

Broadcast Journalism

Description

Broadcast Journalism is a full-year course designed to introduce students to the production of television news and the principles of broadcast journalism. Course work is skills and project-based. Students work both in reporter / photographer teams, as well as a larger news crew for much of the school year. In the first semester, areas of focus will include: videography basics, interviewing skills, broadcast writing, research, speech, lighting design, audio engineering, editing, production and directing skills, and information literacy skills. In the second semester, students rotate studio roles as part of a news production team to create a news program while continuing to produce news packages of interest and importance to their peers. The news production airs within the school on a weekly basis throughout the school year. Issues of fairness and ethics in broadcast journalism are also explored.

Course Overview

Course Goals

Students should:

- Deconstruct news media for message and construction
- Practice sound journalism ethics and understand role as a student journalist
- Determine newsworthiness of a story or event
- Conduct research and select appropriate subjects to interview for a given story
- Develop questioning skills
- Utilize equipment to capture professional quality footage, interviews and sound
- Edit footage, interviews, voiceovers and natural sound into a final news package for broadcast
- Take on various roles and responsibilities as part of a student news team

Essential Questions

- How do we deconstruct news media?
- What qualifies as “news?” / How is news packaged for various purposes and audiences?
- What is the journalist’s responsibility to the public?
- How are camera techniques, images, sound, and language used to develop and communicate an effective message, and tell a story?
- What process / workflow is used in electronic newsgathering?
- What code of ethics should a broadcast journalism follow?
- How do we write for broadcast?
- How do we use information, images, and sound responsibly? (avoid manipulation / create false truth)
- What are the elements of a news show?
- How do we work collaboratively to produce video content and programming?

Assessments

Common Assessments

- Student demonstrate hands-on use of camera manual settings and tripod use – A visual portfolio demonstration of various camera angles and manual settings
- Students will set up and conduct several interviews on camera in the TV studio – demonstrating active listening and spontaneous follow-up questioning skills
- Write news copy (lead, voiceovers, close, stand up) in the form of a script utilizing the sound bites from the previous unit.
- Students will produce and edit all video and audio elements into a final broadcast ready news packages of 1 to 3 minutes in length.
- Work collaboratively and utilize the television studio to create news packages an a news show of approximately 5 to 7 minutes in length which incorporates news packages and broadcasts to the school community

Content Outline	Standards	Grade Level Skills
<p>I. Unit 1 - Deconstructing News Media, the Role of the Journalist and Ethics</p> <p>II. Unit 2 - Using Video Equipment & Audio Equipment to Capture Footage and Interviews</p> <p>III. Unit 3 - Writing for Broadcast News and Recording Voiceovers</p> <p>IV. Unit 4 - Editing & Visual Effects - Incorporating all elements of video production to create a news package</p> <p>V. Unit 5 - Telling the Story: Producing News Packages in Reporter/Photographer Teams</p> <p>VI. Unit 6 - Producing the Show: Using the TV Studio as a Television/News Crew</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> Professional books, video resources including news programming from various sources. 	<p>21st Century Skills are met in the following areas:</p> <ul style="list-style-type: none"> Learning and Innovation Skills Information, Media and Technology Skills Life and Career Skills <p>International Society for Technology in Education standards are met in the following areas:</p> <ul style="list-style-type: none"> Communications and Collaboration <p>Common Core State Standards for ELA are met in the following areas:</p> <ul style="list-style-type: none"> Writing Standards 9-12 (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing) Speaking and Listening Standards 9-12 (Comprehension and Collaboration, Presentation of Knowledge and Ideas) Language Standards 9-12 (Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use) 	<p>Students will:</p> <ul style="list-style-type: none"> Identify elements of a news package Discuss the significance of the rights guaranteed to the press in the first amendment Discuss the role and responsibilities of the journalist in contemporary society Discuss the role ethics plays in the production of news stories Utilize manual camera functions Demonstrate basic composition, various camera angles and movement Utilize a variety of microphones for various purposes Develop open ended interview questions Conduct interviews Define and identify subjective sound bites Write and structure objective news copy Capture relevant b-roll footage Import desired footage into editing program Perform basic to advanced editing using editing software Create a developed timeline sequence with titles, graphics and transitions Design a news program and introduction video

		<ul style="list-style-type: none">• Hold editorial meetings• Write scripts for shows• Operate TV studio equipment in various roles as a studio news crew, such as: teleprompter, video switcher, audio mixer, camera, studio tripods and dollies, and lighting board• Produce a student news show on a regular basis
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Pacing Guide					
1st Marking Period			2nd Marking Period		
Month 1	Month 2	Month 3	Month 4	Month 5	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<u>Deconstructing news media, the role of the journalist and ethics</u>	<u>Using Video Equipment & audio Equipment to Capture footage and interviews</u>	<u>Writing for broadcast news & Recording Voiceovers</u>	<u>Editing & Visual Effects - Incorporating all elements of video production to create a news package</u>	<u>Telling the Story: Producing News Packages in reporter/photographer teams</u>	<u>Producing the Show: Using the TV Studio as a television/news crew</u>
		2 nd Semester - Students build on their broadcast journalism skills to produce a weekly news program for the school community.			

Unit 1 - Deconstructing News Media, the Role of the Journalist and Ethics, 2 weeks [top](#)

21st Century Skills

Information, Media and Technology Skills

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Common Core State Standards for English Language Arts

Speaking and Listening Standards 9-12

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, text, and issues, building on others’ ideas and expressing their own clearly and persuasively.
2. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

<u>Unit Objectives</u>	<u>Essential Questions</u>	<u>Assessments</u>
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<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify elements of a news package (a-roll, sound bites, b-roll, natural sound, graphics, voice over, lower thirds, stand up, lead). • identify bias. • identify types of news stories (news features, issues, hard news). • determine the characteristics of newsworthy stories. • identify roles and responsibilities of a news production crew. 	<ul style="list-style-type: none"> • How do we deconstruct news media? • What qualifies as “news?” / How is news packaged for various purposes and audiences? • What is the significance of the first amendment to the reporter and the news industry? • What is the journalist’s responsibility to the public? • How do we use information, images, and sound responsibly? (avoid manipulation / create false truth) • How do copyright laws impact the use of images, video and sound? 	<ul style="list-style-type: none"> • Deconstruct a news package • Edit a news story with pre-produced footage • Discuss ethical issues related to news.
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<ul style="list-style-type: none"> • discuss the responsibility of the journalist to the public. • understand and discuss a journalist's code of ethics. 	<ul style="list-style-type: none"> • How do we practice sound journalistic ethics? <p>Focus Questions</p> <ul style="list-style-type: none"> • What is news? • What are the elements of news? • What are the characteristics of newsworthy stories? • What is the purpose of news? • What is a reporter's role in the society? • What does the first amendment guarantee the press? What are the limitations of these rights? • What is the code of ethics journalists follow? 	
<p>Lesson Planning Resources</p> <p>May include but are not limited to the following:</p> <ul style="list-style-type: none"> • Professional books, video resources • Projector for demonstration 		<p>Skill Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • identify elements of a news package. • discuss the significance of the rights guaranteed to the press in the first amendment. • discuss the role and responsibilities of the journalist in contemporary society. discuss the role ethics plays in the production of news stories.

Unit 2 –Using Video Equipment & Audio Equipment to Capture Footage and Interviews,

21st Century Skills

Learning and Innovation Skills

Creativity and Innovation

Work Creatively with Others

- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Collaborate with Others

- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Life and Career Skills

Social and Cross-Cultural Skills

Interact Effectively with Others

- Conduct themselves in a respectable, professional manner

Common Core State Standards for English Language Arts

Speaking and Listening Standards 9-12

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

2. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> • identify parts and the various functions of a digital video camera and tripod. • use manual camera settings to adjust white balance. • develop questions that elicit deeper responses. • demonstrate responsible use of equipment. • set up lavalier microphones on interview subjects. • set up (technically and spatially) and conduct an interview using a digital video camcorder, tripod, microphone and headphones. • demonstrate basic composition skills. • use a digital video camcorder to capture desired b-roll footage. • use camera and audio equipment to collect high quality audio and natural sound for inclusion in the news package. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do we use a video camera/audio equipment to capture professional quality footage/audio and capture interviews? • How do we set up for an interview? • How do we develop questions that elicit more than yes or no answers? • How do we build rapport with our subjects prior to interviewing? • How do we conduct interviews? • What behavioral protocol should we follow when filming others and using various shooting locations? • How do we use basic composition skills to capture professional quality footage? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How do we develop questions that seek to answer the how's and why's of a topic? • How do we conduct ourselves before, during and after an interview with a subject? • How do we actively listen? • How do we set up equipment to capture a professional looking interview? • How do we use manual camera settings to capture quality footage? • How do we develop a shot list of b-roll which supports the interview/topic? • How do we care for equipment? • What is the purpose of a shotlist or storyboard? 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Student demonstrate hands-on use of camera manual settings and tripod use – A visual demonstration of various camera angles and manual settings • Students will develop a list of questions designed to seek specific information about a topic and elicit deeper responses • Students will set up and conduct several interviews on camera in the TV studio – demonstrating active listening and spontaneous follow-up questioning skills • Students will create a list and capture relevant b-roll footage • Collect all elements for a news package about a story occurring in school at the time OR use pre-packaged footage (possibly activity fair, student elections, etc.)
<p><u>Lesson Planning Resources</u> May include but are not limited to the following:</p> <ul style="list-style-type: none"> • Professional books, video resources • Digital Video Camcorder with microphone & headphone jacks and peak meter view capability 		<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • utilize manual camera functions. • demonstrate basic composition,

<ul style="list-style-type: none">• Wireless and handheld microphones• Tripods• Headphones• Projector for demonstration and sharing of student work	<p>various camera angles and movement.</p> <ul style="list-style-type: none">• utilize a variety of microphones for various purposes.
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Unit 3 – Writing for Broadcast News and Recording Voiceovers

21st Century Skills
Learning and Innovation Skills
Communication and Collaboration
Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Common Core State Standards for English Language Arts
Writing Standards 9-12
Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
4. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

<p>Unit Objectives Students will be able to:</p> <ul style="list-style-type: none"> • use a screening process to review footage for subjective sound bites and relevant b-roll. • write news copy in the active voice. • write copy using traditional news writing conventions: conversational tone, simple, concise, objective, etc. • write an inviting lead / conclusion. • use information gleaned from sound bites 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we write for broadcast? • How do we capture and keep our viewer’s attention? • How do we write objectively? • How do you give credit to your sources? <p>Focus Questions</p> <ul style="list-style-type: none"> • How do we write in the active voice? • How do bridge sound bites with voiceovers? 	<p>Assessment</p> <ul style="list-style-type: none"> • Write news copy (lead, voiceovers, close, stand up) in the form of a script utilizing the sound bites from the previous unit.
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<p>to write objective copy.</p> <ul style="list-style-type: none"> utilize the inverted pyramid and hourglass structure to shape a story. 	<ul style="list-style-type: none"> How do we write objective copy? What are subjective adjectives? What writing pitfalls should we avoid when writing for news? How do we write a lead and close/tag out? How do you attribute your sources when writing news copy? How do we write copy that provides additional information about b-roll? How do we pace and record voiceovers? How do we choose sound bites for subjective sound? How do we log footage? 	
<p><u>Lesson Planning Resources</u> May include but are not limited to the following:</p> <ul style="list-style-type: none"> Professional books, video resources Digital Video Cameras for previewing footage 		<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> define and identify subjective sound bites. write and structure objective news copy.

Unit 4 – Editing & Visual Effects - Incorporating all elements of video production to create a news package

21st Century Skills

Learning and Innovation Skills

Creativity and Innovation

Think Creatively

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

Communication and Collaboration

Communicate Clearly

- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact

Life and Career Skills

Initiative and Self Direction

Manage Goals and Time

- Utilize time and manage workload efficiently

Leadership and Responsibility

Guide and Lead Others

- Use interpersonal and problem solving skills to influence and guide others toward a goal

ISTE/NETS Standards

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- contribute to project teams to produce original works or solve problems.

Common Core State Standards for English Language Arts

Speaking and Listening Standards 9-12

Comprehension and Collaboration

3. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
4. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted

evidence.

Presentation of Knowledge and Ideas

4. Present information finding, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Unit Objectives

Students will be able to:

- utilize the basic functions of editing software
- demonstrate the various steps involved in the post-production process
- demonstrate the differences between insert and assemble editing and know when to use each.
- log footage and generate an edit decision list based on previewed footage
- create titles, lower thirds, and credits for inclusion in video projects
- adjust audio levels for desired effect
- layer video and audio

Essential Questions

- How does editing shape meaning?
- How does a project’s purpose and focus help shape editing decisions?
- How do we incorporate the visual and audio elements of a news story into a final news package?
- How do we prepare for editing?

Focus Questions

- How do we select the most relevant (story focus) and compelling (subjective) footage?
- How do we import and organize footage?
- How do we layer video tracks?
- How do we adjust audio for consistent sound?
- How do we create lower thirds, incorporate graphics and titles?
- How do you trim footage and insert edit?
- How do we export a news sequence for broadcast?

Assessment

- Students will edit all video and audio elements into a final broadcast ready news package of 1 to 2 minutes in length.

Lesson Planning Resources

May include but are not limited to the following:

- Professional books, video resources
- Computers with editing software

Skill Objectives

Students will:

- perform basic to advanced editing using editing software.

- Projector for demonstration
- Network drive for student work

- create a developed timeline sequence with titles, graphics and transitions.
- Create a compressed version of final news package.

Unit 5 - Telling the Story: Producing News Packages in Reporter/Photographer Teams

21st Century Skills

Learning and Innovation Skills

Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Communication and Collaboration

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Life and Career Skills

Social and Cross-Cultural Skills

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Common Core

Speaking and Listening Standards 6-12

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
6. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted

evidence.

Presentation of Knowledge and Ideas

7. Present information finding, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
8. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Objectives

Students will be able to:

- identify a newsworthy story from the school or local newspapers.
- create a focus statement for the story.
- perform research about the issue.
- identify a variety of subjects to be interviewed to produce a well rounded and balanced story.
- develop open ended interview questions specific to the subject to be interviewed.
- develop a preliminary list of b-roll footage to be captured.
- secure an interview time and place.
- preview and log footage for sound bites and relevant b-roll.
- write a script which incorporates the chosen reporter standup, sound bites, b-roll and voiceovers.
- import all media elements into editing software.
- export news package for broadcast.

Essential Questions

- How do we construct a news package?
- What process does a news production team follow to create a news package?
- How do we work in reporter/photographer teams to collect the elements of a news package?

Focus Questions

- How do we use video/audio equipment to capture the elements of a news package?
- How do we follow the electronic news gathering process? (Researching, capturing elements, reviewing, logging, writing and editing)
- How do we manage our time in a broadcast setting/environment?
- How do we work most efficiently in small news gathering teams?
- What are the responsibilities of each member of an ENG team?
- How do we conduct ourselves during interviews?

Assessment

- Students will identify news worthy topics, work together in reporter/photographer teams and follow the process of electronic news gathering to create a news package

Lesson Planning Resources

May include but are not limited to the following:

- Digital Video Camcorder with microphone & headphone jacks and peak meter view capability

Skill Objectives

Students will:

- develop open ended interview

- Microphones wireless and handheld microphones
- Headphones
- Tripods
- Computers with editing software
- Projector for demonstration

- questions.
- conduct interviews.
- capture relevant b-roll footage .
- import desired footage into editing program.
- write news copy.
- perform basic to advanced editing using editing software.
- create a developed timeline sequence with titles, graphics and transitions.

Unit 6 – Producing the Show: Using the TV Studio as a Television/News Crew

21st Century Skills

Life and Career Skills

Flexibility and Adaptability

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Productivity and Accountability

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Leadership and Responsibility

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

Unit Objectives

Students will be able to:

- Fill various roles on a television studio production crew
- Utilize studio equipment
- Produce a show format that engages their peers / viewers
- Write script for the news anchors / talent

Essential Questions

- How do we fulfill our individual roles and responsibilities as part of a news production team?
- How do we utilize the television studio to produce a news show?
- How do we modify the show's content for technical issues and content quality?

Assessment

- Utilize the television studio to create a news show of approximately 5 to 7 minutes in length which incorporates news packages and broadcasts to the school community

<ul style="list-style-type: none"> • Shoot and edit an intro/opening for the show • Acts as an editorial team to shape programming and show content 	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How do we use studio equipment? • What are the responsibilities of each member of the studio production team? • How do we produce an introduction which sets the tone of the show and introduces the whole crew? • How do we continually modify show content for timeliness and audience interest? • How do we tap into each crew members strengths for maximum efficiency? 	
<p><u>Lesson Planning Resources</u></p> <p>May include but are not limited to the following:</p> <ul style="list-style-type: none"> • TV Studio facility • Digital Video Camcorder with microphone & headphone jacks and peak meter view capability • Wireless Microphones • Headphones • Tripods and dollies • Teleprompters • Video switcher • Audio mixer • Lighting board 		<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • design a news program and introduction video. • hold editorial meetings. • write scripts for shows. • operate TV studio equipment in various roles as a studio news crew: teleprompter, video switcher, audio mixer, camera, studio tripods and dollies, and lighting board.