



Response Project three

aural literacy and the golden age of radio
due Sunday 3/6 – electronically (ANGEL)

ASSIGNMENT DESCRIPTION

Throughout unit three, we have explored the different technologies preparing the way for the introduction of radio. With radio, we move past strictly oral literacy (the act of delivering oral text), to aural literacy (the act of actively listening). Radio has played a huge role in the life of America and Americans and, unlike previous technologies that led to the invention of radio, radio has had staying power and continues to be a viable and important technology even today. As we spend the semester studying “the relationship between technology, communication, and writing practices from a historical point of view,” this unit provides insights into the development of aural literacy. In creating your own podcast, you have the opportunity to consider how the development of different technologies (radio, internet, smart phones, etc.) affects this particular type of communication literacy.

The purpose of the response projects is to help you critically think about, evaluate and participate in communication through the various mediums we discuss throughout the term.

DELIVERABLES

Your Podcast – following the information links below, create your own audio podcast. The purpose is to put yourself in the mindset of those individuals we’ve been reading about and to think about aural literacy from a first-hand perspective. Your podcast may be done individually or as a group, depending on which format you choose (see below). **You will need to create this podcast *before* you write your essay.**

Your critical response paper – a typed, double-spaced essay of 4-5 pages in length employing one-inch margins and appropriate [MLA formatting](#). Your critical response paper should not discuss whether you liked or disliked the readings, nor is it relevant if you agree or disagree with the authors. In a critical response essay, you are expected to think critically about the readings we have done for this unit in order to talk about important themes, contexts, or main points *across* the readings. For this class, you will also include a discussion of your experience producing your audio podcast and how your experience is relevant to the authors’ points (or not), as well as how your experience helps you understand the readings in more depth. This is not a summary or a literature review. You should extend the conversation with your critical, well-organized, and well-written response to the readings and the process of making your podcast. Remember, it’s the act of making, not the product you produce that is the focus of this activity.

MAKING YOUR OWN PODCAST

To create your podcast, you may use any voice recorder available to you. This includes smart phones, microphones, built-in computer microphones and so on. There *may* be some equipment available to check out through the Mac Lab as well, but we do not have priority on this and you may be turned down. I am not concerned about the audio quality of this podcast; you will not need to make it public

on the internet. This is for our class and, thus, I am more concerned with your process of making than of the quality of this particular audio podcast. Do the best you can with the resources you have available.

There are several options for editing the audio of your podcast available to you. If you have a Mac, there is the Garage Band program you can use. Also, if you have (or have access to) the Adobe suite, the Soundbooth program will work as well.

In terms of free software, I recommend [Audacity](#). It's free, easy to use, works on Mac and PC, and did I mention it's free?

You may also wish to include a soundtrack behind your voice. Royalty free music can be obtained in several places on the internet, but I highly recommend [CCmixter](#), an affiliate of Creative Commons.

There are several options for the format of your podcast: ***(individual = 3-5 minutes; group = 8-10)***

- "Our Town" – ideally a group project in which you provide a brief podcast celebrating the merits (yes, there are some) of our town. You can pick the Tri-Cities as a whole, one of the three cities, or perhaps your hometown somewhere else. Things to include in this kind of podcast might be: history, fun facts, landmark spotlights, geography, sports and/or entertainment. You may choose to cover any combination that interests you and your group.
- "This I Believe" – following the format of the examples we heard in class and that you listened to in your assignment, you may choose to do your own segment. In this case you would decide on a specific topic to speak about.
- Interview – you may also choose to interview someone about a specific topic.
- Poem – you could select a longer poem or series of short poems to read, giving them the emotion and inflection that indicates your personal interpretation of each.
- Other – you can make up your own topic, but get it approved by me before you begin.

In all cases, you will need to write out your script and practice it a few times prior to recording yourself. A good rule of thumb is to remember that each page, double spaced, in 12 pt font, read at an appropriate rate for your audience to hear you should take approximately 2 minutes to read. Thus, for a 4-minute audio recording, your script should be approximately 2 pages (typed, double-spaced).

Each of your podcasts must have the following:

1. Introduce yourself (Who are you? What is this project for? Give us a brief "one-liner" about yourself).
2. Give a brief (3-5 sentences) introduction to the topic of your audio recording (If an interview, introduce the person you're interviewing, for example).
3. The body of your audio recording (remember to keep the length appropriate!)
4. A conclusion of some sort.