Advanced Agricultural Communication Production
Podcasting to Increase Science Literacy
AEC 4036 / 6932
Spring 2019 – 3 Credit Hours
Department of Agricultural Leadership, Education, & Communication

Instructor

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Office Location: 121D Bryant Hall
Office Hours: by appointment

Class Times	Location
Wednesday: Periods 2-3 (8:30 a.m. - 10:25 a.m.)	Bryant Hall 107 (Mac Lab)

Online: throughout the week
This is a flipped class. You are expected to actively participate in face-to-face and online activities. *It is important you attend all class meetings, unless the absence is excused.

Course Description

Provides directed experience in the following areas of agricultural communication: video production, graphic design, visual composition, desktop publishing and multimedia development. Prereq: AEC 3070.

Course Emphasis:
It is imperative for agricultural and environmental sciences communicators to understand the concepts and theories of science literacy, national standards for what it means to be a scientifically literate citizen, and how to connect scientists and the public through a variety of communication channels. Podcasting to Increase Science Literacy is an undergraduate/graduate cross-listed college course designed to raise your awareness of science literacy concepts, how to engage in public conversations about controversial issues, how to interview scientists, how to edit scientific audio interviews, and how to ultimately produce a podcast series with the goal of increasing the public's science literacy.

Course Objectives

Through course projects, discussions, and readings you will be able to:
1. Describe science literacy and national science literacy education standards
2. Research controversial scientific concepts
3. Contact and engage with scientists in a variety of research settings
4. Develop podcast interview outlines and questions
5. Conduct scientific audio interviews
6. Edit scientific audio interviews
7. Produce online podcast episodes
8. Write brief podcast descriptions
9. Use social media to share the final project

You will practice and demonstrate theories and skills through in-class and online discussions, and project-based assignments.

Course Design

This course is structured following a project-based learning (PjBL) design. Our driving question this semester will be: *How can we as science communicators and leaders utilizing podcasting to educate online audiences about IFAS research and efforts related to weather, climate, super storms, Hurricane Michael recovery, and related social issues? (secondary topic: FL Division of Plant Industry)*

PjBL steps include: (Buck Institute for Education: http://www.bie.org)

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product

Course Readings and Resources

Required Texts:
Turn Up the Volume: A Down and Dirty Guide to Podcasting - Michael O'Connell
https://www.amazon.com/Turn-Up-Dirty-Guide-Podcasting/dp/1138218030

Science for All Americans – Oxford University Press (This is free!!)
http://www.aaas.org/report/science-all-americans

Online:
Canvas: https://elearning.ufl.edu/
GatorCloud: Google OneDrive
Adobe Audition
Audacity

Mobile:
iPads for check out in the Mac Lab
Anchor app
Garage Band
Voice Memos

Assignments

Instructional Goal	Assignment/Activity	Possible Points
7	Introduction Audio	10
7	Podcast Profile Paper	30
2-5	Project planning:	
	• Topic research & contacts	20
	• Interview questions & production timeline	20
	• Intro/outro/middle narration	20
	• Rough cuts	20
9	Social Media Strategy	20
7	Peer Review	30
2-7	Behind the Scenes Podcast	100
2-7	Final Scientist Podcasts (x 2)	300
8, 9	Web Synopses & Photos	30
1	Reflection Journal (5 @ 10pts ea)	50
1	Online Activities (12 @ 10pts ea)	120
1-9	Final Presentation	30
	Professionalism & Attendance	40
	Total	**840**

Introduction audio:
Create a 1-2 minute audio narrative to introduce yourself to the class. Use a cell phone or other mobile device to record the audio and tell us about yourself, your year in school, your interests in communication, your reasons for taking this course, what you hope to learn in this course, and an interesting fact about yourself. After you record the audio, upload it to Canvas.

Podcast Profile Paper:
You will identify a current podcast series that covers scientific topics for public audiences. Listen to at least three recorded podcasts and summarize the content, delivery, and purpose of the podcasts, as well as critically examine the podcasting techniques and approaches for increasing science literacy that you could potentially utilize in developing your Streaming Science podcasts for this class. A template will be provided to help in developing this paper.

Practice Peer Podcast:
You will conduct a practice podcast with a classmate or peer outside of class. This will include conducting an interview about the person and learning how to use the recording and editing equipment.

Project Planning:
It takes planning to successfully develop podcast interviews and a podcasting series. This

exercise involves a series of assignments that will be explained during class time – including developing a podcast production timeline and interview questions.

Final Scientist Podcasts:
You will be required to record two interviews with subject matter experts for your podcast topic area. This will include contacting the interviewees to schedule a meeting time, developing interview questions ahead of the recording time, and conducting and editing the interviews.

Social Media Strategy:
In this assignment, you will write a social media strategy for releasing your final project to the public. This could include plans to use Facebook, Twitter, YouTube, etc.

Peer Review:
You will partner with a classmate to review one another's rough draft podcasts before the final project is due. Use the final podcast rubric to evaluate and provide critical feedback.

Behind the Scenes Podcast:
You will interview and produce a podcast about one of your classmates and their journey in developing their final scientist podcasts for this class. Further clarification will be given in class.

Final Scientist Podcasts:
At the end of the semester, you will submit the two approximately 15-30 minute podcasts you created on your selected agricultural and environmental science topic, which includes two scientist interviews, edited audio, and uploading the files for Streaming Science.

Final Web Synopsis and Photos:
You will write a short web synopsis for each of your podcasts and take "selfies with a scientist" related to your topic. Then, you will incorporate the podcast, photos, and synopsis into the online streaming service template.

Reflective Journal:
Throughout the semester, you will write brief journal entries to indicate progress or challenges you are having with reaching the final project(s) goals.

Final Presentation:
There is not a typical final exam for this course. Instead, you will present your completed projects (web story, photos, and podcasts) during a presentation to invited students, staff, and faculty within IFAS/CALS.

Online Discussion Posts and Class Attendance:
Since this course only meets once a week, you will be required to attend the face-to-face meeting and also participate in scheduled online discussions. Please keep up with the assigned readings so you can make meaningful contributions to class and online discussions. If you must miss class and are unable to speak with the instructor in person, leave a phone message or send an e-mail as soon as possible. Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, or inattentiveness during class lectures or discussions.

Deadlines:
The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work, unless the student receives prior permission from the instructor – late materials will not be accepted. Permissions are granted only for approved university functions or other unique situations that warrant an excused absence as judged by the instructor. Unless otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines.

Course Grading and Assignments
The course grading scale is provided in the following section. Papers and out-of-class assignments must be typed and formatted according to instructions provided by the instructor. You will receive specific information well in advance of deadline dates. Late assignments will receive a 10% point deduction per each day the assignment is late. You are expected to meet deadlines, as an AEC professional would be expected to do.

Grading scale

A+ = 100%	C+ = 79 to 76%	F = Below 60%
A = 99 to 95%	C = 75 to 73%	
A- = 94 to 90%	C- = 72 to 70%	
B+ = 89 to 86%	D+ = 69 to 66%	
B = 85 to 83%	D = 65 to 63%	
B- = 82 to 80%	D- = 62 to 60%	

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

You are expected to attend every class and arrive on time. If you must miss class, please keep up with the assigned readings so you can make meaningful contributions to in-person and online discussions. If you must miss class and are unable to speak with the instructor in person, leave a phone message or send an e-mail message as soon as possible. Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, or inattentiveness during class lectures or discussions.

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work, unless you receive prior permission from me – late materials will not be accepted. Permissions are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Unless

otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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*."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* www.counseling.ufl.edu/cwc/
    Counseling Services
    Groups and Workshops
    Outreach and Consultation
    Self-Help Library
    Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/
- *Career Resource Center,* First Floor JWRU, 392-1601, www.crc.ufl.edu/

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Spring 2019 Tentative* Course Schedule

Week	Wednesday	Online	Assignment Due
1 Jan 7-11	Introductions	Podcast: Intro & Ch 1	OA 1
2 Jan 14-18	• Guest Speaker • Podcast equipment • Recording audio	What is science literacy?	OA 2
3 Jan 22-25	• Podcast examples • Streaming Science • Research topics/scientists • Recording audio	Podcast: Ch 2 & 3	• OA 3 • Topic research & contacts
4 Jan 28-Feb1	• Interviewing a scientist • Hosting tips • Research & email SMEs • Interview question and photo ideas	Podcast: Ch 4 & 5 Canvas links	• Podcast Profile Paper • RJ 1 • Lynda

5
Feb 4-8
	• Production practice
	  o Anchor
	  o Audition
	  o Audacity
		Podcast: 6 & 7
		Canvas links
			• OA 4
			• Lynda
			• Production timeline & interview questions

6
Feb 11-15
	• Guest speaker
	• Production practice
	  o Anchor
	  o Audition
	  o Audacity
		Project 2061	• RJ 2
			• OA 5
			• Lynda

7 Feb 18-22	• Project updates • Writing and intros/outros • Selecting music	SfAA: 1	• OA 6 • Lynda
8 Feb 25-Mar 1	• Behind the scenes planning • Editing updates and work	SfAA: 5	• OA 7 • Lynda
9	March 4-8	SPRING BREAK	
10 Mar 11-15	• Project updates • Interview editing	SfAA: Ch 8 & 9	• OA 8 • RJ 3

11 Mar 18-22	• Social media plan • Web synopsis & keywords	Podcast: 8 Canvas links 📖▶️	OA 9
12 Mar 25-29	• Interview editing • Behind the scenes finalizing	Canvas links	• Social media plan • OA 10 • Rough cuts
13 Apr 1-5	Peer review of podcast rough cuts		
14 Apr 8-12	Podcast revisions	SfAA: 12 📖▶️	• OA 11 • RJ 4
15 Apr 15-19	Final revisions	SfAA: 13 & 14	• OA 12
16 Apr 22-26 *25 & 26 reading days	Podcast upload	**Podcast public debut**	• Podcast audio files • Selfie w/ scientist • RJ 5
FINAL	May 1st at 3-5pm		