



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

Communication Skills for Public Service Spring 2022

Instructor Information

- Thom Blaylock
- Email: thomblaylock@nyu.edu
- Office Address: The Puck Building, Room 3016
- Office Hours: Appointment link on Brightspace

Course Information

- Class Meeting Times: TBD
- Class Location: TBD If we cannot meet in person we will meet here: [Zoom-Communications Skills](#)

Course Description

I would love to call this course “Manipulation, in a good way.” The goal of the course is to help students get the most out of every form of communication: to change minds with the written word, win allies in person, to sway audiences in presentations, and to get what they want out of the various forms of communication most common in the careers of recent NYU Wagner graduates. Students will work both individually and collaboratively on a series of communications deliverables including:

- 1) Memos;
- 2) Oral Presentations;
- 3) Negotiations;
- 4) Press Releases;
- 5) Talking Points;
- 6) One-pagers;
- 7) Audio; and

- 8) A final unified campaign putting much of these forms together to enact a change you are passionate about.

Each work product will be treated as a case study with specific audiences and a well-defined purpose.

Course and Learning Objectives

Students who successfully complete this course will be able to:

1. Write well-reasoned, fallacy-free, clear and effective documents;
2. Speak Clearly and effectively in public settings
3. Speak clearly and effectively in pre-recorded videos and podcasts
4. Layout and prepare well-written and aesthetically pleasing presentation slides
5. Edit for clarity, conciseness, grammar and appropriateness of content for a specific audience
6. Effectively offer and receive thoughtful, specific, and actionable feedback to and from class colleagues

Teaching Methods

In addition to short lectures, class discussions and case-based exercises, the course utilizes a writing workshop approach during many sessions. The main difference between a normal class and a workshop is that the foundation of workshop discussion and study is student work. Students will review their peers' work and offer thoughtful constructive criticism in a safe environment. The emphasis is not in just identifying flaws, but also identifying strengths that will help colleagues improve their assignments. The workshop setting also aims to help improve student's ability to give and receive in-person feedback and run effective meetings.

Readings

Readings will be posted on Brightspace. I change supplemental reading based on issues I see in your writing and communication skills. When a reading is assigned, please bring a printed or digital version of it to class in case it is referred to directly in class (It always is.)

Use a Dictionary: I will expect you to know meanings of all words that appear in all the texts we read, (including the student-written texts and especially your own work.) If you don't know it, look it up. I may put you on the spot in class!

Assessment and Grading Policy

Student grades will be based on the assignments below. I am not a gotcha grader. My rubric is attached. I no longer have a "participation" grade. Any assignments worth less than 10% of your final grade will be graded mostly on completion and clarity. Yes, these percentages add up to 103%. Maths is hard, you're welcome:

- Email introduction 2%
- Introduce yourself to your colleagues on Brightspace: 3%
- KKI Memo Final Revision - 10%
- Module 2 Reflection 3%
- Press Release 20% (Organization Feedback Email 5%, Press Releasedraft and Feedback 5%, Revised press release 10%)
- MedLee Negotiation 15% (Talking points 5%, Memo 10%)
- Intellectual Doc Draft 10% (presentation 5%, Film study reflection 10%)
- Edited Audio Interview 5%
- Final Campaign 35% (Document 15%, Podcast 20%)

Grading

- A+: Reserved for highly exceptional achievement—I have given three in 13 years.
- A: Excellent. Outstanding achievement.
- A-: Excellent work, close to outstanding.
- B+: Very good. Solid achievement expected of most graduate students.
- B: Good. Acceptable achievement.
- B-: Acceptable achievement, but below what is generally expected of graduate students

A General Writing, Thinking and Presenting Rubric (found on the following three pages):

Element	A - Excellent	B – Good	C – Below Standards	Not Acceptable
Argument or Thesis	<ul style="list-style-type: none"> Strong and specific argument easily identifiable by intended audience. Major points and research reinforce the argument throughout the piece. 	<ul style="list-style-type: none"> A solid argument identifiable by a reader though not perhaps to the intended audience. Most points reinforce the argument throughout the piece. 	<ul style="list-style-type: none"> Generalized or vague argument not identifiable by a reader. Some points reinforce the argument, but many fail to reinforce or relate to the argument. 	<ul style="list-style-type: none"> No identifiable argument. Individual points lack cohesion and fail to express a uniform idea.
Critical Thinking and Analysis	<ul style="list-style-type: none"> Clear presentation of critical thinking related to the issues, substance, central argument and research. Easily understood by intended audience. All facts, figures and supporting research relate to the central argument or thesis and are effectively contextualized and analyzed for intended audience. 	<ul style="list-style-type: none"> Demonstrates effective critical thinking, but some points could be more fully developed. May not be easily understood by intended audience Supporting research relates to the central argument and is mostly contextualized and analyzed for a reader. 	<ul style="list-style-type: none"> Overall shallow analysis of topic. Need to delve deeper into subject. Supporting research is either absent or is not contextualized and analyzed. 	<ul style="list-style-type: none"> Very little analysis. Discussion is entirely opinion-based without supporting, contextualizing or analyzing any research
Development of Ideas	<p>Ideas are fully developed. Overall the piece is thought provoking.</p>	<p>Most ideas are fully developed and thoughtful.</p>	<p>Ideas are briefly explained, but information and analysis may lead to confusion by a reader.</p>	<p>Difficult to understand the ideas in the piece.</p>

Element	A - Excellent	B – Good	C – Below Standards	Not Acceptable
Application of Theory	Theory and research clearly reinforces the central argument and major ideas	Demonstrates understanding of how theory and research is used to reinforce the argument and major ideas	Demonstrates some understanding of how theory and research should reinforce the major ideas	Fails to demonstrate an understanding of the theory and no clear use of research to reinforce argument or major ideas
Word Choice	<ul style="list-style-type: none"> • Use of terminology is correct in all instances. Dead and tired clichés and metaphors are avoided. • Strong use of simple, precise and effective language easily read and understood by intended and potential audiences 	<ul style="list-style-type: none"> • Occasional use of inappropriate jargon, acronyms or imprecise terms. Minimal usage of dead and tired clichés and metaphors. • Minor issues with wordiness, repetition. Easily understood by intended audience, but perhaps not by other potential audiences. 	<ul style="list-style-type: none"> • Many mistakes in terminology. Frequent use of dead and tired clichés and metaphors. • Some issues with wordiness and repetition. Mostly understandable to intended audience. 	<ul style="list-style-type: none"> • Imprecise terminology and heavy usage of jargon and acronyms. • Wordy and repetitive.
Organization and Structure	<ul style="list-style-type: none"> • Effective use of formal structure such as subheadings and conventional formatting. • Thoughts follow a clear internal logic reinforced by the formal structure • Overall structure is strong and contributes to the effectiveness 	<ul style="list-style-type: none"> • Mostly effective use of formal structure. Subheadings could be more descriptive or formatting could be improved. • Thoughts mostly follow an internal logic reinforced by the formal structure • Overall structure is acceptable. 	<ul style="list-style-type: none"> • Ideas difficult to follow. • Lack of internal logic. Unclear formal structure • Overall structure distracts from the meaning of the piece 	<ul style="list-style-type: none"> • Completely illogical • Unstructured, disorganized

Element	A - Excellent	B – Good	C – Below Standards	Not Acceptable
	and clarity of the piece.			
Grammar	Few if any grammatical errors. Any errors do not affect meaning	Minor errors cause momentary distraction for readers.	Errors do not cause the writing to be unclear, but weaken the effectiveness of the communication	Systemic errors that make the writing difficult to read.
Academic Convention	Research is properly cited for the medium of the piece.	Some missing citations or a few improperly cited sources.	Research is inconsistently cited. Uncited facts, figures and passages bring about questions of plagiarism in reader's mind.	No citations. Clear violations of rules of plagiarism.

A NOTE ON ATTENDANCE AND ITS EFFECT ON GRADES:

This semester is likely going to be weird and I am going to make sure the experience for people on-line matches that of folks who are sitting with me in Rudin. Normally my rule is two absences can be excused with prior notification to the professor for no penalty. Barring true emergencies each unexcused absence will subtract 1/3 of a letter grade from your final grade (i.e. an A+ would become an A.) **Students who attend all classes will receive a 1/3 grade bump in their final grade**, (i.e. a B+ would become an A-.)

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Detailed Course Overview

Module 1: Some thoughts about writing and communicating and the Kennedy Krieger Case

Great readings, discussion in class, why we are doing this? What will you be able to do well at the end? Write emails. Give and receive feedback. Prepare talking points for synchronous communications (negotiations, debates, meetings)

Reading:
[Ben Yagoda, When you catch an adjective, Kill it: Intro](#)

Notes: This is my favorite discussion of grammar and the arguments that happen all the time between people like me who believe that communication is an act of conveyance as well as identity building and many people of authority, including managers, professors, (you?) who use grammar as a crutch and stand-in to describe good writing and good thinking. Even worse, some people believe in a kind of prescribed idea of the perfect sentence: deviation from which means you are inarticulate. The truth, that we will discuss in class, is that you get away with what you can get away with as a writer and communicator. That is very much about flexing to your audience and much less about grammar.

Joan Didion, The White Album: Bureaucrats

Notes: I love Joan Didion. She's a bit of a shit-kicker and man did she hate HOV lanes in 1976. In a few weeks you will have the option to consider HOV/HOT messaging, but for now I wanted you to see as Joan goes in and interviews smart data-driven policy specialists like you. These decision-makers are terrible at communication, unlike you I hope! They are also pretty awful at telling the truth.

Saul Alinsky, Rules for Radicals: Communication

Notes: You've probably read parts of Alinsky's Rules for Radicals because a bunch of your professors through the years idolize Alinsky. Not me. But I love what a clear communicator he is and what he has to say about community organizing is applicable in literally any situation. Communicating with people requires having some kind of shared experience. Find that experience and flex to it and there is your common ground.

George Orwell, Politics and the English Language

Notes: I know, this is an old British essay, but wow is it great! I wish I could get everyone to read this and not just his six rules of great writing which are consistent with everything else you will learn in this course, but also about the way tired old clichés and side speak can bring down governments, moral authority, and our willingness to hold powerful people accountable. This is very appropriate right now.

Assignment: Email Introduction

Read these four pieces. Write me a pretend email (uploaded to classes as an assignment)

Subject line: Communications Skills Email Introduction.

Introduce yourself to me and pretend you are on the waitlist hoping to get a seat in the class. (Ha! A waitlist for my class! I know.) You have read the first four assigned readings, tell me if something in one of them got you to thinking about your own life or career or past communications and how it made you want to stay in the class.

Why I assign this: I assign it to be turned in before class because these small assignments improve class discussion. Also: I want to see how you write the most common form of professional written communication: an email. I want to have something to remember you by. I want to hear your thoughts on one of these pieces of writing that I love, even if you don't love them! I also use small assignments like this to give you feedback way before you turn in longer pieces.

Module 2: Figuring out where your comfort and discomfort lies in Communicating in teams and collaborating

Pre-Class Self assessment

Notes: You have done many of these before. I like this one because it offers a good conversation starter for the in class work. If you let these results reshape your identity you are doing it wrong and I apologize.

Read the appendix for your “type”:

Notes: I know, this reads a bit like a horoscope, but the writers behind these are excellent at prepping for social interactions and thinking about those interactions as professional social challenges. We will too!

Listen to past semesters’ Unified Campaign Podcasts on Brightspace Read the KKI Case. We’ll unpack that at the end of the session.

Assignment: Module 2 Reflection

Write 200-300 words max answering one of the following prompts:

Choose 1:

- 1) Social Styles Reflection: Tell me how this or a past self-assessment has added to your self-awareness as a communicator and how might you act on that self-awareness to improve your communication in the future.
- 2) The last several months have seen a migration to online collaboration, learning, and work. Tell me how this new reality in professional and academic communications changes the way you communicate with people. What is lost as we move to a more virtual nearness? What is gained? What communications and professional issues are you most worried about due to these changes. How do you plan to overcome those issues?

Why we do this: With these reflections, we are closing the loop. I want you to use the writing of this as a self-guide to improve at least one aspect of your communication skills.

Module 3: Lead Poisoning; Giving feedback, being heard, using feedback, Memos and the SCQR action introduction method.

Giving feedback in groups, how to be heard in groups and how to listen, email conventions, the best email you’ll ever write.

Reading:

Weeks, Holly. "The Best Memo You'll Ever Write." Harvard Management Communication Letter.
Article Reprint No.: C0504C

Notes: the way I see it, SCQR is your default formula for writing emails and great introductions to memos and briefs. Super applicable in all formal professional writing. It provides a framing logic model for every situation.

Nancy Sommers Responding to Student Writing—

Notes: This contains much of my philosophy of teaching narrative and persuasion. Lots of good pedagogy in here that I want you to connect to any situation where you are informally teaching, managing or collaborating. Do you want people on your team to do things a little different? You gotta put in the work. Oddly enough, liking people and seeing their innate potential is a big part of this.

Tannen, D. The Power of talk: Who Gets Heard and Why. Harvard Business Review, Sept.-Oct. Reprint #95510

Notes: I assign this to show you some data support for things you probably already know, but maybe not how to deal with especially related to gender in the workplace and how people hear and support each other in meetings and group situations. Such as the workshop we're doing today, the debate prep coming up, the negotiation prep coming up, really everything in this course.

Case: Kennedy Krieger

Notes: You cannot do the assignment or participate in class if you have not read the case. Read the case! It's fascinating.

Required Viewing: Sample KKI memo workshop from last MSPP crew.

Assignment: KKI Memo

Draft 1—Post to your KKI Memo group Discussion board three days before class: Using the SCQR Introduction method write a “What we should have done” memo advising the Kennedy Krieger Institute about what they should have done regarding their lead study.

Memo Setup: Johns Hopkins is building a knowledge bank for continuing education of its research professionals. They ask you to take a look at what happened with the lead abatement study and what they should have done.

Memo Structure:

- 1) Introduction (SCQR) what happened, what did Kennedy Krieger Institute or JHU do wrong and when/what should they have done differently
- 2) Background: (the context of the Kennedy Krieger study)
- 3) Critical turning point: What did they do wrong and when should they have changed what they were doing? What should they have done? What were some rational reasons they had at the time to not change?
- 4) Retrospective Recommendation: At the turning point above, what should KKI have done? What would have been the ramifications (financial, scientific, public health, ethical) if they had done your suggestion then without the knowledge of foresight?
- 5) Lessons for today: Ultimately what lesson should JHU and KKI employees take away from this experience to apply to current research at the university?

Read the KKI memos from your group. Post a short note—Answering this question: After reading your group mates work, what do you need to do differently in your revision?

Revision Due before next class: Upload to Brightspace in one document: 1) A 50-150 word cover letter explaining how you revised your memo and what feedback was most helpful for that revision process in your in-class workshop 2) your revised memo.

Why I assign this: I love this assignment because it is one of the most important public policy cases since 2000 or so with implications for researchers and universities. But most people do not know anything about it and the catastrophe of lead poisoning in Michigan and other places overshadows it in terms of lead impact so much that even epidemiologists do not teach it that much.

Module 4—Deconstructing Press Releases

Readings:

<https://backlinko.com/write-a-press-release>

Why I assign this: Brian Dean who founded Backlinko is kind of a genius when it comes to breaking down writing forms and structures. While he is writing a lot about how to get companies into stories to drive brand awareness, the lessons all hold. Here he offers the anatomy of press releases that can be followed and implemented. You are welcome!

<https://www.forbes.com/sites/robertwynne/2016/06/13/how-to-write-a-press-release/?sh=1e70ad743b93>

Why I assign this article: This Forbes Article condenses the work of two industry leaders in for-profit SEO (Search Engine Optimized) writing. The writers are offering tips to writing press releases but remember that they have another dual purpose and that is to convince potential clients that they are leaders in this field and thus to attract business. So their real intended audience is not necessarily people learning to write, but people in a position to say, “Person X is an expert and can come in to help us with this.”

<https://www.theguardian.com/small-business-network/2014/jul/14/how-to-write-press-release>

Why I assign this article: This is a journalist (who is the intended audience of most press releases) writing for the benefit of press release writers. The author is answering the question, “Why don’t you cover my story, journalist?” It gives several pieces of advice that is applicable to government and non-government organizations.

Assignment: Pick an organization that deals with policy issues you are passionate about and want to explore further. Do some research on how they communicate with the press. Identify, read and analyze five press releases they have published in the last 18 months. Try to figure out what (if any) in-house guidelines they have for writing these press releases. How can they improve their press releases to attract more journalist and media attention in the future?

Turn In Before Class: Write a short email 150-300 words max to the PR manager of the organization. Explain your analysis of their press releases and offer specific feedback to them on ways they can improve by giving examples from the pieces you analyzed.

In Class: Groups will provide short 3-4 minute Presentations to their colleagues on their analysis and how they think the organization could improve.

Why we do this: Press Releases are rather an exotic form of writing for most recent Wagner Grads and we need to end that. This form of writing is ubiquitous for all outward facing organizations and much of what they write is trash. I say that because most do not end up leading to news features by journalists and content creators. Recognizing what makes a good one will help you in your career even if you never write one of these things professionally.

Module 5—Press Release Workshop

Rewrite a bad press release from your organization following the rules outlined in last week's reading and the email you wrote to the PR manager last week.

Draft 1—Post to your Press Release to your group Discussion board three days before class.

Read the Press Releases from your group. Pretend that you are a journalist who writes about policy issues reflected by the press release and reply to each person's press release answering these questions:

- 1) Does this story interest you enough to follow up?
- 2) What information do you wish was included?
- 3) What could make this press release better? **In Class:**

we will workshop these in groups and Debrief

Revision Due before next class: Upload to Brightspace Assignments tab in one document: 1) A 50-150 word cover letter explaining how you revised your Press Release and what feedback was most helpful for that revision process 2) your revised Press Release.

Why I assign this: Big organizations farm out their press releases to comms shops and small ones do not do them regularly enough to get good at them. But they are one of the most important ways to be featured in media and to control the way an organization is portrayed. In short, these are some of the most important external comms products anyone writes and it is great for you to understand how they are written and what their purpose is. Maybe you'll find a written form that you like enough to do professionally!

Module 6—collaborate on Negotiation prep MEDLEE

Read the case
Watch negotiation videos and lecture
Run MedLee Case in Class Associated Readings/videos/etc

<https://www.youtube.com/watch?v=llctqNjr2IUC>—let them say no to what you want

Assignment: Negotiation Talking Points

In much larger teams prepare talking points memo on Google Docs. Be sure to include your walk away conditions. I will share it with you and will check in occasionally if you @thomblaylock@nyu.edu me in one of your comment blocks.

Grading: 2.5%

In Class: Run the negotiation.

Debrief: Return to your teams and score yourselves. Did you win? Present interesting moment from each debate. Scoring: -1, 0, or +1 for each 1-on-1 negotiation for each part of the negotiation: 1) profit, 2) Staffing, 3) decision-making, and 4) conflict resolution. If everyone in your team achieved their goals in every aspect of the negotiation you would have +4 points for each member. It is possible on many points for both sides to feel as though they won or both feel as though they lost. Pick one speaker for your group. Speaker reports back. What could you have done better? Discuss in groups. New Speaker reports back. What is one piece of advice you would give to students in Spring 2020 doing this debate?

Why do we do this: I want to reinforce the preparation required for verbal communication challenges, but collaboration in large groups gets harder. I also want you to feel more comfortable in negotiation situations and just to think of them as communication challenges. You are persuading, but mostly you are here again trying to occupy perspective to figure out what you will need to give to get what you want. Purpose, Audience, Intent?

Assignment: MEDLEE Memo

350-450 word memo: Uploaded to Brightspace.

This memo is for next year's communications' skills students. Advise either team Armstrong or team Lee for next semester's negotiation. The title is General advice that would have helped me Negotiate Better. You choose what the most effective structure and content for the advising memo. Just make it so it would have been helpful to either you or the person you negotiated against this year. .

Why we do this: This is the last reflective practice memo we will write. You have free rein on making the structure match your goals of advising. I have seen lots of different successful approaches to structure on this.

Module 7—Informal Presentations: Unified Campaign

Longterm goal of the Unified Campaign

By the end of the semester you will turn in a final draft of an intellectual foundation document (either a memo or an op-ed) written to or for your chosen organization. You will create, edit and

produce a podcast that could be hosted on the webpage or digital space of your chosen organization.

Chunking out the Campaign

We will make this into bitesize pieces. Starting with an informal presentation during module 8 that will require you to research a policy area you already care about and an organization that actively works in that area. Consider using the organization from your press release writing assignment. From there you will have a series of draft deliverables that will inform the final products. Get started on the pieces early.

Informal Presentation: Pick a non-profit, political campaign, social/policy/advocacy organization or private company that is addressing an issue area you are passionate about. This is the organization you will create your unified campaign for. In class be prepared to discuss:

- 1) The policy area you are interested in
- 2) An organization that is doing work on/in that policy area
- 3) A data source that could be analyzed to help answer some kind of question in the policy area (you will not do this analysis this semester except for possibly minor descriptive analyses)
- 4) The names of two experts in the policy area that you could possibly interview
- 5) The names of two stakeholders that you could possibly interview.

Module 8-9 and 11-12 First Draft Intellectual

Document Workshops

Assignment: Intellectual Document

You will need a document to guide you in your unified campaign. This piece must identify a problem, contextualize it, discuss at least three possible approaches to address the problem, advocate for and defend a “best” way to solve it or work toward solving it. The structure will vary depending on the form you choose. It may either be:

- 1) an op-ed intended for a specific publication (think of the op-ed event in Intro to Public Policy; or
- 2) A memo that would live somewhere on your organization’s webpage. So it would have a wide non-technical audience, but readers will be people who would intentionally click on a link to a memo.

Breakdown of the assignment.

Problem: This is the thing you hope to solve or work toward solving. It could be as far-reaching and nebulous as ending a culture of white supremacy; or as focused as the bike lane on Navy street is dangerous and scary. Just remember it is harder to suggest cure-all solutions to big societal problems.

Contextualize: Help your reader understand the scope and scale of the issue. Who are the people affected by the problem? What is the community we are talking about here?

Approaches to addressing it: What are some things that could be done about it? If you can talk about policies and initiatives other organizations are pushing.

Best Way: What do you think should happen and why is that the best option? There are many possible ways to argue why something is ‘best’ including ethical considerations, financial, political feasibility etc. Make sure your reader knows what the terms of your argument are. In

this section you will need to include at least one example of quantitative analysis that helps your option.

Here is a silly example:

P: I do not have health insurance and cannot see a doctor.

C: Millions of Americans do not have health insurance or enough money to see a doctor and that costs the nation millions of dollars. Also, I have recently graduated, lost my parents' insurance and have had only one job interview.

A: There are lots of ways I personally could get insurance or enough money to see a doctor: 1) family helps, 2) medicare for all passes and is signed into law, 3) I get a job with the federal government that does not shut down and access to sweet medical security.

B: Getting a job is best because I also have to pay my rent and that seems more feasible than swift passage of sweeping healthcare reform. And I do not want to worry my family by asking them to help. Also, they are not doing so great right now.

Assignment Intellectual Document Comments: We will workshop these in class all together 3-4 per week for 3 weeks. You must print each workshop submission, mark it up with a pen and then write short email to the writer (cc me) explaining your notes and the the 1-2 things you like the best in the person's piece and the 1-2 things that need to be improved most. If you are on-line we can talk about other ways of doing the equivalent of pen/paper mark up. I use an iPad with notability for my mark ups and it is exactly the same thing. I do not love suggested edits in collaborative documents for this kind of thing. We'll talk about my general thoughts on this in class.

Assignment: Revised Intellectual Document

Revise your draft based on notes from me and your classmates.

Feedback Audio During the last week of workshops: To get us ready and get some practice on editing audio you will be providing 4-5 minutes of edited audio feedback for the documents we are workshopping the final week. What are some themes you are seeing, what general advice can you give that applies to some or all of the pieces. What are things you might try to incorporate into your own work that you read for that week. You should prepare a 200-300 word script (will not be turned in) and record yourself giving that feedback. You must then edit your comments in Audacity to take out unnecessary sound ("ums" long pauses, etc).

Why we are doing this?

This is great reflection. It requires you to consider work critically three times. Once when you read. Second when you prepare the "script" and third when you record yourself. It also will help you learn to edit sound and because you will do one of these each week, you will get very quick at sound editing.

Module 10: Audio BootCamp

This is your first Audio assignment—Interview one of your stakeholders . Limit the time to 15 minutes. Zencast for recording these. And Audacity to edit them

In class we will work on it as an audio studio editing session. I will walk you through some of the most important tools of professional and amateur audio editing including noise reduction; cleaning up speech tics, the ethics of audio editing; multi-track dubbing, audio normalization and basics of podcast narrative building.

Before Class:

- 1) Sign up for a pro zencastr account (currently \$9/mo) .
- 2) interview someone who interests you
- 3) Download/install Audacity on your computer
- 4) Watch the three how-to videos on Classes.

After Class:

- 1) Edit your interview down to 5 minutes
- 2) Add open source sound
- 3) Export to MP3
- 4) Upload to NYU Stream
- 5) Submit a link to your interview on Brightspace by the due date.

Final Projects Due