

DC 113: Audio Podcasting and other Media

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.

Course Objectives

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

- Assess the strengths and weaknesses of various podcasts in terms of its technical and storytelling aspects.
- Record clean, professional-sounding dialogue at home using a USB microphone.
- Edit, mix, and export professional, Internet-ready original podcasts.
- Successfully navigate the basic functions of recording and editing software.
- 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.

COURSE INFO

Modules Unlock on
Tuesday at 11:59 AM

INSTRUCTOR INFO

Derek Katzer
dkatzer@cdm.depaul.edu

OFFICE HOURS

Online
Wednesday from
10:00 AM until 1:00 PM

***In person meetings
can be scheduled via
email**

Learning Outcomes

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.

In **DC 113** Students Will:

- Listen to a variety of podcasts and analyze them in terms of quality style, format and Genre
- Learn how to operate a USB microphone and utilized a DAW (Digital Audio Workstation)
- Investigate current trends in Digital Rights Management, P2P Networking, Internet Privacy/Regulation, Copyright, and Intellectual Property Rights
- Write, record, and edit several original podcasts that will demonstrate effective storytelling and technical expertise
- 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 1-6 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.

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

Papers 1 - 3 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 own recordings.

Papers 4 and Paper 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.

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.

Grading

Papers: 24% of your total grade

Podcasts: 48% of your total grade

Participation in Discussion Forum: 28% of your total grade

Discussion Forum Rubric (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

Grade Points:

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

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

Course Schedule (Subject to Change):

Week 1: What is a Podcast?

Overview of the class, audacity software installation, and open a discussion about net neutrality.

Homework due - 09/12/2018

Install Audacity (2.2.2)

(<https://www.audacityteam.org/download/>)

Install Audacity LADSPA Plugins

(<https://www.audacityteam.org/download/plugin-in/>)

Install the LAME MP3 Library - Follow the Link for the OS you utilize

(http://manual.audacityteam.org/man/faq_installing_the_lame_mp3_encoder.html)

Listen to the following podcasts via itunes, Google Play, Sticher, etc:

S-Town: **Chapter 1**

Radio Lab: **Poison Control**

Reply All: **#124 The Magic Store**

We're Alive – A “Zombie” Story of Survival: **Episode 1**

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?

Complete Survey: DC 113 Terms and Conditions

Week 2: Audio Basics

Overview of the class, audacity software installation, and open a discussion about net neutrality.

Homework due – 09/18/2018

Tutorials: Audacity Tutorials 1 - Basics Listen to the following podcast episodes:

Lore: **Episode 8 - The Castle**

LeVar Burton Reads: **Ep 1 – “Kin”**

Every Little Thing: **What Do Dogs Say When They Bark?**

Hello from the Magic Tavern - **1 Hello From The Magic Tavern**

Paper # 2 (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: 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: Recording your First podcast

Working within audacity to record and export your first podcast! Learn about microphone placement, accessories, and formulating a podcast plan

Homework due - 09/25/2018

Tutorials: Audacity Basics 2

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

File Submission Requirements:

Record at: **48khz/24bit**

Compression: **MP3**

Ratio: **192 Kbps**

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: Diving Deep into Audio Specifications

This week will be exploring further into what compression, bit depth, sample rate, and fidelity means regarding audio files.

Homework due - 10/02/2018

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).

Tutorials: Audacity Basics 3 - Common Editing Mistakes, Effects for Beginners, and selecting and Aligning

File Requirements:

Record at: **48khz/24bit**

Compression: **MP3**

Ratio: **192 Kbps Reading:**

Paper #4 – Podcast 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: Podcast Delivery and Audio Critiques

What formats are used for podcast delivery, what is an RSS feed, and what is Metadata?

Homework due - 10/10/2018

Tutorial: Music Editing

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**

Reading: The Podcast Consumer Revealed 2017

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

Week 6: Podcast Delivery and Audio Critiques

What formats are used for podcast delivery, what is an RSS feed, and what is Metadata?

Homework due - 10/17/2018

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**

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 10/31/18:

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: Social Media and Podcasting

Delve into the information around social media and the influence of podcasting upon it. Advanced tutorials in audacity to further polish projects

Homework due - 10/24/2018

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**

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

Week 8: Improving your podcast mix

The finishing stages of your podcast is the mix. This week mixing is further explored and expounded upon for use in the final project.

Homework due - 10/31/2018

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 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 11/14/18

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).

Week 9: SFX and Podcasts

Further critiques on previous submitted podcasts. Examine the use of SFX in podcasts and how to properly mix/utilize them for a recording.

Homework due - 11/07/2018

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 11/14/18

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**

Week 10: What's beyond Audacity?

Introduction into more advanced DAWs, editing techniques and software.

Homework due - 11/14/2018

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**

College Policies

Learning Outcomes:

Learning Outcomes and Writing Expectations ARTS AND LITERATURE

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.

Lewis Center 1420, 25 East Jackson Blvd. Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296