



Course Syllabus

EDTC 5190	MP3 Players & Podcasting in the Classroom	Summer 2011
Webster Hall Rm 225	Instructor: Scott Wagner wagner@webster.edu	Credit hours 3

1. COURSE DESCRIPTION: This course provides instruction and strategies on how to utilize MP3 players and Podcasting in the classroom. Students will learn how to convert and transfer music, audio books, and podcasts onto an MP3 player and will learn how to create audio podcasts as well as enhanced podcasts with photos. MP3 players will be provided for students. Strategies will also be given on how to use podcasts and MP3s players effectively in the classroom to increase student motivation and raise achievement.

2. LEARNING OUTCOMES: Address the ISTE NET standards

Course Outcomes	ISTE Standards
1. Become familiar with MP3 players and their operation	ISTE 1a,1b
2. Locate and convert audio files to appropriate formats to use in the classroom	ISTE 2c, 6a
3. Become familiar with and locate podcasts	ISTE 1a,1b
4.5. Create podcasts in a variety of formats	ISTE 2c,1a,2a
6. Integrate podcasts effectively into the classroom	ISTE 3b, 3d

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Day 1	Simple transfer of a CD music file to an MP3 player, basic operation, headphones, differences between iPods and MP3 players, models and features, memory and memory cards, battery powers, types and uses of MP3 players, and file formats
Day 2	iTunes, locating, converting, and transferring music, podcasts, and conversion techniques and free programs, podcasts, music, and audio books, and file formats, and transferring each to an MP3 player. Software programs, music stores, Rhapsody, Napster, iTunes, file sharing, and tips on buying music and audio books, and copyright issues.
Day 3	What is a podcast? Find podcasts on the web and using iTunes. Classroom strategies for using podcasts. Creating Audio podcasts using Audacity and Garageband.
Day 4	Creating enhanced podcasts using Garageband. Converting slideshows to podcasts using Garageband and Profcast.
Day 5	Acquiring podcast footage off campus. Podcast creation
Day 6	Class presentation of podcasts. Video Podcasts and posting podcasts to a server. Subscribing to podcasts.

4. RESOURCES:

Class Website:

<http://wagnerpodcasting.pbwiki.com>

Textbook:

none

5. EVALUATION / GRADING SCALE:

93-100 = A

90-92 = A-

86-89 = B+

83-85 = B

80-82 = B-

76-79 = C+

Assignment Breakdown:

Weekly Readings/Attendance	10%
Audio Podcast	25%
Enhanced Podcast	25%
Podcast 3	25%
Lesson Plan	15%

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

I plan to keep the final project. So if you desire a copy of it, please make one for yourself before turning it into me.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

8. ATTENDANCE:

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class. **Please note that we only meet 6 days, hence each meeting is crucial.**

The instructor reserves the right to lower the final grade by a letter grade for absences.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

9. OTHER

All Lab fees will be used to purchase MP3 players for each student.

10. STANDARDS / GOALS: International Society for Technology in Education (ISTE) -National Educational Technology Standards for Teachers (NETS) – http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

1. Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

2. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

3. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

5. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice.

6. Social, ethical, legal, and human issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The School of Education (SOE) Goals:

1. The knowledgeable learner:

Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

2. The informed instructor:

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

3. The reflective collaborator:

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

4. The responsive educator:

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

This syllabus is subject to change at the discretion of the instructor.

Podcast Rubric

Criteria	3	2	1
<p>Content <i>You may have created the most beautiful, creative and clever podcast ever, but if it doesn't contain the appropriate or required content, you haven't done your job.</i></p>	<ul style="list-style-type: none"> •Creatively and cleverly presents information in a unique way to keep audience engaged and eager to hear more •Information or theme is accurate and appropriate •Contains all the required elements 	<ul style="list-style-type: none"> •Effectively presents information to keep audience listening •Information or theme is nearly accurate and appropriate •Contains all the required elements 	<ul style="list-style-type: none"> •Listen to sample podcasts from your class or iTunes to get ideas about how to keep your audience listening •Check your information for accuracy •Check your assignment sheet and rubric to include all the required elements
<p>Attention-getting and relevant opening <i>The opening few seconds of a commercial either turn viewers off or invite them to listen to the rest of the podcast. Work hard to create an opening that will capture attention and show relevance to the listener.</i></p>	<ul style="list-style-type: none"> •Establishes one clear theme and consistently maintains focus •Selects quality content that includes all important vocabulary •Arranges podcast using own words •Always written with the audience and purpose in mind •Title(s) entice audience to listen 	<ul style="list-style-type: none"> •Establishes purpose and reasonably maintains focus •Selects adequate content and includes most of the important vocabulary •Arranges script using own words •For the most part, the audience and purpose are easily observed throughout •Title is appropriate but could be more creative and enticing 	<ul style="list-style-type: none"> •Clarify your purpose and/or theme •Check to see that you have enough content •Content not appropriate for audience •Amp up your attention grabber so that your audience is compelled to listen
<p>Delivery and Continuity <i>Choose a major theme or benefit and stick with it. The viewer/listener cannot absorb more than one major idea in 60 seconds.</i></p>	<ul style="list-style-type: none"> •Extremely well-rehearsed, smooth delivery •Highly effective enunciation, expression, and rhythm to keep your audience listening •Consistently uses correct grammar •Volume of voice enhances presentation 	<ul style="list-style-type: none"> •Well-rehearsed and almost always smooth delivery •Adequate enunciation, expression, and rhythm with just a few disruptions in flow •Nearly always uses correct grammar •Volume of voice is sufficient, but could be noticeably improved. 	<ul style="list-style-type: none"> •Practice your podcast until it doesn't sound like you are reading. •Make your voice sound expressive and rhythmic •Increase or decrease your pace •Double check your grammar •Check voice levels
<p>Enhancements <i>Enhance, not replace, your message. If your audience pays more attention to your sound and effects, they'll remember the sounds but not your message—even if the message is clearly in your podcast.</i></p>	<p><i>Images, music, sound effects...</i></p> <ul style="list-style-type: none"> •Always enhance the quality and message of the podcast •Evoke emotional responses from your audience 	<p><i>Images, music, sound effects...</i></p> <ul style="list-style-type: none"> •Enhance the podcast's message, but are somewhat distracting •Evoke a bit of emotion from audience 	<ul style="list-style-type: none"> •Clarify the purpose of your enhancements. <i>HOW</i> does the image/music/ effects make your audience want to keep listening? •Trim down or change your enhancements so that they support your message, not take it over
<p>Technical Production <i>All of your work will be wasted if your audience cannot hear you, if there is background noise, if it doesn't make sense, or if you have abrupt stops and starts. Make sure you check sound levels, have a quiet place to record, and have a "popper stopper" if possible. Leave plenty of time for editing and re-recording.</i></p>	<ul style="list-style-type: none"> •Smooth transitions, spaced correctly without noisy dead space •Makes every effort to filter out unwanted ambient noise •Sound remains at a consistent level throughout •Chapters are in logical sequence and graphics change at appropriate intervals •Podcast is <i>short</i> enough to keep your audience interested and engaged 	<ul style="list-style-type: none"> •Mostly smooth transitions; minimal amounts of noisy dead space •Some ambient (room) noise can be heard •Music is somewhat appropriate •Fairly logical sequence of chapters and most of the graphics change at appropriate intervals •Podcast is <i>short</i> enough to keep your audience listening 	<ul style="list-style-type: none"> •Edit out dead space •Check your music output levels or style of music •Check your sound levels •Re-examine your chapter sequence and/or graphic changes •Trim down your piece to contain only essential parts of your message