ENC 3310 (12F7) Advanced Exposition: Aural Media

MWF Period 6 (12:50-1:40), Turlington Hall 2306

Instructor: Jacob Greene   **Office:** TBD
Email: jacobwgreene@ull.edu   **Office Hours:** Monday, period 7, and by appointment

Course Description
We use expository writing techniques on a daily basis: we compare and contrast different ideas, we link causes to effects, and we describe problems and offer solutions. Such organizational choices are rhetorical; we choose certain expository frameworks over others in order to persuade our audiences to view a situation or concept in a particular way.

The media and genres of expository writing are beginning to evolve alongside new digital technologies such as smartphones and tablets. Specifically, this course explores the impact of aural media —podcasts, location-based audio tours, etc.—on expository writing. Course readings (and listenings) will discuss the rhetorical affordances of aural media while at the same time serving as models of effective exposition. Course assignments will provide students with opportunities to demonstrate expository writing techniques through both print and aural media. The word count for this course will be distributed among both print and digital assignments.

Course Materials

- Lowe, Charlie and Pavel Zemliansky. *Writing Spaces: Readings on Writing.* Parlor Press: 2016. (Available for free at http://writingspaces.org/)
- Casagrande, June. *It was the best of sentences it was the worst of sentences.* Ten Speed Press. 2010.
- Condenser Microphone for podcasting, etc. You can purchase any kind of microphone you want, but you will need one for the digital assignments in this class. Do not rely on your built-in laptop/computer microphone. Amazon has quite a few for sale under $50. Just read the reviews. Here are a couple of options:
    - o Samson Portable Mic
    - o Blue Mic
    - o CAD U37

Digital Resources

- Audacity Download
- Getting Started with Audacity
- Audacity Tutorials
- Free Audio Websites
- Found Sounds - Archiving Field Recordings
- Podcasting On a Budget

Course Outcomes
By the end of the course, students enrolled in ENC 3310 should be able to:

- Identify expository writing techniques in print and aural media
- Analyze the genres of podcasting
- Design and produce a podcast episode
- Write in a variety of expository styles
- Adapt writing for different genres of aural media
- Incorporate research into their writing
- Critique and revise audio texts

Major Assignments

Podcast Analysis, 1500 words Students will subscribe to a podcast of their choosing and analyze the expository writing/rhetorical techniques used within the podcast series. Students should include clips from the podcast when recording their analysis.	200 points
Podcasting, 1500 words Students will create three 5 minute episodes of a podcast related to a topic of their choosing. Episodes should utilize at least one of the expository writing formats discussed in class (e.g. definition, problem-solution, comparison-contrast, etc.). **Extra Credit:** Create a logo for your podcast and submit it to a podcast directory (iTunes, Google Play). Then, promote it on a social media site.	200 points
Location-Based Audio Tour Proposal, 1000 words Students will write a proposal for a location-based audio tour for a physical location somewhere in or around Gainesville, FL. In addition to following the basic problem-solution structure of the proposal genre, students' proposals should also address potential risk factors, isolate target audiences, clarify benefits to the public, and offer a detailed plan for completing the project.	100 points
Location-Based Audio Tour, 2000 words Drawing upon the techniques of expository writing developed throughout the semester, students will script and record a location-based audio tour for a physical location. This part of the assignment will also include a usability analysis to be completed during the editing and revision phase. Other students in the class will act as the usability participants. Although each student is responsible for creating their own location-based audio tour, students will also be assigned to a working group responsible for part of the online presence for the project. **Extra Credit:** Organize a community event to promote your audio tour and document it with a short 90 second video.	250 points
Discussion Posts Students will write discussion posts through Canvas. Each post must be at least 300 words. For each post, students must respond to at least two other posts with substantive critique, feedback, and/or additional support. See Canvas for	150 points

prompts and check course schedule for discussion post due dates and further
response instructions.

Discussion Leader   100 points
Students will work in pairs to lead a 10-15 minute class discussion for the day's
reading. Students must also select an aural text (e.g. song, podcast, interview, etc.)
that they feel goes along with the reading. It is each student's responsibility to
meet with the instructor the week before their assigned discussion date, either
during office hours or another pre-arranged time. You can select a discussion
date here.

TOTAL   1000 points

Grading Scale

A	93-100	B	83-86.9	C	73-76.9	D	63-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	D-	60-62.9
B+	87-89.9	c+	77-79.9	D+	67-69.9	E	0-59.9

Participation and Attendance

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; providing adequate drafts for group work; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session. **Because this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing utensils to each class meeting.**

In this course we will follow a strict attendance policy. **If students miss more than six periods during the term, they will fail the entire class.** If students miss more than three classes, they will lose up to twenty points for each subsequent absences up to five absences. The university exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, religious holidays, and/or a serious medical condition. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, students can expect absences to have a negative impact on grades. You do not need to tell me why you are absent *unless* you have a medical condition that will use up *more than your 3 allotted absences.* At that point, you should contact me and provide documentation.

Please Note: If students are absent, it is their responsibility to stay aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: Tardiness creates a problem for the entire class since it can disrupt work in progress. If you know that you will need to leave class early or will be arriving late, please alert me ahead of time.

Students with Disabilities
Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation for you to give me when requesting accommodation.

Grading
For information on UF Grading policies, see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Counseling Center
Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575.

Course Schedule

Unit 1: What is Aural Media?

Week 1

W (1/4):

- Syllabus overview
- Read: "Hear the Evolution of Apple's Iconic Startup Sound"
- In-Class: What's your favorite sound?

F (1/6):

- Read: "Why do audio stories captivate?"
- Listen: 99% Invisible, "The Sizzle"
- In-Class: "Introducing Crimetown"

Unit 2: Podcast Culture

Week 2

M (1/9):

- What's your favorite podcast?
- Read: "What makes podcasts so addictive and pleasurable?"
- Listen: Song Exploder. "The Magnetic Fields"

W (1/11):

- In-class: "The second coming of podcasts"
- "Serial. Podcasts, and Humanizing the News"
- Serial. "The Alibi"

F (1/13):

- *Best of Sentences,* (Intro and Ch. 1)
- Expository techniques in podcasting
- "How podcasts keep your attention"

Week 3

M (1/16): NO CLASS

W (1/18):
- Michel Chion, Sound, Ch. 5 "Noise and Music: A Legitimate Distinction?"

• *This is your Brain on Music,* Ch. 1 "What is Music?"

F (1/20):

• *Best of Sentences* (Ch. 2 and 3)
• DUE: Discussion Post "Sound/Noise"

Unit 3: Rhetoric of Sound

Week 4

M (1/23):

• *Sonic Persuasion,* Ch. 1 "Reading Sound"
• Radiolab. "Making the Hippo Dance"

W (1/25):

• Read: George Kennedy. "A Hoot in the Dark"
• Listen: 99% Invisible. "The Sound of the Artificial World" and Here Be Monsters. "Do Crickets Sing Hymns?"

F (1/27):

• *Best of Sentences,* (Ch. 3 and 4)
• Explore: American Rhetoric in Sound

Unit 4: Writing with Sound

Week 5

M (1/30):

• DUE: Podcast Analysis draft (Bring in one printed draft of paper NOT stapled)

W (2/1):

• "7 podcasting best practices"
• Subscribe to one of the podcasts on this list: http://www.podcastjunkies.com/the-incredibly-exhaustive-list-of-podcasts-about-podcasting/

F (2/3):

• Read: Dustin Edwards, "Framing Remix Rhetorically: Toward A Typology of Transformative Work" and *Best of Sentences* (Ch. 5 and 6)
• Listen: "Free Samples"
• DUE: Podcast Analysis

Week 6

M (2/6):

- • Read: *reality Radio: Telling True Stories in Sound,* "No Holes Were Drilled in the Heads of Animals" and "Harnessing Luck as an Industrial Product"
- • Listen: 99% Invisible. Show of Force

W (2/8):

- • DUE: Discussion Post "Aural Adaptation"
- • In-class: Listening

F (2/10):

- • *Best of Sentences, (Ch. 6)*
- • *This is Your Brain on Music,* Ch. 4 "Anticipation"
- • Audible/podcasting workshop

Unit 5: Mediating Sound

Week 7

M (2/13):

- • Michel Chion, *Sound,* Ch. 9 "How Technology Has Changed Sound"
- • In-Class: *Shut Up Tittle Sian!*

W (2/15):

- • W.J.T. Mitchell. "There are no visual media"
- • 99% Invisible. "The Sound of Sports"

F (2/17):

- • *Best of Sentences,* (Ch. 7 and 8)
- • Podcasting workshop

Week 8

M (2/20):

- • Jonathan Sterne, *MP3 The Meaning of a Tormát,* Ch. 1. "Perceptual Techniques"

W (2/22):

- • Podcast peer review/workshop

F (2/24):

- • DUE: Podcasting Assignment

Unit 6: Locating Sound

Week 9

    M (2/27):

        • Podcast presentations

    W (3/1):

        • Jordan Frith, *Smartphones as Locative Media,* Ch. 6 "Writing and Archiving Space"

    F (3/3):

        • DUE: Discussion Post "Location Scouting"

Week

No classes (Spring Break)

Week 11

    M (3/13):

        • *Spaces speak are you listening?* Ch. 2, "Auditory Spatial Awareness"
        • "How to sound map a city: part two"

    W (3/15):

        • DUE: Location-Based Audio Tour Proposal

    F (3/17):

        • DUE: Discussion Post "Proposal Feedback"

Week 12

    M (3/20):

        • NO CLASS
        • Complete location scouting report

    W (3/22):

        • Location mapping workshop

F (3/24):

> • Mapping technologies workshop

Week 13

M (3/27):

> • *The Acoustic City* (selections)

W (3/29):

> • *The Acoustic City* (selections)

F (3/31):

> • Mapping and mobile media workshop

Week 14

M (4/3):

> • *Hear Where We Are: Sound, Ecology, and Sense of Place* "Hear Here: The Impact of Sound On Personal Placement"

W (4/5):

> • *Spaces Speak are Yon Listening?* Ch. 3 "Aural Spaces"

F (4/7):

> • Mapping and mobile media workshop

Unit 7: Using and Documenting Sound

Week 15

M (4/10):

- • DUE: Location-based audio tour
- • Work on documentation website
- • Coordinate usability testing groups

W (4/12):

- • Workshop documentation website

F (4/14):

• DUE: Usability testing groups must complete online forms before class
• Collate feedback and create usability report

Week 16

M (4/17):

    • Workshop audio tour based on usability feedback

W (4/19):

    • Continue workshop
    • Course evaluations

F (4/17): NO CLASS

    • DUE: Location-based audio tour final

M (5/1): Grades due by noon (this is for me)

General Assessment Rubric

A	• Follows ALL instructions specific to the assignment description
	• Generates and elaborates on original ideas relevant to the course content
	• Assignment provides evidence to support claims
	• Assignment incorporates source material appropriately and effectively
	• Assignment displays clear organizational forethought
	• Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
B	• Follows most instructions specific to the assignment description
	• Incorporates and elaborates ideas relevant to the course content
	• Assignment provides evidence to support most of its claims
	• Assignment incorporates source material appropriately
	• Assignment has an identifiable organizational structure
	• Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
C	• Follows some instructions specific to the assignment description
	• Incorporates ideas relevant to the course content
	• Assignment provides evidence to support some of its claims
	• Assignment incorporates source material
	• Assignment has an identifiable organizational structure
	• Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
D	• Follows very few instructions specific to the assignment description

	• Incorporates ideas irrelevant to the course content • Assignment provides little to no evidence to support its claims • Assignment incorporates no (or very little) source material • Assignment has an unclear organizational structure • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
E	• Does not follow instructions specific to the assignment description • Incorporates no ideas relevant to the course content· • Assignment has no identifiable organizational structure • Assignment incorporates no source material • Assignment provides no evidence to support its claims • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors