Podcasting **Packet**

Responsibilities Worksheet

1. Your group should fill this out on Canvas
2. Feel free to write your responses down in your own packet for future reference
3. Editing can be a large task, so two of you should split the duties each episode, which means all of you will have done some editing by the end of the term
4. After recording, fill out the Responsibilities Survey on Canvas (individually)

Archetypes Episode Responsibilities:

Who will be responsible for booking the soundproof library room?
Who will be responsible for reserving and picking up the microphone?
Who will be responsible for recording your session, edits, and emailing me the MP3 file?
Who will be responsible for posting shownotes with references & links?

Anarchy Episode Responsibilities (each student should have new role):

Who will be responsible for booking the soundproof library room?
Who will be responsible for reserving and picking up the microphone?
Who will be responsible for recording your session?
Who will be responsible for edits emailing me the MP3 file?
Who will be responsible for posting shownotes with references & links?

Episode Planning

Research

Once you have your assigned story:

1. Assess what you already know from class, etc. (You can always talk about our class discussions during your episodes. Just make sure to give credit where credit is due!)
2. Decide who will be responsible for what information.
3. Begin collecting information about the specific version's publishing history, cultural and historical context, archetypes, and more. You can start with these resources, but branch out as necessary:
   - Books
     - *Archetypes and motifs in folklore and literature a handbook*, Jane Garry
     - Stith Thompson, *Motif-Index of Folk-Literature*
     - Jack Zipes, *The Oxford Companion to Fairy Tales: The Western Fairy Tale Tradition from Medieval to Modern*

   - Websites
     - Wikipedia (A good place to begin, but don't rely on the information. Verify elsewhere.)
     - Aarne-Thompson Classification Systems
     - Multilingual Folk Tale Database
     -
     - Myths, Fairy Tales and Folklore: Literary Criticism (a guide for students and researchers)
     - #FolkloreThursday Public folklore site with blog, useful references, and more!

4. Compile your notes in Google Docs (and share the file with me!)
5. As you compile your notes, remember to cite your sources with Chicago style footnotes.
6. Remember to use complete sentences, because these will become the shownotes which we share on our website,

Episode Formats and Time Estimates

Archetypes **Episode**

Introductions	~1 minute
Episode Type	~30 seconds
Story Info	2 - 3 minutes
Cultural and historical background	3 - 8 minutes
Perform the story	5 - 20 minutes (varies)
Your close readings	5 minutes each (20 total)
Total Time	**45 minutes – 1 hour**

Anarchy **Episode**

Introductions	~1 minute
Overview of retellings	1 - 3 minutes
Discussion of source story archetypes	5 -10 minutes
Individual analyses	5 - 7 minutes each (28 total)
Total Time	**30 - 45 minutes**

Sample Introductions:
"I'm Buffy," "I'm Xander," "and I'm Willow."

Sample Episode Type & Story Info:
"Today, we're talking about 'The Frog Prince,' a folktale popularized by the Grimms in their book *Children's and Household Tales*, first published in 1812."

"'The Frog Prince' is the opening story of the Grimm's collection. Its Aarne-Thompson tale type is 440, which includes many other tales featuring frogs interacting with or becoming royalty."

"In today's story, [1-2 sentence summary]…"

Notes:
- See Katherine Acheson's *Writing Essays about Literature* for pointers on how to talk about cultural and historical background and how to conduct a close reading.
- Always introduce authors as well as stories / media retellings in the Anarchy episodes and provide links so listeners can find them later!

Preparing to Record

A minimum of one (1) week before your episode is due to me:
1. Schedule a time that works for all group members.
    a. For a ~50 minute episode, you'll need to plan for a 2 hour recording block (at least for the first time).
2. Reserve a soundproof study space at Knight Library.
    a. https://library.uoregon.edu/reserve/group-study
3. Reserve a USB Microphone with CMET
    a. https://oregon.qualtrics.com/jfe/form/SV_5mzRwF0yXVko8lL
4. Download Audacity
    a. www.audacityteam.org/download/

The day before you plan to record:
1. Go to CMET (basement of Knight library) and check out your USB Microphone.
2. Drink lots of water.

On recording day:
1. Keep drinking lots of water.
2. Be on time.
3. Bring digital shownotes to your recording session. You don't want the sound of paper rustling in the background.
4. Do a test recording where each of you speak into the mic to make sure the connection is good, you are all within range of the mic, and your volume level will work.
5. Open a new project, name it, and save it in your Group's Google Drive folder. If this is your Archetypes episode save as [GroupName]Archetypes (example: Group1Archetypes). If this is your Anarchy episode, save as Group1Anarchy (etc).

Recording

1. Remember to save your project BEFORE and AFTER recording.
2. Record 2-3 seconds of silence at the beginning of the episode for noise reduction purposes (see Editing page).
3. Record in one track if possible.
4. If you need a break halfway through, remember to stop recording and start again when you've reconvened.
5. Try not to speak over each other.
6. Try to engage with each other.
7. If you stumble over a word or sentence, it's best to say the whole sentence over again.
8. We can add sound effects in post-production (within reason), but make sure to say something like "drumroll here" to signal that something needs to go there.
9. We'll also add intro music and credits in postproduction, so don't worry about playing them as you record.
   a. Definitely play them before you record if it'll help you get into the mood!
10. When you're finished recording, back up the files (both the Audacity file and the MP3) on your group's Google Drive folder before you leave the room!

Editing

1. Save your file to your group's Google Drive folder as Group1ArchetypesEdit1 (for example) before you do anything.
2. Noise reduction.
    a. Click and drag over the 2-3 second portion of the recording at the beginning of the track.
    b. Select the "effect" menu at the top of the screen and select "noise reduction."
    c. Click the "get noise profile" button. Then, select your entire audio track, open the "effect" menu again, open "noise reduction" and click "ok." (The standard settings have worked fine for me).
    d. Repeat for each track.
3. Cut any portions you want to remove.
    a. Click and drag over soundwave, then hit the button with scissors on it).
    b. Only do this for flubs.
    c. Try not to cut out the space between words / make the time between two people speaking too short. If you accidentally do, see step 4.
4. Generate Silence (only in certain cases, see Step 3c).
    a. Click the spot in the recording where you would like to add silence.
    b. Select the "generate" menu at the top of the page.
    c. Select "silence" and input the amount of silence you need. (Less is more.)
5. Save your file again.
6. Export to MP3
    a. Click "file"
    b. Select "export"
    c. Follow the prompts
7. Email me a copy of the MP3 and upload it to your group's Google Drive folder.

Sharing

1. Make sure all references are cited using Chicago Note Style
2. Copy edit the shownotes for punctuation, spelling, and Chicago format
3. Make sure all of the links are correct and working
4. Create a list of tags: the title of the story, the tale type, and the type of episode
5. Double-check that the shownotes have been shared with me
6. Email me to let me know they are ready (same deadline as episode!)
7. Once I've made the episode available on WordPress and podcast apps, feel free to share on your personal social media. You should be proud!

Assignment Details

Listening Along (100 points)

Throughout the term, you should plan to subscribe and listen to every episode of our podcast and be prepared to discuss them in class. Ideally, you will make references to other episodes in the episodes you record with your group.

Archetypes Episode (250 points)

For this episode, your group will collaboratively research and create show notes about one of the stories we read in the previous week. (I will assign groups stories, but you can cover an alternate story of the same tale type if you prefer— you should just run it by me first.) As a group, you will identify major archetypes, trace the story's oral and publishing history, discuss cultural and historical context, and perform a reading of the actual story. Then, you will each share an individual close reading of the story (5 minutes each).

1. With your group, complete the Responsibilities Worksheet on Canvas (write down your answers for your reference on page 2)
2. Follow the directions in this packet to research, record, edit, and share an episode
3. After you record, complete the Responsibilities Survey on Canvas

☞ *When possible, use key terms from our Elements of Fiction handout to demonstrate your grasp of the basic technical and conceptual aspects of fiction.*

Anarchy Episode (250 points)

For this episode, your group will discuss how and why contemporary authors and artists challenge or resist the archetypes in traditional fairytales. Your discussion should identify major archetypes which are being challenged or repurposed and analyze *why* authors might choose to do so in their given cultural and historical moments. You will then each provide a 5-7 minute analysis of a modern re-telling of your choice. Re-tellings do not have to be prose fiction. You can focus on new media such as webcomics, tumblr posts, twitter threads, board games, and more traditional media such as film and TV.

1. With your group, complete the Responsibilities Worksheet on Canvas (write down your answers for your reference on page 2)

2. Follow the directions in this packet to research, record, edit, and share an episode
3. After you record, complete the Responsibilities Survey on Canvas

☞   *If you would like help finding / deciding on a retelling, please let me know ASAP.*
☞   *When possible, use key terms from our Elements of Fiction handout to demonstrate your grasp of the basic technical and conceptual aspects of fiction.*

Wrap-Up Recording (100 points)

Record a 4-6 minute discussion of what this whole experience (course, podcasting, reading fairy tales) has taught you about why fiction matters, why archetypes matter, and what breaking them can accomplish.

☞   *You will be responsible for editing this recording prior to submitting it to me. Please see page 7 (above) for more details.*

Write Yourself into the Story Episode (300 points)

Write yourself into a modern fairy tale (in the style of McGuire's *Indexing*). Choose archetypes or Aarne-Thompson tale types that fit with elements of your life. Your story should be at least 5 minutes long, and should follow the basic structure of fiction. It should have a clear beginning, middle, and end. Point of view characters should have a clear goal / desire and face at least one obstacle as they attempt to achieve their goal. Record your story and a short (2-3 minute) reflection in which you discuss your choices, how you decided to bend/break archetypes, and etc.

☞   *You will be responsible for editing this recording prior to submitting it to me.*

Rubric

Student:
Episode:

	Y	N

Collaboration
- Did the student make an equal contribution to the episode? ☐ ☐
- Did the student fulfill their responsibilities reliably & on time? ☐ ☐
- Was the student helpful and encouraging to group members? ☐ ☐

Technical
- Did the student speak clearly at a good volume? ☐ ☐
- If the student was responsible for editing, did they do a thorough & competent job? ☐ ☐
- If the student was responsible for sharing, did they edit thoroughly and format and cite correctly? ☐ ☐

Content
- Were the student's contribution to the introduction and their individual close-reading **relevant?** ☐ ☐
- Were both contributions accurate? ☐ ☐
- Were credible resources provided? ☐ ☐
- Was the student's presentation of information pleasant and engaging? ☐ ☐
- Was the student's close-reading supported with text-based evidence? ☐ ☐
- Was the close-reading compelling? ☐ ☐

A	B	C	D	F
Student was a reliable and encouraging group member and their contribution was compelling and engaging.	Student was a reliable group member and their contribution was competent, but it could use more polish and deeper consideration.	Student was a mostly reliable group member and their contribution met minimum requirements.	Student was an unreliable group member and their contribution did not achieve minimum requirements.	Student failed to participate or proved unreliable. They may have from group and failed to accomplish assignment tasks