

## RTV 3601 Performance in Telecommunication Spring 2016

Instructor: Myra Monroe  
Section: 147G  
Room: 3334 INC  
Periods: 4 - 6 on Thursdays  
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RTV 3601 is designed to help students improve their on-air performance in radio and television news. Special emphasis is placed on voice, delivery, live reporting, anchoring and appearance. Students will gain practical experience reading the teleprompter and performing in front of the camera, as well as voicing for radio.

Objectives and goals of the course include:

- (1) Proper breathing, delivery and diction for voicing stories for radio and television
- (2) Techniques for reporting live stories from the field (radio voicers or t.v. live shots)
- (3) Skills that will help you produce more effective standups for television news packages
- (4) Techniques for better communication, poise and posture as a news anchor
- (5) Practice reading a teleprompter
- (6) Suggestions for making the most of your on-air appearance

### **Recommended Equipment (not required)**

- A cell phone that can record audio, computer with web cam

Class demeanor expected: students will be expected to participate in class discussions, turn off all cell phones BEFORE class starts or be prepared to surrender cell phone to instructor if it goes off in class, and treat your instructor and classmates with respect. Be on time for class.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

**The University of Florida Honor Code** was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students

who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 392-1261.

### **Disability Awareness.**

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

University counseling services and mental health services:

<http://www.counseling.ufl.edu/cwc/Default.aspx>

352-392-1575

### **Grading Components**

Class participation	50 %
Critiques	25 %
Essay	25 %

<b>Grading Scale:</b>	<b>A</b>	<b>(93-100)</b>
	<b>A-</b>	<b>(90-92)</b>
	<b>B+</b>	<b>(87-89)</b>
	<b>B</b>	<b>(83-86)</b>
	<b>B-</b>	<b>(80-82)</b>

<b>C+</b>	<b>(77-79)</b>
<b>C</b>	<b>(73-76)</b>
<b>C-</b>	<b>(70-72)</b>
<b>D+</b>	<b>(67-69)</b>
<b>D</b>	<b>(63-66)</b>
<b>D-</b>	<b>(60-62)</b>
<b>E</b>	<b>(below 61)</b>

**Assignments, more details to come:**

**Participation:**

Participation requires attending class. We will be working on our performance and critiquing our classmates. It's expected that students are courteous and considerate in their remarks. Students are expected to help each other grow and create an atmosphere where learning is fostered.

**Critiques:**

Students will be expected to watch and/or listen to local newscasts and critique performances. In addition, students will receive appropriate feedback from the instructor and from classmates on their own performances. This is for the purpose of improving your on-air performance. These critiques will emphasize the positive and will be presented in an encouraging manner.

**Essay:**

Students will write a short essay emphasizing what they've learned about being a good communicator.

**COURSE SCHEDULE (subject to changes)**

Week #1	Introductions, class expectations, elements of good communication
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Week #2	Voice Coaching: breathing, diction, pronunciation, delivery  "For a broadcaster's voice to work effectively, however, relaxation is the key. Because your voice depends on various muscles in your body, it reflects the degree of tension you are feeling. Stress affects all your muscle tone, which affects posture, respiration, and voice control. A tense body usually means a tense voice." Ann S. Utterback, "Broadcast Voice Handbook."
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Week #3                              Techniques for reporting live (radio and television)

“A good live television reporter is one who can really tell a story in an accurate, clear, and concise fashion while adding insight and detail, and doing so under duress at times. So what separates the good live reporters from the rest? You will find it has a lot less to do with sheer talent than it does with preparation and practice.” Bob Arya, “Thirty Seconds to Air: A Field Reporter’s Guide to Live Television Reporting.”

Week #4                              Elements of a good television standup

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Week #5                              Anchoring for Television News

“Before Murrow, there were commentators, coordinators, crackpots, characters, mystics, loudmouths, analysts, hosts, and moderators. After him came the true anchors: equal parts journalist, celebrity, arranger, composer, and keeper of the public trust.” Jeff Alan, “Anchoring America”

Week #6                              Anchoring for Television News (prompter work)

Week #7                              Anchoring for Television News (prompter work)

Week #8                              Appearance

Week #9                              Guest (Radio Personality)

Week #10                             Studio work in pairs

Week #11                             Polishing your performance

Week #12                             Guest (T.V. Personality)

Week #13 – Last class             Practicing, focusing on areas to improve

Textbooks, **suggested reading but not required:**

“Broadcast Voice Handbook, How to Polish Your On-Air Delivery” Third Edition, Ann S. Utterback, Ph.D.

\*\*\* “Thirty Seconds to Air: A Field Reporter’s Guide to Live Television Reporting” Bob Arya

\*\*\* “On Camera: How to Report, Anchor and Interview” Nancy Reardon, Tom Flynn

“It Takes More Than Good Looks to Succeed at Television News Reporting, 2<sup>nd</sup> Edition” Wayne Freedman

\*\*\*( these are most recommended)