



**Podcasting: Digital Storytelling – COMM 372-202**  
**Spring 2017**  
**Monday 4:15 – 6:45 p.m.**  
**School of Communication, Room 003**  
**Matt Cunningham and Jill Geisler, Instructors**

**Jill's Office:** SoC 220

**Jill's office hours:** In person Monday: 2-4pm. Other in-person and phone hours by appointment

**Jill's office phone:** 312-915-6929 - **Personal cell:** 414-628-9706 (for emergencies)

**Jill's Email:** [jgeisler@luc.edu](mailto:jgeisler@luc.edu)

**Matt's office hours:** In person Monday: 2-4pm. Other in-person and phone hours by appointment

**Matt's cell:** (773) 454-1883

**Matt's Email:** [MCunningham@luc.edu](mailto:MCunningham@luc.edu)

**Email protocol:** Use your Loyola account, a specific subject line and identify yourself in the signature. My reply may take up to 24 hours.

**Course purpose and learning outcomes:**

**Together, we will:**

- Demonstrate an understanding of audio storytelling, recognizing the podcast medium as an intimate form of storytelling.
- Learn the essentials of quality sound and podcast production.
- Understand the role of ethics and diversity in podcasting.
- Improve broadcast skills, including writing, research, interviews, editing and on-air presentation.
- Appraise and establish protocols to launch and distribute podcasts.
- Use the power of podcasting to benefit ourselves and society

## Equipment/Technology Required:

*Please pay special attention to these tech requirements. Some of the required tools are provided through the Loyola OWL lab. Others are your responsibility.*

- **Mac computers for editing:** They are available to use on site at Loyola. If you have your own Mac, it's fine to use that on or off campus for this class as well.
- **Garage Band software:** We will be teaching and using this program on Loyola's computers. If you are already proficient in another format, you may use it, but we will not be able to help you with any editing issues you may encounter in programs other than Garage Band. The podcasts you create must be available in mp3 format.
- **Flash drive:** Always have several handy to capture and back up your work.
- **Recording equipment – flash drive recorder:** Loyola has them for check out. You are also welcome to use your own if it meets the class standard.
- **Headphones: Same as flash driver recorders:** Check out from Loyola or use your own.
- **Square Space site URL:** You will need to invest in setting up a site that houses your work. We are using Square Space and will guide you in setting up the site. This is a real benefit of the class. You will have a site that you can maintain as a professional portfolio, even after the class ends.
- **Soundcloud:** We will be using this site to host and distribute your podcasts and will teach you about it in class.

## Suggested Reading:

*Because this class requires you to invest in a website (Square Space), you will not be required to purchase these books, but we want you to be familiar with their availability. We may suggest readings for your benefit.*

- **Geller, *Beyond Powerful Radio: A Communicator's Guide to the Internet Age\_ News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio*** 2nd Edition, Focus Press, Franklin, TN 2012.
- **Kern, *Sound Reporting: The NPR Guide to Audio Journalism and Production, 3rd Edition***, The University of Chicago Press, Chicago, IL, 2008.
- **Abel, *Out on the Wire: The Storytelling Secrets of the New Masters of Radio***, Broadway Books, New York, NY, 2015.
- **Kaempfer, Swanson, *Radio Producer's Handbook***, Allworth Press, New York, NY, 2004.
- **Biewen, Dilworth, *Reality Radio: Telling True Stories in Sound***, The University of North Carolina Press, Chapel Hill, NC, 2010.

## Expectations:

*This isn't like the terms of service that nobody really reads when downloading an app. These are our rules of the road – your path to success and a great grade. So read and remember:*

- **Attendance:** Show up when the class starts; stay until we're finished. Regular attendance is critical and will affect your grade.
- **Work ethic:** Always arrive prepared, meet deadlines, participate in class discussions - and have fun, too.
- **Technology:** Follow all protocols for use of Loyola equipment and technology. Always be a good scout; leave every campsite cleaner than you found it.
- **Spelling, grammar and writing skills:** Podcasting involves writing, not just talking. Your writing quality is a key part of your grade. Don't hesitate to use the Loyola Writing Center <http://www.luc.edu/writing/> to help improve your work.
- **Research and reasoning:** Valid, research-based sourcing matters. **Wikipedia is not a primary source for this class**, but it can lead you to potential sources. In a world awash in fake news, you need to be a discerning, critical thinker when choosing research sources.
- **Trust:** Respect for each other and for human dignity are essential values in all facets of this class.

## Grades and How They're Earned:

*Your grade is determined by these assignments. Note the maximum point value for each.*

- **Attendance and participation: 250 points**
- **Essay/Intro Assignment: 100 points**
- **Audio Postcard: 100 points**
- **Expert Interview: 150 points**
- **Podcast Critique Paper/Presentation: 150 points (Paper: 100 points, Presentation: 50 points)**
- **Final Project - Scripted Podcast: 250 points**

**Total points: 1,000**

## **UPGRADE Option Assignment: Bonus Podcast**

**Create an additional podcast of at least 5 minutes in length.** This podcast will be evaluated on its originality (no re-use of material from earlier work), writing, delivery, use of sound and the accompanying blog post you create for your site.

Eligible class members may complete the **UPGRADE** assignment to potentially boost their grade. This assignment will provide **up to 50 additional points**.

### **To be eligible, you must have:**

1. Missed no more than one class in the semester.
2. Participated actively in class
3. Completed all other class assignments.

### **Grade scale:**

1,000-930 =	<b>A</b>
929-900 =	<b>A-</b>
899-870 =	<b>B+</b>
869-830 =	<b>B</b>
829-800 =	<b>B-</b>
799-770 =	<b>C+</b>
769-730 =	<b>C</b>
729-700 =	<b>C-</b>
699-670 =	<b>D+</b>
669-630 =	<b>D</b>
Below 629 =	<b>F</b>

### **Deadlines and Submitting Assignments:**

All deadlines are firm. Don't procrastinate or negotiate. Missed deadlines will have a serious impact on your grade.

# Class Assignments

## #1 - Essay/Intro:

**Due - February 27<sup>th</sup> before 4:15pm**

- Create a 5 minute essay/introduction to your podcast.
- Post the script to Sakai in Assignments.
- Post the podcast to Sakai in Podcasts and to your website.
- Push on various social media platforms.

**Maximum grade: 100 points**

## #2 - Audio Postcard:

**Due - March 20<sup>th</sup> before 4:15pm**

- Record and incorporate sound elements and MOS Interviews and/or script into a 2-minute audio postcard.
- Post to Sakai podcast area and to your website.
- Push on various social media platforms.

**Maximum grade: 100 points**

## #3 - Expert Interview:

**Due – Begin work April 3rd/Post deadline is April 10<sup>th</sup> before 4:15pm**

- Record an expert on a topic relevant to your podcast 10-15 minutes in length.
- Edit and post interview on Sakai podcast area and your website.
- Write blog entry on the conversation and post to Sakai assignments area.
- Push on multiple social media sites.

**Maximum grade: 150 points**

## #4 - Podcasts Critique Paper/Presentation:

**Due - April 24<sup>th</sup> before 4:15pm**

- Critique the 3 podcasts you've chosen to follow.
- Produce a 5-minute presentation incorporating audio samples.
- Post the script of the presentation to the Sakai Assignment area and to your website.
- Post the audio to the Sakai Podcast area and to your website.
- Push on various social media platforms.

**Maximum grade: 150 points (Paper: 100 points, Presentation: 50 points)**

## #5 - Final Project: Scripted Podcast:

**Due - May 1<sup>st</sup> before 6:45pm**

- Create a podcast, at least 10 minutes in length, incorporating sound, scene, visual writing and interview.
- Post to the script to the Sakai Assignment area and to your website.
- Post the podcast to the Sakai Podcast area and to your website.
- Push on various social media platforms.

**Maximum grade: 250 points**

## #6 - UPGRADE Option Assignment\*

**Due – any time before May 1<sup>st</sup> 6:45pm**

- Create a podcast, at least 5 minutes in length, in the style of your choosing.
- Post to the script to the Sakai Assignment area and to your website.
- Post the podcast to the Sakai Podcast area and to your website.
- Push on various social media platforms.

**Maximum grade: 50 points**

**\*To be eligible, you must have:**

1. Missed no more than one class in the semester.
2. Participated actively in class
3. Completed all other class assignments.

## The Class

### Week-by-Week Rundown:

Here's a look at the topics we'll cover along with related assignments. ***Note: the class may shift focus in response to current events and serendipity.***

**January 16: No Class – MLK Day – But do the assignments below:**

**Assignments:** Use this time to prepare for our first class next week by doing the following:

- Read “Please, Please, For the Love of God: Do Not Start a Podcast”  
<http://thoughtcatalog.com/ryan-holiday/2016/10/please-please-for-the-love-of-god-do-not-start-a-podcast/>
- Select a 3 Podcasts of differing styles to discuss in class and to follow to throughout the semester. You must listen to them regularly and will critique them later in the semester.

## January 23: The Sound of Success in This Class

We'll learn about each other, the syllabus, podcasting, the technology we'll be using and what we should expect from each other in the weeks ahead.

### Introduction to Podcasting

What is this medium? How does it differ from radio?  
Students share selected podcasts.

### Recording Equipment and Rules of The Road

SoC Technology Coordinator Andi Pacheco will guide us on the use of Loyola technology and facilities.

### Introductions

Students will break into pairs and interview each other with digital recorder, import and select a clip to share.  
Overview of Garage Band.  
Basic editing  
Play Audio Interviews

### **Assignments for next class, January 30:**

- Pull a clip 1:00 - 2:00 minutes in length, from one of the podcasts that you find interesting (production value, writing, sound, music, conversation)
- Investigate social media options for each of the podcasts. Be prepared for for in-class discussion of your findings.

## January 30: Radio vs. Podcast

We will listen to select examples of podcasts. We will discuss various elements such as content, voice quality, research/preparation, format and social media. We will also tour WLUW facilities and learn about the radio facility from General Manager Eleni Prillaman.

### **Assignments for next class, February 6:**

- Continue listening to your selected podcasts. How is this content unique to the format/show?
- Pay attention to the host's voice and delivery. What works? What could be better?
- As you audit your podcasts, take notes. Be prepared to share your observations in class.

## **February 6: Personal Voice Vs. Produced Content**

We will compare and contrast broadcast content vs. podcast content. What characteristics are the same and which are different? We will examine “delivery” – and what qualities attract listeners to the voice of the host. We will also discuss how podcasts are being utilized by individuals and organizations.

### **Assignments for next class, February 13:**

- **Develop 3 segment ideas that fit within your podcast mission. Make notes.**
- **Describe how you would develop them specifically for your podcast focus.**

## **February 13: Journalistic Responsibility/Ethics in Media/Social Media Integration**

We will discuss responsibility to accuracy, ethics and diversity as a content provider. We will also examine how podcasts are making a more personal connection to their audience via social media and will begin to select and set up social media accounts

### **Assignments for next class, February 20:**

- **Continue listening to your selected podcasts, consider content, host personality, delivery and audience engagement through social media.**
- **Take notes and be prepared to discuss in class.**

## **February 20: Story Development, Recording/ Editing Techniques**

We will discuss crafting the story and incorporating research to further it. We will share essential elements of personal essays and learn the legal responsibilities of podcasters.

### **Assignment for next class, February 27:**

#### ***Graded Assignment #1 – Worth up to 100 points:***

- **Create a 5-minute essay/introduction to your podcast.**
- **Post the script to Sakai in Assignments.**
- **Post the podcast to Sakai in Podcasts and to your website.**
- **Push on various social media platforms.**

## **February 27: Audience Engagement: Social Media in Podcasting**

We will explore how social media is utilized to engage and develop audience, how to Curate related audio, set up a system and connect to social media to support subscribers.

### **Assignments for next class, March 13:**

- **Set Up Social Media for Podcast, Twitter, Facebook Page, Soundcloud and SquareSpace Blog**

## **March 6 - No Class – Semester Break**

## **March 13: Scene Set - The Sound of Audio Storytelling**



We will explore using audio to establish place within there podcast. Incorporating sound and visual imagery in writing to take the listener to a place that helps us understand an issue deeply

### **Assignments for next class, March 20**

#### ***Graded Assignment #2 – Worth up to 150 points:***

- Record and incorporate sound elements and MOS Interviews and/or script into a 2-minute audio postcard.
- Post to Sakai podcast area and to your website.
- Push on various social media platforms

### **March 20: Research Techniques**

We will explore idea development using research on the topic, how to identify experts, how to use critical thinking as a researcher and how to avoid unreliable information.

### **Assignments for next class, March 27**

- Research 3 potential interviewees on a topic of your choosing, writing and explanation of each expert and questions you'd ask each. Bring your notes to class.

### **March 27: Interview Techniques**

We will share topics and experts in small groups and continue to develop preparation, questioning, follow-up questioning and note-taking skills.

### **Assignments for next classes, April 3 & 10**

#### ***Graded Assignment #3 – Worth up to 150 points:***

- Due April 3: Record an expert on a topic relevant to your podcast 10-15 minutes in length.

#### **Note:**

- Due April 10: Edit and post interview on Sakai podcast area and your website.
- Due April 10: Write blog entry on the conversation and post to Sakai assignments area.
- Due April 10: Push on multiple social media sites

### **April 3: Ethics in Editing**

We will look at both the skills and values involved in editing audio. Creativity is important; so is credibility. We will look at how to make certain you are both effective and ethical as an editor.

### **Assignments for next class, April 10**

#### ***Graded Assignment #3 continued – Worth up to 150 points***

- Edit and post interview on Sakai podcast area and your website.
- Write blog entry on the conversation and post to Sakai assignments area.
- Push on multiple social media sites

### **April 10: Scripted Piece**

We've been trained to write for readers. But how do you write for the ear as well as the eye? We will focus on writing that engages listeners.

#### **Assignments for next class, April 17**

- Write a proposal for a scripted piece, describing the issue, the person who you hope to interview and what scene you wish to incorporate. Bring your draft proposal along to class.
- Begin composing draft of **Assignment #4: Podcast Critiques**. Think about audience engagement (social media presence), personality of host/podcast, topic exploration, writing and interviewing style.

#### **April 17: Ideas Workshop/Monetizing Podcast**

We will use this session to give you time to explore ideas and check in with your faculty. We will also look at the business side of podcasting and what it takes to generate revenue.

#### **Assignments for next class, April 24**

***Graded Assignment #4 – Worth up to 150 points (Paper: 100 points, Presentation: 50 points)***

- Produce a 5-minute paper and podcast presentation incorporating audio samples.
- Post the paper to Sakai Assignment area and to your website.
- Post the audio to the Sakai Podcast area and to your website.
- Push on various social media platforms.

**ALSO: Begin gathering recorded material for Assignment #5: Final Project – Scripted Podcast**

#### **April 24: Podcast Critique Presentation/Open Workshop**

**Assignment for May 1**

***Graded Assignment #5 - Final Project: Scripted Podcast:***  
***Due - May 1<sup>st</sup> before 6:45pm – worth up to 250 points***

- Create a podcast, at least 10 minutes in length, incorporating sound, scene, visual writing and interview.
- Post to the script to the Sakai Assignment area and to your website.
- Post the podcast to the Sakai Podcast area and to your website.
- Push on various social media platforms.

**May 1: Final Project Due by 6:45pm**

**Upgrade Option Assignment Due by 6:45pm**

## Academic integrity

Here are the rules of the road, quoting from Loyola School of Communication Dean Don Heider's syllabi:

"Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SoC:

**1. Academic dishonesty of any kind will not be tolerated.** Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naïve is not an acceptable excuse for not properly referencing sources.

**2. It is dishonest to:**

Turn in the same work for two classes

Turn in a paper you have not written yourself; or

Copy from another student or use a "cheat sheet" during an exam.

*Turning in work that is not your own will result in failure on the assignment and possible dismissal from the class.*

You can find Loyola's policies regarding academic integrity at:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). "

## Students with disabilities

Loyola's information:

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities (SSWD) confidentially to me, early in the semester. I will accommodate those needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

For specifics on services and eligibility, see Loyola's SSWD website:

<http://www.luc.edu/sswd/index.shtml>.

## Instructor bios:

**Matthew Cunningham** - Creative Producer – Lead at Truthful Enthusiasm

An award-winning multimedia producer with more than 15 years Major Market experience at WBBM Newsradio 780 AM and WBEZ 91.5FM in Chicago. Focused on increasing the quality of content through the use of intriguing stories.

He has received 2 *Society of Professional Journalist*, Peter Lisagor Awards, an Illinois Associated Press Award and a James Beard Award for Podcasting. He has a proven ability for enhancing the depth and breadth of pieces through storytelling, captivating audio and visual elements and superior editing ability.

Besides his co-instructing Podcasting at Loyola University Chicago, he teaches Podcasting and a Digital Journalism class at Columbia College Chicago. As Lead Producer the production company Truthful Enthusiasm, he produces exhibition videos at Chicago area museums.

**Jill Geisler** holds the Bill Plante Chair in Leadership and Media Integrity at Loyola University Chicago. She earned her master's degree in leadership studies from Duquesne University and bachelor's degree in journalism from the University of Wisconsin. She teaches and coaches leaders across the globe, in journalism and beyond.

She is the producer of two podcasts. Her "What Great Bosses Know" podcasts on iTunes U have been downloaded millions of times worldwide and consistently ranks in iTunesU's Top Ten Collections.

She's now producing a new podcast from Loyola: "Q&A: Leadership and Integrity in the Digital Age" – which looks at the intersection of leadership, communications, technology and ethics.

Her book: ***Work Happy: What Great Bosses Know*** has been hailed as "an accessible, useful encyclopedia of managerial guidance artfully drawn from Jill Geisler's years as a master boss, learner, teacher and coach."

Jill's earliest journalism work was as a reporter, photographer, producer and anchor. She was among the country's first women to lead a major market TV newsroom when she became news director of WITI-TV in Milwaukee in 1978. Jill led an award-winning team for several decades – built on the twin pillars of ethics and enterprise.

In 1998, she joined the faculty of the Poynter Institute, guiding its leadership and management programs for sixteen years. She developed a reputation as a master teacher who turns theory into practical application and action.

Jill has been inducted into multiple media halls of fame. She serves on the advisory board of the Journalism and Women Symposium and The Center for Journalism Ethics at the University of Wisconsin and as lead faculty for the American Society of News Editors Emerging Leaders Institutes.

Jill lives in Bayside, Wisconsin with her husband Neil Jaehnert. They have two sons: Noah, a manager in the field of cyber security and MacNeil, who owns a social media marketing consultancy. Tugboat, an elderly canine shelter adoptee, owns them all.