

Audio Podcasting & Other Digital Media 113
Syllabus

Start Date: September 7th, 2017
End Date: November 11th, 2017
Final Project Due: November 17th,
2017

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- **Course Description**

This course is an introduction to the uses and practical applications of sound for multimedia. Students will study various uses of sound and music on the Internet from creative to professional websites. Using free or inexpensive hardware and software, students will learn to create and edit podcasts and attach audio files to programs and web pages such as Facebook, iTunes, Keynote, PowerPoint and other sites. The course will cover both Mac and PC applications so all students will be able to work on projects from their home computers. The course will also cover current legalities of digital media.

- **Learning Domain Description**

DC 113: Audio Podcasting & Other Media is included in the Liberal Studies program as a course with credit in the Arts and Literature domain. Courses in the Arts and Literature domain ask students to extend their knowledge and experience of the arts by developing their critical and reflective abilities. In these courses, students interpret and analyze particular creative works, investigate the relations of form and meaning and through critical and/or creative activity to come to experience art with greater openness, insight, and enjoyment. These courses focus on works of literature, art, theatre, or music as such, though the process of analysis may also include social and cultural issues. Students who take course in this domain choose three courses from such choices as literature, the visual arts, media arts, music, and theater. No more than two courses can be chosen from one department or program.

Learning Outcomes:

In **DC 113**, students will:

1. Listen to a variety of podcasts and analyze them in terms of quality, style, format, and genre.
2. Operate a USB microphone and utilize a digital audio workstation.
3. Investigate current trends in Digital Rights Management, P2P Networking, Internet Privacy/Regulation, Copyright, and Intellectual Property Rights.
4. Write, record, and edit several original podcasts that demonstrate efficient storytelling and technical expertise.
5. Learn the role of audio and podcasts in social media, presentations, and online feeds.

How Learning Outcomes Will Be Met

1. Papers 1-2 focus upon the analysis of a variety of podcasts in order to understand what makes the podcasts work in terms of: Content, Style, format, and genre. This will help improve the quality of the podcast that is created within the class.
2. Projects 1-4 will be staged with varying length to incorporate the techniques required for creating a professional quality podcast. This includes covering the process of: Editing dialog, balancing the mix, utilizing plugins (EQ, Compression, Noise Removal), and the practicality of microphone placement for recording. Through the continued refinement of their podcast the student will gain competency in the art of storytelling and working with a Digital Audio Workstation.
3. Paper 5 is a research paper that is assigned with the topic of trends in digital media. This topic is broad in order to urge an understanding of the current issues with Intellectual property, piracy, copyright, and the status of the Internet.

Course Objectives:

By the end of the course, students will be able to:

1. Assess the strengths and weaknesses of various podcasts in terms of its technical and storytelling aspects.
2. Record clean, professional-sounding dialogue at home using a USB microphone.
3. Edit, mix, and export professional, Internet-ready original podcasts.
4. Successfully navigate the basic functions of recording and editing software.
5. Upload and create an original podcast feed using podcast aggregators.
6. Have a basic understanding of the mechanics behind how sound works, and what affect that has upon recording dialog for podcasts.

• Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L, and sent via email.

• Writing Expectations

The papers will adhere to MLA format for writing style. The research paper (Paper 5) will require proper citation; grammar and syntax will be graded accordingly.

- **How Writing Expectations Will Be Met**

1. Papers 1-2 are response papers. They are required for the student to begin to think critically about podcasts. Through writing about the podcasts the student will learn to understand how they work, and use that analysis to improve their won recordings.
2. Papers 4/6 are podcast plans. These plans will prep the first and final podcast by the students writing out a comprehensive plan of what their podcasts will encompass.
3. Paper 5 is the research paper for the class. This paper requires MLA citation and is put in place for the student to understand issues surrounding: Intellectual Property, Copyright, Digital Rights Management, and the status of the Internet. This will help foster an understanding of the complexities of podcasting, digital media, and the impact legislation may have upon Fair Use Copyright protection.

- **Equipment**

USB microphone or microphone with audio interface, personal computer, Audacity or any other audio editing program you wish to work on such as Garageband.

- **Text Books**

No textbooks for this class.

- **Grading**

Papers: 24% of your total grade (Papers #1, 2 ,4, and 6 are worth 3% each, and Papers #3 and 5 are worth 6% each).

Podcasts: 48% of your total grade (Project #1 is worth 4%, Projects #2-5 are worth 6% each, and Project #6 the Final Project is worth 20%).

Participation in Discussion Forum: 27% of your total grade (3% per week)

Discussion Forum Rubrick (A weekly grade will be given):

100% = 1 posting and 2 replies to other posters per week

85% = 1 posting and 1 replies to other posters per week

75% = 1 posting and 0 replies to other posters per week

65% = 0 posting and 1 reply to other posters per week

0% = 0 posting and 0 replies to other posters per week

Late work is not accepted. In case of illness, please let me know

- **Curriculum** (The curriculum may be subject to change during the course)

- **Week 1 - 09/07/17**

Overview of syllabus, discussion forum and class expectations. Note: Syllabus is subject to change.

What's a podcast? How does sound (music, dialogue, sound effects) inform these narratives? What can sound communicate?'

Homework due - 09/14/17:

Download Audacity (You can use Garageband or other software if you have it and are comfortable with it) and iTunes, Google Player, Stitcher, etc

Audacity (Windows 2.1.3 Mac 2.1.3 [Intel], Mac 2.1.2 [PPC]):

<http://www.audacityteam.org/download/>

Audacity Plugins (LADSPA Plug-Ins [Mac and PC hyperlinks on this page]):

<http://www.audacityteam.org/download/mac/>

<http://www.audacityteam.org/download/windows/>

LAME MP3 encoder (Mac and PC hyperlinks on this page):

http://manual.audacityteam.org/o/man/faq_installation_and_plugin_ins.html#lame

Listen to the following Assigned podcasts episodes (Available at iTunes, Stitcher, Google Play, etc):

S-Town: **Chapter 1**

Radio Lab Presents: Near Perfect: **Kittens Kick The Giggly Blue Robot All Summer**

Reply All: **#99 Black Hole, new Jersey**

We're Alive - A "Zombie" Story of Survival – **Episode 1: It Begins**

Paper #1 (500 Word minimum) What are your initial thoughts after listening to these podcasts? Which ones did you like and which ones did you dislike?

Discussion Board: Who are you and why are you taking the class?

- **Week 2 – 09/14/17**

Audio basics. What is sound? What is a microphone? USB mics. How is sound used creatively?

Audacity Basics 1 and Recording Demos

Homework due 09/21/17

Tutorials: Audacity Tutorials 1. Basics

Listen to the following Assigned podcasts episodes (Available at iTunes, Stitcher, Google Play, etc):

Lore: **Episode 8 - The Castle**

LeVar Burton Reads: **Ep 1 – “Kin”**

The Adventure Zone: **EP. 1: Here Be Gerblins – Chapter One**

Imaginary Worlds: **Imaging the Internet**

Paper #2 (500 word minimum) What are your initial thoughts after listening to these podcasts? Which ones do you like and dislike?

Reading: Why Do Podcasts Suck? Audacity Basics.

Discussion Site: Out of all the podcasts you have listened to, which one is your favorite and why? Which one is your least favorite and why?

- **Week 3 – 09/21/17**

Tutorials : Audacity Basics 2

What is Freeware? An Overview of free software for audio.

Planning/creating a podcast. What are you communicating? What response are you trying to elicit?

Homework due – 09/28/17

Project# 1 (Record and edit one minute of dialogue. You are the talent)

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Mono

Reading: Audacity Tutorials 2. Editing for Beginners

Paper #3 (750 word minimum): Choose a podcast of your choice and listen to at least three episodes. Define its function, content, and use of creative expression, length, audio quality and audience. Does it need improvement? How and Why? Does it serve the audience? How and Why? Does the narrative flow naturally? Is it too long or too short? Why did you choose this podcast?

Discussion Site: How was your experience in recording your one-minute of dialog?

○ **Week 4 - 09/28/17**

Audacity Basics 3/Recording exercises

Basic acoustics to achieve optimal recording and listening conditions.

What is a Self – Portrait?

Homework due – 10/05/17

Project #2 - Self Portrait (Record and edit a three minute self-portrait. You may use music and/or sound effects but are not required to do so).

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Stereo or Mono

Reading: Audacity Tutorials 3. Common Editing Mistakes, Effects for Beginners, and selecting and Aligning

Paper #4 - Podcast #2 plan: What will be the content of the podcast? Who is your intended audience? How long will it be? How many people will participate? How long will it be? How many people will participate? How will you use music to set the tone of your podcast? What will your introductory music sound like? Will the credit music mirror the introductory music? Note: This paper doesn't have to be in narrative format. Lists, bullet points, etc. are perfectly fine as long as it helps organize your thoughts.

Discussion Boards: How was your experience recording your self portrait?

○ **Week 5 – 10/05/17**

Listen to a selection of self-portraits

Podcast creation and delivery: What's RSS? Metadata? How do I upload my audio to a server? What's the happy medium of mp3 resolutions?

Homework due 10/12/17

Reading: The Podcast Consumer Revealed 2017

Project #3 – Podcast 1 (3 minute minimum with introductory music and credit music. You may use sound effects but are not required to do so.)

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Stereo or Mono

Discussion Site: What are your thoughts on listening to the self-portraits?

○ **Week 6 – 10/12/17**

Digital media rights and responsibilities.

Acquiring royalty free music.

Editing music basics.

Homework due 10/19/17:

Project #4 – Podcast 2 (3 minute minimum with introductory music and credit music. You may use music and/or sound effects but are not required to do so).

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Stereo or Mono

Discussion Site: Post the topic that you chose for Paper #5 and let us know why. What one interesting thing did you learn from researching and writing the paper?

Research Paper due 11/02/17:

Paper #5 (1250 word minimum) Current trends in Digital Media legalities. The topic is of your choosing. Examples: The current state of the RIAA and P2P networks, copyright fair use, domain name disputes, music law (there are many subcategories), podcasts and the FCC, the First Amendment and podcasts, Podcast guest waivers, etc. These are very broad topics and need to be narrowed down for an effective 5-6 paper. This is a research paper that requires MLA style citation.

- **Week 7 – 10/19/17**

Social media and sound

Listen to and critique a selection of student podcasts.

Homework due - 10/26/17

Project #5 – Podcast 3 (3 minute minimum with introductory music and credit music. You may use music and/or sound effects but are not required to do so).

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Stereo or Mono

Discussion Site: How does the role of sound affect social media

- **Week 8 – 10/26/17**

Revisiting digital compression ratios, file formats, and audio fidelity

Homework due 11/02/17

Paper #5 (750 word minimum)) Current trends in Digital Media legalities. The topic is of your choosing. Examples: The current state of the RIAA and P2P networks, copyright fair use, domain name disputes, music law (there are many subcategories), podcasts and the FCC, the First Amendment and podcasts, Podcast guest waivers, etc. These are very broad topics and need to be narrowed down for an effective 5-6 page paper. This is a research paper that requires MLA style citation.

Discussion Site: Summarize your plans for your final podcast (topic, form, guests, etc).

FINAL PROJECT Due 11/16/17

Project #6 (Final Project, 5 minute minimum with introductory music and credit music. You may also use sound effects but are not required to do so).

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Stereo or Mono

- **Week 9 – 11/02/17**

Listen to and critique selection of student podcasts.

What makes a podcast successful?

Homework due – 11/09/17:

Paper #6 Podcast #5 Plan (Final Project): What will be the content of the podcast? Who is your intended audience? How long will it be? How many people will participate? How will you use music to set the tone of your podcast? What will your introductory music sound like? Will the credit music mirror the introductory music? Note: This paper does not have to be in a narrative format. It

can be lists, bullet points, or whatever format will help you organize your thoughts when preparing to record your podcast.

Discussion Site: What are your thoughts on listening to everyone's podcasts?

FINAL PROJECT Due 11/16/17

Project #6 (Final Project, 5 minute minimum with introductory music and credit music. You may also use sound effects but are not required to do so).

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Stereo or Mono

○ **Week 10 – 11/09/17**

Listen to and critique a selection of student podcasts.

Introduction to more advance DAWs, editing techniques, and software

Final Project/Podcast Due 11/16/17:

Project #6 (Final Project, 5 minute minimum with introductory music and credit music. You may also use sound effects but are not required to do so).

File Requirements:

Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps** Format: Stereo or Mono

College Policies

Learning Outcomes and Writing Expectations ARTS AND LITERATURE

Learning Outcomes:

1. Students will be able to explain, in well-written prose, what a work of art is about and/or how it was produced (i.e. they should be able to articulate and explain the “content” of that work and/or its methodology of production).
2. Students will be able to comment on the relationship between form and content in a work. How does the 14-line sonnet both enable and inhibit its practitioner, for example? What are the generic expectations of a particular form? How does an artist complicate, enrich, or subvert such expectations?
3. Students will be able to assess the formal aspects of their subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
4. Students will be able to contextualize a work of art. They will be able to do so with respect to other works of art in terms of defining its place within a broader style or genre. They will also be able to contextualize a work of art in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape the work’s reception and how that reception might differ amongst various peoples and historical periods.

Writing Expectations:

A minimum of 5-7 pages of writing for courses in the Arts and Literature domain (including studio courses) is required.

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in [CampusConnect](#).

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](#). Information on enrollment, withdrawal, grading and incompletes can be found at: cdm.depaul.edu/enrollment.

Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

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