

Twice Born Ministry

MEDA-101: Broadcast Journalism & News Anchoring

Course Code: MEDA-101

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

Course Description

MEDA-101: Broadcast Journalism & News Anchoring

Course Description

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

This course is part of **Layer 5 — Four-Year Degree Programs** (Track H: Communication / Media Ministry) in the Twice Born Ministry Bible School catalog. **College category:** Media & Communication.

Course Details

| Field | Value |

|-----|-----|

| **Course Code** | MEDA-101 |

| **Career Track** | H — Communication / Media Ministry |

| **Catalog Track** | Broadcast Journalism |

| **College Category** | Media & Communication |

| **Credit Hours** | 3 |

| **Weeks** | 12 |

| **Lessons** | 12 |

| **Prerequisites** | BS-FND-100; TECH-701 recommended |

| **Homeschool Band** | College |

| **Primary Text** | King James Version (KJV) |

| **Source / Resources** | Broadcast journalism standard topics |

TBM Cross-References

- Exodus 20:16 (KJV)

- • TECH-709 cross-ref

Learning Outcomes

Upon completion, students will be able to:

1. Explain core concepts and vocabulary for this vocational domain at college introductory level.
2. Apply biblical ethics when secular models conflict with Kingdom priorities.

3. Complete practical assignments, scenarios, or lab exercises with documented integrity.
4. Articulate connections between vocation, stewardship, and local church ministry.
5. Pass module quizzes and capstone assessments at 70% or higher.

Assessment Overview

- **Module quizzes:** JSON per module (multiple choice + short answer).
- **Assignments:** 3–4 rubric-graded projects.
- **Group projects:** 2 collaborative exercises.
- **Final exam:** Comprehensive short and extended responses.
- **Video scripts:** 3–5 instructor scripts for optional production.

Christian Guardrails

- KJV citation standard; Christ-centered instruction.
- Career exploration does not replace licensure, trade apprenticeships, or professional counsel where required.
- AI tools may assist research but not replace original work or pastoral judgment.

Instructor Notes

Professor Shepherd AI instructor shortcode: [tb_ai_instructor course_code="MEDA-101"]

Twice Born Ministry Bible School — Layer 4 Career Tracks

Course Modules

MEDA-101 — Lesson 1: Journalism, Truth, and Bearing False Witness

Introduction

Welcome to Lesson 1 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Journalism, Truth, and Bearing False Witness** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Truth

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **Journalism, Truth, and Bearing False Witness**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Journalism, Truth, and Bearing False Witness

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Journalism, Truth, and Bearing False Witness should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 1: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Journalism, Truth, and Bearing False Witness** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 1 Summary: We examined **Journalism, Truth, and Bearing False Witness** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 2. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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MEDA-101 — Lesson 2: News Values and Story Selection Ethics

Introduction

Welcome to Lesson 2 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **News Values and Story Selection Ethics** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Dignity

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **News Values and Story Selection Ethics**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: News Values and Story Selection Ethics

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

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TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

News Values and Story Selection Ethics should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 2: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **News Values and Story Selection Ethics** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 2 Summary: We examined **News Values and Story Selection Ethics** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 3. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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MEDA-101 — Lesson 3: Research, Sources, and Verification

Introduction

Welcome to Lesson 3 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Research, Sources, and Verification** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

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Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Wisdom

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Research, Sources, and Verification**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Research, Sources, and Verification

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
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Application for Vocation and Ministry

Research, Sources, and Verification should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

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Exercise 3: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Research, Sources, and Verification** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 3 Summary: We examined **Research, Sources, and Verification** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 4. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

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Historical Figure Spotlight

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Supplemental Reading and Reflection

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MEDA-101 — Lesson 4: Writing for the Ear: Broadcast Style

Introduction

Welcome to Lesson 4 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Writing for the Ear: Broadcast Style** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Truth

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **Writing for the Ear: Broadcast Style**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Writing for the Ear: Broadcast Style

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Writing for the Ear: Broadcast Style should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 4: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Writing for the Ear: Broadcast Style** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 4 Summary: We examined **Writing for the Ear: Broadcast Style** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 5. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Ministry Case Study

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Ministry Case Study

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Ministry Case Study

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Historical Figure Spotlight

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Historical Figure Spotlight

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Historical Figure Spotlight

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Historical Figure Spotlight

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Historical Figure Spotlight

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Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

MEDA-101 — Lesson 5: Interview Techniques and Gotcha Temptations

Introduction

Welcome to Lesson 5 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Interview Techniques and Gotcha Temptations** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Dignity

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Interview Techniques and Gotcha Temptations**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Interview Techniques and Gotcha Temptations

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Interview Techniques and Gotcha Temptations should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 5: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Interview Techniques and Gotcha Temptations** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 5 Summary: We examined **Interview Techniques and Gotcha Temptations** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 6. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Historical Figure Spotlight

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Historical Figure Spotlight

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

MEDA-101 — Lesson 6: On-Camera Presence and Vocal Delivery

Introduction

Welcome to Lesson 6 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **On-Camera Presence and Vocal Delivery** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Wisdom

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **On-Camera Presence and Vocal Delivery**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: On-Camera Presence and Vocal Delivery

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

On-Camera Presence and Vocal Delivery should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 6: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **On-Camera Presence and Vocal Delivery** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 6 Summary: We examined **On-Camera Presence and Vocal Delivery** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 7. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Ministry Case Study

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship

using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

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Historical Figure Spotlight

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Historical Figure Spotlight

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Ministry Case Study

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

MEDA-101 — Lesson 7: Teleprompter, IFB, and Studio Workflow

Introduction

Welcome to Lesson 7 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Teleprompter, IFB, and Studio Workflow** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed

prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Truth

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **Teleprompter, IFB, and Studio Workflow**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Teleprompter, IFB, and Studio Workflow

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Teleprompter, IFB, and Studio Workflow should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 7: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Teleprompter, IFB, and Studio Workflow** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 7 Summary: We examined **Teleprompter, IFB, and Studio Workflow** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 8. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Worship Integration

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

MEDA-101 — Lesson 8: Live Reporting and Crisis Coverage

Introduction

Welcome to Lesson 8 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Live Reporting and Crisis Coverage** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Dignity

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Live Reporting and Crisis Coverage**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Live Reporting and Crisis Coverage

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Live Reporting and Crisis Coverage should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 8: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Live Reporting and Crisis Coverage** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 8 Summary: We examined **Live Reporting and Crisis Coverage** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 9. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their

courage and Scripture saturation, not necessarily every cultural application.

Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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Historical Figure Spotlight

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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Historical Figure Spotlight

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Historical Figure Spotlight

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Worship Integration

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MEDA-101 — Lesson 9: Bias, Objectivity, and Worldview Awareness

Introduction

Welcome to Lesson 9 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Bias, Objectivity, and Worldview Awareness** within the **Track H — Communication /**

Media Ministry pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Wisdom

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Bias, Objectivity, and Worldview Awareness**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Bias, Objectivity, and Worldview Awareness

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Bias, Objectivity, and Worldview Awareness should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 9: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Bias, Objectivity, and Worldview Awareness** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 9 Summary: We examined **Bias, Objectivity, and Worldview Awareness** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 10. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Ministry Case Study

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Worship Integration

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Historical Figure Spotlight

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Historical Figure Spotlight

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Supplemental Reading and Reflection

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MEDA-101 — Lesson 10: Legal Basics: Libel and Defamation

Introduction

Welcome to Lesson 10 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Legal Basics: Libel and Defamation** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Truth

Buy the truth, and sell it not (Proverbs 23:23, KJV). Financial reports, news scripts, and research data must reflect reality—not convenience.

Apply this principle while studying **Legal Basics: Libel and Defamation**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Legal Basics: Libel and Defamation

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be always with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Legal Basics: Libel and Defamation should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 10: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Legal Basics: Libel and Defamation** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 10 Summary: We examined **Legal Basics: Libel and Defamation** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 11. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Historical Figure Spotlight

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MEDA-101 — Lesson 11: Gospel Communication in Secular Newsrooms

Introduction

Welcome to Lesson 11 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Gospel Communication in Secular Newsrooms** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Dignity

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Gospel Communication in Secular Newsrooms**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Gospel Communication in Secular Newsrooms

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Gospel Communication in Secular Newsrooms should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 11: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Gospel Communication in Secular Newsrooms** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 11 Summary: We examined **Gospel Communication in Secular Newsrooms** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to Lesson 12. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Ministry Case Study

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the

Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Historical Figure Spotlight

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MEDA-101 — Lesson 12: Capstone: 3-Minute News Package Script + Storyboard

Introduction

Welcome to Lesson 12 of **Broadcast Journalism & News Anchoring** (MEDA-101). This session explores **Capstone: 3-Minute News Package Script + Storyboard** within the **Track H — Communication / Media Ministry** pathway at Twice Born Ministry Bible School.

This track equips journalists, broadcasters, podcasters, and filmmakers to communicate truth with excellence for gospel impact.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed

prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

Christian Ethics Integration — Wisdom

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Capstone: 3-Minute News Package Script + Storyboard**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

Core Teaching

Theme: Capstone: 3-Minute News Package Script + Storyboard

Let your speech be alway with grace, seasoned with salt (Colossians 4:6, KJV). Communication platforms are pulpits of influence; wield them with integrity and love for neighbor.

Thou shalt not bear false witness against thy neighbour (Exodus 20:16, KJV). Journalism and media ministry must pursue truth with courage—even when inconvenient to power or popularity.

Practical Focus

News writing, reporting ethics, on-camera delivery, and truth-telling in broadcast media.

Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

TBM & Catalog Cross-References

- Exodus 20:16 (KJV)
- • TECH-709 cross-ref

Application for Vocation and Ministry

Capstone: 3-Minute News Package Script + Storyboard should change how you work, lead, serve customers, and witness.

Pastoral practice: Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

Personal devotion: Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

Local church: Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

Evangelism: Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

Lab, Scenario, or Field Exercise

Exercise 12: Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

Discussion Questions

How does **Capstone: 3-Minute News Package Script + Storyboard** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

Summary and Next Steps

Lesson 12 Summary: We examined **Capstone: 3-Minute News Package Script + Storyboard** through scripture, vocational standards, and ministry application.

Action item: Complete the module quiz (70% to pass) and begin assignment work if due this week.

Preview: Continue to the capstone module. Review SPECIALIZATION_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Worship Integration

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Ministry Case Study

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Historical Figure Spotlight

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Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 1: Journalism, Truth, and Bearing False Witness

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **MEDA-101 — Lesson 1: Journalism, Truth, and Bearing False Witness** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **MEDA-101 — Lesson 1: Journalism, Truth, and Bearing False Witness**. Include at least two KJV citations and one personal application.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Journalism, Truth

Week 02

Week 02 Assignment — Memory Verse Application

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 2: News Values and Story Selection Ethics

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **MEDA-101 — Lesson 2: News Values and Story Selection Ethics** with KJV integration and measurable evidence in the submission.

Task

Apply: Recite this week's memory verse from memory, then write 250 words explaining how it applies to daily discipleship.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Values, Story

Week 03

Week 03 Assignment — Expository Outline

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 3: Research, Sources, and Verification

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **MEDA-101 — Lesson 3: Research, Sources, and Verification** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **MEDA-101 — Lesson 3: Research, Sources, and Verification**. Include pericope titles and one-sentence themes.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Research, Sources

Week 04

Week 04 Assignment — Discussion Response

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 4: Writing for the Ear: Broadcast Style

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **MEDA-101 — Lesson 4: Writing for the Ear: Broadcast Style** with KJV integration and measurable evidence in the submission.

Task

Explain: Answer two discussion prompts from the Week 4 reading in 200 words each. Cite KJV only.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Writing, Broadcast

Week 05

Week 05 Assignment — Practical Ministry Step

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 5: Interview Techniques and Gotcha Temptations

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **MEDA-101 — Lesson 5: Interview Techniques and Gotcha Temptations** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **MEDA-101 — Lesson 5: Interview Techniques and Gotcha Temptations** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Manual review (practical/upload).

Pass: 70%

Rubric (100 points)

Week 06

Week 06 Assignment — Witness Outline

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 6: On-Camera Presence and Vocal Delivery

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **MEDA-101 — Lesson 6: On-Camera Presence and Vocal Delivery** with KJV integration and measurable evidence in the submission.

Task

Construct: Draft a 3-minute spoken witness outline using this week's theme. Include gospel bridge, one objection with biblical answer, and call to faith.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Camera, Presence

Week 07

Week 07 Assignment — Cross-Reference Study

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 7: Teleprompter, IFB, and Studio Workflow

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **MEDA-101 — Lesson 7: Teleprompter, IFB, and Studio Workflow** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **MEDA-101 — Lesson 7: Teleprompter, IFB, and Studio Workflow**. Write 400 words comparing themes (OT + NT).

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Teleprompter, Studio

Week 08

Week 08 Assignment — Historical Context Brief

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 8: Live Reporting and Crisis Coverage

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **MEDA-101 — Lesson 8: Live Reporting and Crisis Coverage** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **MEDA-101 — Lesson 8: Live Reporting and Crisis Coverage**. Minimum four KJV citations.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Reporting, Crisis

Week 09

Week 09 Assignment — Christological Connection Essay

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 9: Bias, Objectivity, and Worldview Awareness

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **MEDA-101 — Lesson 9: Bias, Objectivity, and Worldview Awareness** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **MEDA-101 — Lesson 9: Bias, Objectivity, and Worldview Awareness** points to Christ in 400–600 words. Use literal-grammatical-historical method.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Objectivity, Worldview

Week 10

Week 10 Assignment — Teaching Prep

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 10: Legal Basics: Libel and Defamation

Learning objective (Bloom's taxonomy)

Students will **design** course content from **MEDA-101 — Lesson 10: Legal Basics: Libel and Defamation** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **MEDA-101 — Lesson 10: Legal Basics: Libel and Defamation** suitable for a small group or homeschool lesson.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Legal, Basics

Week 11

Week 11 Assignment — Integration & Review

Course: MEDA-101 · Broadcast Journalism & News Anchoring

Week focus: MEDA-101 — Lesson 12: Capstone: 3-Minute News Package Script + Storyboard

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **MEDA-101 — Lesson 12: Capstone: 3-Minute News Package Script + Storyboard** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Broadcast Journalism & News Anchoring. 600 words, minimum six KJV citations, one paragraph on personal growth.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Capstone, Minute

Week 12

Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing Broadcast Journalism & News Anchoring with KJV fidelity and scholarship-gallery quality.

Creative Ministry Project — MEDA-101

Course: Broadcast Journalism & News Anchoring

Integrate professional skills from this course with gospel witness. Submit a capstone artifact (report, demo, script, or plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for excellence distinction.

Grading

Grading mode: Manual review (creative upload).

Pass: 70%

Rubric (100 points)

Creative Ministry Project

Creative Ministry Project — MEDA-101

Course: Broadcast Journalism & News Anchoring

Integrate professional skills from this course with gospel witness. Submit a capstone artifact (report, demo, script, or plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for excellence distinction.