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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and selected sample forms, is designed to introduce the students to careers in radio and television program production. The introduction defines the career area and offers a suggested time table. The learning activities are organized according to objectives, activities, and resources and cover the areas of: introductory procedures, job analysis, job application, job interview and selection, simulation for radio show production (writers-reporters, announcers, technicians, public relations personnel, directors, and producers), television program production (writers-reporters, announcers and actors, public relations and sales personnel, technicians, executives, and craftsmen), and suggested evaluation techniques. The appendix includes: job description forms, letter of application instructions, employment application forms, a glossary of informational and news programing terms, a camera-use evaluation form, and television programing evaluation forms. (JB)

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CAREER EXPLORATION

9 - 10

EXPLORING CAREERS

IN

RADIO AND TELEVISION PROGRAM PRODUCTION

First Edition

1972

CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

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CAREER EXPLORATION
Cincinnati Public Schools
Grades 9-10

Career Exploration in
RADIO AND TELEVISION PROGRAM PRODUCTION
(Tentative)

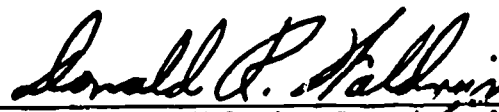
First Edition
1972

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.



Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

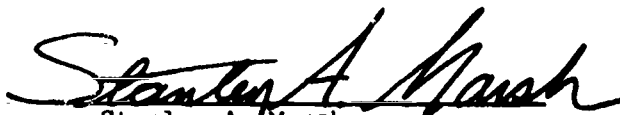

Stanley A. Marsh
Administrative Assistant to
the Superintendent

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FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about a Group Work Trait that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

ACKNOWLEDGEMENTS

This manual was developed by Linda Jolley, an English teacher at Schwab Junior High School. Jerome Braun, Supervisor, Secondary School Science, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Director of Instructional Services.

INTRODUCTION

and

TIME TABLE

RADIO AND TELEVISION PROGRAM PRODUCTION

I. INTRODUCTION

The students in this quarter course can follow a sequence of specific job related activities which should result in the production of radio and television programming originated by the students. Upon completion of the course, each student should have had the opportunity to:

- A. Analyze several specific occupations of interest to him from five different job clusters in radio and television production: writing, announcing, technical engineering, sales and promotion, and directing-producing.
- B. Make a decision as to which job in the class radio-TV production he wishes to apply for and eventually perform.
- C. Perform job related tasks in producing a simulated radio show and a video tape for the career exploration class.
- D. Be behaviorally evaluated as to completion of specific job related tasks considering cognitive (knowledge), affective (attitude) and psycho-motor ("doing") facets.

Note: The course outline is flexible and open to any changes which become necessary.

II. SUGGESTED TIME TABLE

Introductory objectives and activities	5 days
Job analysis	5 days
Deciding upon and applying for a job (in the classroom project)	1 day
Job interview and job placement	1 day
Simultaneous activities for production of a simulated radio show	3 weeks
A. Writers' objectives and activities	Time allotted for preparation of activities will vary with job groups. Make sure executives inform all workers of production deadlines. The actual day to day production
B. Announcers'	
C. Technicians'	
D. Public Relations and Sales'	

E. Executives'

of the show could be
set up for 1 week of
the 3 week period.

Simultaneous activities for production
of a video tape using a television
oriented format

5 weeks

III. OBJECTIVES, ACTIVITIES AND RESOURCES

A. INTRODUCTION

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Perform a task related to each of the five (5) job clusters: Writing, Announcing, Engineering, Public Relations and Management to gain exposure to them. 2. Begin a self-analysis of talents. 	<ol style="list-style-type: none"> 1. In order to discover job clusters in radio-TV production "brainstorm" to compile a list of radio-TV jobs either on the board or individually on paper and then group the jobs on the list in clusters. 2. In Reporting-Writing, choose a recent newspaper article and change its structure for radio-TV. 	<p>Dynamics of Language 3, Chapter 1 (adopted 9th grade text). See "Terms Pertinent to Informational and News Programs" in appendix.</p> <p>Tape recorder</p>
<ol style="list-style-type: none"> 3. In Announcing, read parts of each articles aloud and have them recorded and played back. 4. For Public Relations-Sales, compile a list of community school activities and/or special events needing TV-radio publicity and test abilities to sell (convince) a club to advertise on the station. 	<ol style="list-style-type: none"> 3. In Announcing, read parts of each articles aloud and have them recorded and played back. 4. For Public Relations-Sales, compile a list of community school activities and/or special events needing TV-radio publicity and test abilities to sell (convince) a club to advertise on the station. 	<p>Movie Projector or Video Tape Kit, Division of Resource Services.</p>
<ol style="list-style-type: none"> 5. In Technical Engineering, observe a demonstration on "How to Run a Movie Projector" or video tape and test themselves as to recall (perhaps those really interested could run the projector.) 6. Play the executive (producer, director) and complete a TV evaluation. 7. Read over a vocabulary list of radio-TV terms. 8. Choose a name (call letters) for the class station. 	<ol style="list-style-type: none"> 5. In Technical Engineering, observe a demonstration on "How to Run a Movie Projector" or video tape and test themselves as to recall (perhaps those really interested could run the projector.) 6. Play the executive (producer, director) and complete a TV evaluation. 7. Read over a vocabulary list of radio-TV terms. 8. Choose a name (call letters) for the class station. 	<p>See appendix for evaluation forms.</p> <p>See appendix for list.</p>

B. JOB ANALYSIS

OBJECTIVES	ACTIVITIES	RESOURCES
<p>1. Analyze several specific radio-TV jobs chosen from the five (5) job clusters.</p>	<p>1. Write six (6) job descriptions chosen from a list of job titles in radio-TV.</p> <p>a. Interview friends or parents in the community working at radio-TV jobs to obtain job description details.</p> <p>b. Tour a TV or radio station and speak to those personnel.</p>	<p>1. See appendix for job description form and a list of job titles (for teacher reference).</p> <p>Avco Broadcasting Company (WLV) 140 W. 9th St., Phone: 241-1822, Ext. 282. Tours available by written requests 2 weeks in advance. The tour includes 2 TV studios, 2 radio studios, the Art Dept., the Traffic and Continuity Dept., and Projection and Video-Tape Room, Film Dept., News Room and Weather Dept.</p> <p>Taft Broadcasting Company (WKRC), 1906 Highland Avenue, Phone: 421-1750.</p> <p>WCET (Channel 48), 2222 Chickasaw, Phone: 381-4033. Make reservations 3 weeks in advance. Tours are $\frac{1}{2}$ hour long and include control room, program planning, instructional TV and film editing.</p>

OBJECTIVES	ACTIVITIES	RESOURCES
<p>2. Continue a self-analysis of interests and abilities and begin relating this thinking to choosing a job.</p>	<p>c. Research the job in the library</p> <p>d. Check want-ads in newspaper for stated qualifications necessary for available jobs in the field.</p> <p>2. Write a job description on an assigned job title and report to the class (1 per student in class).</p>	<p>WCPO (Channel 9), 5th and Central, Phone: 721-9900. Tours available Tuesday, Wednesday, and Thursday between 9:00 and 3:30. Call 1 week in advance; the tour includes studio film room, and control rooms. Job and educational requirements are discussed.</p> <p>WXIX (Channel 19), 10490 Laconic Terrace, Phone: 772-1441. Tours are 1 to 1½ hours and include an explanation of the studio, equipment and the taping part of a show. Careers in TV will be pointed out if this is requested.</p> <p><u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> <u>Largo Career Kit</u> <u>Occupational Library</u> <u>SRA Career Library</u></p>

B. JOB ANALYSIS (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	<p>3. It may be necessary for a student(s) to accomplish self-analysis by:</p> <ul style="list-style-type: none"> a. Taking short aptitude test b. Writing a short self-description. Suggestion: A short paragraph on each-- "How Do My Parents See Me?"; "How Do My Friends See Me?"; "How Do My Teachers See Me?"; "How Does Someone I Admire Most See Me?"; "How Do I See Me?". 	

C. JOB APPLICATION

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Apply for the desired job. 2. Inform the employer (teacher) of qualifications and reasons behind a job choice for the project. 	<ol style="list-style-type: none"> 1. Write a letter of application. 2. Fill out and turn in application forms. 	<ol style="list-style-type: none"> 1. See appendix for form. 2. See appendix for form. <p>NOTE: Teacher might add on the application "What about the position for which you've applied is most pleasing?"</p>

D. JOB INTERVIEW AND SELECTION

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Identify the job which best suits you and compare qualifications to those listed on the job application. 2. Match as closely as possible the student to the job that suits him best (as he indicated in his job application). 	<ol style="list-style-type: none"> 1. Discuss and then list possible questions an interviewer could ask an applicant and suggestions for the applicant. 2. Role-play several interviews (perhaps one in each cluster) using students' applications in interviews. 3. Nominate and elect students for key positions. <p>NOTE: Teacher can review all applications and make final decision.</p>	<p>Career Orientation Activity Manual for English: pp 75-77.</p>

IV. GENERAL OBJECTIVES FOR PRODUCING A RADIO SHOW SIMULATION

14. GENERAL OBJECTIVES FOR PRODUCING RADIO SHOW SIMULATION

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Produce a radio show from writing through performance. 2. Participate in activities which involve interaction with others in the "work" environment of radio-TV production. 3. Complete individual job tasks. 	<p>NOTE TO TEACHER: Activities are grouped by job clusters and divided into preparatory and production activities. These activities are performed simultaneously and culminate in the final production of a one week (day to day) radio show. Each student should only be responsible for the activities in his job cluster (announcer, writer, technician, executive, etc.). If a student loses interest in his job or completes his tasks, it is suggested he be transferred to another job for more exploratory activity.</p>	<p>The school intercom can be used to simulate radio broadcasting. (Also, a tape recorder or a microphone could be used.)</p>

A. WRITERS - REPORTERS

1. Preparatory Objectives and Activities

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Identify the differences among responsibilities in writing news, sports, special events, continuity and editing. 2. Choose the specific writing area for which you seem best suited. 3. Receive appropriate program assignments. 	<ol style="list-style-type: none"> 1. Review self-analysis made earlier and have an open discussion with the other writers to subdivide duties. 2. Review characteristics of report writing. 3. Interview a writer in an area of interest (news, commercials, special events, continuity). 4. Listen closely to a complete radio show (1 hour). <p>NOTE: Certain job activities will be more appropriate for one specific job in the cluster than another and be performed by the appropriate student (often student-delegated).</p>	<p>RESOURCES</p> <ol style="list-style-type: none"> 1. See appendix - "Job List and Descriptions" 2. <u>Dynamics of Language, Chapter 1: "Criteria for Critics."</u>

A. WRITERS - REPORTERS

2. Production Objectives and Activities (Suggested for 1 week of production)

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Compose program spots (as delegated by General Manager) for a certain time period. 2. Edit and write final drafts and present to Creative Director and then Announcers. 	<ol style="list-style-type: none"> 1. Interview for news slot and write it up <ol style="list-style-type: none"> a. "Career of the Day" b. Student leaders c. Gripes - guest slot d. Compile returns on intermural sports and weather e. Review "Terms Pertinent to Informational and News Programs" 2. Special Events slot. Make up a calendar of school activities; then write announcements for these. 3. List products for commercials and write a commercial for each (potato chip sale, candy apple sale, school pictures, etc.). 4. Contact administration each day for daily announcements for next day or obtain from producer. 5. Have group meetings with all writers and editors to review finished product. 6. Meet with announcers who are to read announcements on the air. 7. Editors continually check rough drafts and can act as resource person for proper grammar, policy, spelling, etc. 	<p><u>Basic Speech Experiences</u> (Adopted Speech Text)</p> <p><u>Dynamics of Language</u>, Chapter 10: "Making It Work".</p> <p>See appendix for terms.</p> <p>Film: <u>World on the Line...</u> <u>Via Global Communications</u> 11 minutes, color.</p> <p>The exploding technology of global communications with its truly amazing advancements is shown in this film. The intriguing story includes establishment and operation of the Washington-Moscow hot line, the Computer Telex. Exchange room facsimile transmittal service, satellite station operations, Aircon and tele-printing. An impressive overview of achievements in communications. #3952 Free Loan Educational Films. Available from: Modern Talking Picture Service, 9 Garfield Place, Phone: 421-2516.</p>

B. ANNOUNCERS

1. Preparatory Objectives and Activities

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Prepare for using voice control (phrasing and expression) techniques to make clear announcements. 2. Choose an appropriate format for division of announcing responsibilities. 	<ol style="list-style-type: none"> 1. Survey friends and parents preferences for announcers to use as examples and list reasons why. 2. Listen to announcers on radio. 3. Interview an announcer or disc jockey. Prepare questions ahead of time. 4. Read orally different types of written material (comedy, news, commercial, etc.). 5. Do a radio play within the announcing group. 6. Review self-analysis and have an open discussion with the other announcers to subdivide the duties of the station. 	<p><u>Basic Speech Experiences</u></p>

B. ANNOUNCERS

2. Production Objectives and Activities

OBJECTIVES	ACTIVITIES	RESOURCES
<p>1. Clearly announce an appropriate program for correct time slot and in the proper order after having an organized rehearsal.</p>	<ol style="list-style-type: none"> 1. Survey writers' materials and program format (order of presentation) making sure of time allotment. 2. Practice reading orally assigned material. 3. Be evaluated by other students (elicits comments of listeners) by recording and playing back announcements. NOTE: Sound man can be involved here. 4. Confer with writers constantly. 	<p>Tape recorder or microphone.</p>

C. TECHNICIANS

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Secure audio equipment. 2. Successfully operate and make minor repairs of equipment for radio by experiencing simulated activities. 3. Work together cooperatively as a technical group with announcers. 	<ol style="list-style-type: none"> 1. Confer with classroom teacher and audio-visual aids teacher to obtain equipment, instruction and time to practice with the equipment. 2. Organize by lists engineering requirements of shows in conjunction with director. 3. Practice operating equipment. 4. Listen to a professional technician from the studio who is asked to speak only to the engineers. 5. Study the vocabulary list. 6. Practice hand signals. 7. Rehearse with announcers. 	<p>Tape recorder, cassette, record player.</p> <p>If intercom is to be used arrange for supervision.</p> <p>See appendix.</p> <p>See appendix.</p>

D. PUBLIC RELATIONS AND SALES

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Follow FCC regulations. 2. Collect community and/or school activities information for writers. 3. Determine general policies of the station in regard to financing operations. 4. Make a successful search for advertising personnel if outside talent is involved. 5. Sell radio time and pass on information to writers who need information. 6. Adequately inform writers and announcers of station policy. 7. (Optional) Arrange to produce the class radio show on the intercom. 	<ol style="list-style-type: none"> 1. Read the FCC handbook of regulations and report to station personnel. 2. Talk with other students involved in activities and record information. 3. Have a group discussion to determine station policies. 4. Check yellow pages for advertising agencies and compile a list for reference. 5. Contact business manager of school newspaper and tap him for ways to sell ads. 6. Take a survey of student program preferences on radio now and present results to writers and announcers and program director. 7. Confer with principal as to when the intercom can be used for final production. 	<p>Check FCC handbook</p> <p><u>Dynamics of Language</u>, Chapter 1: "Criteria for Critics", pp 18-22.</p>

E. DIRECTORS AND PRODUCERS

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Determine program format (sequence and time allotment). 2. Act as an intercommunication center for assigning and coordinating and approving job duties, deadlines and dealing with personnel problems. 3. Be the main directive force for motivating quality performance from employees. 	<ol style="list-style-type: none"> 1. Compile a list of employees and their duties as a reference. 2. Give final approval to all program ideas. (Directors in each area responsible for program material in their area and responsible to program director) 3. Make daily announcements or memos to employees to keep them updated as to deadlines and approval of program. 4. Inquire among employees as to satisfaction with their job and then institute transfers or promotions (after consultation with teachers). 5. Be in charge of directing final rehearsal activities. 6. Lead program evaluation discussions and take necessary steps for the final changing of program format. <p>NOTE: Executives should work closely with teacher at all times.</p>	<p>Bulletin board for communications.</p>

V. GENERAL OBJECTIVES FOR PRODUCING A TELEVISION SHOW

A. WRITERS - REPORTERS

1. Preparatory Objectives and Activities. (Radio Production objectives and activities are similar and can be carried over to television with the addition of the specific objectives and activities which follow:)

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Review script writing techniques. 2. Begin adjusting (changing) radio program format to television. 	<ol style="list-style-type: none"> 1. Read short story and its transformation. 2. Discuss with program director the outline of program format. <ol style="list-style-type: none"> a. Main segment can be based on: <ol style="list-style-type: none"> 1. Scene from a recently read novel 2. "You Were There" type historical segment 3. Documentary on school problems 4. Edited version of chosen outside source already written. b. Speak with vice sales manager to decide upon which product to base a commercial. c. Gather headline news (remember tie-in announcements will be necessary). 3. Read material from library on film technique for future reference while writing. 4. Do television evaluations on all different types of shows to aid in deciding what type of show to produce or what types to include in a production segment. NOTE: Can be adapted as an entire class project. 	<p>Three Plus Three - shows how to transform 3 short stories to script form (available from English supervisor).</p> <p>(Time factor consideration)</p> <p>See appendix for evaluation forms.</p>

A. WRITERS - REPORTERS

2. Production Objectives and Activities

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Decide what feature program will be produced. 2. If decision favors an original broadcast, write the script. 	<ol style="list-style-type: none"> 1. Compile a list of suggested program titles and take a station vote. 2. Each writer writes rough draft of his assigned segment or edits if using outside source. 3. Communications <ol style="list-style-type: none"> a. Have material and final draft approved by Creative Director and Program Director b. Have conference with make-up, costume and scenery artist c. Commercial writer gets assignment from Sales Manager d. Discuss acting interpretation with actors. 	

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Evaluate an announcer's visual impression given to the audience. 2. Have material organized and/or rehearsed for the television show. 	<ol style="list-style-type: none"> 1. Watch favorite newscaster, announcer or actor listing good points about appearance and speech techniques. 2. Consult with make-up man and costumer in preparation for the show. 3. Rehearse and/or memorize individually material to be performed. 	<p>Basic Drama Projects (Adapted Speech and Drama text)</p>

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Inform writers of commercial time slots and product(s) to be written up. 2. Compile audience (students') preference for certain television show types to aid the program director in deciding the main program segment. 	<ol style="list-style-type: none"> 1. "Brainstorm" and come up with a list of school products needing advertising <ol style="list-style-type: none"> a. Bookstore b. G.A.A. c. Student Council 2. Make a list of fictional products. 3. Take a survey of student program and commercial preferences and give results to program director. 4. Invite another class to watch the finished show. 	

D. TECHNICIANS

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none">1. Operate camera for video tape..2. Perform television hand signals.3. Evaluate performer in preparation for camera and sound adjustment.	<ol style="list-style-type: none">1. Practice operating video tape camera.2. Do television evaluation for use of the camera.3. Read over, then practice hand signals.4. Observe pre-taping actor and announcer rehearsals.5. Operate camera, and place microphone for production.	<p>Video tape</p> <p>See appendix</p> <p>See appendix</p> <p>Film: "How Television Works" (1802). It shows television cameramen and technicians at work.</p> <p>NOTE: Video tape can be obtained from the Division of Resource Services. Order:</p> <ol style="list-style-type: none">1. 1 complete video tape kit which includes: 1 monitor, 1 tape recorder and 1 camera.2. for 1 week at the most.3. 1 quarter ahead if possible. <p>The kit is brought out to the school and demonstrated to the user.</p>

E. EXECUTIVES (Film Director and Art Director)

OBJECTIVES	ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. Communicate decisions to employees and see that they are carried out. <ol style="list-style-type: none"> a. Film director to editor and video tape technician b. Art director to costumer, scenery artist, make-up man. 	<ol style="list-style-type: none"> 1. Secure art materials or permission to work in art room by conferring with art teacher. 2. Oversee by observation and discussion that suggestions are carried out. 3. Work with artists on scenes. 	<p><u>Basic Drama Projects</u> (Adopted Drama text)</p>

F. CRAFTS (Scenery Artist, Costumer, Make-Up Man)

OBJECTIVES	ACTIVITIES	RESOURCES
<p>1. Prepare appropriate visual effects in conjunction with programming.</p>	<ol style="list-style-type: none"> 1. Inquire and locate materials for scenery and costumes as designated by the art director. 2. Observe station personalities and list statistics for each as to costume requirements and make-up. 3. Construct scenery and/or gather props. 4. Communicate regularly with technicians for rehearsal set-up. 	<p><u>Basic Drama Projects</u></p>

VI. Suggested Evaluation Techniques

- A. Have individual checklists for completion of job duties
- B. "Paycheck"; start all employees at base salary
 - 1. Give merit pay increases over base for time spent after school or taking on additional jobs
 - 2. Can be given at 2 week intervals
- C. Employee evaluation form (perhaps at midterm)
- D. At end of course the student could receive a letter of recommendation--short paragraph from the teacher.

VII. APPENDIX

A. Job Description. 32
B. Letter of Application. 33
C. Application for Employment . . . 34
D. Terms Pertinent to Informational
& News Program 36
E. Study Questions for T.V. Evaluation
Use of the Camers. 38
F. Evaluation Forms 39

A. JOB DESCRIPTION: Write-Up

1. Job Title _____
2. List or short paragraph explaining job duties
3. Educational requirements and/or manual skills needed
4. Experience necessary? If so, how much?
5. Salary and promotional possibilities stated
6. Possible places of employment
7. Any unusual requirements for this job?
8. Briefly note what is most pleasing about the job

B. THE LETTER OF APPLICATION

- PARAGRAPH ONE: State specifically the purpose of the letter; making an application for a particular job; and asking questions about the job.
- PARAGRAPH TWO: Tell your qualifications for the job; education, training, experience, special abilities.
- PARAGRAPH THREE: Name and give the complete address of persons who will be willing to recommend you - your character and ability.
- PARAGRAPH FOUR: Offer to make a personal interview if it is convenient to the employer. Add your telephone number if the job is in your city.

THE BUSINESS LETTER FORM:

	HEADING	6 Evergreen Terrace Maplewood, New Jersey February 19, 1961
Costa Brothers 142 Millburn Avenue Camden 7, New Jersey	INSIDE ADDRESS	
Gentlemen:	SALUATION	

BODY

COMPLIMENTARY CLOSE	Sincerely yours,
SIGNATURE	James E. Dodsworth

C. APPLICATION FOR EMPLOYMENT

Date _____ 19__

Name _____
 Last First Middle

Social Security Number _____

Address _____

Telephone Number _____

For what kind of position are you applying? _____

Age _____ Date of Birth _____ Height _____ Weight _____ Sex _____

Do you have any health or physical problems? Name them _____

Are you a U.S. citizen? _____ Can you drive a car? _____

Have you ever been arrested? (Give details) _____

What athletic, social, or other organizations do you belong to? _____

What kind of work experience have you had?

Name of Company	What was your job?	Weekly Earnings	How many weeks did you work?	Why did you leave?

In what school subjects do you do your best work? _____

What subjects do you find the most difficult? _____

References (Do not list relatives)

Business References (Former boss, supervisor, etc. who know your work)

<u>Name</u>	<u>Address</u>
1. _____	
<u>Position</u>	
<u>Name</u>	<u>Address</u>
2. _____	
<u>Position</u>	

Personal and Character References

<u>Name</u>	<u>Address</u>
1. _____	
<u>Position</u>	
<u>Name</u>	<u>Address</u>
2. _____	
<u>Position</u>	



D. TERMS PERTINENT TO INFORMATIONAL AND NEWS PROGRAMS

"Actuality" - Live pictures and reporting which come into the home while an event is taking place; for instance, inauguration, political convention.

Alleged - Stated as a fact, but without proof. Reporters are especially careful to insert it in making a statement that might bring action for libel against them; as, "It is alleged that he took \$100 from the till."

It is felt in some circles - As authority for newsworthy opinion, this phrase is only as good as the reporter using it. The opinions might be those of his cronies.

No Comment - Often said in answer to impertinent questions. Otherwise, the reason for not replying will usually be given.

The "Press" - Term includes newspapers, magazines, radio and television.

On good authority - When this is said, the source of the report is usually a government official highly placed, who wants his views about a situation given to the public, but does not want responsibility of giving them to the press as coming from him.

A press conference - Anyone in the public eye may call a press conference to give important news; chairman of a congressional committee, a presidential candidate, etc. Reporters attend because the news is likely to be important.

Prime Time - Usually the evening hours between 7:30 and 11:00 p.m., EST.

Sustaining program - An unsponsored program. The network and the local stations get money from sponsored programs - none from sustaining programs, which however, cost them money. Many of them instead buy a film and sell it locally and so make money. It is usually far inferior to the sustaining program.

An unconfirmed report - No reliable newsman will report every rumor he hears - only those which he believes to be true, though he has no absolute proof, and then he labels it rumor or unconfirmed report. Rumors are rife in most capitols.

Editorializing - Expressing an opinion - one's opinion or the station's. It is usually an unvarying point of view and sometimes is expressed insistently. The reason for questioning it is that the number of TV channels and radio frequencies is limited. In some localities, the one radio station, the one television station, and the one newspaper serving the area are owned by the same people - which would give inordinate influence to one point of view.

A newscast - A report of facts - events; not of the newsman's opinions or analysis. However, though factual, it can reflect bias and affect public opinion - by its omissions, by its giving amount of time and position to different times.

News commentary or analysis - If it is to be valuable, the comment or analysis should be given by a person of large knowledge of history, political science, economics, etc.; and unassailable integrity. Its worth depends on the character and knowledge of the analyst.

Sensationalism - Playing up the violent, the unexpected, though it has little importance.

E. STUDY QUESTIONS FOR TELEVISION EVALUATION USE OF THE CAMERA

Name of Program:

1. Were there any close-up shorts? _____

What was the effect created?

2. What effects were created by high shorts?

3. What effects were created by low shots?

4. Was a series of short shots used? _____

Why?

5. How important were music and setting to the total effect?

F. EVALUATION FORMS FOR EVALUATING TELEVISION AND RADIO SHOWS

EVALUATION OF TELEVISION SHOWS - SIGN-UP SHEET

(Write in the name of show, channel and time.) (Have television guide available.)

NEWS	FAMILY	COMEDY	PERSONALITY	WESTERN	COFS AND ROBBERS	SOAP OPERAS	GAME SHOW	CARTOON	COMMERCIAL

COMEDY SHOWS EVALUATION

Name of show _____

1. Is the show slapstick, situation comedy, or dialogue?
2. Does the program present false views of life?
3. Did the program seem new and fresh or was it merely a rearrangement of worn-out material?
4. Is the humor wholesome rather than directed at persons or groups who might be hurt by it?
5. Does the comedy help you to see the humorous side of everyday life?
6. Does it make fun of one's religion, race, nationality or misfortune?

FAMILY SHOW

Name of show _____

1. Briefly state plot of the show.
2. Is this typically American? _____ Why?
3. Give examples of what you considered to be typical personalities portrayed in the show.
4. Compare economic status portrayed to that of a typical American family.
5. Compare values toward life to that of a typical American family.
6. What is a typical American family?

WESTERN SHOWS

Name of show _____

1. What was the conflict?
2. Do you think the "West" was really like that? Why or why not?
3. What was typical about the good guy? bad guy? "side kick"?
4. What was the moral (if there was one) ?

COPS AND ROBBERS

Name of show _____

1. Did this show contain conflicts between forces? What were they?

2. What devices were used to arouse emotions?

3. To what life values does this show appeal?

NEWS, WEATHER, AND SPORTS

1. Does the program assume that the audience has average intelligence?
2. Are enough details given for forming a sound opinion?
3. On controversial questions, are all sides presented fairly?
 - a. Is source information given?
 - b. When prominent people are quoted on controversial subjects, have they been chosen to represent different opinions?
4. Though the words of a broadcast give only facts, do the newscaster's facial expressions, gestures, tone of voice, etc., supply biased comment? (Communicate this idea to the announcers.)
5. Should commentators be allowed to harangue, to plead, to urge courses of action, to set themselves up as authorities on important discussions of the day? (Executives, announcers, and writers should be in accord with station policy here.)
6. What techniques are used to increase interest (pictures, several news casters, change of location)?
7. To what extent was this a news report and to what extent was it a news analysis?

GAME PROGRAMS

Name of show _____

1. What are the characteristics of the game show. Use your choice for reference.
2. How are comedy and suspense used in the show?
3. How does the program afford to give away such expensive products?
4. Are game shows "rigged"?

COMMERCIALS

Product _____

1. What does the commercial prove?
What does the commercial assert?
2. Does the commercial appeal to emotions? Which ones?
3. Does the commercial depend on repetition to induce purchasing?
4. Does the commercial employ gobbledy gook - pseudo-scientific terms which sound impressive, but mean nothing? Give examples.
5. Does the commercial tie in to the program itself?
6. What would be the most appropriate time to show this commercial?
7. At whom is the commercial aimed (children, adults, everyone)?
8. Are the language and music appropriate? Why or why not?
9. Do you think the commercial would cause you to purchase the product?