AEC 5037 Agricultural Media Production
AEC 6932 Special Topics in Agricultural Education and Communication
Podcasting to Increase Science Literacy
Spring 2021 – 3 Credit Hours
Department of Agricultural Leadership, Education, & Communication

Instructor

Jamie Loizzo, Ph.D.
Assistant Professor of Agricultural Communication
Email: jloizzo@ufl.edu
Office Location: 121D Bryant Hall / working remotely
Virtual Office Hours (via Zoom): Fridays 10:00-11:00am **or** by appointment

Class Times / Location

Class Times	Location
Wednesday: Periods 2-3 (8:30 a.m. - 10:25 a.m.)	Zoom

*This is fully online class with synchronous class meetings via Zoom. It is important you attend as many 'live' class meetings as possible, unless you have an excused absence.

Teaching Assistant

Jacqueline Aenlle
Email: jaenlle@ufl.edu
Virtual Office Hours: Thursdays 10-11am **or** by appointment

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 utilize podcasting to educate online audiences about IFAS/CALS COVID-19 research efforts? And how COVID-19 has impacted the scientific enterprise?*

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

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
Your smartphone / laptop / iPads for check out in the Mac Lab
Canvas: https://elearning.ufl.edu/
GatorCloud: Google OneDrive
Adobe Audition

Instructional Goal	Assignment/Activity	Possible Points
4,5	Practice Interview	20
6	LinkedIn Learning: Audition Tutorial	50
2-5	SME Raw Interviews (x2 @ 25pts ea.)	50
2-7	Podcast Rough Cuts (x2 @ 50pts ea.)	100
2-7	Podcast Reviews	50
2-7	Podcast Source Check	50
8,9	Wave Graphics	50
2-7	Behind the Scenes Podcast	50
2-7	Final Scientist Podcasts (x 2)	200
1-9	Online Activities (OA) (4 @ 20pts ea.)	140
1-9	Final Presentation	60
	Professionalism & Attendance	50
	Total	**870**

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.

Practice Interview:
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.

Podcast Planning & Production:
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, interview questions, raw audio recordings, intro/outro scripts, music, and rough cuts.

Rough Cut Podcast Review:
You will partner with a classmate to review one another's rough draft podcasts before the final project is due. Dr. Loizzo and Jacqueline will also listen to rough cuts and provide feedback. You are expected to address all reviewer feedback in making your final podcast edits.

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.

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

Final Web Synopsis, Keywords, and Wave Graphics:
You will write a short web synopsis, keywords, and social media wave graphics to post and promote each of your podcasts via the Streaming Science platform.

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

Course Grading
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 me. You will receive specific information well in advance of deadline dates.

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, recorded Zoom class meetings, and online activities, so you can make meaningful contributions. We expect all students to attend 80% of synchronous class meetings and to receive full professionalism points. However, we understand in current times that life has disruptions that sometimes we cannot avoid. You can miss **THREE** synchronous class meetings – as excused, without a deduction in professionalism points. In the event you

cannot attend class, firstly, communicate directly with both Dr. Loizzo **AND** Jacqueline via email. Secondly, if you cannot attend class meetings, you be will required to submit a one-page single spaced summary of the recorded synchronous lecture. This will be due by the end of the semester to be considered eligible for full professionalism credit.

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.

Grades and Grade Points
For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Zoom Class Recording Privacy Policy
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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

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Spring 2021 Tentative* Course Schedule

Week	Wednesday	Online	Assignment Due
PODCAST & SCILIT BASICS			
1 Jan 11	• Introductions • Streaming Science • COVID-19 impacts theme	Podcast: Intro & Ch 1	**OA 1** Intro Audio SS COVID-19 theme SS Listener avatar
2 Jan 18 MLK Day	• Science podcasts • Podcast equipment • Recording audio	What is science literacy?	**OA 2** Science literacy Science podcasts Recording practice Topics sign-up
3 Jan 25	• How to listen • Recording audio • Research & email SMEs	Podcast: Ch 2 & 3	**OA 3** Topics research SMEs contact
4 Feb 1	• Interviewing a scientist • Interview questions • Hosting tips	Podcast: Ch 4 & 5 Canvas links	**Practice Interview** **OA 4** SME Interview Questions
PODCAST PRODUCTION			
5 Feb 8	• Interview questions • Podcast editing basics ○ Audition	Podcast: 6 & 7	**OA 4** SME Interview Questions *begin podcast recording
6 Feb 15	Podcast Recording		
7 Feb 22 25 recharge	Podcast Recording		**OA 5** LinkedIn Learning: Audition Tutorial
8 Mar 1	• Recording Updates • Podcast streaming sites • Podcast editing advanced ○ Audition	Project 2061	*finish podcast recording **Raw Interviews**
9 Mar 8	• Writing and intros/outros • Selecting music • Podcast editing	SfAA: Ch 1	**OA 6** Readings Intro/Outro Scripts Music Vote

Week	Wednesday	Online	Assignment Due
10 Mar 15	Podcast Editing		
11 Mar 22 24 recharge	Podcast Editing		**Podcast Rough Cuts**
12 Mar 29	Podcast Review & Feedback		**Podcast Reviews**
13 Apr 5	Podcast Source Check & Feedback		**Podcast Source Check**
FINAL EDITS & ONLINE PROMOTION			
14 **Apr 12**	• Social media plan • Web synopsis & keywords	Podcast: 8 	**OA 7** Readings, Web Synopsis, & Keywords
15 Apr 19	Behind the Scenes Recording		**Wave Graphics**
16 **Apr 26**	Podcast upload/presentations		**Behind the Scenes Audio**
FINAL	• Final podcast audio files • Final reflection		

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