



AEC 5037 Agricultural Media Production
AEC 6932 Special Topics in Agricultural Education and Communication
Podcasting to Increase Science Literacy
Spring 2020 – 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

Wednesday: Periods 2-3 (8:30 a.m. - 10:25 a.m.)
Online: throughout the week

Location

Bryant Hall 107 (Mac Lab)

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. Survey podcast listeners for awareness and understanding
10. 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/CALS research and efforts related to soil, water, climate change, and related social issues? (secondary topic: Explore Research)*

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



This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

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.aas.org/report/science-all-americans>

Online:

Canvas: <https://elearning.ufl.edu/>

GatorCloud: Google OneDrive

Adobe Audition

Mobile:

iPads for check out in the Mac Lab

Anchor app

Garage Band

Voice Memos

Assignments

Instructional Goal	Assignment/Activity	Possible Points
7	Podcast Profile Paper	30
2-5	Podcast Rough Cuts (x2)	100
9	Social Media Strategy	40
2-7	Behind the Scenes Podcast	100
2-7	Final Scientist Podcasts (x 2)	300
8, 9	Web Synopses, Keywords, & Photos	30
10	Podcast Listener Survey	50
1	Reflection Journal (5 @ 10pts ea)	50
1-9	Online Activities (OA) (10 @ 20pts ea)	200
1-9	Final Presentation	30
	Professionalism & Attendance	40
	Total	970

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.

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.

Podcast Listener Survey:

You will create and implement a podcast listener survey and present the results. You will ask your social media connections to listen to your podcast and provide feedback via the survey.

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 that you can make meaningful contributions to class and online discussions. If you must miss class and are unable to speak with me in person, leave a voice mail 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.

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.

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%	

General Course Expectations

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>

Attendance

You are expected to **attend every class and arrive on time**. If you must miss class, please keep up with the assigned readings and online activities, so you can make meaningful contributions to in-person and online discussions. If you must miss class and are unable to speak with me in person, leave a voice mail or send an e-mail as soon as possible.

Professionalism

Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, or inattentiveness during class lectures or discussions.

Late Assignments

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. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Late assignments will receive a 10% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 5 points (10% of the total grade) per each day it is late. 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

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/>.

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
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *Career Connections Center, First Floor JWRU, 392-1601,* <https://career.ufl.edu/>

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

**AEC 4036/6932 Advanced Agricultural Communication Production
Podcasting to Increase Science Literacy**

Spring 2020 Tentative* Course Schedule

Week	Wednesday	Online	Assignment Due
PODCAST & SCILIT BASICS			
1 Jan 6	Introductions	Podcast: Intro & Ch 1  	OA 1 Intro Audio
2 Jan 13	<ul style="list-style-type: none"> • Guest Speaker • Podcast equipment • Recording audio 	What is science literacy?  	OA 2 Practice Interview
3 Jan 20 Holiday Jan 20	<ul style="list-style-type: none"> • Podcast examples • Streaming Science • Research & email SMEs • Recording audio 	Podcast: Ch 2 & 3  	OA 3 Topic Research and SME Contact
4 Jan 27	<ul style="list-style-type: none"> • Guest speaker • Interviewing a scientist • Hosting tips • Interview question and photo ideas 	Podcast: Ch 4 & 5 Canvas links  	<ul style="list-style-type: none"> • Podcast Profile Paper • RJ 1
PODCAST #1 PRODUCTION			
5 Feb 3	<ul style="list-style-type: none"> • Profile Paper Synopsis • Production practice <ul style="list-style-type: none"> ○ Audition • Podcast 1 production 	Podcast: 6 & 7  	<ul style="list-style-type: none"> • OA 4 Interview Questions • LinkedIn Learning: Audition (get started)
6 Feb 10	<ul style="list-style-type: none"> • Guest speaker • Production practice <ul style="list-style-type: none"> ○ Audition • Podcast 1 production 	Canvas Links	<ul style="list-style-type: none"> • RJ 2 • OA 5 LinkedIn Learning: Audition (finish)
7 Feb 17	<ul style="list-style-type: none"> • Podcast 1 production • Writing and intros/outros • Selecting music 	Project 2061  	<ul style="list-style-type: none"> • OA 6 Readings & Intro/Outro Scripts and Music Vote
8 Feb 24	<ul style="list-style-type: none"> • Behind the scenes planning • Editing updates and work 	Canvas Links	<ul style="list-style-type: none"> • OA 7 Topic Research, and SME Contact • Peer review podcast 1 rough cuts • Podcast listener survey

Week	Wednesday	Online	Assignment Due
9 Mar 2	SPRING BREAK		
PODCAST #2 PRODUCTION			
10 Mar 9	<ul style="list-style-type: none"> Podcast 2 production Writing and intros/outros Selecting music 	SfAA: Ch 1  	<ul style="list-style-type: none"> OA 8 Interview Questions RJ 3
11 Mar 16	<ul style="list-style-type: none"> Guest speaker Social media plan Web synopsis & keywords 	SfAA: Ch 3  	OA 9 Readings, Intro/Outro Scripts, and Music Vote
12 Mar 23	<ul style="list-style-type: none"> Project 2 production Behind the scenes recording 	Podcast: 8 Canvas links  	OA 10 Readings & Web Synopsis and Keywords
13 Mar 30	<ul style="list-style-type: none"> Project 2 production Behind the scenes recording 	SfAA: Ch 8  	Social media plan
FINAL EDITS AND LISTENS			
14 Apr 6	Podcast edits/revisions		<ul style="list-style-type: none"> Peer Review Podcast 2 RJ 4
15 Apr 13	Podcast edits/revisions		<ul style="list-style-type: none"> Podcast listener survey
16 Apr 20 Reading days 23 & 24	Podcast upload/presentations	Podcast public debut	<ul style="list-style-type: none"> Final podcast audio files Selfie w/ scientist RJ 5 Podcast listener survey results
FINAL	May 1st at 7:30am-9:30am		
	<ul style="list-style-type: none"> Final Surveys/Reflections Final Project Feedback 		

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.