

# Special Topics: Podcasting in Public Relations

PBRL 4802-501

Fall 2020

## Tori Cliff

**Office Hours:** By appointment TR 12:50-2:50 p.m.

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## COURSE REQUIREMENTS

### Catalog description

The course offers instruction, training, practice and analysis in podcasting for public relations purposes, including research, planning, organization, branding, content creation, and promotion. The course will focus on podcasting best-practices to meet organizational objectives and maximize community outreach and development.

### Corequisite

PBRL 3400

### Textbooks, Software and Required Materials

Required Book:

Meinzer, K. (2019). *So you want to start a podcast: finding your voice, telling your story, and building a community that will listen*. William Morrow, an imprint of Harper Collins Publishers.

Required Software and Materials

Audacity

Canva

One Flash Drive (at least 2GB) or Equivalent Cloud Space

### Classroom format

The class will be presented in discussion format. It is a hybrid class, meaning work will be accomplished during scheduled class time via Zoom, and on your own using various digital platforms.

### Course Requirements

Meeting deadlines is essential for media professionals. Regular attendance in class is important for your success. If you know about an absence in advance, you are encouraged to check with me to see if arrangements may be made to turn in the work early (at my discretion). If you become ill, or are in quarantine, without access to complete your work, please communicate with me right away to see if we can make suitable accommodations, like extending deadlines a bit, or issuing an incomplete for your class grade as opposed to an F.

The basic requirements for this course include these elements:

1. Complete assigned readings each week;
2. Arrive to each class punctually and prepared;
3. Check campus email each weekday morning by 8 a.m.;
4. Complete all work on or before deadline and with excellence;
5. Do well on class exams;
6. Be respectful of classmates and professor at all times; and
7. Participate in meaningful class discussion and activities/exercises.

### Accessing the course website

1. Go to the University of Memphis eLearn home page: <http://elearn.memphis.edu>
2. Log in using your University of Memphis username and password.
3. In the Term Year course list available to you, click on the link for PBRL 4802-501 to enter your course and read the instructions on the welcoming page

### Grading

Podcast Analysis 10%

Script/Interview Guide and Downloadable Ancillaries 20%

Podcast Pitch and Promo 20%

Podcast(s) 30%

Peer Review/Quizzes/Assignments/Activities/Participation 20%

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = 60-0

### Other issues

Come to class on time, and ready to participate. Sitting quietly won't work in this class, as it will be high discussion. Attendance is mandatory.

When you enter the Zoom classroom, please turn your camera on, and mute yourself when not speaking. This will reduce our background noise.

If someone is screensharing, temporarily turn your camera off. Turn your camera back on after screensharing is complete. You may toggle back and forth several times in one class period, but it does save bandwidth. It is also simple. The buttons for muting and camera on/off are located at the bottom left of the Zoom window once you enter the meeting space.

I recommend only having the tabs open that are necessary in order to allow your processor to move more quickly.

If you need to ask a question, physically raise your hand so that we can see it in the camera or choose the raise hand option in Zoom. Feel free to use the chat option but know that I will not be checking it very often, so it is best to raise your hand and ask a question. Also, if you PM someone in the chat, it is

visible to everyone if the session is recorded. I plan to record most or all of our sessions, so please keep that in mind.

If you need to excuse yourself for a quick break (I.e. bathroom) then feel free to turn your camera off and leave your microphone on mute. Take your break, then turn your camera back on.

If you are experiencing a lag or tech issue, it may be best to log out/end session and log back in.

## COURSE SCHEDULE

### *Week 1, Date: Dream It, Research it*

This week we'll cover deciding on the purpose of the podcast, identifying the audience, and finding inspiration.

Readings: ch. 1, 2, 4

Assignments: podcast analysis 1

### *Week 2, Date: Write it Down*

This week we'll cover format, structure, and focus.

Readings: ch. 6, 7, 8

Assignments: podcast analysis 2

### *Week 3, Date: Planning*

This week we'll cover script preparation and selecting the right title.

Readings: ch. 9-10

Assignments: podcast analysis 3, podcast pitch and promo

### *Week 4, Date: Hosting*

This week we'll cover diversity and hosting like a pro.

Readings: ch. 11-12

Assignments: podcast analysis 4, peer review assignment on pitch and promo

### *Week 5, Date: Hosting cont.*

This week we'll cover co-hosting (do you need one, how will you co-host like a pro, and how to handle co-host conflict.)

Readings: ch. 13, 14, 15

Assignments: podcast analysis 5

### *Week 6, Date: Cast it*

This week we'll cover getting the guests you want, preparing your guest and yourself for the interview, and connecting with your guest.

Readings: ch. 16-17, 22

Assignments: podcast analysis 6

### *Week 7, Date: The Show*

This week we'll cover conducting a first-rate interview, production, and evaluation/feedback sources.

Readings: ch. 18, 19, 20

Assignments: podcast analysis 7, script/interview guide

*Week 8, Date: Make it*

This week we'll cover equipment needs, editing, music, movie clips and more, and determine best show length.

Readings: ch. 21, 23,24, 25

Assignments: podcast analysis 8, music clips and editing assignment

*Week 9, Date: Listener research*

This week we'll talk about what listeners love and what they hate.

Readings: ch. 26-27

Assignments: podcast analysis 9, downloadable ancillaries (show guides, notes, etc.)

*Week 10, Date: Draw them in*

This week we'll cover making enticing show art and writing catchy episode titles and descriptions. We'll also talk about creating downloadable ancillaries to drive web traffic and enhance value.

Readings: ch. 29-30

Assignments: podcast analysis 10, podcast development of pilot group 1

*Week 11, Date: Share it*

This week we'll cover creating a release schedule, distributing the podcast, and monetization.

Readings: ch. 28, 31, 32

Assignments: podcast development of pilot group 2

*Week 12, Date: Grow it*

This week we'll cover prioritizing promotion, building community, and getting the word out.

Readings: ch. 33, 34, 35

Assignments: podcast development of pilot group 3

*Week 13, Date: Branding and organizational goals, sustainability and continued growth*

This week we'll cover giving great interviews, supporting organizational goals, and embracing the mission of the podcast and your identity as a podcaster.

Readings: ch. 36-37

Assignments: podcast development of pilot group 4

*Week 14, Date: Work week*

This week we'll be polishing created content and finalizing episodes.

Readings:

Assignments: finalize project

*Week 15, Date: Work Week*

This week we'll be polishing created content and finalizing episodes.

Readings:

Assignments: finalize project

## ASSESSMENT AND OUTCOMES

### Five Pillars in PBRL 4802

- *Critical Thinking:* Students must demonstrate an understanding of the audience that will consume multi-platform work, and explain this connection in project pitches.
- *Media Literacy:* Students learn how multimedia projects are researched, planned, and created through class assignments and projects.
- *Multimedia:* Students will prepare materials for multiple media platforms including: audio, video, social media, photography, and data visualization.
- *Professionalism:* Students learn the professional standards and routines of multimedia journalism by discussing and producing multimedia projects, using audio and/or video recording equipment and software to produce and distribute multimedia projects. Students learn the ethical guidelines for producing multimedia projects. Students learn legal issues associated with producing multimedia projects. Finally, students will distribute their work through appropriate journalistic channels based on the projects scope and platform.
- *Writing:* Journalistic writing skills will be reinforced in the class. Students will be required to write stories, scripts, social media content, and promotional materials for all projects produced.

### Professional Values and Competencies in PBRL 4802

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications,
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

## How professional values and competencies will be met

### *Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically)*

- Learn intermediate to advance techniques with digital cameras and audio recording equipment
- Apply sound news judgement in a multi-platform environment and communicate using the most effective platform for each project
- Execute in-depth, meaningful interviews with subjects on topics relating to students' projects.
- To produce professional grade content that can be distributed to the public via appropriate media channels.
- To work within the digital computer framework and process images, video and audio to its maximum potential while taking care not to alter fact or otherwise create unethical representations

### *Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies)*

- Complete a large-scale project that relies heavily on the skills presented in the class.
- Demonstrate an advanced ability to capture and edit content with the appropriate, industry-standard equipment to make it suitable for presentation
- Demonstrate advanced knowledge of the software required for the course (image, video and audio editing software)

## How assessment of student learning will be met

### *Awareness*

- Become aware of storytelling trends in the media industry, including the ethical issues that accompany such trends.

### *Understanding*

- Develop an understanding of advanced multimedia storytelling process from development to editing to final presentation in multiple media outlets.

### *Application*

- Creation of large-scale multimedia projects addressing different platforms, photography, video, audio, audio-visual and data visualization, which are edited using a combination of Adobe Photoshop and Premiere Pro, Audacity, and data visualizations applications.

## JOURNALISM AND STRATEGIC MEDIA POLICIES

### Portfolio requirement

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Undergraduate students are to begin the portfolio in JRSM 3900 and graduate students are to begin in JRSM 7002. Students are to contribute to it in every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experiences and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in their capstone courses.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. Students may use any content management system, but students are encouraged to use WordPress, Wix or SquareSpace. Students are encouraged to consider purchasing a URL and hosting

if they plan to use the portfolio for a long term, but they must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional lives, via a common email service, such as Gmail.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files and writing pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

## Email

Students must have their UofM email accounts activated. Students using another provider, such as Google, are required to have all UofM email forwarded to that account. Students should go to the <http://iam.memphis.edu> website to implement forwarding of UofM email. Students are required to check their email daily. They are responsible for complying with any email sent to by professors or others in the University.

## Electronic devices

Some classes require a tablet, laptop or a smartphone. Others do not. Instructors will set the policy for their specific classes.

## Attendance

Class attendance is mandatory in Journalism and Strategic Media. Students may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without prior arrangements with the class professor. Students may not be permitted to make up any missing work unless it is for an absence because of illness or other catastrophic emergency, such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). Journalism and Strategic Media is a professional program, and students are expected to understand and comply with deadlines. Students who have some problem making it to class on time should make arrangements to correct the problem or consider taking another class. Students should consider this class as a "job" in the educational process and be on time just as they would elsewhere.

## Course repetition

Majors and minors who fail to earn the minimum passing grade ("C-") in a class required by their program of study in Journalism and Strategic Media more than three times will be dropped from the program.

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially

rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the résumé and logo).

### **Academic integrity**

In addition to University-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses or students receiving any assistance from others for work assigned to be done on their own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, as this is a journalism and strategic media class, students are expected to comply with copyright law and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas. Also to evaluate proper use and assignment of sources. As part of this process, you may require to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. (*Office of Legal Counsel, October 11, 2018*)

### **Online SETEs**

Students are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, student can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, students should log in to MyMemphis using their UUIDs and email passwords; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations very seriously and use them to improve courses and instructional quality. Student feedback is essential and is appreciated.

### **Deadlines**

All deadlines are firm. This is journalism and strategic media. Students needing an extension on an assignment must receive approval from the instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

### **AP Style and grammar**

All written work in this class must follow the AP Stylebook and accepted rules of grammar and punctuation. Students are responsible for learning these rules and checking their work for errors.

### **Disability and accommodations**

Students who need an accommodation based on the impact of a disability should contact the Office for

Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

### **Diversity and inclusivity**

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Media reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

### **Weather policy**

Always check with local media and the University of Memphis website regarding inclement weather. If the University is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

### **Student support**

Students who are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, should visit the Office of Student Accountability, Outreach & Support page to learn about resources that can help: <https://www.memphis.edu/saos/sos/crisis-resources.php>. Any student who faces personal challenges including, but not limited to securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. Students may also talk with course instructors about the challenges they are experiencing. Instructors may be able to assist in connecting with campus or community support.