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| **:::Downloads:steinhardt_color.png** | **Dept. of Music and Performing Arts Professions**  Music Business Program  35 West 4th Street  NY, NY 10012 |

**THE BUSINESS OF PODCASTING**

**MPAMB-UE 1313**

**INSTRUCTOR:** Steven J Goldstein

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**Office Hours:** By appointment

**Instructor’s biography can be found** [**here.**](https://www.linkedin.com/in/steven-goldstein-a057b54/)

**COURSE DESCRIPTION**

The Business of Podcasting examines the economics, marketing, content development process, consumption patterns, merger & acquisition activity, core companies, technological innovation, and trends driving the podcast industry. Through workshops, discussions, readings, research reports, social media and guest speakers, students will gain a deep understanding of the business while learning essential fundamentals that will benefit them within any facet of podcasting and other forms of linear audio storytelling.

**LEARNING OUTCOMES**

By the end of this course, students will:

1. Identify and evaluate the burgeoning podcast ecosystem, including the production and creation process, ad sales strategy and technology, listener consumption patterns, as well as key companies and networks operating in the space.
2. Probe and summarize in three writing assignments various podcast initiatives, practices, strategies as well as students’ own podcast consumption behavior.
3. Implement these learnings into an actionable business plan for a new podcast using the guidelines of an interactive PodQuest workshop steeped in a market-tested design-thinking process and applying learnings from the course sessions, readings, and assignments.

**Deadlines**Minimizing procrastination is key to a good grade in this class and a successful semester. Assignments and reflections will be due at the beginning of class on the date specified (reflections will be due via NYU Classes). No late assignments will be accepted for any reason; no exceptions will be made to this policy.

**Assessment**

In addition to traditional means of assessment, this course will utilize various non-traditional methods in reference to the stated learning outcomes.

**Students will:**

1. Participate in class

Note: Good participation means contributing to analyzing and evaluating the assigned discussion topic thoughtfully and respectfully.

2. Compose individual reflections on assigned topics or readings.

3. Participate in mini-workshop projects

Please come to class prepared to discuss all materials for that day.

**Activities and Basic Weightings**

Class preparation/participation 10%

Homework projects (3 @10%) 30%

Mid-Term project 25%

Final project 35%

Total 100%

**Written assignments**

Due dates for assignments are fixed (see course schedule).

**Proper citations for written work**

All written work for this course must contain proper references. Proper referencing is critical for exemplary analytical writing. Students who fail to cite references properly will receive lower evaluations of their work. The general rule for citations is that any material that is not 'common knowledge’ should be referenced, in addition to specific citations to direct quotations, specialized commentary/works/etc. (see the Statement on Academic Integrity in the syllabus).

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

* Copy verbatim from a book, an article, or other media;
* Download documents from the Internet;
* Purchase documents;
* Report from others’ oral work;
* Paraphrase or restate someone else’s facts, analysis and/or conclusions;
* Copy directly from a classmate or allow a classmate to copy from you.

**Academic Integrity**

It is very important that all students read through the NYU Steinhardt "Statement on Academic Integrity." Its introduction, excerpts, and link to the full statement are below:

*Statement on Academic Integrity*

"Your degree should represent genuine learning."

The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect, and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams, making oral presentations, or writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

* Cheat on an exam;
* Submit the same work for two different courses without prior permission from your professors;
* Receive help on a take-home examination that calls for independent work;
* Plagiarize.

**Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

**Please be sure to read the whole statement:**

<https://steinhardt.nyu.edu/current-students/register-classes/registration/statement-academic-integrity>

**ATTENDANCE**

Students are expected to attend all classes, arrive on time, and stay until the end of the class session. Decisions regarding absences and deduction to final grades are at the Instructor’s discretion. A maximum of two excused absences are approved, with a doctor’s note. Any further absences will lead to a reduction in your grade.

**ASSESSMENT DESCRIPTION**

**ASSIGNMENTS 1, 2, and 3**

Three short-form writing assignments following lectures focused on the given subject matter, accompanied by perspective and analysis.

**MID-TERM RESEARCH PAPER**

As an industry in growth and change, we deputize each student to act as a podcast business consultant, analyzing the gamble taken by Spotify and its move from a pure music platform to a robust audio resource including podcasts. The midterm research paper will be between 1,500-2,000 words.

**FINAL PROJECT: PODQUEST PRESENTATIONS**

Students will divide into teams in-class to complete an interactive workshop to create their own podcast. Each team will discuss the podcast’s creative, monetization, and marketing using The PodQuest matrix. This market-tested design-thinking workbook process answers 17 essential questions that bring disciplined thinking and planning to audio content.

* Students will prepare and present their ideas and business plans as a team in the next class
* A written analysis of their work will be submitted, which should be 1,000 – 1,500 words, and a completed PodQuest workbook.

**SUPPLEMENTARY READINGS**

During the semester, usually one week in advance of the class in which they will be discussed, supplementary readings will be handed out or identified for you to locate online.

**QUIZZES**

Quizzes will be unannounced and typically will cover assignments for the class meeting. Questions generally will be short-answer and are meant to show reading and/or listening comprehension of the assignments and course material.

**EXTRA CREDIT**

No extra credit is available for this course.

**CALCULATING YOUR GRADE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Superior A+, A, A-** | **Good B+, B, B-** | **Satisfactory C+, C, C-** | **Unsatisfactory D+, D, D-, F** |
| **Assignments 1, 2, 3** | The author’s purpose and analysis are clear and demonstrate  a strong and thoughtful perspective.  Writing is  relevant, polished, professional, and has no or few grammatical or spelling errors.  Creative/original ideas and insights; extensive subject matter analysis  that goes beyond obvious and basic commentary.  All sources are credited properly. | The author’s purpose and analysis are clear and demonstrate some evidence  of thoughtful perspective.  Most ideas are  stated clearly and  are related to the subject matter,  with only minor grammatical or spelling errors.  Analysis of subject matter is convincing. A few statements may lack specific examples but are still clearly connected to the topic.  Most sources are credited properly. | The author’s purpose  of writing is somewhat clear, but there is  very little evidence  of attention to true analysis of the  subject matter.  Many ideas require clarification and/or are off the subject matter or have marginal relevance to the topic. Many grammatical or spelling errors are found throughout  the paper.  Analysis supports  your subject matter, but ideas are obvious and basic.  Sources are occasionally  credited properly. | The author’s purpose of writing is unclear, and there is no evidence of the appropriate style  of writing.  Paper does not meet the criteria for the assignment (too short or incomplete, and/or completely off-topic). Ideas lack development or show a misunderstanding of the subject matter.  Analysis not present.  Sources are not credited properly. |
| **Mid-Term Project** | Ideal organizational structure and well-developed discussion of the subject matter demonstrating sophisticated analysis and relevant ideas.  Writing is smooth, skillful, and coherent.  All sources are credited properly. | Clear organizational structure and solid discussion of the subject matter, demonstrating thoughtful analysis and relevant ideas.  Writing is generally skillful and clear.  Most sources are credited properly. | Perspective and thought are less developed and insightful.  Sources are occasionally  credited properly. | Lack of clear organizational structure and failure to discuss and analyze the market situation.  Writing is confusing and hard to follow.  Sources are not credited properly. |
| **Business of Podcasting Mini-Quiz** | 8 or more questions are answered correctly. | 6 or more questions are answered correctly. | 4 or more questions are answered correctly. | Fewer than 4 questions are answered correctly. |
| **Final Project:**  **PodQuest Presentations** | The team shows great care and conveys a thorough understanding of the business.  The PodQuest,  oral and written presentations include solutions that reflect sophisticated analysis and mastery of the competitive marketplace and monetary issues. | The team demonstrates a broad and general understanding of  the business.  The PodQuest,  oral and written presentations include thoughtful solutions that reflect a strong comprehension  of the competitive marketplace and monetary issues. | The team demonstrates a general understanding of the business.  The PodQuest,  oral and written presentations include thoughtful solutions that reflect a basic understanding of  the competitive marketplace and monetary issues. | The team has not demonstrated a full understanding of  the business.  The PodQuest,  oral, and written presentations are general and non-specific and do  not offer thoughtful solutions and/or  an understanding  of the competitive marketplace and monetary issues. |
| **Class Preparation/**  **Participation** | Learner proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time.  Learner is always prepared for class with assignments and required class materials. | Learner proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.  Learner is usually prepared for class with assignments and required class materials. | Learner rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.  Learner is rarely prepared for class with assignments and required class materials. | Learner never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.  Learner is never/almost never prepared for class with assignments and required class materials. |

**​​**Your final grade is the product of the weighted average of your assignments. For your reference, this is the equivalency between letter grade and percentage grade that we will be using.

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 68-72

D 65-67

F 0-64

**COURSE MATERIALS**

**Required Books and Readings**

* Daily email newsletter: [PodNews](https://podnews.net/)
* Weekly email newsletter: [Sounds Profitable](https://soundsprofitable.com/)
* Email sent with new posts: [The Amplifi Media Blog](https://www.amplifimedia.com/blogstein-insights)
* [Make Noise, a Creator’s Guide to Podcasting](https://www.amazon.com/Make-Noise-Creators-Podcasting-Storytelling/dp/1523504552/ref=asc_df_1523504552/?tag=hyprod-20&linkCode=df0&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538&psc=1&tag=&ref=&adgrpid=78303888226&hvpone=&hvptwo=&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538) – Eric Nuzum 12.10.2019 (paperback $10.99)

**ANTI-BIAS STATEMENT**

NYU values an inclusive and equitable environment for all students. I hope to foster a sense of community in this class and consider it a place where individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations, and abilities will be treated with respect. It is my intent that all students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.  If this standard is not being upheld, please feel free to speak with me.

**STUDENTS WITH DISABILITIES**

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities at 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation. Students requesting accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

**MENTAL HEALTH**

If you are experiencing undue personal and/or academic stress during the semester that may be interfering with your ability to perform academically, the NYU Wellness Exchange (212 443 9999) offers a range of services to assist and support you. I am available to speak with you about stresses related to your work in my course, and I can assist you in connecting with the Wellness Exchange.

Additionally, if you anticipate any challenges with completing the assignments, readings, exams and other work required in this course, I encourage you to register with the Moses Center (212 998 4980) in advance so that you may be granted the proper academic accommodations.

**WRITING HELP**

**The NYU Writing Center provides help with written assignments, 212 998 8866.**

<http://www.nyu.edu/cas/ewp/html/writing_center.html>

**Citation Help: The Chicago Manual of Style**

<http://www.chicagomanualofstyle.org/tools_citationguide.html>

**WEEKLY COURSE TOPICS AND ASSIGNMENTS**

(Course topics and assignments are subject to change.)

**WEEK 1**

**INTRODUCTION – THE STATE OF PODCASTING**

An overview of the metrics, money, pain points, and opportunities in the business, including:

* How many podcasts are there?
* The mortality rate of podcasts.
* How much money is in the industry?
* How do podcasters make money?
* The rapid pace of mergers & acquisitions.
* Remarkable statistics.
* Who is winning?
* Is it an Apple/Spotify grudge match?

**Assigned Newsletters**

Subscribe to the following free email newsletters before class:

* Daily email newsletter: [PodNews](https://podnews.net/)
* Weekly email newsletter: [Sounds Profitable](https://soundsprofitable.com/)
* Email sent with new posts: [The Amplifi Media Blog](https://www.amplifimedia.com/blogstein-insights)

**Assigned Reading**

Read the following before class and be prepared to discuss:

* [Podcasting will be a $4 billion industry by 2024](https://www.theverge.com/2022/5/10/23065056/podcasting-industry-iab-report-audacy-earnings-patreon-pulitzer) – 5/10/2, The Verge
* [How corporate takeovers are fundamentally changing podcasting](https://www.niemanlab.org/2022/05/how-corporate-takeovers-are-fundamentally-changing-podcasting/) - Neiman Lab, 5.22.22

**Written Assignment #1 – About Me**

Write a 500-word essay about why you are taking this course. Include your current podcast listening, when you started listening to podcasts, the app(s) you use to listen, and where most of your listening takes place. (Brightspace)

**WEEK 2**

**COMMON TRAITS OF WINNING PODCASTS**

Seemingly everyone has a podcast – we’ll look at what resonates, what works (and doesn’t), and how to know when you have a hit.

* Only 13% of podcasts are currently in production.
* Why shows “podfade” or end production.
* Podcasts that have made it and why.
* How to make a winning podcast:
  + Identify your target audience.
  + Know the why and mission of the show.
  + Authority, empathy, and identity.
  + Editing.
* The importance of marketing and promotion.
* Amplifi Media’s “Grid of Pain.”
* Writing and creating content for the ear.
* The key performance indicators (KPIs) that matter.

**In-Class Exercise**

We will review case studies of successful podcasts and podcast failures.

**Due: Written Assignment #1 – About Me.**

Be prepared to share your work in class.

**Assigned Reading**

Read the following before class and be prepared to discuss:

* Chapters 1-3: [Make Noise, a Creator’s Guide to Podcasting](https://www.amazon.com/Make-Noise-Creators-Podcasting-Storytelling/dp/1523504552/ref=asc_df_1523504552/?tag=hyprod-20&linkCode=df0&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538&psc=1&tag=&ref=&adgrpid=78303888226&hvpone=&hvptwo=&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538) – Eric Nuzum, 12.10.2019
* [True Crime Podcast Audiences Skew Female: What About Other Categories?](https://rephonic.com/blog/podcast-audience-gender-skew)
* – Rephonic, 6.24.22
* History of the Medium: [How alt.NPR's experimentation shaped the early podcasting landscape starting in 2005](https://www.npr.org/2022/08/12/1116938798/how-alt-nprs-experimentation-shaped-the-early-podcasting-landscape-starting-in-2) – NPR, 8.12.22

**Written Assignment #2 – Podcast Review**

Write a 1000-word essay on one of the podcasts from a list of 5-7 podcasts provided. Review and critique the podcast, offering general and specific thoughts on why it succeeds or fails.

**WEEK 3**

**HOW PODCASTS MAKE MONEY**

A deep dive into various podcast business models and how podcasts make money, covering:

* Ad sales methods and trends.
* The rise of programmatic ad serving.
* Sponsorship.
* Underwriting.
* Branded podcasts.

**In-Class Guest Speaker**

Sarah Van Mosel – Executive Vice President, iHeart Audience Network

**Due: Written Assignment #2 – Podcast Review.**

Be prepared to share your work in class.

**Assigned Reading**

Read the following before class and be prepared to discuss:

# [A little more conversation: how programmatic is driving podcast ad innovation](https://www.thedrum.com/news/2022/08/17/little-more-conversation-how-programmatic-driving-podcast-ad-innovation) – The Drum, 8.17.22

* [What is Dynamic Ad Insertion in Podcasting?](https://www.captivate.fm/podcast-monetization/sponsorship/what-is-dynamic-ad-insertion) – Captivate, 11.22.21
* Spotify – The Evolution of Podcast Advertising Report – Link TBD
* Podsights – Podcast Advertising Benchmark Report – Link TBD

**WEEK 4**

**CONTENT CREATION: MEET A PODCASTER**

A successful podcast creator walks us through the creative and tactical process of making a successful podcast. Topics covered include:

* How to write.
* The role of production.
* Basics of storytelling: context, conflict, climax, and closure.
* The power of editing.
* Preparation and hiring.
* How much it costs to make a podcast.

**In-Class Guest Speaker**

Podcast creator TBD

**Assigned Reading**

Read the following before class and be prepared to discuss:

* Chapters 4-6: [Make Noise, a Creator’s Guide to Podcasting](https://www.amazon.com/Make-Noise-Creators-Podcasting-Storytelling/dp/1523504552/ref=asc_df_1523504552/?tag=hyprod-20&linkCode=df0&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538&psc=1&tag=&ref=&adgrpid=78303888226&hvpone=&hvptwo=&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538) – Eric Nuzum, 12.10.2019

**WEEK 5**

**THE STATE OF AUDIO**

Research in the podcast marketplace reveals trends and ideas, driving innovation in every facet of the industry. Hear from the top audio research firm tracking all audio listening in various forms and devices.

**In-Class Guest Speaker**

Larry Rosin – President, Edison Research

**Assigned Reading**

Read the following before class and be prepared to discuss:

* Chapters 7-8: [Make Noise, a Creator’s Guide to Podcasting](https://www.amazon.com/Make-Noise-Creators-Podcasting-Storytelling/dp/1523504552/ref=asc_df_1523504552/?tag=hyprod-20&linkCode=df0&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538&psc=1&tag=&ref=&adgrpid=78303888226&hvpone=&hvptwo=&hvadid=385655104466&hvpos=&hvnetw=g&hvrand=15058708190002099902&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9002085&hvtargid=pla-851468264538) – Eric Nuzum, 12.10.2019
* Edison Media Share-of-Ear Report – Link TBD
* Edison Media Podcast Consumer – Link TBD

**Assignment #3 – A Hot Take on a Topic**

We will select a current news item from a podcasting trade publication. Write a 1000-word essay on the topic incorporating your research and view on the issue.

**WEEK 6**

**BRANDED PODCASTS**

How businesses are using podcasts to drive awareness and revenue. We will explore case studies of companies using podcasts: EY, American Express, Ford, NCMIC, Trader Joe’s, and more. Students will also learn why you can’t play music in podcasts, as we touch on:

* Copyright.
* Fair use.
* Defamation.
* Publicity.
* Privacy and more.

**In-Class Exercise – What it Costs to Make a Podcast**

Break into groups and identify the various cost factors to create a show.

**Assigned Listening**

Listen to two episodes of the [Inside Trader Joe’s podcast](https://www.traderjoes.com/home/podcast) before class, and be prepared to discuss your observations.

**Assigned Reading**

Read the following before class and be prepared to discuss:

* [Why Can't Music Be Played in Podcasts?](https://www.amplifimedia.com/blogstein/2017/5/24/why-cant-music-be-played-in-podcasts) – Amplifi Media Blog, 5.25.17
* [Part I: Why So Many Branded Podcasts Fail](https://www.amplifimedia.com/blogstein/why-many-branded-podcasts-fail) – Amplifi Media Blog, 1.17.22
* [Part II: Ask These 9 Questions to Determine Whether Your Business Should Have a Branded Podcas](https://www.amplifimedia.com/blogstein/part-ii-ask-these-8-questions-to-determine-whether-your-business-should-have-a-branded-podcast)t – Amplifi Media Blog, 1.18.22

**Due: Written Assignment #3 – A Hot Take on a Topic.**

Be prepared to share your work in class.

**MID-TERM PROJECT ASSIGNMENT**

The business is dynamic and experiencing rapid changes in tactics, strategy, technology, and commerce. You have been deputized as a podcast consultant incorporating all you have learned and your experience listening to podcasts. We will focus on Spotify’s big bet on podcasting *(subject to change).* Your written assignment is to lay out the current state of podcasting at Spotify, recommend solutions for structural issues and suggest strategies, and tactics, to improve Spotify’s podcast initiative. Be sure to incorporate Spotify’s podcast business success and failures, keeping in mind that large competitors are fighting for share, including Apple Podcasts, Amazon, YouTube, and SXM. Written 2,000-2500 words.

**Assigned reading for the Mid-Term assignment:**

# [Spotify Thrived Where Facebook, Snap and Roku All Slipped](https://www.bloomberg.com/news/newsletters/2022-07-31/spotify-thrived-where-facebook-snap-and-roku-all-slipped) – Bloomberg, 7.31.22

* [Spotify paid $123 million for Findaway, the bedrock of its audiobook ambitions](https://www.theverge.com/2022/7/28/23280187/spotify-findaway-audiobook-podcasts-audible-amazon) - The Verge, 7.28.22
* [Spotify’s Billion-Dollar Bet on Podcasting Has Yet to Pay Off](https://www.bloomberg.com/news/features/2022-06-24/spotify-s-joe-rogan-powered-podcast-bet-hasn-t-paid-off?srnd=premium) – Bloomberg, 6.24.22

# [Spotify Says Its Podcasting Business Will Soon Be Profitable](https://www.bloomberg.com/news/articles/2022-06-08/spotify-sees-positive-podcast-gross-margin-within-two-years#xj4y7vzkg) – Bloomberg, 6.8.22

# [Spotify Revolutionized Podcasting. Can It Do the Same for Podcast Ads?](https://www.adweek.com/media/spotify-revolutionized-podcasting-can-it-do-the-same-for-podcast-ads/) – AdWeek (Paywalled), 8.7.22

**WEEK 7**

**HOW TO STAND OUT AMONG FOUR MILLION PODCASTS**

Today's most significant pain point in podcasting is finding and developing an audience. This class will cover the importance of the following:

* Marketing strategies for awareness, engagement, and adoption.
* Engagement tactics that generate heat.
* Podcast findability.
* Packaging and SEO.
* Understanding advertising expenses.
* Partnerships and platform exposure.
* Monitoring podcast charts.
* Measuring effectiveness.

**In-Class Guest Speaker**

Arielle Nissenblatt – Founder, Earbuds Podcast Collective & Community Manager at SquadCast.fm

**Assigned Reading**

Read the following before class and be prepared to discuss:

* [Podcast Guests Can Pay Big Money to Be on Top Shows](https://www.bloomberg.com/news/articles/2022-08-03/podcast-guests-can-pay-big-money-to-be-on-top-shows) – Bloomberg, 8.3.22
* [How to Promote a Podcast: The Ultimate Podcast Marketing Guide](https://castos.com/how-to-promote-a-podcast/), Castos, 8.5.22

**DUE: MID-TERM PROJECT ASSIGNMENT**

**WEEK 8**

**THE ECONOMICS OF PODCASTING**

Review the various business models and strategies of top companies in the sector, reviewing revenue, productivity, and what makes them tick.

**In-Class Exercise – What it Costs to Make a Podcast**

Break into groups and identify three companies in the podcast space that you think will be most successful in the next year. Present your selections to the class, providing a rationale as to why.

**Assigned Reading**

Read the following before class and be prepared to discuss:

* [Where’s Podcasting’s Revenue Growth Coming From? Look To the Long Tail.](https://www.insideradio.com/free/where-s-podcasting-s-revenue-growth-coming-from-look-to-the-long-tail/article_edd7d1f8-2768-11ed-a288-bfe56e55fde4.html) – Inside Radio, 9.29.22
* [The Reality of Podcast Economics: I Built an Independent Women’s Podcast Network](https://soundsprofitable.com/update/building-a-womans-podcast-network) – Sounds Profitable, 8.30.22
* [Sports Podcasting Company Blue Wire Raises $2.5 Million, Eyes Profitability In 2023](https://www.forbes.com/sites/timcasey/2022/07/06/sports-podcasting-company-blue-wire-raises-25-million-eyes-profitability-in-2023/?sh=3c9b6f597820) – Forbes, 6.6.22
* [Paid Apple Podcast subscriptions grow by 300% in a year](https://appleinsider.com/articles/22/08/30/paid-apple-podcast-subscriptions-grow-by-300-in-a-year) – AppleInsider, 8.30.22

**Business of Podcasting Mini-Quiz –** A 10-question in-class quiz utilizing discussed material.

**WEEK 9**

**PODCAST ADVERTISING TECHNOLOGY**

A closer look at the changes and trends in podcast advertising technology and how they are shaping the future of the business. Topics covered include:

* Programmatic sales, scalability, and packaging.
* How ads get served to the right audience in the right place at the right time.
* Measuring the success of podcast advertising with advertiser “lift” studies and other ways to track campaign performance.

**In-Class Guest Speaker**

John Rosso – President, Triton Digital

**Assigned Viewing**

Watch the webinar video before class and be prepared to discuss the following:

* Sounds Profitable Webinar – Link TBD

**Assigned Reading**

Read the following before class and be prepared to discuss:

* [Podcast Advertising Is Now a Billion-Dollar Business Driven by Dynamic Ad Insertion](https://www.adexchanger.com/audio/podcast-advertising-is-now-a-billion-dollar-business-driven-by-dynamic-ad-insertion/)   
  – AdExchanger, 5.9.22
* [Podcast Ad Delivery: Make Better Sandwiches](https://soundsprofitable.com/update/sandwiches) – Sounds Profitable, 8.23.22

**WEEK 10**

**NEW IDEAS ARE FORMING NOW**

The sound of audiobooks and smart speaker content is changing while companion podcasts, short-form episodes, local podcasts, and vodcasts grow in popularity. Creators and companies also spin out popular IP into TV shows and movies. Learn from experts creating and covering how the podcast industry is evolving the content and consumption experience.

**In-Class Guest Speaker(s)**

Kathy Doyle – VP of Content Development, McMillian Publishing

Ashley Carmen – Journalist, Bloomberg News

**Assigned Reading**

Read the following before class and be prepared to discuss:

* [Apple is reportedly funding podcasts that it could one day turn into TV shows](https://www.theverge.com/2022/8/11/23301245/apple-futuro-studios-podcasting-deal-tv-shows-film-adaptations) – The Verve, 8.11.22

**WEEK 11**

**THE BIG AND SMALL COMPANIES OF PODCASTING**

Many production companies, freelance producers, writers, and other independents exist in the podcast space. We focus on this ecosystem and why it’s critical to the podcast business.

**In-Class Exercise – Introducing: The PodQuest**

Review the Amplifi Media PodQuest process in preparation for your final project.

**Assigned Reading**

Read the following before class and be prepared to discuss:

* [Lemonada Media Podcast Network Raises $8M in Series A Funding (Exclusive)](https://www.hollywoodreporter.com/business/digital/lemonada-media-podcast-series-a-funding-1235081814/)   
  – The Hollywood Reporter, 1.27.22
* [Is YouTube About to Crash the Podcast Party?](https://www.fool.com/investing/2022/08/26/is-youtube-about-to-crash-the-podcast-party/) – The Motley Fool, 8.26.22
* Read the entire Amplifi Media PodQuest workbook – Link TBD

**WEEK 12**

**FINAL PROJECT: THE PODQUEST PROCESS**

The PodQuest is an exclusive, market-tested Design-Thinking process that brings disciplined thinking and planning to podcast creation. Adapted for NYU students to develop a marketable podcast concept, this is the same 17-step interactive workbook Amplifi uses with clients. Through The PodQuest, students will develop a podcast idea and business plan.

**In-Class Workshop: The PodQuest**

All the time for today’s class is devoted to your PodQuest project. Break into groups and work as a team to complete the PodQuest workbook. Be sure to work smart and use your time well; you will present your ideas and business plan to the class next week as your final project.

**Note –** This final project accounts for 30% of the grade. Since it is a project with others in your class, we employ a peer review process to ensure there will be no free rides.

**WEEK 13**

**DUE: FINAL PROJECT – PODQUEST PRESENTATIONS**

**In-Class Presentations**

Each group presents its podcast concept, including the rationale and business plan.

**WEEK 14**

**PODQUEST RESULTS**

Post-analysis and review of the PodQuest presentations. As a group, we will review observations and main takeaways from this final project.

**The Big Wrap-Up + Ask Me Anything**

A recap of everything we have learned and a look to the future of podcasting.

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