Podcraft: Writi...
Podcasts
IDH3931: Interdiscipli...
Honors

Course Details

- **Instructor**: Eric Vallee
- **Email**: Eric.Vallee@ufl.edu
- **Office Hours**: Wednesday; 2-4PM; TUR 2215
- **Meeting Time**: Thursday; 3:00-3:50PM
- **Location**: [LIT 0119](LIT 0119)

Course Overview

Welcome to (**Un)common Writes for Honors**, a writing workshop designed to ignite your imagination, hone your writing skills, and foster a community of wordsmiths. Whether you're an aspiring novelist, a poet, or simply someone who loves to play with language, music, or digital endeavors, this course invites you to explore the art of storytelling, experiment with different genres, and find your unique voice.

Podcasts offer an enriching opportunity to develop your voice – literally and figuratively – and to reach new communities. Whether you are crafting a story, unraveling a research question or mystery, or showcasing works of art or performance, podcasts can enliven your subject matter with the mixture of intimacy and spontaneity unique to the form. Though often conversational in tone, podcasts absolutely depend upon well-crafted writing. Writing lends the structure (sometimes explicitly, sometimes implicitly) necessary to transform the mere *discussion* of a topic into a compelling *story* that unfolds within your listeners' imagination.

This course will take you through the full process of developing a podcast from an initial idea to a fully crafted episode. We'll start by creating a pitch identifying your listener base, premise, and format; then structure the podcast via storyboarding and scripting; and finally collect, create, and shape audio into a well-constructed story. Along the way, we will listen to and analyze model podcasts innovating the medium, adapt your writing to your personal voice, and practice strategies for audio storytelling, recording, and editing.

Student Learning Outcomes

By the end of this course, students will:

1. Create original podcast production pitch(es), production notebook, podcast episode/segment, and show notes.
2. Demonstrate familiarity with popular podcast formats, scripting and interview techniques, and audio recording and editing.
3. Identify and develop their individual authorial voice.
4. Understand how to provide and receive constructive feedback.
5. Participate in a supportive writing and listening community, including listening parties and critiques.

Required Materials and Expectations

Writing Journal: A dedicated notebook or audio journal for jotting down ideas, drafts, and reflections.

Selected Readings: Provided by the instructor.

Recommended Recording Equipment: Podcasts can and are created often with minimal technical equipment, a tradition we will follow. Basic equipment includes:

- A microphone (a smartphone will do in a pinch)
- Headphones (over-ear strongly recommended; earbuds not recommended)
- A quiet space
- Recording and editing software: Audacity (free), Garageband (free for Mac users), Adobe Audition

Course materials on recording equipment will be provided

Open Mind and Curiosity: Bring your passion for writing and a willingness to explore.

Recommended Reading

All required readings will be provided by the instructor. However, the following work is enthusiastically recommended as a companion to the course:

Out on the Wire: *The Storytelling Secrets of the New Masters of Radio*, Jessica Abel. Broadway Books, New York, NY, 2015

Course Structure

1. **Week 1-4**: **Design Your Premise**
2. **Week 5-6**: **Plan Your Production**
3. **Week 6-11**: **Craft Your Story**
4. **Week 12-13**: **Assemble Your Audio**
5. **Week 14-15: Share with Your Community: Showcase and Portfolio**

Assignments

The Production Book:
Students will construct a production book that will serve as the foundation for the design and structure of their podcasts. Intended as a one-source repository for the podcast project, the production book comprises multiple documents, each of which serves as it's own, smaller assignment:

- *Listener Profile:* Students will define, locate, and research their target audience(s), including their primary, secondary, and tertiary listener groups.
- *Find a Model Podcast/Competition Survey:* Students will find and examine competitor podcasts, assessing elements for emulation and opportunities for differentiation
- *Pitch:* Students will create pitches for their podcast and/or episode. Pitch will include audience pleasure and pain points, format, and one-liner description

The Podcast Episode/Segment:
Students will write, record, and edit either a segment or an episode of their podcast. The podcast episode can be completed either as a solo assignment or students can pair together as cohosts.

- *Storyboard:* Students will create a storyboard to shape the narrative arc and key beats for their podcast episode. Storyboard will include written scripts for portions of the episode, including, at minimum, the intro and outro. Writing for the main segment will be presented in a form appropriate to their format (e.g. a mix of questions and quotations for an interview or panel discussion).
- *Production Checklist:* Students will plan out their audio collection based on their story.
- *Final Episode/Segment:* As the capstone project for the course, students will plan a podcast premise/format and then storyboard, record, and edit a short episode or

segment. Final Podcasts will be between 7 and 20 minutes and may be based on either an original idea or adapted from a previous research or creative project.

Assessment

Participation	Active engagement in discussions and workshops.	200
Weekly Writing Assignments	Respond to prompts and share work.	400
Peer Critiques	Provide constructive feedback to classmates.	200
Final Showcases and Portfolio	Compile your revised work into a portfolio.	200
Total		1000

Grading scale

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
E	< 60.0 %	to 0.0%

It is this class's policy NOT to round grades up or down. An 89.9 is a B+, an 93.9 is an A-, and so on. At the discretion of the instructor, minor assignments (homework and class activities) may be dropped from or added to the schedule. If assignments are dropped, the final grade will be calculated as a percentage of the remaining points.

Policies

Attendance Policy

Attendance is required. Students are allowed two unexcused absences without penalty. On the third and subsequent absences, 25 points per absence will be deduced from the final grade in the class.

With a valid excuse, students can arrange to complete missing work. Without a valid excuse, assignments will receive a 10% per day deduction on the final grade of the assignment. Quizzes will only be given in class.

Arriving to class after the period has already begin can count toward an unexcused absence. Two instances of lateness may account for one absence. This applies to both in-person and synchronous Zoom classes. If students are absent or tardy for any reason, they are still responsible for the work done in class and for the assignments given that day.

NOTE: If students are absent, it is their responsibility to make themselves aware of all due dates – see me, or message me. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Submission Requirements

Assignments will be submitted via Canvas. **Submitting an assignment requires that students upload their correct document by the deadline, ensure that the assignment uploads properly, and that the file opens and is viewable for the instructor.** Doing so is required for each assignment. **An assignment is not complete if the student does not follow these uploading requirements.**

Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student
- Unauthorized use of materials or resources
- Prohibited collaboration or consultation
- Submission of paper or academic work purchased or obtained for an outside source

NOTE on AI-assisted or AI-generated writing:
The UF Honor Pledge ends with: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." **Using artificial intelligence software, like ChatGPT or any other, is unauthorized for this class unless sanctioned, and therefore violates this Honor Pledge.**

Authorized use of AI-assist will be stated by the instructor during specific class sessions or for specific projects.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/ , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.