



Podcasting to Increase Science Literacy

AEC 6932

Spring 2025 – 3 Credit Hours

Instructor

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Office Hours: by appointment

Teaching Assistant

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Class Times

Wednesday: Periods 2-3 (9:35 a.m. – 11:30 a.m.)

Location

Bryant 107

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.

Course Description

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

Course Emphasis: Agricultural and natural resources communicators must 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 to increase 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 of increasing 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.

- LO4: Create instructional plans for classes and clubs to implement podcasts.
- EQ2: What are methods for conducting and facilitating conversational interviews with scientists that public audiences will find engaging?
- LO5: Develop podcast interview outlines and questions.
- LO6. 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?
- LO7. Edit scientific audio interviews.
- LO8. Produce online podcast episodes.
- LO9. Write brief podcast descriptions.
- LO10. 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 a multi-institutional National Science Foundation-funded research study focused on nematology?*

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.

Requirements

Textbook:

NPR's Podcast Start Up Guide: Create, Launch, and Grow a Podcast on Any Budget by Glen Weldon

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Audition – [UF IT Student Discount Options](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Minimum Technical Skills:

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

We are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

Assignments

Learning Objective	Assignment/Activity	Possible Points
1-10	Science Podcast Showcase	20
5,6	Practice Interview & Natural Sound	20
1-4	Reading Check (RC) (3 @ 20pts ea.)	60
1-10	Final Presentation	50
1-10	Professionalism & Attendance	50
	Pre-Production	
7,8	<ul style="list-style-type: none"> LinkedIn Learning: Audition Tutorial 	50
5,6	<ul style="list-style-type: none"> Scientist Pre-Meetings 	50
5,6	<ul style="list-style-type: none"> Raw Interviews (x2) 	100
	Production	
7,8	<ul style="list-style-type: none"> Rough Cuts (x2) 	100
7,8	<ul style="list-style-type: none"> Peer Reviews 	50
7,8	<ul style="list-style-type: none"> Source Checks 	50
	Post-Production	
7,8	<ul style="list-style-type: none"> Final Podcasts (x 2) 	200
9	<ul style="list-style-type: none"> Transcripts, Cover Art, & Descriptions 	50
10	<ul style="list-style-type: none"> Promotion Graphics & Posts Text 	50
1-4	<ul style="list-style-type: none"> AI Podcast Listener Survey 	100
	Total	1200

Assignment Points & Explanation:

Science Podcast Showcase

Create a 2-4 minute audio narrative to introduce yourself and a podcast that you have explored 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. You should also introduce us to a science podcast you have listened to, the name of the podcast, the platforms it streams on, the podcast topic, hosts, why you like it, format of the podcast, etc. After you record the audio, upload it to Canvas.

Practice Interview and Natural Sound

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. You will also record natural sound that goes along with the topic of the interview. After you record the audio, upload it to Canvas.

Podcast Pre-Production

It takes planning to successfully develop podcast interviews and a podcasting series. Podcast pre-production involves a series of assignments that will be explained during class and in our Canvas modules – including an Adobe Audition LinkedIn Learning tutorial, developing a podcast production timeline, holding a pre-meeting with your interviewees, and development of interview questions.

Production

Podcast production includes a series of assignments that will be explained during class time and in our Canvas modules – you will record raw audio interviews, write and record intro/outro scripts, select music, edit rough cuts, participate in peer reviews, and conduct source checks.

Post-Production

At the end of the semester, you will submit your final podcasts that include edited intros/outros, music, and interviews. You will also have cover artwork, transcripts, and descriptions for BuzzSprout, social media posts, and give a final presentation. We will also develop lesson plans throughout the semester to share with schools and clubs to implement our podcasts with youth in different learning environments.

Course Grading:

The course grading scale is provided below. Papers and out-of-class assignments must be typed and formatted according to the instructions I provide in Canvas.

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%	

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Reading & Assignment Schedule:

Week	Wednesday	Online	Assignment
PODCAST & SCILIT BASICS			
1 Jan 13	<ul style="list-style-type: none">Introduction	Ch. 1 & 2 Podcast engagement	Podcast Showcase
2 Jan 20	<ul style="list-style-type: none">Science literacyRecording	Ch. 3 & 4	RC 1
3 Jan 27	<ul style="list-style-type: none">Our expertsTopic selection	Ch. 5 & 6	Background Research Interview Questions
4 Feb 3	<ul style="list-style-type: none">Interviewing a scientistHosting	Ch. 7 & 8	Practice Interview & Natural Sound
PODCAST PRODUCTION			
5 Feb 10	<ul style="list-style-type: none">Editing basicsAdobe Audition	Ch. 9 & 10	LinkedIn Learning: Audition RC 2
6 Feb 17	<ul style="list-style-type: none">Guest SpeakerPodcast Recording	Ch. 11 & 12	Expert Pre-Meetings

7 Feb 24	<ul style="list-style-type: none"> • Guest Speaker • Podcast Recording 	Project 2061	Expert Pre-Meetings
8 Mar 3	<ul style="list-style-type: none"> • Recording Updates • Podcast streaming • Editing 	SfAA: Ch 1	Raw Interviews
9 Mar 10	<ul style="list-style-type: none"> • Intros/outros • Music • Editing 	Ch. 13 & 14	Raw Interviews Intro/Outro Scripts Music Vote RC 3
10 Mar 17	SPRING BREAK		
11 Mar 24	Editing	Ch. 15 & 16	Rough Cuts
12 Mar 31	Editing	Lesson Plans & Promos	Rough Cuts
13 Apr 7	Peer Reviews Source Checks	Lesson Plans & Promos	Peer Reviews Source Checks
FINAL EDITS & ONLINE PROMOTION			
14 Apr 14	Final Edits Lesson Plans & Promos		Source Checks
15 Apr 21	Final Presentations		Final reflection ALL FINAL FILES
FINALS	FINAL May 2 @ 10am-noon		

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

Academic Integrity

UF's Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage.](#)

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Learner Expectations and Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

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 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 will be 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 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 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.

Institutional Policies

Recording Statement

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 guest 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. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

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. 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/>

Student Services

Health & Wellness

- 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.
 - 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.
- 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).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

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](#).

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, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)