

Podcasting: Digital Storytelling - Crown 98-01

Summer 2023 - Session 1

Fulfills the Practice: Creative Process (PR-C) GE requirement

Class Instructor: Rachel Goodman Email: rachgood@ucsc.edu Phone: 831-419-9047	Class Dates: June 26 - July 28, 2023 Class Times: Mondays and Wednesdays Hours: 10:00-11:15
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Podcasting: Digital Storytelling will be taught in the summer of 2023 in Ireland in conjunction with the Global Seminar, *Writing 2: Research and Travel Writing*. Students will immerse themselves in Irish culture, study Irish history, learn from local guest speakers, and explore the magnificent landscape. With its ancient bardic tradition, Ireland is renowned for the storytelling ability of its inhabitants. This is an ideal environment for students to research a foreign but mostly English-speaking culture, interview the friendly, loquacious locals, and gather music and found sounds. The course will teach creative process and techniques through collaborative participation in composing podcasts to be published online. In the port town of Dingle, County Kerry, students will learn the art of digital storytelling through interviews with local characters, small business owners, fisherfolk, artists, and musicians, weaving a travel podcast on some aspect of the history, culture, and current events in Ireland.

Located in the far southwest corner of Ireland, Dingle retains its traditional culture, the Irish language, and offers both a glimpse into life from another time and a crossroads where the ancient meets the contemporary through music, literature, and the arts. Here prehistoric stone circles stand beside state-of-the-art tech centers, and there's always something going on. The Irish welcome visitors with open arms, many cups of tea, and lively, quirky conversation.

Course Overview

This course teaches students to become better communicators by rendering into the audio medium a research project from the concurrent course, *Writing 2: Research and Travel Writing in Ireland*. The class will teach storytelling, sound gathering, interviewing, scriptwriting, audio editing, and developing a "radio voice." We will analyze the strategies used in the creation of notable podcasts like "This American Life," and using the classic storytelling structure, build an arc of tension, conflict, climax, and solution.

The course is project-based on a subject of interest. It will include theoretical instruction, group discussions, the techniques of media creation, and editing of text and audio. Each student will

compose one story with two formats, one feature-length podcast and a 7-minute NPR-like version for radio broadcast. Students will learn how to adapt their research to different time formats and how to give constructive feedback. All podcasts will be published on the class website via SoundCloud, and the best podcasts will be played on our local community radio stations.

This course fulfills the general education requirement, PR-C, Practice: Creative Process (2 units). Through the collaborative atmosphere of a newsroom in which students share expertise and pitch and workshop stories, it will train students to engage in the creative process and to think critically about the media they consume.

Learning Outcomes

- Research a topic suitable for a short podcast and design a work plan and timeline for project completion.
- Successfully record an engaging interview using smartphones with key subjects related to the research topic.
- Edit raw recordings using the free software, Audacity, to quickly and professionally produce high-quality audio clips.
- Successfully create a script using storytelling techniques.
- Mix the recordings weaving narrations, interviews, music, and sound effects into an engaging podcast.
- Learn how to submit podcasts to RSS feed platforms such as iTunes, Spotify, Bandcamp, Stitcher, TuneIn and others. There will also be an opportunity to have the completed shorter format of your projects played on a community radio station.

Class Participation & Engagement

Each class member is expected to contribute to the dialogue or discussion. Your opinions and concerns are important, and you are encouraged to share them with the group. You are encouraged to listen carefully to what others have to say to build a positive learning dialogue for all. As a class, we will learn how to evaluate, critique, and give feedback on each others' drafts and final projects..

Canvas Course Site, Google Drive, Calendar & Email

This course relies heavily on Canvas Announcements and email. It is your responsibility to check your UCSC email and Canvas account daily. I will respond within 24 hours to a message. Please note, I do not respond to emails asking for information contained in the course syllabus,

other handouts, or on Canvas. All class handouts, articles and required readings will be in the Class Google Drive.

REQUIRED CLASS MATERIALS:

[Sound Reporting: The NPR Guide to Audio Journalism and Production](#) by Jonathan Kern
[Out on the Wire: The Storytelling Secrets of the New Masters of Radio](#) by Jessica Abel.
[Starting Your Podcast: A Guide For Students](#) from NPR

Time commitments:

In order to meet the Creative Process (PR-C) 2-credit course requirements, we will meet these time commitments weekly:

Class time: 2.5 hours per week

Research and podcast creation outside of class: 9.5 hours per week

Exams & Finals

This course is project-based and does not have any exams. Students will finish the quarter with one feature-length podcast and one broadcast-worthy audio feature. All student podcasts and blog posts will be published and promoted on the class website and on [SoundCloud](#).

Grades Breakdown

- Completion of five sounds - 5%
- Completion of script - 10%
- Completion & quality of blog post - 10%
- Completion of draft podcast - 25%
- Completion & quality of final podcast - 50%

The quality of both the final podcast and broadcast will be graded in the following categories: introduction, content, delivery, interview, graphics and music enhancements, and technical production.

COURSE WEEKLY SCHEDULE

Week 1: Introductions and Project Presentations - June 26, 2023

Research and planning/ Basics of Writing for Radio/Planning your podcast

Introduction to Class and Project Topics

- Introduction to this course, the syllabus: class website, blog, textbook, online readings, and podcasts.
- Discussion about the podcasts that catch your ear, and why.

- In-class lecture: Brief History of Media Technology & Communication Homework:
Watch: [Marshall McLuhan](#) and read [A Short History of Radio](#) and [the Beyond the 5 Whys, What should you ask before starting a podcast](#). Take a look at [Starting Your Podcast: A Guide For Students](#).

Read and listen to:

[Understand How Your Listeners Listen](#)

[Write for your Voice](#)

[Campfire Tales: The essentials of writing for radio](#)

Write: Define these terms: media, communication, propaganda, journalism and be prepared to share with the class. Come to the next class with the free Voice Recorder app downloaded onto your SmartPhone and be ready to record.

Students may decide to work in teams who wish to create a themed podcast with several segments. Everyone on the team will have to show proficiency in writing scripts, recording audio, and narrations, editing and mixing sounds.

Present Project Ideas - Instructor Office Hour Work

- Learn to adapt your cell phone to capture professional sound, practice with the equipment, learn microphone technique.
- What are the five kinds of radio sound? (narration, interview, room tone, ambient, and specific/characteristic sounds)
- Begin getting familiar with Audacity.

This program will be downloaded and installed on your computers. We will take a poll of skill level and team up to do some basic exercises.

Class editing lessons: Upload the sound file into Audacity, learn to navigate the Audacity user interface, practice uploading, cutting, and pasting audio into a soundtrack.

Homework Readings:

- Sound Reporting Chapter 2, Fairness
- Kitchen Sisters [Tips for Sound Recording](#)

Week 2 Record – July 3, 2022

Interview techniques

Homework Reading: Out on the Wire, Jessica Abel, pages 12-76.

Instructor Office Hour - Lessons for WordPress

Students learn to sign into the “backend” of a website to create their first blog post which involves both text and images.

- Pitching 101 - how to write a pithy promo in 30 and 60 words.

Read: [How to talk to people according to Terry Gross](#), New York

Times

[Beware dependent clauses](#)

[Adjust your interview style](#)

[Narrow your story's focus](#)

- Describe the central theme in one paragraph
- List the sources you'd like to interview (1-2 people)
- Describe ambient sounds you'd like to include
- Write a host intro that will lead into your story

Week 3 Write - July 10, 2020 Using Sound in Digital Storytelling

Writing your script/Choosing “hot tape” or choice cuts to tell your story/story structure

Homework:

Read and listen to:

[Rethink your use of quotes](#)

[What does a radio script look like?](#)

Digital editing/audio storytelling techniques for natural sound. (possible in-person location TBA)

Homework:

Read and listen to: [Sound gathering](#), [Audio editing for good storytelling](#)

Play the 5 types of sound you gathered for the class. What makes a good sound? What were your obstacles and discoveries? Top ten rookie mistakes.

Where do good stories come from? What elements do you need to tell a compelling narrative? Differentiating between a topic and a story, developing story focus. Class discussion on access, workflow, narrative arc, developing an audio wish list for your story. Is your story a good fit for sound? Does it make good noise?

Come ready to pitch your podcast story idea to class with a script outline that includes potential interviews.

Instructor Office Hour - Lessons Continue for Audacity Wordpress, Image Making, Soundcloud...

Lessons are tailored to individual students at whatever proficiency in whatever program or platform.

Week 4 Story - July 17, 2022

Tuesday: List of potential interviewees and questions Question list for your podcast interviews posted to the class blog
A sound wish list for your podcast posted to the class blog

Podcast Story pitch posted to blog, Read: [Focus Sentence versus X+Y=Story](#)

Reading: Sound Reporting Chapter 4, Reporting.

Write and record a narration from your project with your five sounds.

Audio Editing Lesson - Instructor Office Hour Work Class editing lessons continue

Homework: Listen to the podcast: [This American Life—Poetry of Propaganda Show](#)

Reading: Out on the Wire: Story Structure, pages 107-143

Week 5: Ask - July 24, 2022

Homework: Listen to [Julie Snyder](#), UCSC Alum and one of the first producers of This American Life and later, the co-creator and producer of Serial and S-Town

Editing & Mixing Instructor Office Hour

Continue Editing by uploading your narration with your five sounds to begin mixing the sounds.
Interviews and/or narration you have recorded for your podcast

Homework Readings:

- Sound Reporting Chapter 3, Writing for Broadcast
- Out on the Wire: Character and Voice, pages 77-106

Writing - Writing for the ear. Log the interviews you have conducted for your podcast, and begin selecting the quotes you want to use and lining them up in Audacity. Begin writing,

recording and uploading your narration that will go in between the quotes. Lesson on podcast workflow.

Discuss the main points that Julie Snyder talks about, in particular, good broadcasting “style and structure tells a story and reflects on what it means. Tells another anecdote then reflects on what it means - actual performance.”

Homework Readings:

- Sound Reporting Chapter 3, Writing for Broadcast
- Out on the Wire: Character and Voice, pages 77-106

Mixing Lessons Continue with the interviews

DUE TODAY: Interviews and/or narration you have recorded for your podcast completed interviews

The lecture discussion: Promotion How to Brand and Promote Your Broadcast with Marketing & Branding using Social Media and Public Relations. Creating Marketing Materials.

Homework: Listen to each other’s draft podcasts to give constructive feedback for how they are going to render their podcasts for terrestrial radio broadcasts.

[Watch video on vocal techniques](#)

Continue Editing Projects & Begin Creating the Marketing Materials.

Questions to ask yourself: How is the microphone placement: Are there any popping of Ps, hissing S, is the mic close enough, is there an echo (too far away), is the mic bumped at all during vocal breaks, clearing throat?

How are transitions from song to song? Do the sound levels match? Does the fade sound pleasing to the ears? Is it choppy? Do the songs segue well? Any specific great technique used?

Narration: How was the speaking articulation? Is the information given appropriate? Is there clarity in the style and delivery of the speaking portions?

The draft is Due and uploaded to the class Website at end of class

Revise Listen to each other’s Draft Podcast for in-class discussion and evaluations continues

Instructor Office Hour - Continue Editing Projects using the class feedback. The main podcast project should be close to 95% completion.

Begin making a promotional trailer.

Homework: Continue to Listen to each other's draft podcasts to give constructive feedback for how they are going to render their podcasts for terrestrial radio broadcasts.

Listen to a [Kitchen Sisters](#) podcast – your choice

Rendering Workshops

Anatomy of an NPR terrestrial radio program

- Discuss each other's projects and brainstorm how each podcast will need to change to fit into the 7 minute NPR format

Instructor Office Hour - Begin completing the final podcast project rendered into a 7-minute broadcast (standard for NPR).

FINAL PRESENTATIONS - July 27, 2022

Present your podcast in class. If you are sharing it with me in Google or DropBox, be sure to grant me access to it in addition to sending the link.

COURSE POLICIES

Academic Integrity

You must give credit if you use ideas, works and/or written work of another person. Without giving credit to the original author, you are being academically dishonest. Please consult the UCSC Policy on Academic Integrity. Crown 98 will fully adhere to the UCSC policy and any instances of cheating or plagiarism will result in failure of the class and/or the university.

Citation

Students must properly cite others' work or recognize collaboration or can result in an academic misconduct report. The McHenry Library's resource page is a great source. You may wish to refer to the UC Santa Cruz Academic Misconduct Policy for Undergraduates, , which details the disciplinary processes surrounding academic misconduct. recognize collaboration or can result in an academic misconduct report.

Attendance

By taking this class you are agreeing to be present in class at every meeting. If you miss more than three classes throughout the quarter, you will receive an F grade in the class. If you do need to miss any class, you must email us at least 24 hours prior to the class you will be missing. If you fail to do so, you will not get credit for any make-up assignment(s) for the missed class, which, if not completed, will jeopardize your final grade in the class.

Accommodations

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to the Class Instructor in person outside of class within the first two weeks of the quarter. Contact the DRC or at 459-2089 (voice), 459-4806 (TTY), for more information on the requirements and/or process. You are responsible for contacting the class instructor to discuss any accommodations and to make a plan for how you will receive the accommodations in the class.

Sexual and Gender-Based Harassment and Violence

If you experience sexual or gender-based harassment or violence, UCSC offers students resources (including confidentiality) through the Title IX Office. We are committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

You can contact them here: <https://titleix.ucsc.edu>

CARE: UCSC Campus Advocacy, Resources and Education

The CARE program provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. We respond to the needs of students, staff, faculty and non-affiliates impacted by stalking, dating/domestic violence and sexual assault by providing free and confidential services.

CARE also works collaboratively with students, faculty and staff to educate the campus community about the vital role that each of us has in preventing violence and creating social justice locally and globally.