

LFS 400

Audio Storytelling

W2021 Term 2

Wednesdays 10-12, MCML 358

Fridays 11-12, MCML 258

On Zoom to start the term

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. Given the remote nature of the start of this term, students are encouraged to think about the history of the land that they work and live on.

Instructors

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Virtual office hours: Fridays, 9:30am-10:45am, or by appointment

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Virtual office hours: Fridays, 12pm-1pm, or by appointment

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

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_JuliCarrillo_outline.pdf)

Streeter (with transcript & forum post)

Pitch: Wednesday, January 19,

Due: Wednesday, January 26

Worth: 10%

Each student will create a one-minute podcast based on 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 record at least five people (at least one of whom should be recorded remotely and must follow public health guidelines) to record their comments/opinions/ideas on the questions asked. Once recorded, the collected material (no more than 10 mins) 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.

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

Voicer (with script & forum post)

Pitch: Wednesday, February 2

Due: Wednesday, February 9

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. Interviews may be recorded remotely and must follow public health guidelines. 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: Friday, February 11

Due: Wednesday, February 16

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 in class.

Soundscape

Due: Wednesday, March 9

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 23

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 (You may 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 image & description)

Due: Wednesday, April 6

Worth: 25%

Each student will create 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 a Creative Commons-licensed image and a brief text summary/description (20-30 words). This will be used to index your podcast. Additional details will be given in class.

Post-podcast Reflection

Due: Wednesday, April 20

Worth: 10%

Each student will produce a post-podcast reflection in a 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 through the course.

Specifically, each reflection should include the following: what was it like to participate in this course/on this project? How was your creative journey?

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

Podcast Analysis

Worth: 2%

Students are to bring in an example of an exemplary podcast episode they've encountered that relates to core competencies developed in the course (e.g. multi-track editing, writing for the ear, interviewing). Five minutes at the beginning of each class will be reserved for presentation and discussion.

Participation

Worth: 5%

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

Self-reflection

Worth: 5%

Grading

Quiz 1	/	2%	/	Friday, January 21
Streeter	/	10%	/	Due: Wednesday, January 26
Streeter Feedback	/	2%	/	Due: Wednesday, February 2
Voicer	/	10%	/	Due: Wednesday, February 9
Voicer Feedback	/	2%	/	Due: Wednesday, February 16
Project Outline	/	10%	/	Due: Wednesday, February 16
Quiz 2	/	2%	/	Due: Friday, March 4
Soundscape	/	5%	/	Due: Wednesday, March 9
Draft Podcast	/	10%	/	Due: Wednesday, March 23
Final Podcast	/	25%	/	Due: Wednesday, April 6
Reflection	/	10%	/	Due: Wednesday, April 20
Podcast Analysis	/	2%		
Participation	/	5%		
Self-reflection	/	5%		

Course Schedule – W2021 Term 2
Subject to changes

Date	Wednesday, MCML 358	Friday, MCML 258
Week 1: Jan 12/14	Introduction to LFS 400 Audio Editing Workshop I: Basics & Audacity	Audio Editing Workshop II: Multi-track editing
Week 2: Jan 19/21	Story Structure: what works best for audio stories? Streeter pitches	Quiz #1: Audio Editing Creative Commons
Week 3: Jan 26/28	Audio Storytelling Making sense with sound Due: Streeter	Interview Skills
Week 4: Feb 2/4	Listening session How to create scenes in sound? Voicer pitches	Writing for the Ear
Week 5: Feb 9/11	Journalism Ethics Due: Voicer	Outline pitches
Week 6: Feb 16/18	Guest lecture: Media Relations Due: Outline	Midcourse feedback
Feb 23/25	Reading Break	Reading Break
Week 7: Mar 2/4	Information literacy: evidence- based journalism, advocacy and storytelling.	Quiz #2: Podcast Evaluation Crafting your message
Week 8: Mar 9/11	Guest lecture: Science Journalism Due: Soundscape	Audio Project Management & audio editing refresher
Week 9: Mar 16/18	Guest lecture: Radio & Podcasting Practitioners.	Performing your audio stories
Week 10: Mar 23/24	Draft podcast due: Group feedback and suggestions Due: Draft	Drop-in
Week 11: Mar 30/ Apr 1	Individual feedback sessions to help students refine and design their stories	Drop-in
Week 12: Apr 6/8	Listening Party Due: Final podcast	Listening Party, pt 2

Reflection due Wed, April 20th

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 for Audio Assignments

Component	Excellent	Good	Satisfactory	Unsatisfactory
Host (student) Speaking Audio (25%)	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%)	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%)	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%)	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.