Overview:
Wherever we are, what we hear is mostly noise. When we ignore it, it disturbs us. When we listen to it, we find it fascinating. The sound of a truck at 50 m.p.h. Static between the stations. Rain.
> — John Cage, "The Future of Music: Credo"

Where we are is never silent. The ubiquity of sound often leads to us to ignore the sonic attributes of our surroundings and the ways in which sounds encourage or discourage behavior, mirror and enforce power structures, and persuade us toward action or inaction. This course will focus on these issues. Major projects will include a student-produced podcast series, pieces of reflective writing, and audio exercises. Along the way, students in the course will consider the following questions: What are the rhetorical effects, possibilities, and limitations of recorded sound, and how do they compare to the effects, possibilities, and limitations of writing? What makes for effective communication when it comes to recorded sound?

Required Course Materials
- *The Acoustic City* by Matthew Gandy and BJ Nilsen (eds.)
- *Out on the Wire: The Storytelling Secrets of the New Masters of Radio* by Jessica Abel
- Selected PDFs and audio recordings provided via Blackboard
- Access to audio-production software (e.g., Audacity, which is downloadable for free)
- Access to a cloud audio repository for assignments (e.g. Soundcloud, YouTube)

Optional Course Materials
- A USB microphone for use with a laptop (e.g., Samson Go, Blue Snowball iCE) and/or a mic for use with a smartphone or tablet (e.g., Movo PM10, Rode VideoMic Me, Zoom iQ7)
- *The Sound Studies Reader* Jonathan Sterne (ed.)

Available University Resources
Audio-Visual Recording Kit
Sound Studio
Computers & Tablets

Course Goals
This course is designed to help students
- develop their abilities to compose and communicate effectively using both written and sonic media,
- learn about and enact rhetorical principles, practices, and theories,
- reflect critically on their creative and compositional processes,
- listen carefully, both to recorded sound and to other people, and
- familiarize themselves with the intertwined histories of rhetoric, writing, and recorded sound.

Coursework

Reflective Writing (The Learning Record)

Reflective writing will be a major part of this course. The audio work you and your classmates will do in the course encourages risk, allows for the possibility of rhetorical failure, and might take a variety of forms, so reflective writing detailing and reflecting on the rhetorical choices and workflow guiding that work will contribute significantly to my response to and assessment of your audio work. There will be two primary reflective writing assignments: (1) a midterm self-evaluation, and (2) a final self-evaluation.

Responses to Course Texts

Each student will sign up to be the "go-to" person for reading we will be discussing. The student should prepare a short audio response (1-2 minutes; this can be imagined as broadly as the student would like – a soundscape, a snippet of conversation, whatever) as well as a written summary to be read aloud and at least three questions through which they may start discussion.

Exercises

1. *Sound Collage* – Create a 2-3 minute soundscape recorded in and around a single place.
2. *Transcription* – Transcribe a five-minute segment of an untranscribed episode of an existing podcast.
3. *Interview* – Record a short interview with someone.
4. *Narrative* – Record an audio narration of an event you witnessed firsthand.

Podcast Episode

The capstone assignment for the course will be a podcast series. The class as a whole will decide on an overarching theme for the series. Working in small groups, students will be responsible for producing an episode of the series. The work you do here should take into account course readings and build on the skills you developed in putting together your preliminary exercises. Each episode must be 10-20 minutes long and accompanied by a full transcript.

Grading

We'll be using a portfolio-based grading system called the Learning Record (LR). I'll provide written or spoken feedback on individual assignments, but not numerical or letter grades. Then, at midterm and during finals, you'll turn in written arguments for the grade you deserve based on the body of work you've done in the course, the grading criteria below, and dimensions of learning and course strands that we'll discuss during the second day of class. Those arguments are the midterm and final self-evaluations mentioned above. Here are the grading criteria:

A	Represents outstanding participation in all course activities, ***perfect or near perfect attendance*** (typically two absences or fewer), and ***all assigned work completed on time***. Also represents ***very high quality*** in all work produced for the course. LR provides evidence of significant development across all five course strands. The LR at this level demonstrates activity that ***goes significantly beyond the required course work*** in one or more course strands.
B	Represents excellent participation in all course activities, near perfect attendance (typically three absences or fewer), and ***all assigned work completed on time***. Also

	represents **consistently high quality** in coursework. Evidence of marked development across the five course strands.
C	Represents good participation in all course activities, no more than four absences, and all assigned work completed. Also represents generally good quality overall in coursework. Evidence of some development across the five course strands.
D	Represents uneven participation in course activities, uneven attendance, and some gaps in assigned work completed. Represents inconsistent quality in course work. Evidence of development across the five course strands is partial or unclear.
F	Represents minimal participation in course activities, poor attendance, serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

It is difficult to overstate the importance of you familiarizing yourself with these criteria. Note that the "significantly" in the "A" category doesn't just mean doing everything required for the course really, really well. It means doing *more*. Taking thorough reading notes on every reading we cover this semester, for instance, does not necessarily constitute going "significantly beyond the required course work." You will have to demonstrate that you've done something or some things that have required time and energy beyond what the course requires and that what you've done has resulted in demonstrable learning.

Late Work
Because they generally contribute to what we are doing in class on the day they're due, I will not accept any late homework or responses to course texts. However, I will give you a no-questions-asked, 48-hour extension on one preliminary exercise *and* one reflective writing assignment. I would advise you not to blow these extensions early in the semester. I give them to you because I know technology fails and emergencies arise, but you only have one of each. No extensions on podcast episodes.

Attendance
You are expected to attend class, to arrive on time, and to participate in all in-class work and discussions. Should you miss the equivalent of five class meetings, excused or not, you will fail the course. If an unavoidable problem has prevented or will prevent you from attending class, contact me as soon as possible, preferably ahead of time, to let me know. If you are late to class or leave early, it will count as half an absence. If you arrive after I take roll, you are responsible for making sure I mark you as in attendance.

Technology
We are fortunate to be in a room equipped with computers. We will use those computers often, and in many cases it will be fine if you use a personal laptop or tablet instead.

As for smartphones and other cell phones, there may be some times when it will make sense for us to use them. In general, though, they aren't a good fit for the sort of work we do in this class. For instance, their screens are too small to engage with readings in the detail-oriented way we will during this course. For that reason, don't plan on using them in class unless we decide

otherwise during a particular activity. If you have a particular reason for wanting to make use of your phone in class, let me know.

Please Note
I am often only able to respond to student e-mail during regular scheduled office hours. Please plan accordingly.

Schedule

Week 1	
Aug 22	Course Introduction *99% Invisible* "Episode 1: Noise" (in class)
Aug 24	Audacity overview and work "The Shape of Sound" (in class)
Week 2	
Sept 3	NO CLASS
Sept 5	*Ways of Hearing*, "Time" (SSR) Sterne, "Sonic Imaginations" Assign Exercise #1 (Soundscape)
Sept 7	NO CLASS – work through Chow, *Learning Audacity* on Lynda
Week 3	
Sept 10	(AC) "1 Urban Soundscapes" (1-3) *This American Life*, "Mapping" (act two) (in class)
Sept 12	(SSR) Chion, "Three Listening Modes" (SSR) Schafer, "The Soundscape"
Sept 14	Lab work
Week 4	

Sept 17	**Exercise #1 (Soundscape) due** *Rhetorics Change / Rhetoric's Change* Soundscapes section *Ways of Hearing*, "Space" *99% Invisible*: "The Sound of the Artificial World" (in class) Assign Exercise #2 (Transcription)
Sept 19	(AC) "2 Acoustic Flânerie" (1-3) Wagner, "City Noise Might Be Making You Sick" "Interactive Maps That Reveal What Cities Sound Like"
Sept 21	Lab work
Week 5	
Sept 24	**Exercise #2 (Transcription) due** Ben Hammersley, "Audible Revolution" (SSR) Shuhei Hosokawa, "The Walkman Effect" (AC) "4 Accoustic Ecologies" (3-5) Assign Exercise #3 (Interview)
Sept 26	(OOTW) Abel, "Preface" Farivar, "10 Years of Podcasting" Sterne et al, "The Politics of Podcasting"
Sept 28	Lab work
Week 6	
Oct 1	(OOTM) Abel, "Amuse Yourself: Ideas" & "The Heat of Their Breath: Character & Voice" HowSound: Morphing Print Essays into Radio (in class)
Oct 3	(OOTW) Abel, "Keep or Kill: Story Structure" HowSound: My Kingdom for Some Structure
Oct 5	Lab work
Week 7	
Oct 8	**Exercise #3 (Interview) due** Abel, "Dark Forest" Halbritter & Lindquist, "Sleight of Ear: Voice, Voices, and Ethics of Voicing" "Radiolab's Jad Abumrad On Storytelling With Sound"

Oct 10	HowSound, "Story Structure: The 'e'" Rob Rosenthal, "Tinkering with Sound Design" On the Media, "Pulling Back the Curtain" (in class)
Oct 12	Lab work
Week 8	
Oct 15	**Midterm Learning Record due** Hepworth, "A master audio storyteller on how to create a powerful podcast" Pullen, "What are Podcasts?"
Oct 17	HowSound, "Tinkering With Sound Design" May, "Puzzle Bait: How Podcasts Get (And Keep) Your Attention"
Oct 19	Lab work
Week 9	
Oct 22	Hammer, "Writing Noise, Teaching Dirt" "Brian Eno Explains the Loss of Humanity in Modern Music" Krukowski, "Surface Noise: What We've Lost in the Transition to Digital" Assign Exercise #4 (Narrative)
Oct 24	"The Great Learning" Performing Paragraph 7
Oct 26	Lab work
Week 10	
Oct 29	**Discuss Final Podcast Project** Organize, etc.
Oct 31	Lab work
Nov 1	Lab work
Week 11	
Nov 5	**Exercise #4 (Narrative) due** Lab work

Nov 7	Lab work
Nov 9	Lab work
Week 12	
Nov 12	Lab work
Nov 14	Lab work
Nov 16	Lab work
Week 13	
Nov 19	Lab work
Nov 21	No Class
Nov 23	No Class
Week 14	
Nov 26	Presentations
Nov 28	Presentations
Nov 30	Presentations
Week 15	
Dec 3	**Final Learning Record Due**

University Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping

classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Faculty are encouraged to discuss the Honor Code and the consequences of cheating, including plagiarism with their students.

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. **Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University**. Additional information is available at https://www.uta.edu/conduct/.   Students are encouraged to review these guides on plagiarism
http://libguides.uta.edu/researchprocess/plagiarism
 http://libguides.uta.edu/copyright/plagiarism

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at
http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit
http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as

scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: [Required for face-to-face courses; should be omitted for online courses] Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
[As you see, this section requires faculty members to be fully aware of the exits nearest their classrooms, even before the semester begins. Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php. In the case that you are unable to ascertain this information in time for your syllabus, you must be sure to explain to your students on day one how best to exit the building. Inclusion of this verbiage as well as a brief discussion on the matter with your students at the beginning of the term is mandated by UT Arlington Procedure 7-6: Emergency/Fire Evacuation Procedures (http://www.uta.edu/police/Evacuation Procedures.pdf)

[Should you learn that your class roster includes students with physical/sensory disabilities, you should arrange to meet *in private* with each of these students to discuss their needs for assistance in the event of an emergency evacuation.]

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

Student Support Services: [Required for all undergraduate courses] UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington.

Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza