Radio Broadcasting & Digital Audio Production Syllabus

JOUR 3614-001

Instructor
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Office hours: By appointment. Best method to reach me is by e-mail.

Course description

This course provides an introduction to the world of radio production as well as radio programming. Production means everything you may ever hear on the radio that is pre-recorded and not live. Programming means putting a product on the air that will attract a listener. In addition to basic computer recording principles, the course will offer a history of recorded radio knowledge including programs, features, news, commercials and more. The class will cover:

* The origins, the reasons, and the results of quality radio production.
* The way we listen to radio as well as how listenership has changed over time.
* We will listen to LOTS of radio production in class, discussing what works, what doesn’t, what achieves timelessness, what doesn’t.
* Basic skill sets for modern audio production including Adobe Audition, ProTools.

Students will be graded upon assignments; there will be lots of time for individual lab exploration.

Classroom policies

Cell phones turned off before entering class. No cell phone use (including IM) during class. Laptops okay for taking notes, not okay for web surfing.

Required text: NO required text

Recommended reading:
Modern Radio Production 7th Edition by Carl Hausman, Fritz Messere, Philip Benoit
ISBN: 0495050318
Radio: An Illustrated Guide by Jessica Abel and Ira Glass
The Hits Just Keep On Coming: The History of Top 40 Radio by Ben Fong-Torres
Adobe Audition 2.0 Classroom in a Book
It’s About Time by Mike Flanagan (Andrews, McMeel)
Complete Idiot’s Guide to the Old West by Mike Flanagan (Penguin)
Required tools
You will be expected to turn in a mid-term and a final project on a CD that you have
burned, so plan on buying a half dozen blanks for the course. Anything else will be
announced in class.

Not required for class, but will come in handy

Pro Tools, Adobe Audition, Garage Band, Cool Edit Pro, Audacity or any audio editing
program that will let you burn the final result to CD.

CD burning software

Grading
Class participation various assignments, Commercial production, In-class exercises.
And attendance 25%
Mid-term project 25%
Two part final project 50% “Roots Segment” and “Voice Tapes”

WEEK BY WEEK OVERVIEW

Week 1 Introduction and course review.

Week 2 The Birth of Radio. Where did it come from? Who invented it? Why? When?
Movie: “Empire of the Air.”

Week 3 Digital Editing Overview. Meet Adobe Audition. Creating a feature in Adobe
Audition.

Week 4 Write and produce a 3:00 feature on personal topic, music genre, interview, etc.

Week 5 Intro to Radio 1190 Studio. Meet at the radio station basement of UMC. Bring
a short piece of music that you might use to identify yourself. Record your voice tape
intros. Radio listening assignments assigned.

Week 6 The art of the radio commercial. Assignment: write and produce 2x :30
commercial and 2x :60 commercials

Week 7 Radio listening assignment and commercials due. Listen to commercials in
class, then report on your assigned radio station. Class review and commentary.

Week 8 The Commercial Radio Station. What goes on at a radio station on a day to day
basis.
Week 9 Introduction to commercial audio production, imaging, and digital sound production. Write, voice and produce 5x:10 sweepers, branding imaging.

Week 10 How a “time clock” works and incorporation into a commercial radio station. The “why” of radio.

Week 11 Students will produce a 10:00 segment using imaging, music, commercials and a full voice session to create a working model.

Week TBD

Week 13 Begin “roots segments” and plan genre and direction for final project.

Week 14 Selling Your Voice with Voice Demos.

Week 15 Listen to Voice Tapes. Root segment workshop.

Week 16 Last class: Final Roots Segments due, listen in class.

General Policies

Disabilities information
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (303-492-8671, Willard 322, www.colorado.edu/disabilityservices)

Disability Services’ letters for students with disabilities indicate legally mandated reasonable accommodations. Other letters/requests you may receive from agencies such as the Wardenburg Student Health Center, or other health providers, such as physicians or counselors, are recommendations you may choose to follow to assist students but are not necessarily legal mandates. Answers to Frequently Asked Questions can be found at www.colorado.edu/disabilityservices

Religion accommodations
The Chancellor and the President have received valid complaints from students and parents regarding the lack of adequate faculty accommodation for some students who have serious religious obligations that may conflict with academic requirements such as scheduled exams. Campus policy states that faculty must make reasonable accommodation for such religious observances and in so doing, be careful not to inhibit or penalize those students who are exercising their rights to religious observance. The policy states that ‘every effort’ shall be made to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If a student and an instructor cannot come to a mutually satisfactory agreement for a particular situation, the student may appeal the matter to the department chair and then, if necessary, to the relevant Dean’s office. It is the responsibility of every instructor to clearly explain his or her procedures in this regard in the course syllabus so that all students are fully informed, in writing, near the beginning of each semester’s classes. Please explicitly encourage students to notify you of anticipated conflicts as early in the semester as possible so that there is adequate time to make necessary arrangements. Faculty should be aware that a given religious holiday may be observed with very different levels of attentiveness by different members of the same religious group and thus may require careful attention to the particulars of each individual case. The full text of the Boulder campus policy can be read on the web at www.colorado.edu/policies/fac_relig.html

Honor Code
The University has recently adopted a student Honor Code. Individual faculty members are encouraged to
familiarize themselves with its tenets and procedures. We also recommend that faculty incorporate specific language suggestions provided at http://www.colorado.edu/academics/honorcode/Faculty.html
Other information on the Honor Code can be found at www.colorado.edu/policies/honor.html and at www.colorado.edu/academics/honorcode/

Core Competencies
The School of Journalism and Mass Communication is committed to training students in fundamental communications competencies. This course will focus specifically on developing competency in writing, visual literacy, journalistic ethics, and an understanding of diversity issues in the news. Here are the competencies:
Understand and apply the principles and laws of freedom of speech and press, 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 the diversity of groups in American society and in a global society in relationship to communication.
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 tools and technologies appropriate for the communications professions in which they work.