

LFS 400

Audio Storytelling

W2019 Term 2

MCML 258

**Wednesdays 10-12,
Fridays 11-12**

This course teaches you to use audio technology and a journalistic framework in order to tell powerful stories and present academic content in new ways. It is a seminar course with a lot of personal attention, critical feedback and weekly lab-based work. By the end of the term, students will have the ability to share their knowledge in effective and creative ways.

We acknowledge that the UBC Point Grey campus is situated on the traditional, ancestral and unceded territory of the Musqueam people.

Instructors

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Course Website

The online component of this course may be found at canvas.ubc.ca and an archive of student work may be found at lfs400.landfood.ubc.ca

Learning Outcomes

Upon successful completion of this course, the students will be able to:

- Synthesize information to form an original personal narrative or a story;
- Apply technological tools to convey their content in podcast format;
- Develop media literacy for critical engagement with disciplinary knowledge.

During this course, students will learn to:

- Apply critical and creative thinking skills in the collection and analysis of information;

- Compare different channels and purposes of journalistic communication (e.g., traditional media outlets, social networks);
- Integrate discipline specific knowledge in powerful messages through 'humanizing the content';
- Understand the basic mechanics of creating a message for a purpose (e.g., story for emotional engagement, dissemination, awareness building, advocacy, news etc.);
- Develop skills to effectively critique their own and peers' work;
- Give and receive meaningful feedback

Course Requirements

Active participation in the class and completion of all assignments by the deadlines indicated in the course schedule is a pass/fail issue. Personal accountability is a big part of this course. We ask you to let us know if there are issues keeping you from fully participating in the course.

Assignment Descriptions

Streeter (with transcript & forum post)

Pitch: Wednesday, January 15, **Due:** Wednesday, January 22

Worth: 10%

Each student will create a one minute podcast based on street interviews (i.e., a 60 second-long series of questions and answers recorded and edited by the "student reporter"). The topic/question is decided in advance in consultation with instructors and should connect to the student's academic interests (i.e., a topic within LFS's domain). Students are encouraged to approach at least ten (10) other students on campus to record their comments/opinions/ideas on the questions asked. Once recorded, the collected material (no more than 10mins) is to be transcribed (this is a tool for characterizing the material you have gathered—from there you will make editorial choices about which audio you will use) and transferred to a digital editing system (e.g., Audacity) and edited for time and content. Final 'streeters' should demonstrate technical proficiencies as follows:

- 1) produce good quality audio recordings,
- 2) edit recordings (e.g., copy/paste, time-shift), and
- 3) insert introduction and conclusion with relevant fade-ins/fade-outs.

Students are also required to post streeters to the discussion forum and provide feedback on their peers' work. You will be assigned to a group where you'll be prompted to comment on four other students' pieces.

A note on file naming: For this and all other submitted assignments, please name your file: **LFS400_FirstnameLastname_Assignmentname**

(i.e., LFS400_DuncanMcHugh_Streeter.mp3, LFS400_WillValley_outline.pdf)

Core Learning: Develop proficiency in technological skills for interviewing, audio recording, editing, and podcast construction.

Voicer (with script & forum post)

Pitch: Wednesday, January 29, **Due:** Wednesday, February 5

Worth: 10%

Each student will create a two minute sound story based on one of their academic interests (i.e., a topic within LFS's domain). Students will write, perform and record material that tells a compelling and complete story (i.e., beginning, middle, and end). Topics will be developed collaboratively. Assistance will be provided for writing, editing and story development. Students will be required to contact and interview at least 1 (one) source/character. Please include the script used for the assignment when submitting audio file.

Students are also required to post voicers to the discussion forum and provide feedback on their peers' work. You will be assigned to a group where you'll be prompted to comment on four other students' pieces.

Core Learning: Develop proficiency in audio recording and editing, narration, and story development.

Project Outline for Final Podcast

Pitch: Wednesday, February 12, **Due:** Friday, February 14

Worth: 10%

Each student will submit a completed 'Project Outline,' a detailed proposal of your subject matter, possible contacts, rationale and story plan. Additional information will be provided in class. Be prepared to pitch your story during Wednesday's class (Feb 6th). You will then have two days to incorporate feedback received into your written submission.

Soundscape

Due: Wednesday, March 11

Worth: 5%

Each student will collect and compile sounds that will be incorporated for their final podcast. Additional information will be provided in class.

Draft Podcast & Presentation

Due: Wednesday, March 25

Worth: 10%

Each student will produce a draft of their final podcast based on the outline. This draft will serve as an opportunity to provide and receive feedback that will be incorporated into the Final Podcast. This draft will be reviewed by instructors and classmates. This is a collaborative approach to storytelling which will help you to determine which storytelling methods are most effective for the story you choose to tell. You must be prepared to defend your editorial choices (e.g., language, characters, scenes developed) and be open to constructive suggestions. You will be required to present your draft in class and submit audio clips for evaluation.

Required for presentation:

- A graphic with the narrative structure of the piece (use can use multiple graphics or slides if you wish. Only one is needed.)
- An assortment of audio clips, representative of the various interviews, sounds, music and narration that your piece uses. Given the 10min time constraint of the in-class presentation, you should be selective in the clips you choose, and leave time for feedback.

Required for submitted assignment:

- A graphic or slides with the narrative structure of the piece
- A rough draft of your full piece, as close to final form as possible, with the understanding that you may not have completed your reporting. Include placeholders for missing interviews and sounds where needed.

Final Podcast (with description)

Due: Wednesday, April 8

Worth: 25%

Each student will contribute a 10 to 12 minute audio story. The subject of the podcast should centre on some aspect of Land and Food Systems. In addition, students will submit an image and a brief text summary/description (20-30 words max). This will be used to index your podcast. Additional details will be given in class

Post-podcast Reflection

Due: Wednesday, April 22

Worth: 10%

Each student will produce a post-podcast reflection in a form and format of your choice. For example, it could be in the form of a video diary, a poem, or an audio essay, as long as at least one digital medium is used. It should provide us with your story.

Specifically, each reflection should include the following:

1. what was it like to participate in this course/on this project? How was your creative journey?
2. your thoughts about your podcasts including its production and how the final product was different from the ones originally envisioned;
3. identification of opportunities for improvement to your podcast including what you could have done better/different or included if you had more time;
4. a summary of what you learned during the process and what tools or techniques will you apply in your professional life?;
5. a suggestion of what your next foray in to digital storytelling may be...

Participation

Worth: 10%

You will be graded on the quality of your in-class and online comments, as well as your engagement in class and your attendance.

Bonus Assignment: Podcast Analysis

Worth: 2%

Students are encouraged to bring in examples of exemplary podcasts they've encountered. Five minutes at the beginning of each class will be reserved for presentation and discussion. Further details about this assignment will be provided in class.

Grading

Quiz 1	/	2%	/	Friday, January 17
Streeter	/	10%	/	Due: Wednesday, January 22
Streeter Feedback	/	2%	/	Due: Wednesday, January 29
Voicer	/	10%	/	Due: Wednesday, February 5
Voicer Feedback	/	2%	/	Due: Wednesday, February 12
Project Outline	/	10%	/	Due: Friday, February 14
Streeter Feedback	/	2%	/	Due: Wednesday, January 29
Quiz 2	/	2%	/	Due: Friday, February 28
Soundscape	/	5%	/	Due: Wednesday, March 11
Draft Podcast	/	10%	/	Due: Wednesday, March 25
Final Podcast	/	25%	/	Due: Wednesday, April 8
Reflection	/	10%	/	Due: Wednesday, April 22
Participation	/	10%		

Course Schedule – W2019 Term 2
Subject to changes

Date	Wednesday	Friday
Week 1: Jan 8/10	Introduction to LFS 400 Audio Editing Workshop I: Basics & Audacity	Audio Editing Workshop II: Multi-track editing
Week 2: Jan 15/17	Story Structure: what works best for audio stories? <i>Streeter pitches</i>	Quiz #1: Audio Editing Creative Commons Workshop
Week 3: Jan 22/24	Audio Storytelling Making sense with sound Due: Streeter	Interview Skills
Week 4: Jan 29/31	Listening session How to create scenes in sound? <i>Voicer pitches</i>	Writing for the Ear
Week 5: Feb 5/7	Journalism Ethics Due: Voicer	Radio station tour at CiTR Lower Level of The Nest
Week 6: Feb 12/14	Guest lecture: Media Relations: Getting your message out Midcourse feedback <i>Outline pitches</i>	Midterm potluck Midcourse feedback Due: Outline
Feb 19/21	Reading Break	Reading Break
Week 7: Feb 26/28	Information literacy: evidence- based journalism, advocacy and storytelling.	Quiz #2: Podcast Evaluation Crafting your message
Week 8: Mar 4/6	Guest lecture: Science Journalism	Audio Project Management & audio editing refresher
Week 9: Mar 11/13	Individual feedback sessions to help students refine and design their stories Due: Soundscape	Performing your audio stories
Week 10: Mar 18/20	Guest lecture: Radio & Podcasting Practitioners	Drop-in
Week 11: Mar 25/27	Draft podcast due: Group feedback and suggestions Due: Draft	Drop-in
Week 12: Apr 1/3	Workshopping	Drop-in
Week 13: Apr 8/10	Due: Final podcast Listening Party	No class Reflection due Wednesday, April 22nd

Topics and Intellectual Territory Flow:

1. Course introduction
2. General Journalism and Storytelling
3. Interview Skills
4. Journalist, Citizen journalist, or Advocate? It all depends on your purpose
5. Podcast Story Construction and Paper edit Plan/Story Boarding
6. Technology 'platforms' and Communication/Traditional Media Outlets vs. Social
7. Networks: Implications, Advantages and Disadvantages; Using Data
8. Media Relations and Message Positioning

LFS 400 Grading Rubric

(Process steps are described on the following page)

Component	Excellent	Good	Satisfactory	Unsatisfactory
Host (student) Speaking Audio (25%) Process steps: c, d	Clear speaking voice, good pace and rhythm; high quality recording free from distractions and faults.	Clear speaking voice; good pace/rhythm; moderate audio quality.	Rhythm/pace of speech off by either speaking too quickly or too slowly; moderate audio quality with a few faults.	Difficult to understand words, poor quality audio with many faults.
Structure (25%) Process steps: b, c, d, e, f, h	Story is well organized and has a clear introduction, meaningful substance, and concise ending/conclusion.	Story is well organized but lacks either a clear introduction, meaningful substance, or conclusion.	Story organization is unclear but is still able to convey information.	Story is disorganized and without identifiable structure.
Audio Engineering (25%) Process steps: a, c, d, g, i, j, k	External recordings of high quality free from faults; transition/splices are smooth and without distraction.	External recordings of moderate quality free from faults; transitions/splices are smooth and without distraction.	External recordings of moderate quality with a few faults; transitions/splices are noticeable but only a minor distraction.	External recordings of low quality with faults; transitions/splices are abrupt and distracting.
Engagement / Content (25%) Process steps: b, c, d, e, f	Story highly engaging and entertaining delivering accurate information.	Story engaging and informative.	Story neither engaging nor entertaining but delivers accurate information.	Story boring without delivering accurate information.

General Podcast Production Process Steps

Steps/Objectives	Details/Examples	Avoid:
a. Obtain and test a digital audio recording device	Laptop with mini-jack or USB microphone; borrow a field recorder from the Learning Centre;	Recorders with unique and incompatible formats; anything without a USB or DV connector
b. Pre-podcast documentation-determine and clearly state the topic and focus of the audio recording	Topic: Duck feeders vs skunk feeders in Stanley Park Focus: Stella G thinks the skunks should be allowed to eat the ducks, JoJo favours duck rights.	
c. Identify and record or secure sources of audio material	Record yourself, other people who are ready to talk; set time; place; record wild sound, on location sound; download from Creative Commons web sites	Copyrighted material
d. Secure permissions if required	Written or recorded consent stating purpose, names, dates	
e. Review, transcribe recorded material, rejecting unusable material	Either approximate or exact text of spoken content, with your notes about quality, tone, feel eg: 15:18-15:23 Billie: Get me some data - sarcastic	working information only, helps you know your recordings
f. Produce a rough paper edit / plan; e.g., a storyboard	Printout from transcript showing clip times, cut into pieces and rearranged into story; word processing document,	
g. Upload source material to a computer with audio editing software	Connect audio source to computer with USB cable; import file from within editing application	
h. Arrange clips into planned sequence (rough edit)	Music, Introduction, location sound, interviews, commentary, conclusions, wrap-up sound	
i. Review and fine-edit sequence	Ask "Does this work?" e.g., Second interview segment rambles, shorten	
j. Fine-tune timing	Billie starts to say "...and" trim clip tail end, cut sooner	
k. Fine-tune levels	Second interview too loud, music up	
l. Export to a playback file format: mp3	Export to mp3	Lab computers may delete your project if you leave it. Check lab policy; save Audacity project <i>and</i> media folder.