

Audio Podcasting & Other Digital Media 113
Syllabus

Start Date: January 6st, 2014
End Date: March 18th, 2014
Final Project Due: March 21st, 2014

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Online

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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.

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.

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.
- Have a basic understanding of the mechanics behind how sound works, and what affect that has upon recording dialog for podcasts.

- **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).

A = 100-93, A- = 92-90, B+ = 89-88, B = 87-83, B- = 82-80, C+ = 79-78, C = 77-73, C- = 72-70, D+ = 69-68, D = 67-63, D- = 62-60, F = 59-0

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

- **Writing Expectations**

The papers will properly adhere to APA/MLA format for writing style with proper citation for the assigned research paper; grammar and syntax are important and will be graded accordingly.

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

- **Week 1 - 01/07/14**

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?' What was SOPA/PIPA and why did it threaten the internet?

Homework due - 01/14/14:

Download Audacity (You can use Gargeband or other software if you have it and are comfortable with it) and iTunes.

Audacity (Windows 2.04 Mac 2.0.4 [Intel], Mac 1.2.6a [PPC]:

<http://audacity.sourceforge.net>

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

<http://audacity.sourceforge.net/download/plugins>

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

<http://audacity.sourceforge.net/help/faq?s=install&i=lame-mp3>

Listen to the following podcasts (Available via the iTunes store):

Welcome to Night Vale: **1 - Pilot**

Comedy Bang Bang: **Episode 263 - Hollywild**

RadioLab - **Shorts: The Time They are a-Changin'**

The Nerdist: **Moby**

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 Site: Who are you and why are you taking the class?

○ **Week 2 – 01/14/14**

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

Audacity Basics 1 and Recording Demos

Due 01/21/14

Start Cooking: **Chocolate Chip Pancakes**

NPR- Pop Culture **Happy Hour: Silly Questions Live for Special Guests**

Doug Loves Movies: **Sarah Silverman, Nick Kroll, and Wayne Federman**

The Moth podcast: **The Moth Holiday Special**

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?

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 – 01/21/14**

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 – 01/28/14

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

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 - 01/28/14**

Audacity Basics 3/Recording exercises

Basic acoustics to achieve optimal recording and listening conditions.

What is a Self – Portrait?

Homework due – 02/04/14

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

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.

○ **Week 5 – 02/04/14**

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 02/11/14

Reading: The Podcast Consumer Revealed 2012

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.)

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

○ **Week 6 – 02/11/14**

Digital media rights and responsibilities.

Acquiring royalty free music.

Editing music basics.

Homework due 02/18/14:

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

Research Paper due 03/04/14:

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 750 word paper. This is a research paper that requires APA or MLA style citation.

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?

○ **Week 7 – 02/18/14**

Social media and sound

Listen to and critique a selection of student podcasts.

Homework due - 02/25/14

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).

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

○ **Week 8 – 02/25/14**

Working with Keynote and PowerPoint. How music and sound effects inform the visual narrative.

How to most effectively use your voice to record a podcast.

Homework due 03/04/14

Paper #6 (500 word minimum): 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: Summarize your plans for your final podcast (topic, form, guests, etc).

○ **Week 9 – 03/04/14**

Listen to and critique selection of student podcasts.

Homework due – 03/11/14:

Project #6 – Podcast 4(Final Project, 5 minute minimum with introductory music and credit music. You may also use sound effects but are not required to do so). **Due 03/18/14**

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

○ **Week 10 – 03/11/14**

Listen to and critique a selection of student podcasts.

Final Project/Podcast Due 03/18/14:

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).

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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