

# CMN277 Video production and television journalism

**School:** School of Business and Creative Industries

2025 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

Moving pictures lead to content that is informative, exciting, engaging and entertaining. This course will introduce you to the skills necessary to create video for digital platforms and broadcast journalism. You will develop the writing, technical and presenting skills necessary to produce dynamic media content, for broadcast and digital environments. This is a highly practical course where you will learn content planning and create professional industry products. By completing the activities, you will gain an appreciation of the skills required for successful broadcast journalism and video creation for the web. Voice and presentation skills are also covered.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Self-directed, online, pre-workshop learning material	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – On-campus, scheduled, face-to-face workshop	2hrs	Week 1	12 times
<b>ONLINE</b>			
<b>Learning materials</b> – Self-directed, online, pre-workshop learning material	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Interactive, scheduled, online workshop (Recorded)	2hrs	Week 1	12 times

### 1.3. Course Topics

Writing for television and video

Broadcast industry conventions

Interviewing for video news

Shooting video

Editing video

Presenting to camera

Voiceover

Ethics in broadcast and video

(Mature content MAY be included depending on the news of the day.)

### 1.4. Mature Content

Adult themes

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Apply news judgement in a broadcast/digital journalism environment and observe legal and ethical obligations.	Knowledgeable Empowered Ethical
2	Effectively manipulate technology to produce broadcast/digital journalism products.	Creative and critical thinker Empowered Ethical
3	Independently plan and create high quality, accurate and engaging television/video stories.	Empowered Ethical Engaged

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

This is a second level course so a demonstrated understanding of broadcast news writing, media ethics, news values and video production is required. This course builds upon radio news writing, and video shooting and editing skills equivalent to those acquired in introductory level courses.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

A short online quiz must be completed prior to the end of Week 3. Formative feedback and peer review of writing exercises will be provided in workshops.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Professional, and Written Piece	Individual	25%	1 minute	Week 5	Online Assignment Submission with plagiarism check
All	2	Artefact - Professional, and Written Piece	Individual	25%	1-minute video with corresponding video script and intro.	Week 9	Online Submission
All	3	Artefact - Professional, and Written Piece	Individual	50%	1 minute 20 second edited television story, and script, plus 15 second newsreader intro (script-only).	Exam Period	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Vox Pop Video Story

<b>GOAL:</b>	Demonstrate the ability to identify, gather and edit video material within a defined time period to create an engaging video vox pop. Also demonstrate an understanding of the principles of broadcast scripting.		
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece		
<b>FORMAT:</b>	Vox pop video and script		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Quality of reader introduction and transcript	1 3
	2	News value of the story	1
	3	Quality of interviews conducted	2 3
	4	Demonstration of appropriate video shooting techniques to create an engaging story	1 2 3
	5	Demonstration of appropriate video editing techniques to create an engaging story	1 2 3
<b>GENERIC SKILLS:</b>	Applying technologies, Information literacy		

### All - Assessment Task 2: Social Media News Video and Script

<b>GOAL:</b>	Demonstrate an understanding of the way social media is used for news and how elements of technology are implemented in television/video journalism practice.																			
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece																			
<b>FORMAT:</b>	Social media clip and transcript																			
<b>CRITERIA:</b>	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Demonstrated understanding of the conventions of video news</td><td>2</td></tr> <tr> <td>2</td><td>Appropriate use of technology to manipulate video, audio and overlay quality</td><td>2</td></tr> <tr> <td>3</td><td>Demonstrated capacity to edit visual and audio elements to create a complete package</td><td>1 2 3</td></tr> <tr> <td>4</td><td>Appropriate delivery and presentation of elements to camera</td><td>2</td></tr> <tr> <td>5</td><td>Adherence to broadcast news writing style, grammar and punctuation</td><td>2</td></tr> </table>	No.		Learning Outcome assessed	1	Demonstrated understanding of the conventions of video news	2	2	Appropriate use of technology to manipulate video, audio and overlay quality	2	3	Demonstrated capacity to edit visual and audio elements to create a complete package	1 2 3	4	Appropriate delivery and presentation of elements to camera	2	5	Adherence to broadcast news writing style, grammar and punctuation	2	
No.		Learning Outcome assessed																		
1	Demonstrated understanding of the conventions of video news	2																		
2	Appropriate use of technology to manipulate video, audio and overlay quality	2																		
3	Demonstrated capacity to edit visual and audio elements to create a complete package	1 2 3																		
4	Appropriate delivery and presentation of elements to camera	2																		
5	Adherence to broadcast news writing style, grammar and punctuation	2																		
<b>GENERIC SKILLS:</b>	Problem solving, Organisation, Applying technologies																			

### All - Assessment Task 3: Television/Video News Production

<b>GOAL:</b>	Independently plan, research and create an engaging video story, demonstrating an understanding of news values, format conventions and technology in broadcast journalism. Demonstrate proficiency with shooting and editing technology and software. Produce appropriate presentation elements.																																		
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece																																		
<b>FORMAT:</b>	Video news package with script																																		
	This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: PC Entrepreneurial and innovative thinking and collaboration.																																		
<b>CRITERIA:</b>	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Story Selection - Demonstrated understanding of news values</td><td>1</td></tr> <tr> <td>2</td><td>Story Selection - Selection of suitable interview sources</td><td>1 3</td></tr> <tr> <td>3</td><td>Story Selection - Demonstrated understanding of the constraints of broadcast news</td><td>3</td></tr> <tr> <td>4</td><td>Scripts – Demonstrated understanding of writing style for broadcast including spelling, grammar and punctuation</td><td>2</td></tr> <tr> <td>5</td><td>Scripts - Demonstrated application of formatting, timing and scripting conventions.</td><td>2</td></tr> <tr> <td>6</td><td>Production - Demonstrated manipulation of technology and software for shooting video</td><td>2 3</td></tr> <tr> <td>7</td><td>Production - Demonstrated application of appropriate editing techniques for news</td><td>2 3</td></tr> <tr> <td>8</td><td>Production - Demonstrated production and implementation of appropriate voice over and standup presentations</td><td>2 3</td></tr> <tr> <td>9</td><td>Entrepreneurial and Innovative Thinking - Adapts and applies skills, abilities, and ideas gained in one situation to new situations to create innovative, original, journalism artefacts</td><td>3</td></tr> <tr> <td>10</td><td>Collaboration - Employs collaboration in journalistic settings with professional proficiency</td><td>3</td></tr> </table>	No.		Learning Outcome assessed	1	Story Selection - Demonstrated understanding of news values	1	2	Story Selection - Selection of suitable interview sources	1 3	3	Story Selection - Demonstrated understanding of the constraints of broadcast news	3	4	Scripts – Demonstrated understanding of writing style for broadcast including spelling, grammar and punctuation	2	5	Scripts - Demonstrated application of formatting, timing and scripting conventions.	2	6	Production - Demonstrated manipulation of technology and software for shooting video	2 3	7	Production - Demonstrated application of appropriate editing techniques for news	2 3	8	Production - Demonstrated production and implementation of appropriate voice over and standup presentations	2 3	9	Entrepreneurial and Innovative Thinking - Adapts and applies skills, abilities, and ideas gained in one situation to new situations to create innovative, original, journalism artefacts	3	10	Collaboration - Employs collaboration in journalistic settings with professional proficiency	3	
No.		Learning Outcome assessed																																	
1	Story Selection - Demonstrated understanding of news values	1																																	
2	Story Selection - Selection of suitable interview sources	1 3																																	
3	Story Selection - Demonstrated understanding of the constraints of broadcast news	3																																	
4	Scripts – Demonstrated understanding of writing style for broadcast including spelling, grammar and punctuation	2																																	
5	Scripts - Demonstrated application of formatting, timing and scripting conventions.	2																																	
6	Production - Demonstrated manipulation of technology and software for shooting video	2 3																																	
7	Production - Demonstrated application of appropriate editing techniques for news	2 3																																	
8	Production - Demonstrated production and implementation of appropriate voice over and standup presentations	2 3																																	
9	Entrepreneurial and Innovative Thinking - Adapts and applies skills, abilities, and ideas gained in one situation to new situations to create innovative, original, journalism artefacts	3																																	
10	Collaboration - Employs collaboration in journalistic settings with professional proficiency	3																																	
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies																																		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Students undertaking the workshops FACE-TO-FACE will be required to bring headphones to every class. You will be required to bring a hard drive or very large capacity USB to every class. You may use a video camera provided by the university or a mobile phone to record video. If you choose mobile (highly recommended), you will need a cable to transfer files from your mobile phone to a computer at each class - this is typically your charging cable.

Students undertaking the workshops ONLINE will require a mobile phone or video recording device and will require a cable to transfer video footage from the device to a computer. Access to a tripod and microphone is highly recommended. Details will be available on Canvas.

This course requires some commercial software or hardware which is provided at USC campuses for student use. If you elect to do this course ONLINE, you may either: attend a campus at which it is available, discuss alternative open source solutions with your course coordinator that would enable you to demonstrate the learning outcomes, or if you prefer, you may acquire this software and / or hardware at your own expense.

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.10. General Enquiries

#### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

