# BROADCAST NEWS PRODUCTION

## PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding teams for excellence and professionalism in the fields of broadcast news production, news anchoring, directing, technical directing and floor directing.

First, download and review the General Regulations at: http://updates.skillsusa.org.

## CLOTHING REQUIREMENT

### For the anchorperson:

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length) (accompanied by black or skin-tone seamless hose)
- Black dress shoes

### For other team members:

- Official SkillsUSA white polo shirt
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length) (accompanied by black or skin-tone seamless hose)
- Black leather close-toe dress shoes.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

*Note:* Contestants must wear their official contest clothing to the contest orientation meeting.

## ELIGIBILITY

Open to a team of four active SkillsUSA members enrolled in career and technology programs with media technology and or news broadcasting as part of the curriculum.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
   a. News set (physical or virtual):
      1. Three cameras with preset shots (one wide shot and one close-up on each anchor). Each camera must be equipped with a teleprompter monitor.
      2. News desk
      3. Studio lighting (preset)
      4. Two lavaliere microphones
   b. Control room:
      1. A production switcher with media stores and a character generator/graphics system (Ross Carbonite Solo Switcher and Ross XPression Graphics recommended)
      2. Headset communication system between control room technical director and studio floor director
      3. Computer with teleprompter software and video cabling to reach each teleprompter head. Teleprompter software is recommended to be MOS compliant so it can communicate directly with the Newsroom Computer System (NRCS) software. (CueScript CueIT recommended as it is included/integrated with Ross Inception News Academic NRCS systems)
   c. Preparation room:
      1. Newsroom Computer System (NRCS) software for rundown and scriptwriting (Ross Inception News Academic version recommended)
      2. Laser printer with ink and paper
      3. Two Apple iPads for anchors
      4. Laptop or desktop computers networked with the computer hosting the NCRS, the laser printer

and the computer hosting the teleprompter software
2. Supplied by the contestants:
   a. USB flash drive
   b. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

   *Note*: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: http://updates.skillsusa.org.

## SCOPE OF THE CONTEST

### Knowledge Performance
The contest includes a written knowledge exam assessing news terminology, direction terminology, technical direction terminology, floor direction terminology, news ethics, newsroom personnel, scripting and on-air etiquette.

### Skill Performance
The contest assesses skills through the development, design and delivery of a newscast production in a simulated environment.

### Contest Guidelines
1. Each team shall be comprised of four student members. Two students will serve as the news anchors, one student will serve as the team's director/technical director in the control room, and one student will serve as the studio floor director.
2. Each team will write, produce and complete a three-minute newscast as if it were live.
3. All teams must attend the contest orientation prior to the competition or the team will be disqualified.
4. The assignment will consist of the following:
   a. Each team will receive an identical set of newswire stories (printed or electronic) and an identical set of corresponding muted B-roll video files for use with voice overs. Contestants will work as a team during their assigned contest preparation time to develop their own newscast rundown and production script based on available newswire story facts and context. Each team will return any newswire materials received and any printed rundowns/scripts.
   b. Contestants will review wire service content and videos, then as a team determine the content for the newscast, which must include a balance of international news, national news, regional/local news and sports news stories.
5. Contestants will demonstrate their ability to perform jobs or skills as listed in the standards and competencies section and on the contest score sheet.
6. An appropriate number of rundowns and scripts must be printed during preparation time, including at least one clean copy for the judge(s). Exact number will be determined at contest orientation.
7. Immediately following each team's assigned prep time, each team will be allocated a total 20-minute session in the control room/studio contest space for practice run throughs to declare their readiness to record and complete the recording of their one take (as live) three-minute newscast.
8. Each team member also will take a written knowledge test/quiz as part of the contest.

### Standards and Competencies

#### BNP 1.0 — Organize news scripts per standards as set forth by the technical committee
1.1 Review pre-selected pools of newswire stories (printed or electronic) available for the newscast
1.2 Ask appropriate questions when in need of clarification
1.3 Author clear and concise rundown and scripts for newcast production based on newswire stories selected from available pool
1.4 Proofread scripts for clarity and understanding

**BNP 2.0 — Deliver news scripts per standards as set forth by the technical committee**

2.1 Maintain a good balance of international, national, local and sports news coverage
2.2 Present a well-developed newscast
2.3 Prepare self appropriately for camera
2.3.1 Maintain and present a professional image
2.3.2 Select appropriate colors and style in clothing
2.4 Use of proper diction, pronunciation and inflection

**BNP 3.0 — Demonstrate knowledge of the following vocabulary terms**

3.1 Voice over (VO)
3.2 Sound on tape (SOT)
3.3 Voice over/sound on tape (VOSOT)
3.4 Natural sound (Nat Sound)
3.5 Package (PKG)
3.6 Reader (RDR)
3.7 Lower third graphics
3.8 Take
3.9 Safe area
3.10 Lead in
3.11 Out cue
3.12 Sound bite
3.13 Insert

**BNP 4.0 — Demonstrate knowledge of floor director hand signals:**

4.1 Two minutes
4.2 One minute
4.3 Thirty seconds
4.4 Fifteen seconds
4.5 Ten-second countdown
4.6 Cut
4.7 Stretch
4.8 Speed up
4.9 Cue talent
4.10 Wrap
4.11 Break

**BNP 5.0 — Demonstrate knowledge of director cues:**

5.1 Standby
5.2 Cue
5.3 Take camera
5.4 Out cues
5.5 Audio cues
5.6 Camera direction
5.6.1 Pan
5.6.2 Tilt
5.6.3 Zoom
5.6.4 Focus
5.6.5 Dolly
5.6.6 Truck

**BNP 6.0 — Demonstrate knowledge of technical director actions:**

6.1 Cut
6.2 Countdown
6.3 Dissolve
6.4 Fade to black
6.5 Cross fade
6.6 Insert graphics
6.7 Slate

## Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

### Math Skills

- Numbers and operations
- Problem solving
- Communication
- Connections
- Representation
- Addition/subtraction of time

### Science Skills

- Use knowledge of sound technology applications

### Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information
- Analyze mass media messages
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

## Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

### Math Standards

None Identified

*Source:* NCTM Principles and Standards for School Mathematics. For more information, visit: http://www.nctm.org.

### Science Standards

- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry

*Source:* McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/browse.asp.

### Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

*Source:* IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.