for that assignment will be deleted from your final grade and your grade figured from a smaller number of points.

Excused absences will be granted only for the following circumstances and when proper documentation is provided. No absences will be excused without documentation.

- 1.) Illness that prevents class attendance. The student must have documentation from the health center or another physician that specifically indicates the student cannot or should not attend class. Health center documentation is not acceptable unless it indicates the student is unable to attend class.
- 2.) Family emergency. Serious illness or death of an immediate family member. Documentation of this emergency must be provided.
- 3.) Participation in a university sponsored activity. Permission for excused absence must be obtained in advance of the activity and the student must have a letter from the faculty sponsor indicating the student's involvement in the activity.
- 4.) Assignments due during a time a student is participating in a student activity must be handed in to the instructor prior to departure or immediately upon the student's return, with the instructor's permission. Assignments due during a time when a student is excused for other reasons must be handed in at the beginning of the second class following the student's return, unless other arrangements are made with the instructor.
- 5.) Students are responsible for obtaining any notes from missed classes, getting instructions for assignments and stories or any other class materials from other students. The instructor will not provide notes or course outlines.

Use of Cell Phones: The use of cell phones or any other electronic device at any time during class is NOT ALLOWED. You are expected to have your cell phone turned off when you enter class. Repeated class disruptions will result in your being asked to leave class. At no time will you check messages or be caught looking at or handling your cell phone during

class.

Finally...

I sincerely want this to be a valuable and exciting learning experience for you. I intend to give it my best. I look forward to getting to know you and creating a worthwhile learning environment for each of us. **IF AT ANY TIME YOU HAVE PROBLEMS, ARE CONFUSED OR FOR ANY OTHER REASON ARE UNABLE TO DO THE WORK ASKED OF YOU, LET ME KNOW DIRECTLY AND EARLY IN THE SEMESTER.** Also, if you have a learning problem of any kind, please see me to make an appointment to discuss your needs.