

Podcast Project, Step #1



Your Job:

You've been hired as a producer on an NPR music show (think something like "Tiny Desk Concert"). The job that has just landed on your to-do list is a 10 to 12 minute podcast on music since 1900. No problem—luckily you have a music degree, you've got this!

Project Workflow:

Step #1: What's My Vibe?

- A. Pick **TWO** pieces of music to feature on this segment.
 - These pieces can be **any** genre, instrumentation, and from anywhere in the world (doesn't have to be from the US). The only two hard and fast rules:
 - The piece must have been written/composed **after** the year 1900
 - you can't pick is something we've already covered in class (ask me if you're unsure).
 - Psst: This semester's themes are "Music and Identity" and "Music and Technology"—try to pick two pieces that might have interesting connections to one of these two themes.
 - Try to think about other ways **your two pieces can connect in other interesting ways as well**—thematically, chronologically, via a topic or performer or dialogue on a subject. (no one really wants to listen to a radio show called "random stuff I threw together at the last minute, right?")

Week 5, Turn-it-in!

- Tell me the name, composer, and year of your two pieces (this is a really short and easy assignment, but make sure to "turn it in" on Brightspace!)
- This is due to me on Brightspace by Friday, September 26, 11:59pm.

Assessment:

- Overall this Podcasting Project is worth 40% of your grade in Music History III.
- Here is the individual breakdown of that 40% for each scaffolded step:
 - Step 1—2%

Some later steps we'll get to:

- Step 2—3% (recordings and sources)
- Step 3—8% (evaluating recordings and sources)
- Step 4—12% (draft)
- Step 5 is ungraded but is feedback from me
- Step 6 (please note that this includes incorporating my feedback from Step 5)—15% (the final product!)

Podcast Project, Step #2



Your Job:

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Project Workflow:

Step #2: Down the Rabbit Hole!

Got your two pieces chosen? Great, now it's time to get informed and start pulling together some resources!

- A. Find **ONE** recording you like for **EACH** of your two pieces—these can be links or files (Youtube, Apple Music, Soundcloud, mp3 files, whatever).
- B. Go to <http://library.potsdam.edu/music>
 - On the left side of the webpage, you'll see a tab marked "Articles." Please click on this. You will now see three different databases listed under the heading "Music Articles"
 - Music Periodicals Database (formerly International Index to Music Periodicals)
 - Music Index
 - RILM Abstracts of Music Literature
 - Please use these databases listed above to search by keyword for **scholarly** articles connected to your pieces or program themes. Clicking the "peer reviewed" box will filter for scholarly articles. Feel free to try a few of the other filters as well to help narrow your search (language, source type, etc).
 - Not sure what to do? Luckily I am your research assistant and will help you.....just send me an email and we can book an office hour to collaborate on honing research skills :)
 - If it's obvious to me that you have not done the workflow I've requested on this research portion, I may kick it back to your desk and ask you to redo this portion.
 - Assessing what seems most useful to you, select **FOUR** scholarly articles overall (these could be two articles for each piece, or a mix of articles about your theme and pieces).
- C. Find **two** other sources of any kind (website, lyrics, interview with your musicians, whatever). These do not need to be scholarly, they can be anything different than what you used in step A and step B.

If you're counting, completing A, B, and C means you should have **EIGHT** sources overall.

Week 10, Turn-it-in! Due Friday, October 31.

Paste the links/attach the files for the two recordings from Part A and paste the citations from Parts B and C (you can use Chicago Manual of Style, APA, or MLA, just be accurate!) into a document on Brightspace. **(SLO 1, Applying)**

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 - Step 1—2%
 - Step 2—3% (recordings and sources)

Some later steps we'll get to:

- Step 3—8% (evaluating recordings and sources)
- Step 4—12% (draft)
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Podcast Project, Step #3



Reminder about Your Job:

You've been hired as a producer on an NPR music show (think something like "Tiny Desk Concert"). The job that has just landed on your to-do list is a 10 to 12 minute podcast on music since 1900. No problem—luckily you have a music degree, you've got this!



Project Workflow: Step #3—Evaluating

Great, I have my eight sources, now what do I do with all of this?

Maybe we won't end up with a full-on messenger board setup, but we do need to look at our sources and figure out how to use them...this part will involve some listening, thinking, and evaluating.

- A. For your two recordings from Step 2 when putting together your bibliography, please pick **one** recording. Now: Why did you choose **this recording**? What makes it more interesting, useful, or attractive to you than other recordings of the piece? Is there something about the sound or style that you think is particularly important? Is the production relevant here? If you just like it the best, why? Please write 250-300 words answering this question (please use specific examples, musical vocabulary, or reference particular moments in the recording). (**SLO 2, Evaluating**)
- B. For your four scholarly sources you found in Step 2, please pick **one** scholarly source. Please answer the questions on the back page of this handout about this **one** scholarly source. (**SLO 3, Evaluating**)

Turn-it-in! Due on Brightspace, Friday, November 21

This will include you turning in your 250-300 word writeup on your recording choice from part A, and answering the questions on the backpage here for your scholarly source. Please submit these both as one document to Brightspace.

Assessing Sources!

Please answer the following questions for **one** of your 4 scholarly sources.

You will need to be able to access the source, so please don't pick something you can't access due to paywall issues, etc.

Please let me know if you are having source issues.

Questions #1, 2, 3, 4, 5 are quite straightforward and should be short and easily done.

Questions #6, 7, 8, 9, and 10 require some thought and analysis on your part and should include longer answers of at least a couple of sentences.

1. **Provenance:** What kind of item is this source? (chapter in a book, entire book, journal article?). If it is part of a larger series (a journal, for example), what is the name of that journal?
2. **Method:** How did you find this source? (what kind of method did you use—which search engine, database, etc). Please be specific.
3. **Authority:** Does the author have credentials, expertise, etc in a certain musical field? (look them up and provide some details)
4. **Currency:** How old is this source, what year was it published?
5. **Scope:** How long is this source (number of pages)?
6. **Structure:** How has the author structured the work? Are there subheadings? Chapters? Please provide a diagram/outline of the structure of the overall source.
7. **Purpose:** What is the argument/thesis of this source? (this is usually somewhere near the beginning of an article or book—let me know if you're having trouble locating it!)
8. **Accuracy:** Is the information/argument supported by evidence? What kind? Does the argument seem logically reasoned? Do you feel there are weaknesses in it? (Please provide examples).
9. **Tone/Writing Style:** What is the tone/type of writing? Who do you think the intended audience is?
10. **Additional Materials:** Does the author include additional materials to support their point in the piece, such as images, musical notation or examples, charts or figures? Please give some examples if yes.

Podcast Project, Step #4

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Project Workflow: Step #4—Planning/Drafting

Great, I have sources and have assessed at least some of them, now what?

Now is the moment to scaffold/plan/draft your podcast (can't just be talking, radio or editing doesn't really work like that).

Please answer the questions on this handout (you can type them up with numbers, or you can use this word document and fill in the blanks—either is fine).

Turn-it-in! Due on Brightspace, Thursday, December 4

Planning/Drafting

1. **Repertoire:** What two pieces are I covering in this podcast?
[just names, titles, dates, and links is good here]
 2. **Overall focus/topic:** What is the overall argument/takeaway/reason that you think your listeners will find connecting these two pieces interesting? Remember, you should link this in some way to music & identity or to music & technology.
Please write a short paragraph of about 100 words here.
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Outlining:

I. Introduction to your podcast:

Advice: In terms of timing, aim to make this no more than 1 minute or so.

Your introduction should include:

- A. Some kind of attention grabber
- B. Telling your listeners the focus of podcast
- C. Signposting for your audience what's to come (what are you going to discuss, in what order)

Please draft a short version of your introduction (can be bullet points).

II. Body of your podcast:

A. For your Piece #1:

Advice: In terms of timing, aim to make your discussion of piece #1 somewhere around 5 minutes.

3. Main points about your Piece #1:

Please list a few bullet points of the main points you plan to cover in this section, considering how they connect this example to your overall argument.

4. Musical Style: What do you plan to say about the *music* of this example?

Please list a few bullet points about your musical details in connection to piece #1.

5. Do you plan to play musical example (s)? (yes/no)

Advice: If playing musical examples, keep snippets short, no more than 30 seconds each.

6. Scholarship:

Please list 1-2 sources you plan to use in this section (consider balancing scholarly and popular sources).

B. For your Piece #2:

Advice: In terms of timing, aim to make your discussion of piece #2 somewhere around 5 minutes.

7. Main points about your Piece #2:

Please list a few bullet points of the main points you plan to cover in this section, considering how they connect this example to your overall argument.

8. Musical Style: What do you plan to say about the *music* of this example?

Please list a few bullet points about your musical details in connection to piece #2.

9. Do you plan to play musical example (s)? (yes/no)

Advice: If playing musical examples, keep snippets short, no more than 30 seconds each.

10. Scholarship:

Please list 1-2 sources you plan to use in this section (consider balancing scholarly and popular sources).

Podcast Project, Steps #5 & 6



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Project Workflow:

Step #5: Quality Control Meeting¹

Feedback time! I am now masquerading as your boss and will offer you some feedback about your project pitch. I am likely to suggest thematic and conceptual changes more than specific word-by-word line edits :) You don't have to turn anything in for this step, this step is that I return something to you!

You will have my feedback by the end of the weekend (Sunday December 7).

Step #6: Showtime!

Taking your outline as your guide and also incorporating feedback from me to make necessary changes and edits, turn your work into a full 10 to 12 minute recorded podcast.

- This 10-to-12 minute story will include some polished spoken presentation from you.
- You are most welcome to involve other people in your project (have a guest on your podcast, for example), but you need to do your own work (these aren't jointly graded projects). It should also be noted, per course policy, that this should all be your own work (no use of AI).

¹ Motown chief executive Berry Gordy used to hold "Quality Control Meetings" every Friday morning at 9am, attended by Motown producers, musicians, and executives. "Quality Control" would listen to every recording and evaluate various elements (production, melody/hook, singing quality, etc) to see if it met the standards to be released as a Motown single or album. These were pretty frank (and sometimes heated!) discussions, but they do demonstrate how evaluation, feedback, and revision is an essential part of any kind of artistic or intellectual process.

- You can certainly include audio snippets, but under no circumstance should these be long snippets—no one's podcast or presentation should include more than 2-3 minutes of music in total. Try to use examples briefly and strategically, not to fill time :)
- You'll record the presentation and send me the finished product as something like an mp4 file.
- What kind of tech should you use? It's up to you—you could record using Zoom, you could make a podcast using an audio note function on your phone, you could use a service like Audacity, etc. I am not judging these on fancy audio quality or slickness of presentation.....but feel free to gravitate to your comfort zone in how you choose to do this (and ask me questions if you have concerns).
- How to "cite" verbally? Note that when you're giving a verbal presentation, you have to introduce other people's intellectual property by stating their name (as opposed to a footnote)—we'll talk about this in class, but make sure to include verbal citations where needed in your podcast.

Finals week, Turn-it-in! Submit your recording + a file that contains your final bibliography to Brightspace (**SLO 4, Creating**)

DUE Thursday, December 11, 11:59 pm