RTD464 Fall 2014
Audio Documentary
Dr. Phylis Johnson, phylisj@yahoo.com
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Course Times: Tuesday 2PM-4:50PM, ROOM 1016

Office Hours (RM 1050F)
Tuesdays 10AM-12PM; 1PM-2PM
Wednesdays, 10AM-1PM
Teaching Assistant: Alex Kirt, kirt1974@gmail.com

Course Objective – The purpose of this course is the creation of short form audio documentary by students, regardless of production background. Computer and digital recording/editing experience preferred. This course will introduce students to basic interviewing skills, virtual journalism, and sound studio and field production. This course uses qualitative methods to investigate an issue or document an event, with an emphasis on observation and interview techniques, as well as attention and respect to gender, ethnicity, and race in content decisions. This course is meant to empower students with research and production skills necessary to communicate diverse perspectives through well-crafted documentaries.


Mandatory Recording Equipment: Headphones (1/4” adapter), AA Batteries, Sound Card, External Storage Drive. Specifics will be provided. All projects and related content must be recorded on professional digital recorders and ProTools, or equivalent. Exceptions require instructor approval.

Web Sources
Class Blog: http://soundproof464.blogspot.com/
http://www.transom.org
http://thirdcoastfestival.org
www.radiodiaries.org
soundprint.org (see Producer's guidelines)
www.americanradioworks.org (Topics)
http://americanradioworks.publicradio.org/podcast.html
soundportraits.org/education (Listen to Ghetto Life)
talkinghistory.org

Microphone Guides
http://www.shure.com/
http://www.audio-technica.com/cms/site/9904525cd25e0d8d/index.html/
http://www.themicguide.com/

Pro Tools Sources (Avid/DigiDesign)
http://www.digidesign.com/index.cfm
http://transom.org/2008/pro-tools-shortcuts/
COURSE OUTLINE
Subject to revision based on unforeseen circumstances

Objectives:
- To open up the production process to all students, regardless of their technical background.
- To work toward the inclusion of the often forgotten voices within society, as well as those issues or perspectives often overlooked in mainstream media.
- To empower students with interviewing, observation, research, and production skills necessary to communicate multicultural perspectives within an increasingly technologically dependent world.

Learning Outcomes: (1) learn the terminology associated with documentary production (critiques); (2) apply research and writing skills to an issue or theme (treatments); (3) develop professional storytelling skills (concept, production); (4) acquire experiences within online environment (sources, exhibition, etc.)

Audio Documentary – Sections
Section I: Documentary Trends
Section II: Research and Interviewing
Section III: Documentary as Audio Essay
Section IV: Historical
Section V: Images and Blogging

SECTION ONE: DOCUMENTARY TRENDS

Week 1 – 2: (8/19 & 8/26) Sound Online and Offline
Defining audio journalism and documentary.
The rise of online journalism, and trends in radio journalism.
News across the Metaverse: The Draxtor Files
SALT Student Projects, http://www.salt.edu/studentwork/radio/

Assignment (Due 8/26): Listen to past class projects. Draft Proposal for Documentary 1 – what’s your focus, who would you interview, what would you ask them, how would you plan for the interview.

Week 3: (9/2) Oral History, Sound Archives, and Resources
What is Oral History?
www.dohistory.org/on_your_own/toolkit/oralHistory.html#LINKS
Quest for Sound
Howard Dully - My Lobotomy on NPR (http://npr.org)
Related Story

SECTION TWO: INTERVIEWING AND RESEARCH

Week 4 – 5: (9/9 & 9/16) Conducting the Interview
Sonic Memorial Project (World Trade Center)
http://sonicmemorial.org/sonic/public/
http://sonicmemorial.org/public/stories.html
Reflections on 911
http://understandingamerica.publicradio.org/

Interview Techniques to consider
- The observation: Tuning into an issue, event, or environment.
- The interview: Deciding who to interview – creating an interview guide: wording of questions; The focus group; use of open-ended questions.
- Delivery of questions: use of inflection and body language
- Listening skills: problems with probing and difficult respondents.
- Basic recording techniques

Studs Terkel - The “RADIO” Man Who Interviewed America
www.grandtimes.com/studs.html
(Terkel) http://transom.org/?s=studs%20terkel
Listen to “Voices of Our Time: 5 Decades of Studs Terkel”

How to Record: www.soundportraits.org/education/how_to_record/
In-depth Interviewing: www.leeds.ac.uk/educol/documents/000001172.htm
Must attend Mandatory Production Boot Camps outside of class!

Assignment (Due Tuesday 9/9): Treatment

SECTION THREE: THE DOCUMENTARY AS AUDIO ESSAY - APPROACH & SETTING
Week 6: (9/23) Documenting Life as Sound in Story

Better Writing Through Radio
http://transom.org/?s=better%20writing%20through%20radio

“Personalizing” Documentary
Sound Portraits
http://www.soundportraits.org/
This American Life
http://www.thislife.org/
Case: Prairie Home Companion
http://prairiehome.publicradio.org/about/cast/tom_keith.shtml

Sound Design (transitional devices, voice, music).
Best of – Third Coast International
http://thirdcoastfestival.org/
Documentary sound
http://wlt4.home.mindspring.com/adventures/documentary.htm
http://www.filmsound.org/film-sound-history/documentary.htm
http://www.dartmouth.edu/~jruoff/Articles/CJSOUND.HTM

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Sound Links
www.radiodiaries.org
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www.americanradioworks.org (Topics)
soundportraits.org/education (Listen to Ghetto Life)
talkinghistory.org

Weeks 7 - 8: (9/30 & 10/7) The Story – “Others”

Emphasis on ethics and bias during the collection & editing process

- Personal bias and values clarification.
- Introduction to Media Evaluation Model

Assignment: Due Short Form Documentary I. (3-5 minutes)
Due 10/7, with typed script and posted on Sound Cloud.

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Last day to drop, 10/26

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Documentary 2: Proposal and Treatment must have been approved beforehand.

SECTION FOUR: HISTORICAL EVENTS
Weeks 9 – 11 (10/4, 10/21 & 10/28)

Fall Break 10/11-10/14

Sorting through Crisis: Recorded Audio and Transcriptions
(Hurricane Katrina; Los Angeles Riots, etc.)

Lost and Found Sound - Voices of the Dustbowl -
narrated by Charles Todd. (22:00) (7/28/00)
(script) http://hearingvoices.com/story/transcript/bg_dustbowl.html
(video) http://video.pbs.org/video/1311363860/

(the migrant experience) http://lcweb2.loc.gov/ammem/afctshtml/tsme.html

The Making of Lost and Found Sound
http://www.albany.edu/jmmh/vol3/lostandfound/lostsound.html

The Kitchen Sisters
http://www.kitchensisters.org/lostopound_sound1.htm

Father Cares: The Last of Jonestown
http://www.npr.org/programs/specials/jonestown.html

Other examples:

The Journal of Multimedia History:
http://www.albany.edu/jmmh/
(also read/listen “Will the Circle Be Unbroken”)

This Far by Faith: Azusa Revival of 1906 (DVD)

Historical Documentaries (sources)
http://www.albany.edu/faculty/gz580/documentaryproduction/

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Week 12: (11/4) IMAGES AND BLOGGING

http://www.prx.org

http://www.transom.org/about/how.html

Veteran's Day, 11/11


Week 17 (12/9 12PM-1:45PM) Final Documentary Exhibition

Grading Scale
A – Broadcast Quality! Excellent Content & Production.
Not Late; Exceeds Expectations (100-90)
B – Broadcast Quality! Good Content & Production.
Not Late; Above Expectations (89-80)
C – Broadcast Quality! Fair Content & Production.
Meets Expectations (79-70)
D – Poor Broadcast Quality. Has Potential. Does Not Meet ALL Expectations (69-60)
F – Not worthy of Revision. Fails to Meet ANY/MOST Expectations (59 & below)

PROJECTS
(All paperwork must be typed SS in Times, 12 pt)

Reading Assignments: (200 points) Textbook chapters; reading list provided.
Listening Assignments: (100 points) Listening & Critiques as assigned
No "official labs" - assignments will be produced outside class time. In-class time will be provided for training and production at the discretion of the instructor; boot camps provided outside of class as needed.

Documentaries: (700 points) Each documentary must include TYPED documentation - 50 word abstract, interview guide, treatments, script, interview sources, & credits. Additional requirements for group projects, including member critiques and additional time/content adjustments. All documentaries require instructor approval.

Documentary 1 Personal/Group: 300 points (1-2 page treatment) (3-5 min. segment)
Documentary 2 Personal/Group: 400 points (2-3 page treatment) (8-10 min. segment) *Final project must include at least 10 “research” citations in a separate typed bibliography; 2 typed page critique.
Note: Professional online exhibition of final project is required.

Additional points for blogging first documentary (up to 50 points).

Recommended Additional Readings:
Terkel, S. 1993. Race: How Blacks and Whites Think and Feel about the American Obsession: How Blacks and Whites Think and Feel about the American Obsession

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Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students With a Disability: Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado: During the spring semester we have a Storm Drill. Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire: During the fall semester we have a Fire Drill. Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat: If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. DO NOT USE YOUR CELL PHONES. Some bombs are triggered by a cell phone signal.

Shooter in the Building: If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.
If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything moveable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. Be quiet and wait for the police to arrive. The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person MUST raise his/her hands above his/her head.

**Earthquake:** In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

**Rave Mobile Safety Alert System:** We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrss.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

**CPR/First Aid Classes:** If you would be interested in getting your name on a list for a free four hr. CPR or First Aid class contact LaVon Donley-Cornett at lavong@siu.edu.

**Women's Self Defense Classes** are offered to female students faculty and staff by the Department of SIU Public Safety. For more information, contact Officer Russell Thomas russellt@dps.siu.edu.