"It is impossible to understand social and cultural changes without a knowledge of the workings of media." Marshall McLuhan

Media Education can make better citizens because students learn how to go from passive consumers of knowledge or information into active participants with critical reflection on that knowledge. It increases the ability and proficiency of students to communicate (express) and disseminate their thoughts and ideas in a range of electronic media forms and formats.

By focusing on process skills rather than content knowledge, students gain the ability to analyze any message in any media and thus are empowered for living all their lives in a media-saturated culture. This not only benefits individual students but benefits society by providing tools and methods that encourage respectful discourse. This leads to mutual understanding and builds citizenship skills needed to participate in and contribute knowledge to the public debate.

Course Overview
This course is designed for students to become better communicators and storytellers by rendering into the audio medium a research project from any class previously taken or a subject that students have comprehensive knowledge in.

This class has lessons on storytelling, sound gathering and interviews using smartphones, scriptwriting, audio editing and developing a “radio voice.” We will deconstruct great podcasts and use typical storytelling three acts structure of a beginning (set up), middle (confrontation) and end (resolution) that builds an arc of tension, conflict, climax and solution.

The class is project-based on a subject of interest. Each student will spend the class creating one story with two formats; one feature-length podcast of any length that best fits the subject, and a 7-minute NPR-like version for terrestrial radio broadcast. Students learn how to fit their research into different time formats through storytelling and editing. All student podcasts will be published and promoted on the class website via SoundCloud. The best podcasts will be played on our local terrestrial community radio stations. Lastly, we will learn how to give constructive feedback and critique.

The class is structured in two areas: theoretical instruction and group discussions and the technical learning of media creation and editing of the audio, text, and images.
This class fulfills the general education credit PR-C: Practice Creative Process and trains students to think critically about stories they consume, and it will give them a working knowledge of current trends in audio production.

Professional audio journalists will do guest lectures from local Radio and NPR Hosts and terrestrial radio leaders and owners. This class will have the collaborative atmosphere of a “virtual” newsroom where students share expertise, pitch and workshop stories together, and keep the conversation going on the class blog.

Learning Outcomes

- Record your solo raw recordings using smartphones
- Engineer raw recordings using the free software, Audacity, to quickly and professionally produce, great sounding recordings
- Mix the engineered recordings with sound effects and music with Audacity to create a podcast that is limited only by your imagination
- Create a process for writing consistent tagging information to your podcast .mp3 files for a polished professional end podcast product using a simple and powerful software called ID3 Editor
- Learn to use a website and post blogs and podcasts using WordPress and the Blubrry podcasting plugin to empower you to own your podcast distribution system
- After the podcast is built, we will learn how to submit students’ podcasts to RSS feed platforms such as iTunes, Spotify, Bandcamp Stitcher, TuneIn and others (note: YES, you'll be a published podcaster at the end of this course). There will also be an opportunity to have your completed shorter format of your projects played on a terrestrial community radio station.

Class Participation & Engagement

Each class member is expected to contribute to the dialogue or discussion. You may participate by:

- Asking a question and/or Making a comment or observation
- Responding to a question asked by the faculty, guest presenter, or other class members
- Help others in an experiential learning
- Share key insights post experience in group discussions

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 class relies heavily on Canvas Announcements and email to pass on information pertaining to the class in a timely manner. 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 the 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

Listen to Various Podcasts: Snap Judgment, This American Life, or StoryCorps.
Watch various videos: Pixar’s successful storytelling rules, Kurt Vonnegut’s The Shape of Stories and Audacity Tutorials

Time commitments:
In order to meet the Creative Process (PR-C) 2 credit course requirements, you must plan to meet these time commitments weekly:

- Lectures: 1.5 hours per week.
- Reading & Writing: 10.5 hours per week

Students research and write their podcast stories outside of class as well as recording audio, interviews, and narration. The technical work of learning how to use the equipment and programs such as editing and web publishing happens during lab time. Students will also be listening to each others’ drafts and giving Group Critique both outside and during class.

Exams & Finals
This course does not have any exams, including a final exam. It is project based.

Students will upload, edit and mix sound using Audacity software, and 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.

The quality of the final podcast projects, class and lab participation demonstrate the comprehension of the class.
Grades Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Points/ Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class &amp; Lab Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Completion of Script</td>
<td>10%</td>
</tr>
<tr>
<td>Completion &amp; Quality of Pitch Teaser</td>
<td>10%</td>
</tr>
<tr>
<td>Completion of draft Podcast</td>
<td>20%</td>
</tr>
<tr>
<td>Completion &amp; Quality of Final Podcast (of any length)</td>
<td>25%</td>
</tr>
<tr>
<td>Completion &amp; Quality of Final Terrestrial Broadcast (7 minute)</td>
<td>25%</td>
</tr>
</tbody>
</table>

The quality of both the Final Podcast and Broadcast will be graded in the following Categories: Introduction, Content, Delivery, Interview, Graphic and Music Enhancements, and Technical Production.

Please see the Grading Rubric at end of this syllabus for more details.

**COURSE WEEKLY SCHEDULE**

**Week 1: Introductions and Project Presentations - June 22, 2020**

**Introduction to Class and Project Topics**

- Introduction to this course, the syllabus, class website and blog, textbook, online readings and podcasts.
- Discussion about the podcasts that hold your ear, and why.
- Come to class prepared to talk about the main points of your Core Project that you want to pursue.

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. Write: Define these terms: media, communication, propaganda, journalism and be prepared
to share with the class. Write a 250-word reflection on what aspect of your Core Presentation will you be pursuing through audio narration, sounds, and interviews.

Come to the next class with the free Voice Recorder app downloaded onto your Smartphone and be ready to record.

This class is open to student teams who are continuing their Core Project. Everyone on the team will have to show proficiency in writing scripts, recording audio, and narrations, editing and mixing sounds.

Present Project Ideas - Lab Work

- Learn to adapt your cell phone to capture professional sound. Practice with the equipment. Mic Technique.
- What are the five kinds of radio sound? (narration, interview, room tone, ambient and specific/characteristic sounds)
  - Share your list of five sounds specific to your project.
- Begin getting familiar with Audacity.

This program is downloaded and installed on desktop computers in the Lab. Take a poll of skill level and familiarity and team up to do some basic exercises.

Class editing lessons: Upload the sound file into Audacity. Learn to navigate the Audacity workstation, and 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 - June 29, 2020

Study Room Booking Website: https://calendar.library.ucsc.edu/booking/mchmc
DSC Equipment Information: https://guides.library.ucsc.edu/DSCEquipment/Home
Email digitalcommons@ucsc.edu for any questions regarding booking the equipment for your class.

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

Lab - Lessons for Wordpress and Soundcloud

- 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
How to render your presentation to an audio

Play the 5 types of sound you gathered for the class. What makes a good sound? What were your obstacles and discoveries? Top 10 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 to class ready to pitch your story idea to the group.

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

Lab - Lessons Continue for AudacityWordpress, Image Making, Soundcloud...

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

Week 4 Story - July 13, 2020

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 - Lab 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 20, 2020

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 Lab
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


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.

Guest: Duncan Ober, Station Manager, KZSC, volunteer opportunities

**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?
Draft is Due and uploaded to SoundCloud at end of class

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

Lab - 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

Guest speaker, Nikki Silva, The Kitchen Sisters – Peabody Award-winning podcast produced in Santa Cruz and Oakland. Learn what it’s like to work for one of the most popular podcasts in the nation.

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

FINAL PRESENTATIONS - July 27, 2020

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.

Important Dates & Deadlines
• Add - Thursday, June 25
• Drop - Monday, June 29 (tuition reversed*)
• Financial Aid Disbursement - Monday, June 15 (if enrolled by June 1 priority deadline)
• Change Grade Option - Friday, July 3
• Request "W" Grade - Friday, July 10 (no tuition reversal)
• Grades Due - Thursday, July 30