

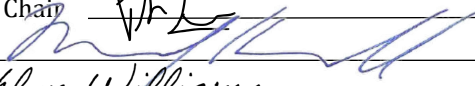
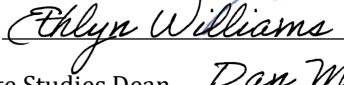

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>3-28-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>
<b>Credits</b> <i>(Review Provost Memorandum)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Pass/Fail</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; Syllabus <a href="#">Checklist</a> recommended; see <a href="#">Guidelines</a>)</i>	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>			
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  Yes                      No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b>			
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____		<b>Date</b> <u>3/11/22</u> <u>3/16/22</u> <u>3-28-22</u> <u>3-28-22</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**MMC 4611C**  
**Political Podcasting**  
**Dr. Kevin M. Petrich**

Term: Fall 2022

Title: Political Podcasting

Course Number: MMC 4611C

CRN:

Section:

Number of Credit Hours: 3

Class Meeting Day, Time, and Location: M, 4:00PM-6:50PM, Phil Smith 401

Office: Boca CU 216

Office Hours: M, 12:00PM-3:00PM

T, 1:00PM-4:00PM

W, 11:00AM-12:00PM; 5:00PM-6:00PM

R, 11:00AM-12:00PM; 5:00PM-6:00PM

\*Appointments Necessary; Zoom Meetings Available

\*[Zoom Link to Dr. Petrich's Personal Meeting Room](#)

E-Mail: [kpetrich@fau.edu](mailto:kpetrich@fau.edu)

Office Phone: (561) 297-3850

**Catalog Description:**

Systematic analysis of and instruction in the essential elements of political podcasting. Includes assessment of competition; development of concept and format; execution of concept and format through effective vocal delivery, interviewing, writing, and technical production; and strategic distribution.

**Instructional Method:**

In-Person. There is no remote option for this course.

**COVID-19 Statement:**

*Due to the surge in COVID-19 cases and the omicron variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath) or students who have come in contact with confirmed positive cases of COVID-19 should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit [www.fau.edu/coronavirus](http://www.fau.edu/coronavirus). In classes with face-to-face components, quarantined students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.*

**Prerequisites:**

Must be a degree-seeking Florida Atlantic University student with a declared major in the School of Communication & Multimedia Studies or in the Department of Political Science.

**Requirements Met Through Course Completion:**

This course partially fulfills the requirements for the Focus area of the Multimedia Journalism track within Multimedia Studies; the Production and Contexts area of the Film, Video, & New Media track within Multimedia Studies; or the elective area for Political Science majors.

**Required Materials (for Purchase):**

- Kern, J. (2008). *Sound reporting: The NPR guide to audio journalism and production* (1<sup>st</sup> ed.) Chicago, IL: The University of Chicago Press.
- Strunk, W., & White, E.B. (1999). *The elements of style* (4<sup>th</sup> ed.). New York, NY: Pearson.
- Flash drive that allows you to capture and back up your work.

**Required Materials (Not Necessarily for Purchase):**

- Various supplemental readings, which are specified in the course outline at the end of this syllabus and posted on Canvas.
- A voice recorder for recording voice tracks, ambient sound, and any in-person interviews for class assignments. Ideally, this would be a portable digital audio recorder that creates lossless PCM WAV files with a resolution of at least 16 bits and a sampling rate of at least 44.1 khz. But smartphones often have a built-in microphone and a voice-recording app capable of creating files with a satisfactory quality. The iPhone, for example, has a built-in microphone. And its “Voice Memos” app can be set (using the “Lossless” setting in the phone’s settings for Voice Memos) to record a lossless MP4 (ALAC) file of 16 bits and 48 khz. Once recorded, the file can be exported by email, AirDrop, or some other means. Then the MP4 (ALAC) should be converted to WAV format immediately after export. If a smartphone only creates files in MP3 or another lossy format, these files should be converted to WAV files immediately after export.
- An app (e.g., TapeACall Pro) that allows you to record broadcast-quality phone interviews. Whatever phone app you use, be sure that it allows you to record an entire phone conversation and then export a file that can be immediately converted to a WAV file with a resolution of at least 16 bits and a sampling rate of at least 44.1 khz.
- A web meeting app (e.g., Zoom) that allows you to record broadcast-quality audio from web interviews. Whatever web meeting app you use, be sure that it allows recording and downloading of broadcast-quality audio that can be immediately exported and converted (audio to a WAV file with a resolution of at least 16 bits and a sampling rate of at least 44.1 khz)
- Audio editing software (for audio mixing, editing, and processing at home). You’ll need to acquire audio editing software for yourself and use it to produce class assignments at home. Audacity, a free and open-source digital audio editor and recording application software, is available for Windows and for Mac. You can download it directly from the developers’ website (<http://www.audacityteam.org>). The download includes a user manual (<http://manual.audacityteam.org>), which should be a helpful reference to supplement our class tutorial at the beginning of the semester.

- Soundcloud, a site we'll be using to host and distribute your podcasts.

### **Course Objectives:**

This course is a concise but thorough introduction to the basic approaches and techniques used in political podcasting. Upon completion of this course, students should be able to demonstrate a theoretical and practical understanding of:

1. The range of the podcast medium as an intimate form of storytelling—political or otherwise.
2. The stages in the development of a podcast concept and format.
3. The importance of quality sound in podcast production.
4. Effective research, interviewing, vocal delivery, writing, and audio editing in podcasting.
5. Ethics and diversity in podcasting.
6. Protocols to launch and distribute a podcast

### **Course Overview:**

How did you stay informed about politics as Election Day approached in November of 2020? Many Americans kept updated through *Hacks on Tap*, *Pod Save America*, *The NPR Politics Podcast*, and countless other political podcasts by journalists and by political strategists-turned-pundits. Other Americans stayed plugged into last year's local, state, and national races by listening to an array of podcasts produced by candidates and their campaign staffs.

Podcasting, once a fringe medium for specialized topics and radio programming, has exploded in popularity. According to the *New York Times*, the number of podcasts tripled between 2018 and 2021, totaling about two million. In the United States, about forty percent of Internet users listen to podcasts.

Starting a podcast—political or otherwise—is easy and inexpensive for anyone with a computer and an Internet connection. But producing a successful podcast requires keen awareness of the competition; forethought in choosing a topic and a format; adept execution through vocal delivery, interviewing, writing, and technical production; and a strategic approach to distributing one's work.

### **Course Delivery Mode:**

While this is an in-person class, many course materials will be online and accessible only through FAU's learning management system, known as Canvas. Assignments and grades will be posted on the Canvas site (<https://canvas.fau.edu/>). Students should check Canvas frequently for the latest course information. Students should also monitor their Canvas announcements and messaging for course updates. Students must log into Canvas with their FAU ID and Password to access the course Canvas page. Any student who does not know their FAU ID or Password should click the following link for help:

[Link to Office of Information Technology Help](#)

Once logged into Canvas, please make sure your Internet browser is compatible with Canvas.

### **Student Responsibilities for Online Learning Components:**

Computer malfunctions or user errors cannot be used as excuses in online learning. That would be chaos. Everyone who didn't turn something in could just say "I thought it posted" or "I had technical difficulties."

In taking this class, you are agreeing to the following:

1. You will keep track of your own due dates. Use a planner, phone, print out the syllabus... Whatever you do, I will not be reminding you of due dates. And "not knowing" about a due date is not an acceptable excuse for late work
2. You will **check to make sure that your work has posted** when you submit it electronically. "I did it, but I didn't see that it hadn't posted" is not an acceptable excuse for late work. It will take you about ten seconds after you post something to just check for yourself that it is posted.
3. I am not a computer technician. If you have technical difficulties (e.g., you are unable to access a video or download a document) you should contact either OIT or e-learning to resolve the issue yourself. Of course, you will need to have started early enough that you can do this, which brings me to....
4. You will **do your assignments early enough** so that you will have time to resolve any technical difficulties. If you leave it to the last minute, technical difficulties are NOT an acceptable excuse for late work.

### **Course Assignments:**

*Podcast Critique (10%):* You will critique one podcast that you follow or admire. This critique will discuss the podcast's concept, genre, and format, in addition to its execution through effective vocal delivery, interviewing, writing, technical production, and distribution.

*Pitch for Long Podcast (10%):* You will present a pitch to the class. This pitch will outline your proposal for your long podcast.

*Short Podcast (20%):* You will produce one short podcast three to five minutes in length. You will produce and submit this piece within twenty-four hours of receiving the instructor's approval of a topic that you've proposed. On the due date for your assigned group to submit short podcasts, you will present your short podcast to the class for critique. The instructor will then review and grade your short podcast.

*Long Podcast (40%):* You will produce one long podcast with a length of at least 15 minutes, utilizing narration, expert interviews, and other sound. On the due date for your assigned group to submit long podcasts, you will present your long podcast to the class for critique. You will then have one week to respond to the critique by polishing your long podcast and submitting your long podcast for grading by 4:00PM on Monday of the week **following your in-class presentation of your long podcast.**

*Attendance/Participation (20%):* The participatory nature of this course makes regular class attendance and participation essential to your success. (This includes the first meeting, as having

not officially registered until later does not change the fact that all students' attendance/participation credit is based on the number of class meetings scheduled by the university--whether or not a student has enrolled by the time of the first class meeting.) We have fifteen class meetings, including the week of final exams. This means that attendance at fifteen class meetings will be required for 100% attendance, fourteen class meetings for 93.33% attendance, and so on. Thus, the **attendance** portion of your attendance/participation will be graded as follows:

Number of Class Meetings Attended	Grade for Attendance
15	100%
14	93.33%
13	86.66%
12	80.00%
11	73.33%
10	66.66%
9	60.00%
8	53.33%
7	46.66%

But please note that attendance does **not** automatically constitute participation. Participation also will be graded based on the **quantity** and **quality** of a student's contribution to classroom discussion, as well as to group activities during class.

Some class meetings will feature student groups presenting material relating to textbook readings and class discussions. Other participation credit could be attached to short, written assignments relating to course material. (Details concerning these participation elements will be discussed in class.) The quantity and quality of each student's contributions will be part of their attendance/participation grade for the course.

The following guidelines will be used to determine the **participation** portion of the attendance/participation grade:

### 90-100

1. In every class meeting, student offers comments, answers questions, and engages in discussion by responding to comments about the material--comments by both the instructor and other students.
2. Student indicates excellent familiarity with foundational theory and practice, synthesis of the course material's theoretical and practical aspects, and readiness to raise questions and offer additional insights that reflect an intellectual maturity.
3. Student never participates in distracting sidebar conversations, text-messaging or other usage of cell phones or laptop computers, incidents of note-passing during class discussions, or any other activities (inside or outside of the classroom) that interfere with the educational mission within the classroom.

4. Student qualifies for at least an “A” in attendance

80-89

1. In more than half of class meetings, student offers comments, answers questions, and engages in discussion by responding to comments about the material--comments by both the instructor and other students.
2. Student indicates above-average familiarity with foundational theory and practice, synthesis of the course material’s theoretical and practical aspects, and readiness to raise questions and offer additional insights that reflect an intellectual.
3. Student never participates in distracting sidebar conversations, text-messaging or other usage of cell phones or laptop computers, incidents of note-passing during class discussions, or any other activities (inside or outside of the classroom) that interfere with the educational mission within the classroom.

4. Student qualifies for at least a “B” in attendance

70-79

1. In less than half of class meetings, student offers comments, answers questions, and engages in discussion by responding to comments about the material--comments by both the instructor and other students.
2. Student indicates average familiarity with foundational theory and practice, synthesis of the course material’s theoretical and practical aspects, and readiness to raise questions and offer additional insights that reflect an intellectual maturity.
3. Student rarely participates in distracting sidebar conversations, text-messaging or other usage of cell phones or laptop computers, incidents of note-passing during class discussions, or any other activities (inside or outside of the classroom) that interfere with the educational mission within the classroom.

4. Student qualifies for at least a “C” in attendance

60-69

1. In less than one quarter of class meetings, student offers comments, answers questions, and engages in discussion by responding to comments about the material--comments by both the instructor and other students.
2. Student indicates below-average familiarity with foundational theory and practice, synthesis of the course material’s theoretical and practical aspects, and readiness to raise questions and offer additional insights that reflect an intellectual maturity.

3. Student rarely participates in distracting sidebar conversations, text-messaging or other usage of cell phones or laptop computers, incidents of note-passing during class discussions, or any other activities (inside or outside of the classroom) that interfere with the educational mission within the classroom.

4. Qualifies for at least a “D” in attendance

If you have 100% attendance, but only average (i.e., 80%) participation, then you should not expect a 100% for your attendance/participation grade. Likewise, if your participation merits 100% and your attendance is 60%, then you should not expect to earn 100% for your attendance/participation grade. Your attendance/participation grade will be calculated by multiplying your attendance grade by your participation grade. So, for example:

100% for Attendance, 80% for Participation ( $100 \times .80$ ) = 80% Attendance/Participation  
60% for Attendance, 100% for Participation ( $.60 \times 100$ ) = 60% Attendance/Participation

Grading Scale for Final Course Grade:

93-100 = A  
90-92 = A-  
87-89 = B+  
83-86 = B  
80-82 = B-  
77-79 = C+  
73-76 = C  
70-72 = C-  
67-69 = D+  
63-66 = D  
60-62 = D-  
0-59 = F

Incomplete Grades:

The university discourages the use of the “I” grade for incomplete course work in anything but legitimately and verifiably exceptional circumstances (e.g., the sorts of circumstances justifying an excused absence in the course). For a student to receive an “I,” the student must have completed most of their work for a course, with only a final assignment needing to be made up. And the work must be completed within a specified period of time (no longer than a year after the course’s end date). Otherwise, the “I” automatically reverts to the grade that the student had otherwise earned by the course’s original end date.

**University and Course Policies:**

Faculty Rights and Responsibilities:



Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each class.
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

#### Netiquette:

Just as with any public space, you are expected to refrain from any behavior or language that is perceived as threatening to others while online. In an online environment this includes a) using all capitals, b) using derogatory or c) threatening language. This does not include healthy debate (which is necessary and vital to our work) or politely challenging the ideas of another. Make sure that you are aware of FAU's policies on netiquette which can be found at:

<http://www.fau.edu/oit/student/netiquette.php>

#### Attendance:

University Attendance Policy:

*"Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance."*

*"Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence."*

Course Attendance Policy:

Attendance will be taken at the start of each class meeting. This includes the first meeting; having not officially registered until later during drop/add week does not change the fact that all students' attendance/participation credit is based on the number of class meetings scheduled by the university--whether or not a student has enrolled by the time of the first class meeting. An absence will be excused only in the event of a religious observance or verification of a university-approved activity, medical reason, court appearance, or other emergency. For any circumstance other than religious observance, the instructor must receive and approve documentation verifying a legitimate reason for a student's absence. Such documentation could be a physician's note, a letter from a court, etc. The documentation must be genuine, germane, and specific.

What constitutes acceptable documentation? While the following examples are hardly exhaustive, they provide useful guides:

- A letter (on court letterhead) attesting to a student's need to be in court on the day of class would be considered appropriate.
- A mechanic's receipt showing that a student's car had to be towed or repaired at the time the student was to have attended class would be considered appropriate.

What constitutes inappropriate documentation? While the following examples are hardly exhaustive, they provide useful guides:

- An airline ticket would not be acceptable as a means of verifying that a student needed to miss class due to travel for the purpose of visiting an ailing or dying grandparent. The student would need to provide documentation not of their travel plans but rather of the reason for their need to travel and miss class. Here, a note from the grandparent's physician would be one appropriate means of documenting the student's need to miss class while visiting their grandparent.
- If a student were too ill to attend class, then paperwork attesting to the student's need to visit an emergency room, clinic, or physician's office would be appropriate. However, a simple note authorizing the student's return to class would not be sufficient. The documentation would need to be on letterhead, signed (preferably by a physician, but perhaps by a physician's assistant), dated (including indication of the treatment period, if this covered the date(s) of the missed class meeting(s)), and noting at least the general reason for the student's need to seek medical attention.
- A student should also be sure that they don't change stories about their absence. For example, a student saying they need to go out of town and see an ailing or dying grandparent would be in some difficulty if, having told the instructor that they would provide a note from the grandparent's physician, they were to subsequently (upon arrival at their destination) say they could not obtain the doctor's note but could offer only their flight itinerary. Nor would it be any more appropriate for the same student, having obtained no appropriate documentation of their grandparent's health situation, to visit a clinic the day after returning from their trip and then claim that they missed class due to their own illness--especially if the note were dated the day AFTER the missed class and simply said that the student could return to school.

Of course, not every excusable absence will necessarily be an emergency. But if a student knows in advance of a need to travel and miss a class meeting, then the student should discuss this with the instructor as soon as is possible. If the instructor receives and approves documentation of the reason for the travel (one of necessity rather than one of convenience), then the student's absence likely will be excused. However, it is most prudent to obtain the instructor's approval BEFORE making flight reservations, hotel reservations, arrangements for car rental, etc.

**AN ABSENCE IS NOT CONSIDERED EXCUSED WHEN A STUDENT SIMPLY NOTIFIES THE PROFESSOR THAT HE OR SHE IS GOING TO MISS CLASS, IS MISSING CLASS, OR HAS MISSED CLASS. THIS CONSTITUTES A COMMON**

**COURTESY, BUT NOT AN EXCUSED ABSENCE. IT ONLY BECOMES AN EXCUSED ABSENCE WHEN, IN WRITING, THE PROFESSOR SAYS, "THIS IS AN EXCUSED ABSENCE." THE PROFESSOR WILL BE HAPPY TO PROVIDE A WRITTEN MESSAGE TO THIS EFFECT UPON REQUEST. SIMPLY E-MAIL YOUR REQUEST FOR A REPLY CONTAINING NOTIFICATION THAT AN ABSENCE HAS BEEN EXCUSED. PRESUMING THAT THE INSTRUCTOR HAS RECEIVED AND ACCEPTED DOCUMENTATION THAT VERIFIES A LEGITIMATE REASON FOR A STUDENT MISSING CLASS, THE INSTRUCTOR WILL PROVIDE WRITTEN CONFIRMATION THAT THE ABSENCE IS EXCUSED.**

In instances of excused absences, the instructor has discretion as to how much attendance/participation credit will be awarded, given the credit's dual role (attendance and participation).

Whatever the reason for an absence, it's difficult to get around the reality that missing class meetings also means missing important elements of the course experience. Thus, excessive absences--whether excused or not--will be treated accordingly. For the **first two unexcused absences**, you shall lose only the attendance/participation points for that day. Other than religious observance, the only other exception to this penalty is for a verified university-approved activity, medical reason, court appearance, or other emergency. If you provide verifiable documentation such as a physician's note, a letter from a court, etc. and the instructor approves this documentation, these will be considered **excused absences**.

Thus, **three absences, whether excused or unexcused**, will also result in a lowering not only of a student's attendance/participation grade, but also in a deduction of one letter grade from the final course grade indicated on Canvas. So if you have three absences and your final course grade (i.e., that indicated on Canvas) otherwise would have been a "B," then your actual final course grade (i.e., that posted on your transcript) will be lowered to a "C." And each additional unexcused absence will result in an additional deduction of one grade level (e.g., from a "C" to a "C-") from the final course grade.

The instructor presumes that college students are mature enough to be aware of their promptness, tardiness, and/or absenteeism throughout the semester. Thus, he does not assume responsibility for monitoring each student's cumulative attendance record, checking for each student's risk of exceeding the above guidelines' benchmarks for excessive absenteeism and grade reductions at various times during the semester, or notifying each student of their risk for exceeding these benchmarks at various times during the semester. The instructor will be happy to provide such information upon request. But it is each student's responsibility to make such a request.\*

*\*except as provided for in (or as provided for in, or this should be understood to include, or whatever makes sense) university policy, as stated in relevant Provost's memoranda:*

<http://www.fau.edu/provost/files/religious2011.pdf> and  
<http://www.fau.edu/provost/files/studentabsences.pdf>

Furthermore, three tardies will equal an absence. Hence, it would behoove you to make appropriate arrangements for transportation, child care, etc. so that you can be in class on time!

### Submission of Assignments:

**ALL** assignments are to be submitted as directed in the assignment requirements, which are specified elsewhere in this syllabus. Please do not ask the professor to make exceptions. The wisest policy is to avoid exceptional circumstances by not procrastinating and by frequently saving and backing up your computer work on a flash drive, an external hard drive, a CD, etc. The professor will listen sympathetically to stories of crashed or malfunctioning computers, but, unless specifically assigned or requested, will **not** regard such stories as excuses for turning in assignments in **any** form other than noted above.

All written assignments are to be submitted in MS Word (or, if submitted via Google Drive, then Google Doc also acceptable)—not in Adobe Acrobat PDF or any other format.

All produced assignments are to be submitted in a format (with audio, for example, as WAV, an uncompressed audio—**not data**—format, at a sampling rate of 44,100hz and at a resolution of 16bits) retaining high quality and user accessibility.

For grading purposes, any assignment not submitted when due (i.e., by the start of class on the day the assignment is due), and in accordance with assignment requirements, will be counted as a “0” (i.e., zero) for that assignment. And any assignment meriting such treatment shall remain with a grade of zero. It will be ineligible for any type of upgrade—whether through make-up, extra credit, or instructor offers to drop the lowest grade. (An assignment grade can only be dropped if it exists, which it doesn't if the assignment itself was never submitted in accordance with assignment requirements.) The only exceptions, as stated elsewhere in this syllabus, will be in cases of tardiness or absence that the professor can verify as legitimately excusable.\*

*\*except as provided for in (or as provided for in, or this should be understood to include, or whatever makes sense) university policy, as stated in relevant Provost's memoranda:*

<http://www.fau.edu/provost/files/religious2011.pdf> and  
<http://www.fau.edu/provost/files/studentabsences.pdf>

### Make-up and Late Work:

**No** make-up graded assignments will be given. Nor will any graded assignments be accepted late. Late work will simply receive a grade of zero ("0"). The **only** exceptions to this policy concerning make-up or late work will be in cases where an absence has been excused or a tardy arrival has been excused (in accordance with the same guidelines for excused absences). In such cases, the instructor will not make any arrangements with a student for make-up work until the instructor has seen documentation of a legitimate reason for an absence or tardy arrival, accepted the documentation, and excused the absence or tardy arrival. If the instructor does not have time to accept (or reject) the documentation, excuse the absence or tardy arrival, and arrange for the student to make up their work by the time the student's final course grade must be submitted, then the instructor will calculate the student's grade without said work and submit the resulting grade as the student's final course grade.\*

*\*except as provided for in (or as provided for in, or this should be understood to include, or whatever makes sense) university policy, as stated in relevant Provost's memoranda:*

<http://www.fau.edu/provost/files/religious2011.pdf> and  
<http://www.fau.edu/provost/files/studentabsences.pdf>

#### Work Submitted in Absentia:

Implicit in the instructor's policies on attendance, assignment submission, and late work is the principle that a student must be in attendance to submit an assignment to be presented in class. A student's absence from class on the day that one of these assignments is due (or at the time the student is called to present their assignment to the class) makes it impossible for that student to participate in the required in-class critique of that student's work—whether or not the student has submitted their work by the deadline. The in-class critique of the work is no less important than is the submission of the work itself. No in-class critique can occur with the student absent from the proceedings. Submission in absentia, then, is not permitted. It will result in a ten percent grade deduction for the assignment to be presented, if a student is absent from class when called to present their story, but then arrives later during the class meeting. It will result in a grade of zero for the assignment if a student is simply absent from class when called to present their work. The only exceptions would be absence or tardiness that the instructor can verify as legitimately excusable.

#### Academic Dishonesty:

Each student will be expected to do his or her own work. Academic irregularities are covered by Florida Atlantic University's (FAU's) academic policies, and will be dealt with as indicated in FAU's most recent undergraduate catalog.

At minimum, the professor considers academic dishonesty in this course ample justification for a grade of "F" on a specific assignment. And depending on the situation (e.g., extent of the offense, weight of assignment, past offenses, etc.), such a violation also could be grounds for a course grade of "F," as well as for referral for expulsion from the university.

#### **Code of Academic Integrity Policy Statement:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see

[http://wise.fau.edu/regulations/chapter4/Reg\\_4.001\\_5-26-10\\_FINAL.pdf](http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf)

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

#### (A) Cheating

1. The unauthorized use of notes, books, electronic devices, or other study aids

while taking an examination or working on an assignment.

2. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
3. Having someone else take an exam, complete an assignment, or respond to in-class iClicker questions in one's place.
4. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.

(B) Plagiarism

1. The presentation of words from any other source or another person as one's own without proper quotation and citation.
2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
3. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty

1. Falsifying or inventing information, data, or citations.
2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
4. Any other form of academic cheating, plagiarism, or dishonesty.

For full details of the FAU Code of Academic Integrity, see University Regulation 4.001 at [http://wise.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**Fostering a Fruitful Academic Environment:**

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly is the keystone of the academic experience. In this course, the professor may articulate positions and make statements for the purpose of accomplishing this objective and enhancing the learning environment. As a result, students should keep in mind that, at times, the ideas conveyed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

As a corollary to the above, particularly in light of this course's focus on *political* podcasting, the instructor will insist on fact-based discussions. (A fact is something that is known to be true or that is verifiably true.) This does not necessarily valorize journalism or necessarily preclude robust debate or advocacy—whether in podcasts or in the classroom. To the contrary, robust debate and advocacy are enhanced when based on fact. People can only conduct fruitful discussions about contentious issues when participants conduct their discussions with respect, civility, intelligence, and a shared set of facts. People can have robust and fruitful discussion wherein the participants vehemently disagree on how to proceed, given specific facts. However, they cannot have such discussion when they cannot even agree on facts.

**Policy on the Recording of Lectures:**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

**University Services****The Writing Center:**

FAU's Center for Excellence in Writing (<http://www.fau.edu/UCEW/WC/>) supports writing for all members of the FAU community. The consultants there will do more than just proofread and spell check, they will help brainstorm ideas, organize your thought and advise you based on the description of the assignment. If you have interest in this resource, please contact them at 561-297-3498 or read how to schedule an online appointment here:

<http://fau.edu/ucew/online/index.php>

*The UCEW also provides online appointments to give students the flexibility of working with consultants at any of FAU's writing centers from the home or office. In fact, all students taking online courses have access to their own reserved online consultant available to address their specific concerns.*

**Student Accessibility Services (Disability Policy Statement):**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

**Counseling and Psychological Services (CAPS) Center:**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**Technical Support:**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the

last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eLearning Success Advisor for assistance: 561.297.3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions](#).
3. Complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.
5. After submitting a Help Desk Ticket, inform your instructor. Include all pertinent information (3b-d above). Keep your instructor informed of the status.

**\*\* Most Canvas issues can be resolved by clicking on the “Help” tab located on the menu bar. \*\***

By clicking the “Help” tab you will be able to:

- Report a Problem
- Search Canvas Guides

### **Office of Information Technology Online Help Desk:**

<https://www.fau.edu/oit/student/help.php>

### **Technology and Computer Requirements for Canvas:**

In this course you will need the following technology and computer requirements:

*Hardware:* Dependable computer with speakers, webcam, and microphone. Basic computer specifications for Canvas [Link to Specifications](#)

*Operating System:* Your computer must be able to run Mac OSX or Win 7.0 or higher.

*Software:* Microsoft 365 Suite [Link to Download](#), Reliable web browser (recommended [Chrome](#) or [Firefox](#)); Mobile App: Instructions on how to download the **Canvas App** on an iOS device [Link for iOS Instructions](#) or Android device [Link for Android Instructions](#)

*Internet Connection:* Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher. To function properly, **Canvas** requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher. To check your Internet speed [click here](#).



*Peripherals*: A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

## Course Outline

### August

- Monday 22 Canvas Reading: *The Best Politics Podcasts*, by Eliana Dockterman (*Time*, November 6, 2020)  
Canvas Reading: *Want to Start a Podcast? Read This First*, by Alison MacAdam (NPR Training, June 19, 2018)

#### **Course Orientation**

- Monday 29 Canvas Reading: *Beyond the 5 W's: What should you ask before starting a story?*, by Alison MacAdam (NPR Training December 13, 2016)  
Canvas Reading: *How Audio Stories Begin*, by Alison MacAdam (NPR Training, July 26, 2016)  
Kern Chapter 1: *Sound and Stories*  
Kern Chapter 2: *Fairness*  
**Vocal Delivery Workshop**

### September

- Monday 5 Kern Chapter 8: *Reading on the Air*  
Canvas Reading: *Delivery: Using Your Voice*, by Karen Kearns (from Rosenbaum, M.D., & Dinges, J. (1992). *Sound reporting: The National Public Radio guide to radio journalism and production* (1<sup>st</sup> ed.). Dubuque, IA: Kendall/Hunt.)  
Canvas Reading: *Aerobics for Your Voice: 3 Tips for Sounding Better on Air*, by Jessica Hansen (NPR Training, June 19, 2017)  
**Vocal Delivery Workshop**  
**Podcast Critiques: Group 1 and Group 2**

- Monday 12 Canvas Reading: *How a Pillow Fort Can Make Your Podcast Sound Better*, by LA Johnson (NPR Training, January 10, 2020)  
Canvas Reading: *The Producer's Handbook to Mixing Audio Stories*, by Rob Byers (NPR Training, October 31, 2018)  
Canvas Reading: *Studio Production*, by Skip Pizzi (from Rosenbaum, M.D., & Dinges, J. (1992). *Sound reporting: The National Public Radio guide to radio journalism and production* (1<sup>st</sup> ed.). Dubuque, IA: Kendall/Hunt.)  
Kern Chapter 13: *Production Ethics*  
**Audio Production Workshop**  
**Podcast Critiques: Group 3 and Group 4**  
**Pitches for Long Podcasts: Group 1**

- Monday 19 Kern Chapter 3: *Writing for Broadcast* (or for Podcast)  
 Canvas Reading: *'Would You Say It That Way?' Tips on Writing for Your Voice*, by Alison MacAdam (NPR Training,  
 Canvas Reading: *Campfire Tales: The Essentials of Writing for Radio*, by Chris Joyce (NPR Training, March 20, 2015)  
**Writing Workshop**  
**Podcast Critiques: Group 5 and Group 6**  
**Pitches for Long Podcasts: Group 2**
- Monday 26 Kern Chapter 4: *Reporting*  
 Canvas Reading: *Interviewing*, by Robert Siegel (from Rosenbaum, M.D., & Dinges, J. (1992). *Sound reporting: The National Public Radio guide to radio journalism and production* (1<sup>st</sup> ed.). Dubuque, IA: Kendall/Hunt.)  
**Interviewing Workshop**  
**Short Podcasts: Group 1**  
**Pitches for Long Podcasts: Group 3**
- October**
- Monday 3 Kern Chapter 5: *Field Producing*  
 Canvas Reading: *Conceiving Features: One Reporter's Style*, by Robert Krulwich (from Rosenbaum, M.D., & Dinges, J. (1992). *Sound reporting: The National Public Radio guide to radio journalism and production* (1<sup>st</sup> ed.). Dubuque, IA: Kendall/Hunt.)  
 Canvas Reading: *Producing Features*, by Deborah Amos (from Rosenbaum, M.D., & Dinges, J. (1992). *Sound reporting: The National Public Radio guide to radio journalism and production* (1<sup>st</sup> ed.). Dubuque, IA: Kendall/Hunt.)  
**Short Podcasts: Group 2**  
**Pitches for Long Podcasts: Group 4**
- Monday 10 Kern Chapter 6: *Story Editing*  
 Canvas Reading: *Radio Intros: 7 Engagement Tips to Keep Listeners from Hitting the Skip Button*, by Alison MacAdam (NPR Training, March 5, 2015)  
 Canvas Reading: *How to Edit with Your Ears*, by Alison MacAdam (NPR Training, November 13, 2015)  
**Short Podcasts: Group 3**  
**Pitches for Long Podcasts: Group 5**
- Monday 17 Kern Chapter 9: *Hosting*  
 Canvas Reading: *How NPR's Carrie Johnson Found Her Radio Voice*, by Alison MacAdam (NPR Training, April 13, 2015)  
**Short Podcasts: Group 4**  
**Pitches for Long Podcasts: Group 6**

Monday 24 Canvas Reading: *Why Can't Music Be Played in Podcasts?*, by Steven Goldstein  
(Amplifi Media, May 25, 2017)  
Canvas Reading: *Creative Commons Music Source List*  
**Short Podcasts: Group 5**  
**Long Podcasts: Group 1**

Monday 31 Kern Chapter 18: Beyond Radio  
**Short Podcasts: Group 6**  
**Long Podcasts: Group 2**

## **November**

Monday 7 Canvas Reading: *Who's the Best Podcast Host? How to Choose*, by James  
Cridland (*Podnews*, March 17, 2021)  
**Long Podcasts: Group 3**

Monday 14 Canvas Reading: *How to Make a Podcast Website That Doesn't Suck: Eight Tips  
for Designing Your Show's Digital Home*, by Margaret Howie (Bello  
Collective, May 11, 2018)  
**Long Podcasts: Group 4**

Monday 21 Canvas Reading: *How Radio Producers Can Make the Most of Social Media*, by  
Will Coley  
**Long Podcasts: Group 5**

Monday 28 Canvas Reading: *Enough with the Mic Pics: They're Missing the Point*, by Julia  
Barton (*Current*, October 19, 2016)  
**Long Podcasts: Group 6**

## **December**

Monday 5 **Reading Day-No Class**

Monday 12 Canvas Reading: *How much money do podcasters make?*, by Jack Rhysider  
(*Limelink*, September 24, 2019)  
**FINAL CLASS MEETING: 4:00-6:30PM**