AEC 5037 Agricultural Media Production
Podcasting to Increase Science Literacy

Spring 2023 – 3 Credit Hours
Department of Agricultural Leadership, Education, & Communication

Instructor

Jamie Loizzo, Ph.D.
Assistant Professor of Agricultural Communication
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Office Hours: by appointment

Class Times	Location
Wednesday: Periods 2-3 (9:35 a.m. – 11:30 a.m.)	Bryant 107 & Zoom

This is a flipped class. You are expected to actively participate in face-to-face and online activities. *It is important you attend as many class meetings as possible, unless you have an excused absence.

Teaching Assistant

Gabe Spandau
Email: Gspan96@ufl.edu
Office Hours: by appointment

Course Description

Provides directed experience in the following areas of agricultural communication: video and audio 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.

Essential Questions (EQs) and Learning Objectives (LOs)

EQ1: How can science communicators design a podcast series with the overarching goal to increase public science literacy?

      LO1: Describe science literacy and national science literacy education standards
      LO2: Research controversial scientific concepts
      LO3: Contact and engage with scientists in a variety of research settings

EQ2: What are methods for conducting and facilitating conversational interviews with scientists that public audiences will find engaging?
      LO4: Develop podcast interview outlines and questions
      LO5. Conduct scientific audio interviews

EQ3: How can science communicators leverage a variety of audio hardware and software to produce professional podcasts to share with public audiences?
      LO6. Edit scientific audio interviews
      LO7. Produce online podcast episodes
      LO8. Write brief podcast descriptions
      LO9. 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 climate change scientists, their research, and potential solutions?*

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.

Required Course Materials

- Computer with an internet connection
- 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 / DSLR cameras for check out in the Mac Lab
- Canvas: https://elearning.ufl.edu/
- GatorCloud: OneDrive, Adobe Audition

Assignments

Instructional Goal	Assignment/Activity	Possible Points
4,5	Practice Interview & Natural Sound	20
6	LinkedIn Learning: Audition Tutorial	50
2-4	Pre-SME Meeting Notes & Reflection	40
2,4,5	Listener Engagement	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	Podcast Promotion Graphics & Posts Text	50
2-7	Behind the Scenes IG Reel	50
2-7	Final Scientist Podcasts (x 2)	200
1-9	Online Activities (OA) (7 @ 20pts ea.)	140
1-9	Final Presentation	50
	Professionalism & Attendance	50
	Total	**950**

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.

Listener Engagement:
You will reach out to potential listeners before/during/after developing your podcasts to determine what they might like to know about our podcast theme, would like to know, and/or seek their feedback on our podcast tracks.

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, holding a pre-meeting with your interviewees, development of 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 Gabe 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 Instagram Reel:
You will produce a Streaming Science Instagram reel 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 Social Media 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 = 93-100%	C+ = 76 – 79.99%	F = Below 60%
A- = 90 – 92.99%	C = 73 – 75.99%	
B+ = 86 – 89.99%	C- = 70 – 72.99%	
B = 83 – 85.99%	D+ = 66 – 69.99%	
B- = 80 – 82.99%	D = 63 – 65.99%	
	D- = 60 – 62.99%	

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, recordings of class meetings, and online activities, so you can make meaningful contributions. If you must miss class and are unable to speak with me or Gabe in person, send me an e-mail as soon as possible. I expect all students to attend 80% of class meetings and to receive full professionalism points. However, I understand in current times that life has disruptions that sometimes we cannot avoid. You can miss **THREE** class meetings – as excused, without a deduction in professionalism points. If you miss more than three classes, 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. You are expected to be self-directed in reviewing the weekly module content and assignments as well as to reach out to me with any questions when directions in Canvas may be unclear or information is missing.

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 us. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by us. Late assignments will receive a 5% 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 2.5 points (5% 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.

Instructor Response and Feedback

You can expect to typically receive a response from me to emails and voice mails within one to two days. I will also strive to grade and provide feedback on assignments within one week of your submission.

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.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same

class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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/

Health and Wellness Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources.
- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

AEC 4036/5037/6932
Podcasting to Increase Science Literacy

Spring 2023 Tentative* Course Schedule

Week	Wednesday	Online	Assignment Due
PODCAST & SCILIT BASICS			
1 Jan 11	• Introductions • Streaming Science • Explore AI theme	Podcast: Intro & Ch 1	**OA 1** Intro Audio SS AI theme SS Listener avatar
2 Jan 18	• 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	**BTS IG Reel Part 1** **OA 3** Topics research SMEs contact
4 Feb 1	• Interviewing a scientist • Interview questions • Hosting tips	Podcast: Ch 4 & 5 Canvas links	**Listener Engagement** **Practice Interview** **Pre-SME Meeting** **OA 4** SME Interview Questions
PODCAST PRODUCTION			
5 Feb 8	• Interview questions • Podcast editing basics • Adobe Audition	Podcast: 6 & 7	**Pre-SME Meeting** **OA 4** SME Interview Questions *begin podcast recording
6 Feb 15	Podcast Recording		
7 Feb 22	Podcast Recording		**OA 5** LinkedIn Learning: Audition
8 Mar 1	• Recording Updates • Podcast streaming sites • Editing	Project 2061	*finish podcast recording **Raw Interviews** **BTS IG Reel Part 2**
9 Mar 8	• Intros/outros • Music • Editing	SfAA: Ch 1	**OA 6** Readings Intro/Outro Scripts Music Vote

10 Mar 15	SPRING BREAK		
11 Mar 22	Podcast Editing		**Podcast Rough Cuts**
12 Mar 29	Podcast Review & Feedback Podcast Source Check		**Podcast Reviews** **Reel introduction**
13 April 5	Podcast Promotion	Podcast: 8 	**Podcast Reviews** **Podcast Source Check** **Reel Assignment**
FINAL EDITS & ONLINE PROMOTION			
14 Apr 12	Final Edits Podcast Promotion		**OA 7** Podcast Promotion
15 Apr 19	Final Edits Podcast Promotion		
16 April 26	Final Presentations		**Final reflection podcast** **Promo graphics & text** **Final podcast files**
17 May 3	**FINAL** **May 4 @ 12:30 PM - 2:30 PM**		

 = reading

 = podcast lecture

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