POST 120: 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 effect that has upon recording dialog for podcasts.

COURSE INFO

All Assignments must be submitted to D2L

INTRUCTOR INFO

Derek Katzer
dkatzer@cdm.depaul.edu

OFFICE HOURS

Via Zoom

Monday
2:30 PM to 5:30 PM
or by request

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.

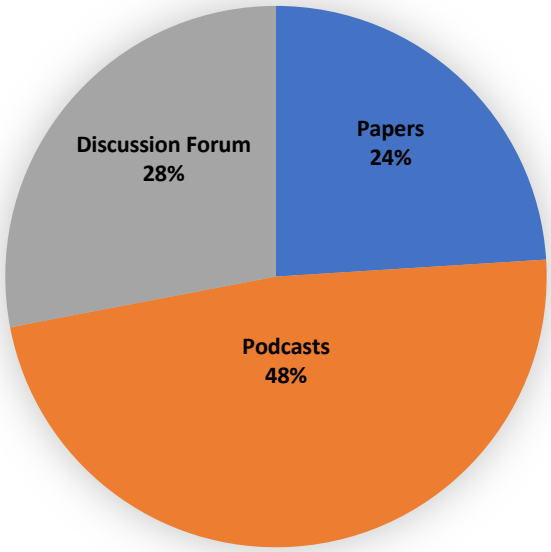
How Writing Expectations Will Be Met

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 won recordings.

Paper 4 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

Grade Breakdown



Podcast Breakdown

Podcast 1:	4%
Podcast 2-5:	6% Each
Podcast 6:	20%

Papers Breakdown

Paper 1-3	4% Each
Paper 4:	12%

Grade Points:

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

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

Corrupted files, incomplete files, and submissions to an incorrect assignment dropbox will result in a zero.

Discussion Forums

The discussions forums are weekly assignments, unless otherwise specified in the homework section, to encourage interaction between students in this class.

The assignments will be graded according to the following rubric:

Requirements	**Grade**
1 Post 2 Replies	100
1 Post 1 Reply	85
1 Post 0 Replies	75
0 Post 0 Replies	65

Course Schedule Week 1

What is a Podcast?

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

Homework Due Week 2

Install Audacity (2.3.3)
https://www.audacityteam.org/download/

Listen to the following podcasts via iTunes, Google Play, Sticher, Pocket Casts, etc:

S-Town: **Chapter 1**
Reply All: **#159 The Case of the Missing Hit**
Sandra: **1. Hope is a Mistake**

Paper 1 - Response Paper 1: What are your initial thoughts after listening to these podcasts? Which ones did you like and which ones did you dislike?

Paper Requirements:
500 Word Minimum
Formal Response Paper Format: Intro, Body, and Conclusion Paragraphs

Complete Survey: DC 113 Terms and Conditions

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

Course Schedule Week 2

Audio Basics

Learning the basics of audacity and reflecting on more podcasts

Homework Due Week 3

Tutorials: Audacity Tutorials 1 - Basics

Listen to the following podcast episodes:

Lore: **Episode 8 - The Castle**
Twenty Thousand Hertz: **Voice of Siri**
Hidden Brain – **Episode 23: Boredom**

Paper 2 - Response Paper 2: What are your initial thoughts after listening to these podcasts? Which ones did you like and which ones did you dislike?

Paper Requirements:
500 Word Minimum
Formal Response Paper Format: Intro, Body, and Conclusion Paragraphs

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?

Course Schedule 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 Week 4

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**
Length**: 1 Minute Minimum**

Paper 3 - Response Paper 3: 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?

Paper Requirements:
500 Word Minimum
Formal Response Paper Format: Intro, Body, and Conclusion Paragraphs

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

Course Schedule Week 4

Deep Dive Into Audio Specifics

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

Homework Due Week 5

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 Submission Requirements:
Record at: **48khz/24bit**
Compression: **MP3**
Ratio: **192 Kbps**
Length**: 3 Minutes Minimum**

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

Discussion Boards: Lay out the plan for your first podcast. Use bullet points to organize your thoughts. Give feedback to your classmate's plans

Course Schedule 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 Week 6

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 Submission Requirements:
Record at: **48khz/24bit**
Compression: **MP3**
Ratio: **192 Kbps**
Length**: 3 Minutes Minimum**
Special Requirements: **Intro and Outro Music**

Reading: The Podcast Consumer Revealed 2019

Discussion Site: What did you notice listening to the self-portraits? Has the quality of your classmates' recordings improved? What issues did you have while recording the self-portrait?

Course Schedule Week 6

Copyright and Fair Use

Exploring the nature fo copyright on digital media, and the implications of the fair use laws

Homework Due Week 7

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

File Submission Requirements:
Record at: **48khz/24bit**
Compression: **MP3**
Ratio: **192 Kbps**
Length**: 3 Minutes Minimum**
Special Requirements: **Intro and outro Music**

Discussion Site: Post the topic that you might find interesting for the research paper. What made you choose this topic?

Research Paper Due Week 9

Paper 5 - Research paper: 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.

Research Paper Requirements:
1250 Word Minimum
MLA Citation Required (Use more than once source)
Research Paper Formatting: Intro, body paragraphs, and conclusion.

Course Schedule Week 7

Podcast Hosting and Advanced Editing

Investigate podcast hosting services and advanced tutorials to further polish your podcasts.

Homework Due Week 8

Project 5 – **Podcast 3** (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**
Length**: 3 Minutes Minimum**
Special Requirements: **Intro and Outro Music**

Readings: NPR Audio Guide

Discussion Site: After reading the NPR Audio guide what improvements do you think you'll make to your recording environment, if any?

Course Schedule 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 Week 9

Paper 5 - Research paper: 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.

Research Paper Requirements:
1250 Word Minimum
MLA Citation Required (Use more than once source)
Research Paper Formatting: Intro, body paragraphs, and conclusion.

Discussion Site: What issues did you have in researching this paper?

FINAL PROJECT Due Week 11

Project 6 - Final Podcast (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 Submission Requirements:
Record at: **48khz/24bit**
Compression: **MP3**
Ratio: **192 Kbps**
Length: **5 Minute Minimum**
Special Requirements: **Intro and Outro Music**

Course Schedule 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 Week 10

Discussion Boards: Lay out the plan for your final podcast. Use bullet points to organize your thoughts. What has changed from your first podcast plan? What do you think of your classmates' plans?

FINAL PROJECT Due Week 11

Project 6 - Final Podcast (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 Submission Requirements:
Record at: **48khz/24bit** Compression: **MP3** Ratio: **192 Kbps**
Length: **5 Minute Minimum**
Special Requirements: **Intro and Outro Music**

Course Schedule Week 10

What's beyond Audacity?

Introduction into more advanced DAWs, editing techniques and software.

Homework Due Week 11

Project 6 - Final Podcast (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 Submission Requirements:
Record at: **48khz/24bit**
Compression: **MP3**
Ratio: **192 Kbps**
Length: **5 Minute Minimum**
Special Requirements: **Intro and Outro Music**

Course Policies

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.

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. Please see https://resources.depaul.edu/teaching-commons/teaching/Pages/online- teaching-evaluations.aspx for additional information.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx.

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:
http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx

Preferred Name & Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at http://policies.depaul.edu/policy/policy.aspx?pid=332

Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677

  Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

  Please see https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx for Services and Contact Information.

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.