

## OUTCOMES BASED LEARNING MATRIX

Radio Production

Communicative Arts

**Course:** \_\_\_\_\_

**Department:** \_\_\_\_\_

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
The student will be able to use radio terminology and be conversant with the language currently used in radio stations	Demonstrate effective skills in speaking on the radio and functioning in an actual radio studio. OC. TS.	Quizzes on radio text book CT W R Individual radio projects-public service announcement, commercials, news and d.j. demo assessed by points on grading chart CT TS OC QS W
The student will be able to create and edit broadcast standard radio news, commercials and music programming	Learn basic audio editing in teams of two by producing a 30 minute Radio show. CT TS Learn and produce a 60 second public service announcement. CT TS W OC Write and record a two person radio commercial. CT TS W OC Produced a polished 30 minute music radio program. CT TS W OC Combine each individual project into one coherent whole. CT TS QS	Instructor feedback on individual projects. CT QS Completion of project chart specifications OC W

<p>The student will meet and talk with members of Boston area broadcasters about the responsibilities, skills and opportunities in local radio stations</p>	<p>Discussion with guests about relevant topics, career guidance and opportunities for internships. OC CT</p>	<p>Feed back in written form from students about guests CT W</p>
<p>The student will learn appropriate broadcast voice and diction</p>	<p>In class exercises of sample commercial and news segments performed with proper diction, articulation and pronunciation led by visiting Theater faculty. OC R All radio projects practiced in front of the class for peer-instructor review before recording. OC CT</p>	<p>Peer and professor critiques. OC W Grading of all projects with voice component scored W Evaluation of oral acumen for each project. CT W</p>
<p>The student will become a fluent writer of brief news and commercial spots.</p>	<p>Write and perform 60 second Massasoit based commercial messages with peer and instructor feedback W OC CT Record and perform 60 second commercial. W OC Research a Massasoit news story and contact a Massasoit authority figure for a recorded interview. CT TS R</p>	<p>Grading chart delineating parts of project to be evaluated and weight of grade. CT Completion of all projects and assemblage of parts into one 30 minute program with graded public service announcements, bumpers and news broadcast on internet radio. W CT R OC</p>

\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .**  
Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to

say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).