

Podcasting: Digital Storytelling - Crown 98-01 Summer 2024 - Session 1
5 units - Fulfills the Interpreting Arts and Media GE
requirement

Class Times: M, T, TH, F

Class Instructor: Rachel Goodman

Hours: 11:00-12:15

Email: rachgood@ucsc.edu

Office Hours: 1/2 per group/week

Phone: 831-419-9047

Sign up on Canvas calendar with your group

Class Dates: June 17 - July 26, 2024

Course website:

<https://digitalstorytelling2024>

Podcasting: Digital Storytelling will be taught in the summer of 2024 in Ireland in conjunction with 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 friendly, loquacious locals, and gather music and found sounds.

Located in the far southwest corner of Ireland, Dingle retains its traditional culture and the Irish language. Here prehistoric stone circles stand beside state-of-the-art tech centers offering both a glimpse into life from another time and a crossroads where the ancient meets the contemporary through music, literature, and the arts. The Irish welcome visitors with open arms, many cups of tea, and lively, quirky conversation. In the port town of Dingle, County Kerry, students will learn the art of digital storytelling through interviews with small business owners, fisherfolk, artists, and musicians, weaving a travel podcast on aspects of the history, culture, and current events in Ireland.

Course Overview

This course builds an in-depth understanding of the artistic medium of podcasting. It will offer skills in the practice, analysis, interpretation, and history of podcasting and pre-digital audio media. Students will learn to analyze the means through which podcasting encodes and conveys information and the influential role that this medium has come to play in contemporary social discourse.

The course is project-based on a subject of interest related to the history and culture of Ireland. It will include theoretical instruction, group discussions, the techniques of media creation, and

editing of text and audio. Students will analyze the strategies used in the creation of notable podcasts like “This American Life,” and study the effects that the widespread dissemination of podcasts on the Internet is having on society. Through the collaborative atmosphere of a newsroom in which students share expertise and pitch and workshop stories, the course will train students to engage in the creative process and to think critically about the media they consume.

The course will teach sound gathering, interviewing, scriptwriting, audio editing, and developing a “radio voice.” For the final project, students will work in groups to produce a 7- to 10-minute podcast using the classic storytelling structure of tension, conflict, climax, and solution. All podcasts will be published on the class website, and the best podcasts will be played on our local community radio stations.

Course Learning Outcomes

- Students will gain an in-depth understanding of the artistic medium of podcasting through the practice, analysis, interpretation, and history of podcasting and the pre-digital audio media.
- Students will learn to analyze the means through which podcasting encodes and conveys information and the influential role that this medium has come to play in contemporary social discourse.
- Students will learn about the process of social science research by reading and responding to peer-reviewed articles on podcasting from various social science journals.
- Students will increase their ability to collaborate by engaging in a group project in which they research a topic suitable for a short podcast and design a work plan and timeline for project completion.

This process will include:

- 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 of 5-7 minutes.
- 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 podcasts played on a 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 course relies heavily on Canvas Announcements and email. Students are responsible for checking their UCSC email and Canvas account daily. The instructor will respond to messages within 24 hours. Please note, the instructor does 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 Canvas under "Files".

Time commitments:

In order to meet the IM 5-credit course requirements, we will meet these time commitments over the 6-week course:

Class time: 6 hours per week

Small-group meetings with instructor: 1/2 hour per week

Cultural/historical excursions, guest speakers: 9 hours per week

Research and podcast creation outside of class: 9 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 SoundCloud.

REQUIRED CLASS MATERIALS:

[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(this is a website)

which is different from:

[NPR's Podcast Startup Guide \(available on Kindle\) please purchase this book](#)

Listen to Various Podcasts (see assignments in modules and quizzes)

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 Instructor Office Hour time. Students will also be listening to each others' drafts and giving Group Critique both outside and during class.

The quality of the final podcast projects demonstrates the comprehension of the class.

Grades Breakdown

- Reading responses/Quizzes - 20%
- Completion of Interviews 10%
- Completion of script - 15%
- Completion of draft podcast - 20%
- Blog Post and web page 5 %
- Completion & quality of final podcast - 30%

Weekly Course SCHEDULE (All assignments and readings, listenings, writings, etc. will be published on Canvas in Modules and Assignments)

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. Failure to do so 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.

Academic integrity means honesty in academic work. All of your coursework should be a result of your own efforts. You may feel pressured and overwhelmed by the demands of school, work, and personal commitments. But you are expected to approach your work with honesty and integrity. Please read the [Academic Integrity page from the Office of the Registrar](#) for more information.

Do

- Trust your own intellect.
- Demonstrate your own achievement and abilities.
- Do original work for each course.
- Undertake research honestly and credit others for their work.
- Ask for help from your instructor, or for more time if you need it!

Don't

- Copy ideas or wording without citing your source.
- Copy answers from another student.
- Ask someone else to do your work for you.
- Take an exam or complete an assignment for another student.
- Purchase papers or have someone write a paper for you.

Generative AI policy:

Unless otherwise explicitly instructed, students are not allowed to use any alternative generation tool for any type of submission in this course. Every submission should be an original composition that the student themselves wholly created for this course. Faculty reserve the right to use Artificial Intelligence (AI) detection software to find instances of AI-generated writing in student submissions. The findings are binding and can be subject to student code of conduct, academic dishonesty, and plagiarism policies in the course. Students who use AI software to compose assignments will face disciplinary action.

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.