CUNY iTunes U
The CSI Podcasting Project

Music in American Life

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Course Learning Goals

In order to progress through this course successfully (and earn a passing grade) you will need to:

1) Familiarize yourself with the wide variety of cultural expressions encompassed by America's multifaceted music.

2) Listen (both in and out of class) to a sampling of the music's rich history, as documented in sound.

3) Increase your grasp (both conscious and intuitive) of the expressive and technical factors that contribute to a musical work's nonverbal drama and logic.

Course Learning Goals

4) Enrich the impressions you form of any particular music (impressions formed mainly from listening to sound recordings) by viewing video footage and by reading a sampling of the published literature about American music, both primary (interview transcripts, oral histories, contemporary accounts) and secondary (criticism and other interpretative writing).

5) Expose yourself to the various ways people present, represent, and interpret their experience (of a musical performance or of a musician, in particular) and to the complex cultural factors that frame American music's evolving story.

Course Learning Goals

6) Use various methods for gathering data, both inductively (via primary sources such as live and recorded performances by particular artists, as well as live and recorded interviews with the artist) and deductively (via secondary sources such as interpretive writing) to form an understanding of the continuities and discontinuities (both musical and cultural) that have characterized American music's stylistic growth, from its early history to the present.

7) Form an accurate, cohesive, and flexible conceptual framework for understanding the various musical and cultural elements that have shaped American music over time.

8) Learn new ways to craft nuanced interpretations of your musical experiences.

Course Learning Goals

9) Increase your command over the spoken and written word, specifically for the dual purposes of conveying the various levels of your musical experience to a listener or reader and of grasping the various levels of another's musical experience.

10) Compare musicians' interpretations of songs with the songs' musical notation, in search of clues about the ways the musicians think about the music and in order to deepen your understanding of the methods musicians have used to perform, improvise, arrange, and compose music and to express their ideas and feelings. top

The CSI Podcasting Project: Student Learning Outcomes

To give students access to and command over:

1. The cognitive tools needed for crafting a point of view and for interpreting others' points of view through such techniques as mind mapping and low stakes writing, as well as through verbal and nonverbal communication in spoken, written, and other forms.

2. The technological tools needed for making podcasts—specifically, audio recording and editing hardware and software.

3. A mode of delivery that will ease the flow of audio data from teacher to student, student to teacher, and student to student—specifically, the iTunes U website.

The CSI Podcasting Project: Student Learning Outcomes

To empower students to use these tools and media effectively in order to:

1.   Assemble and edit such raw materials as class subject-matter, field recordings, audio recorded documentation of musical performances and interviews, and other data.

2.   Craft these materials into a podcast that renders to a listener in a compelling and meaningful form the podcaster's point of view.

3.   Access the materials whenever, wherever, and as frequently as necessary to accommodate different learning needs, language capabilities, and geographic logistics associated with commuting to CUNY campuses, particularly the College of Staten Island.

4.   Share these materials as a means of social networking with group members, in classes, and longitudinally as exemplars of course content and best practice over time.

Student Assessment

On the day after the final for this class (Monday 19 May, when you will present your podcast and comment on one another's work), write a posting that summarizes your assessment of the podcasting project.

Student Assessment

Before you read anyone else's response, think about the following questions. Then, creating a new thread for your responses, answer these questions in your posting:

Student Assessment

What value did you get out of the project?

Student Assessment

What lessons did you learn from doing it?

Student Assessment

What skills did you develop that you had not developed before?

Student Assessment

What ways of understanding music and musicians, as well as the world you live in and your place in it, did you develop that you had not developed before?

Student Assessment

What lessons did you learn from your classmates?

Student Assessment

On a scale of -3 to +3, how pleased were you with the outcome of your efforts, the final product that you produced?

Student Assessment

What contribution to the class did this project enable you to make?

Student Assessment

- Post anonymously by clicking the box after you write your comments. Then go back and see what others wrote. If you have any insights from reading what your classmates wrote, add comments to the threads that each of them created.

Students' Evaluation of the CSI Podcasting Project

You're supposed to post your own assessment BEFORE you read what other people wrote.

Kindly go back to the FORUM page, create a new thread, and do this part of the assessment first.

Then read what others wrote.

Students' Evaluation of the CSI Podcasting Project

PS Your comments will figure in the future use of the iTunes U website and the podcasting project. So please give your assessment careful thought and thoughtful expression.

If you have any constructive criticisms, here is the best place to include those. I will look forward to finding out your thoughts on how to improve upon the project and on the experience that students will get from it.

Student Evaluation #1

I'm awful with computers, so while interested in this project, it was very intimidating for me to do. I learned a lot about recording and editing that I have already found very useful to use with my own music and I learned a lot more about the person I was interviewing. He has a lot of educated, perspective-changing opinions about the music scene that I think will spark a lot of discussion after the class hears it. On a scale of 1-5? I'd rate the project a 3.7. I had a lot of fun with it, and I liked the way it came together at the end, but it was so stressful to do since the computer part was very difficult for me to get a handle on, that it has to lose points somewhere.

Student Evaluation #2a

What value did you get out of the project?
I really learned just how much effort it takes to edit a 10 minute piece so that you can have a valuable podcast.

What lessons did you learn from doing it?
You have to ask "leading questions" and really try to get your interviewee to answer something interesting that will catch everyone's attention.

What skills did you develop that you had not developed before?
I always had a few computer skills, but I wasn't too experienced with Audacity and converting different files and exporting and importing, etc. I think it increased my general knowledge of computers, as well as certain specialized technologies within the program itself.

Student Evaluation #2b

What ways of understanding music and musicians, as well as the world you live in and your place in it, did you develop that you had not developed before?
Me, being the one who interviewd my ex (so I guess this isn't so anonymous anymore, now is it?), got to ask him a lot of questions to really understand him more than I already did. I always knew music was his passion, but I never really went in depth about it. I think this interview also helped me feel more at ease about the breakup, so it was beneficial to me in that way too.

What lessons did you learn from your classmates?
Everyone has such a different idea of how to portray a lot of ideas. Everyone's came together so nicely, but I really liked different aspects of everyone's, and how it seemed to fit their personality the way they pieced it together.

Student Evaluation #2c

On a scale of -3 to +3, how pleased were you with the outcome of your efforts, the final product that you produced?
I really loved it, and I think I really came a long way since the beginning of class, so I'm going to go with a 3. Also, my dad really loved it when he listened to it and it was good because it was the first thing he was really 100% proud of me that i did in a while, so it was good.

What contribution to the class did this project enable you to make?
I came from a no music background and I had a very unbiased opinion, as I believe the class agreed. Andrew said that my podcast had a neutral opinion, and after telling the class exactly who I interviewed, they seemed to feel that although I still felt upset about the breakup (and should have included that after the quotation I read), I was still trying to make it a positive interview, which I was. Music is his first love, and that's fine. I really hope he succeeds in whatever he wants to accomplish because I find him talented and genuine and I think he really deserves it if he's going to work this hard for it.

Student Evaluation #3

The podcast project was genuinely interesting. It was a little difficult on the technical side, but once you master the program it's extremely useful to use. Especially for music majors. I would recomend this class to friends and if I had the option to do another class with podcasting I would.

Student Evaluation #4a

From doing this project, I was able to have a discussion with a musician, talk about it, find something usefull in it, use cool editing software, come to a conclusion about certain facts, and show it to everyone.

At first, I thought that everyone would negatively criticize my podcast. Having never listened to the finished product in its entirety before the class, I was a little nervous.

My favorite part was using audacity. It was really fun and easy to play around with the interview, my speaking, and even adding cool music to it.

Student Evaluation #4b

I didn't really develop any new conclusions or ways of thinking about music or musicianship, but merely a more concentrated point of view.

The classmates were very helpful. Everyone's podcast was completely different than each others'. I thought it was amusing and surprising to see what would happen next, and what people got out of each others' podcasts was more than I thought we would be discussing on the last day.

On a I give it a +3 only because the class had such a positive reaction to it. Prior to class, I was terrified. I was able to give something to the class, and to take something from everyone else. I feel like I sparked a short but interesting topic of conversation and my podcast could have been a model for some others.

Student Evaluation #5

I really enjoyed this project. I think what I learned most about venturing into this was the other side of being a musician. By this I mean I am busy enough with my music classes and performances that I don't ever really look outside the box. Interviewing Amanda helped me to view everything differently. She and I have a lot in common musically speaking.

I didn't think the project was difficult at all. I had fun interviewing and I kind of had more fun putting the final project together. Editing for both the interview and final cut took at least five or six hours, but that's just because there were a lot of bits and pieces to string together. I'd say I am extremely pleased with the result, so a +3.

I'm not sure what contributions to the class this makes other than we all got a chance to experience music differently for a little while, and maybe we've all broadened our horizons when it comes to musical taste.

Student Evaluation #6a

The podcast was a very valuable project. It had a similar goal of an academic paper but without the stress. It was a rewarding experience. I also got to interview a musician I had been interested in and learned more about him. I also learned about a lot of different music scenes in Staten Island and some of the personal struggles of each of these different types of musicians. It is very innovative to do a final project like this in because it ties in the technology of today and your work becomes more interesting to your classmates instead of just your teacher. I learned a lot of useful skills like audio editing, which could be useful in the future. Although this project was used in musiciology/interview sense, it could be used in different academic subjects. I also put more thought into my project knowing that other classmates, instead of the teacher, would be listening to it.

Student Evaluation #6a

The only thing I would have changed was the final result of the project was a little unclear. At first, I thought the project was only to interview a Staten Island musician. The final project was a podcast of you using the person you interviewed to set an example of some of the cultural aspects we discussed in class (race, demographics, etc.). If I knew this before I interviewed the person my questions would have been very different and the final project would have been easier to accomplish, with a clearer point. The final project was still doable with the questions I had.

I would give my final project +2. I was happy with the final project. I realize that the point I wanted to come across with, did not to my classmates. The final project did come across with a different point and it was still rewarding.

Student Evaluation #7

I really enjoyed doing this project; especially after I got past the technology snafus I encountered. I learned a lot about someone I already knew well, which is rare and felt that the ideas we talked about were important issues that should be discussed more regularly. The project was completely hands-on. There were no boring books to read, or computer-library research to do. It was enjoyable and interactive. I felt I acquired more useful skills between properly conducting an interview and using the recording and editing equipment than I could have ever acquired writing a paper about a dead composer. Yes, composers, dead or alive are important, and maybe even interesting, but this was different. It improved my skills and broadened my horizons and it was a lot of fun to do as well. +