

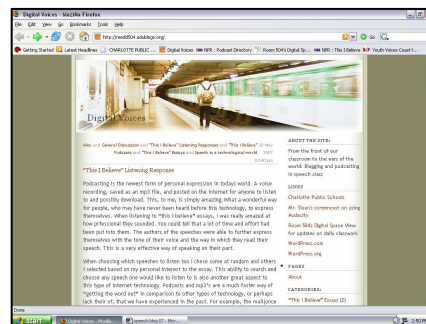
Curriculum Overview of Podcasting in Speech Class

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The following steps are roughly the sequence that my class took to create podcasts. These steps took place over the course of a four-week unit in which I taught for a 90 minute block schedule each day.

Days 1 and 2

1. Read and discuss the article from *Time* magazine the Person of the year for 2006. In 2006, the Person of the Year is YOU!
2. Students write a brief reaction to the reading. What questions do you have about technology in our world? What is interesting to you? What points might you agree or disagree with in the article?
3. Further discuss the *Time* article and previous experiences with technology.
4. Silent discussion: Post questions around the room and have students respond on sticky notes (yellow for original posts, blue for responses to other questions). Use this silent discussion to lead into a conversation about the way blogs work and to further the conversation about technology use in our world and our class.



Discussion questions:

- How could larger audiences help you practice your speaking skills? Does the size of your audience influence your speech? How might the makeup (age, gender, location) of your audience influence your speech?
 - How is peer response relevant to your development as a speaker? Would it be helpful to obtain feedback on your speaking skills from people outside of our classroom?
 - How do you think technology will influence the way that speeches are given in the future? What sort of speeches do you expect to be giving in your future education? In your future career? What factors will be important to these speeches?
 - The manner in which people voice their opinions and ideas is rapidly changing. In fact, many businesses are providing interactive technologies for their consumers. Even news reporters interact with their audience on blogs. While face to face speeches are still happening today, digital conferencing, meeting notes, etc. are incorporating technology. With this context in mind, how does technology influence what is expected of people today? How do these technologies influence speaking and communicating skills today?
5. Wrap up discussion on the influence of technology on speeches in our world today. Students write a final reflection on the topic and make their first blog post.

Reflection on the Influence of Technology on Speeches

- What points stood out to you from our discussion about the impact of technology on speeches? What aspects of technology in our world today are of interest to you? What other thoughts, specific issues, questions, or concerns would you like to address at this time if any?

Days 3 and 4

6. As a class, listen to our first podcast from “This I Believe.” We listen to Tony Hawk’s essay “Do What You Love” http://www.thisibelieve.org/dsp_ShowEssay.php?uid=22870 and discuss the essay.
7. Provide students with copies of the “This I Believe” curriculum to students and invite them to write a statement of beliefs. Students will begin to brainstorm ideas and share potential topics with others.



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Days 5 and 6 (Class held in computer lab)

- To further generate ideas and get a sense of what the “This I Believe” essays are all about, students listen to several “This I Believe” websites and write a response to them.

Listening Response:

- Write a reaction to listening to the “This I Believe” essays. Consider a larger audience for your response. Let’s have an online discussion and post these to our blog next week.
 - What do you understand about podcasting now?
 - Which “This I Believe” essays did you listen to? Why did you select those pieces? What aspects of the essay were memorable?
- Students then visit “Digital Voices” <http://reedd504.edublogs.org/> or other sites where student podcasts have been posted and comment on at least one speech. Remember, students should use their first name only as a responder (follow school guidelines on student information being posted online). Often comments will not post right away; rather a moderator will see the responses and then approve the comment.

Student Podcasting Examples

- Digital Voices:* <http://reedd504.edublogs.org/> - Speech “This I Believe” Podcast
 - Beyond the Walls:* <http://english9reed.edublogs.org/> - English 9 Student Work
 - Basic English:* <http://shermansclass.edublogs.org/> - “This I Believe” Podcast
 - Youth Voices Coast to Coast: NYC and Utah:* <http://youthvoices.net> – Social networking with blogs and podcasts too
 - Drama Club PodCast:* <http://jefferson.podbean.com/> - Informative Podcast
- As a class, discuss what is important for good comments on blog posts.

Days 7 – 14 (Using computer lab when available)

- Students continue to brainstorm and draft their “This I Believe” essay.
- Students work with writing groups on the essay for peer review.
- Plan introductions and closings of the speeches. Students generally write an introduction and a conclusion for their piece and invite a member of their writing group to record that portion of their speech.
- As a class, discuss a class introductory clip. Develop a class plan for the introduction. Record beliefs and learn how to work in Audacity.

Days 15 – 20 (Using computer lab when available)

- Learn Audacity with Mr. Sloan’s screencasts found at: <http://www.judgememorial.com/sloan/audacity/>
- As students are continually revising and editing their essay, we also discuss the following: How does this type of speech require a clear speaking voice?
- Workshop style class: Students write, revise, edit, listen to podcasts, learn Audacity, practice reading and then they record the speech. Students also prepare introductions and conclusions and ask a classmate to record their introduction and conclusion. Student then edit the speech and piece the sections together.
- When students are working on finalizing their podcasts, as a class we discuss publicizing our work. Together we create fliers for the school hallways, send emails to potential audience members and invite other classes to listen in.
- Students publish their work to the class blog ☺
- Students listen to one another’s podcasts and comment on their peer’s blog posts.
- Students create a reflection on the podcasting project.



Informative Speech: “This I Believe” Assignment

Objectives:

- ◆ Develop an informative speech drawing from your own knowledge of life through an informative statement of personal belief.
- ◆ Select a worthwhile subject of your “This I Believe” essay naming a specific belief. It should follow the “This I Believe” guidelines of being about a personal belief. Name a belief and show the importance of that belief through story or personal examples that you deem acceptable to share. The subject of your speech should be relevant, important, and of value to your audience.
- ◆ Present your speech through the recording of your essay.
- ◆ Engage in a speech genre popular to our society through development and delivery of your own “This I Believe” essay based on the National Public Radio invitation.
- ◆ Gain confidence with your potential as a speaker.
- ◆ Obtain a wider audience through the possibility of posting your speech online in an MP3 format for our speech class podcast.
- ◆ Collaborate with classmates to develop an introduction to your speech to be given by a classmate. Learn how to develop an introduction for another speaker.



Length:

*350 to 500 word essay

*Total length with introduction and additional editing: 4 to 8 minutes maximum

Requirements:

1. “This I Believe” essay (350 to 500 words). In typed format and recorded in audio as an MP3.
2. Essay follows “This I Believe” guidelines – focuses on a belief, represents a personal statement of belief, maintains positive tone, clear examples are given to support the belief.
3. Clear, specific, detailed information which proves the relevance of the belief to the speaker.
4. Logical progressions and clear transitions.
5. Appropriate and relevant topic.
6. Adequate preparation and information – speech should show time and effort.
7. Developed essay and introduction of a classmates essay is part of this speech project.
8. In class participation in responding to other speeches.



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Name:

Informative Speech Evaluation

“This I Believe” Essay

Content (40)

- _____/10 “This I Believe” essay (350 to 500 words). In typed format and recorded in audio as an MP3.
- _____/10 Essay follows “This I Believe” guidelines – focuses on a belief, represents a personal statement of belief, maintains a positive tone, clear examples are given to support the belief. The essay provides a clear overall point or message.
- _____/10 Clear, specific, detailed information which proves the relevance of the belief to the speaker are present in the essay and conveyed through the speaking voice of the presenter. The essay and performance has logical progressions and clear transitions.
- _____/10 Developed essay shows speakers’ unique style and voice. Essay is edited (Grammar, Usage and Mechanics do not disrupt readability)

Delivery (10)

- _____/ 10 The speaker’s voice shows interest and appropriate emotion to compliment speech. Rate, volume and variety compliment the speech.

“This I Believe” Introduction

Content & Voice Delivery (10)

- _____/5 Developed introduction compliments the speaker
- _____/ 5 Voice shows interest to compliment the speaker

Response to other speeches

- _____/10 Thoughtful and specific response to other speeches shared with speaker through a blog comment.

Final Reflection on Podcasting Project

- _____/ 15 Typed reflection explains what the speaker learned from sharing their work with a larger audience, developing a speech focusing solely on voice, being a part of a larger project through NPR’s “This I Believe”, recording, editing and podcasting a speech.
- _____/ 90 Total



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“This I Believe” Informative Speech and Podcasting Reflection

Compose a 1 page minimum typed reflection explaining what you learned from the podcasting “This I Believe” project. Be sure to consider the following: the assignment of writing a “This I Believe” essay inspired by National Public Radio’s “This I Believe” series to take part of a larger speaking invitation, recording and editing in Audacity, the process of recording and editing your voice, the role of pace and variety in speaking, developing a speech focusing solely on voice, sharing your speech with a larger audience, and hearing your own voice on the world wide web. Be specific in your response by using specific examples about the process and the product of your work. Also consider how you would rate your own work according to the informative speech rubric for this project. You may also address what you have learned about the role of technology in communication and speeches in our world today.



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