

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** EMDA 302
2. **Course title:** Podcast Design & Production
3. **Abbreviated title for class schedule** (30 characters or less): Podcast Design & Production
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** A production course combining research (including close listening) and the creative process (writing, designing, and recording a finished podcast). We will examine the history as well as contemporary practice of radio plays, audiobooks, and podcasts, and we will culminate by launching our own individual or collaborative projects while reflecting insightfully and critically on learning and creative processes.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number) EMDA 202 Sound & Narrative Design **or** DCIN 101 Production Tools 1: Audio **or** TA 242 Theater Sound **or** MUS 115 Audio and Music Production 1

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**
A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions:

9. **Is course repeatable?** Yes ☒ No ☐ If Yes, list maximum credits: 8

10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:

11. **Fees:** List any course fees:

12. **Grade Mode:** Graded only: Pass/No Pass only: Option: X

CIP Code: Six-digit CIP code (check with your Division Director): 50.0102 - Digital Arts

13. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? If yes, list Strand(s)

B. Honors?

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?
In rapidly emerging platforms of digital storytelling, perhaps none commands our sustained attention as powerfully as audio formats like the modern podcast. By telling our creative and/or nonfiction stories in podcasts, we take advantage of multiple tracks as well as multiple modes (verbal and ambient, diegetic and nondiegetic sound) as well as additional, intrinsic features of transmedia that allow integration with digital networks on Soundcloud, Spotify, YouTube and beyond.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

We've often discussed our mission as reaching emerging audiences across platforms of digital storytelling: audio, visual, and interactive. Podcasts are a ubiquitous medium for this plan. Some of it has to do with the ease (low bandwidth, small file-size, easily downloadable) and convenience (hands-free and even eyes-free, so you can "read" a podcast while driving, walking, doing a workout). These aspects of podcasts' popularity have only become more pronounced since the pandemic.

2. How does the course fit into the rest of the unit's curriculum?

In conjunction with our emphases on animation, game design, and interactive narrative, podcasts feature additional affordances to making audible media a part of the production process, whether business or nonprofit, creative or commercial.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 20; Year 2: 20; Year 3: 20

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Arellano
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Already offering regularly as a soft-numbered course.
- c. If additional faculty members are needed, how will that need be met? Syllabus is well developed and easily transferrable to other full-time faculty or already-identified adjunct instructors.

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. N/A

3. *Other*:

a. Are Hannon Library resources sufficient to meet the needs of this course?

Yes

b. Are any other resources needed to support this course?

If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university?

None: there currently is no regular course in this medium.

2. Will any of your prerequisites affect other academic programs?

No.

17. Syllabus

ATTACHED (PDF).

Approvals:

Signature of Division Director

Date

4/29/16

EMDA302

Podcasting (Podcast Design & Production)



COURSE SYLLABUS

I. Course Title

EMDA302 – Podcasting (Podcast Design & Production)

II. Course Credit

4 credits

III. Prerequisites

None

IV. Course Professor

Robert Arellano
Professor, Emerging Media & Digital Arts
Phone: 541.552.8146
Email: arellanor@sou.edu

V. Course Description

This is a **production** course combining research (including close listening) and the creative process (writing, designing, and recording a finished podcast). We will examine the history as well as contemporary practice of radio plays, audiobooks, and podcasts, and we will culminate by launching our own individual or collaborative projects while reflecting insightfully and critically on learning and creative processes.

VI. Course Rationale

What draws us to creative and/or nonfiction stories in audio formats like the modern podcast? Surely, some of it has to do with the ease (low bandwidth, small file-size, easily downloadable) and convenience (hands-free and even *eyes-free*, so you can “read” a podcast while driving, walking, doing a workout). But there are additional affordances to making audible media a part of your production process, whether business or nonprofit, creative or commercial. By telling our stories in podcasts, we take advantage of multiple tracks as well as multiple modes (verbal and ambient, diegetic and nondiegetic sound) as well as additional, intrinsic features of transmedia that allow integration with digital networks on YouTube, Facebook, Soundcloud, and beyond.

VII. Course Objectives

Course Learning Objective		Assessment Tools	
1. Create verbal and sonic stories to communicate accomplishments to different audiences.		Project evaluation and feedback.	
2. Demonstrate how to construct and/or adapt evidence of learning using different forms of expression (written, audible, and transmedia).		Research evaluation and feedback.	
3. Demonstrate how to reflect appropriately on learning as it occurs in multiple settings (formal academic, professional, and informal)		Participation in weekly discussion forums.	
4. Demonstrate understanding of the value of managing digital identity for personal branding, and apply this understanding to professional context (including expansion to employer digital identity).		Completion of album design and digital-marketing assignments.	
5. Apply concepts from models for innovation (e.g., Minimum Viable Product model) to development of a digital portfolio		Peer feedback, instructor evaluation, and self-assessment essay.	

VIII. Materials

Soundcloud Playlist

Shared playlist, Soundcloud & other podcasting channels TBA ([here's a link to last year's class's](#))

Other Resources

Library resources and web readings as provided on Moodle for no additional charge.

IX. Course Outline and Expectations

Over the course of the 10-week term, students will...

- Define your goal and audience
- Choose a name and format
- Decide on a title and treatment
- Start with a raw recording
- Prep your recording for editing
- Learn basic audio editing
- Finalize your podcast
- Create your album-art and social-media marketing designs, and...

- Launch your podcast!

Participation/Attendance

For online courses, non-participation means the failure to login for any group assignments (i.e., Zoom meetings, Moodle discussions, etc.) or complete weekly assignments.

Course Communication Policy

All student communication to faculty should be done through Moodle and email. For general questions about course items and resources, use the “Course Q&A” forum, found at the top of your course page. For questions regarding late assignments, grades or other personal matters, email the instructor through Moodle's Quickmail or SOU email. You may expect a response to any inquiries by the end of the following business day. You may expect feedback on routine course assignments within 72 hours and major projects within one week.

X. Technology Requirements

Computer/Technology Requirements

Online students will need regular access to a personal computer that runs on a broadband Internet connection.

Moodle Learning Management System

Students are provided with Moodle guides and online ticketing service when a Moodle issue arises. Submit a ticket at <https://support.sou.edu> or call (541) 552-6900 for assistance.

XI. Grading and Evaluation

Final Grade Calculation

Assessments	Percentages
Week 1 Assignment: Intro to the course – contribute to a discussion on this Moodle forum (to be used throughout course)	5
Weeks 2 & 3: Define your goal and audience	10

Weeks 3 & 4: Choose a name and format , develop a one-page treatment	10
Week 5: Production doc (& draft of script/discussion questions)	10
Weeks 6 & 7: Album art & marketing graphics	10
Weeks 8 & 9: Rough mix and peer-feedback workshop	10
Week 10: Project launch	35
Weekly participation (in discussion forum + Zoom)	10
Total:	100%

Grading

In determining the final course grade, the following scale is used:

A	93 - 100%	C+	77 - 79%
A-	90 - 92%	C	73 - 76%
B+	87 - 89%	C-	70 - 72%
B	83 - 86%	D	60 - 69%
B-	80 - 82%	F	below 60%

See Moodle for more detail on weekly assignments. If you do not understand an assignment, please post a question to the forum on Moodle.

Quizzes/Exams

N/A

Late Work Policy

Except for exceptional circumstances, late work will be accepted only within 72 hours (three days) of the stated due date. For late work that is accepted, a penalty of 20% will be applied—20% of the total possible points will be taken off the top of the score earned (resulting in a 2 point deduction for a 10-point item or 1 point deduction for a 5-point item, for instance). Missing work will be recorded as zero.

XII. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

XIII. Additional Course Information

Syllabus Subject to Change — While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive events that result in changes to the syllabus.

Special Statements on COVID-19 for Spring 2020

Raider Reminder:

Even with all of the changes to our learning and co-curricular environments, we remain upstanding Raiders who abide by the [Code of Student Conduct](#) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](#). Make sure any contact with others is wanted, that any recording is done with informed consent of any other party, and involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](#). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in our virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

In accordance with the Governor's Executive Order 20-12, SOU is limiting contact between individuals and restricting access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's main [COVID-19](#) pages and adhere to campus building closures and restrictions. Until regular campus operations resume, access to faculty and many staff members will be limited to remote means. Students are reminded that they must comply with all campus closures and restrictions.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: <https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>
In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialling 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.

Statement on Military and Other Forms of Active Service Duty

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other course work due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade.

Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.