**GSWS 2101: Gender and Youth Cultures**

**Campus Culture Podcast Project Assignment Guideline**

**Fall 2017**

**Professor Lisa Smith**

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| Assignment Summary | | | | |
| STAGE 1 | Preliminary Topic Description and In-class Topic Workshop |  | In-class, Week 6, October 12th |
| STAGE 2 | Podcast Proposal | 5% | Due Week 7, October 19th |
| STAGE 3 | Draft Content Outline and Bibliography | 10% | Due Week 10, November 9th |
| STAGE 4 | Podcast, Listener’s Guide and Bibliography | 20% | Due Week 13, November 30th |
| Assignment Total = 35% | | | | |

Take time to read through the assignment guideline carefully. Familiarize yourself with due dates and requirements for each part of the assignment.

**ASSIGNMENT DESCRIPTION**

For the Campus Culture Podcast Project assignment, students will research, plan and record an original podcast that will form part of a series produced by the class entitled, *Shift: Young People, Campus Culture and Consent*. (\*Technically, this will be a class-cast, as the podcasts will only be available on the private course website).

Students are permitted to work individually or in pairs:

- individual podcasts will be a minimum of **7-10 minutes**

- pairs will produce a podcast of a minimum of **10-13 minutes**

Students can decide to work together and produce two separate individual podcasts on the same topic, to allow for a back and forth recording method. In this case, students will each submit their own work and receive their own grade. *Highly recommended.*

If students decide to produce one podcast together they will submit **ALL** components of the assignment together and receive the same grade. *Recommended with caution.*

**FORMAT AND STRUCTURE**

- please ensure to clearly indicate your name, the course name, and date on all assignment submissions

- if submitting on-line, label your file clearly (Your last name-Course number-Assignment name)

- a mixture of point form and complete sentences is completely acceptable for almost all components of this assignment

- free form and creative styles are highly encouraged

- you are permitted to use informal language for this assignment (e.g. ‘I’)

- 12 point font, Times New Roman, double or single-spaced is fine

- APA citation style for all sources

**TECHNOLOGY AND EQUIPMENT:**

You will need a recording device (your phone will work just fine) and a computer with internet. Digital recorders and laptops are available for borrowing at the library. Students are welcome to explore and have fun with editing software (for example, Audacity), however, the technical quality of the podcast is not the focus of this assignment.

**THEMES TO CHOOSE FROM:**

*1. A Movement Profile: Design a podcast that profiles a student movement around consent on a college or university campus (e.g. UBC).*

*2. A ‘How to’ Guide‘: Design a podcast that helps listeners understand and practice consent in a specific context. For example, practicing ‘everyday consent’; active bystander on campus.*

*3. A youth activist or educator profile: Design a podcast that profiles the work of an individual or a group of activists/educators working in the area of youth and consent. For example, WISEguyz.*

*4. In-depth Community Study: Design a podcast that discusses consent in relation to a particular campus community. For example, consent and Pride, on campus men’s groups and healthy relationships, or consent and the Women’s Collective.*

*5. From Theory to Practice. Examine consent in light of a particular theoretical perspective and consider the implications for practice. For example, Queering consent; Decolonizing rape culture.*

**FAQs**

*What is a podcast?*

A Podcast is a series of digital recordings that form part of a series, and are available for download. In our class, we will be experimenting with the behind the scenes work that goes into podcasting. However, students will only broadcast their podcasts on the private course site.

*How does a podcast relate to a class on gender and youth cultures?*

The theme for GSWS 2101 is Gender and Youth Cultures. As we will discuss in class, globalization and technology are key components for understanding youth cultures today. Moveable and shareable media platforms, like podcasts, are a part of the cultural landscape that shape the experience and understanding of youth today. At the same time, the experience of youth is still shaped by and occurs within physical spaces, such as college campuses. The podcast assignment requires research and writing skills, but equally allows us to move beyond the traditional essay style. Further, the work of designing a podcast allows students to hone their understanding of key theoretical concepts, while exploring ways to communicate and distil complex theoretical concepts to a broader audience.

*I’ve never created a podcast before, do I need to have advanced skills to do so?*

No, absolutely not. We will use the most basic production methods (a one-off recording) and equipment (a recording device and computer). Further, the technical quality of the podcast will be given very little weight in this assignment.

*Can I conduct interviews as part of this podcast?*

Unfortunately, you cannot invite guests onto your podcast. However, you can do individual research and summarize what you find. We will discuss methods and techniques for working around this issue.

**STAGE 1: PRELIMINARY TOPIC DESCRIPTION AND IN-CLASS TOPIC WORKSHOP**

**In-class, Week 6, October 12th**

As per the course outline, we begin discussing podcasts in Week 3 and youth and campus culture in Week 4. This should give you ample time to begin thinking about a potential topic for your final podcast project. At this point, all that is required is a tentative topic proposal (hand-written or typed). Students will receive feedback in class from their peers and the professor.

Your proposal should contain the following elements:

1. Description of Topic.

- list 5 key words that define your podcast

- a topic sentence (what is the general theme that your podcast addresses)

- a tentative topic statement (what is the main argument behind your podcast?)

2. What do you already know about this topic?

3. Why this topic?

- Take some time to reflect on why you chose this topic. Why does it matter to you? Do you find it interesting? (Hopefully, yes). Why?

**STAGE 2: PODCAST PROPOSAL**

**5%**

**Due Week 7, October 19th**

**Assignment Description:**

The Podcast Proposal is a document that will act as a roadmap as you begin to plan for recording.

**Assignment Submission:**

Submit through blackboard on-line assignment submission as a **word document** or as a hard copy in class.

**Format and Structure:**

- please ensure to clearly indicate your name, the course name, and date on all assignment submissions

- if submitting on-line, label your file clearly (Your last name-Course number-Assignment name)

- a mixture of point form and complete sentences is completely acceptable for almost all components of this assignment

- free form and creative styles are highly encouraged

- you are permitted to use informal language for this assignment (e.g. ‘I’)

- 12 point font, Times New Roman, double or single-spaced is fine

- APA citation style for all sources

**Assignment Requirements:**

Your proposal must contain the elements listed below (in no particular order):

**1. Tentative Title**

- your title should reflect the focus of your podcast

**2. Topic Description**

- list 5 key words that relate to your podcast

- a topic sentence (what is the general theme that your podcast addresses?)

- a tentative topic statement (what is the main argument behind your podcast?)

**3. Identify your intended audience**

- are you imagining your podcast will appeal to the general public, high school students, other college students, etc.?

- what level of knowledge do you assume your audience to have about the topic (low, moderate or high)?

- how will the characteristics of your audience impact the way that you approach your topic?

**4. Intended impact**

- Take some time to reflect on what you want listeners to take away from your podcast.

- How will you achieve this outcome? What methods of persuasion will you use?

- What are some considerations that you need to keep in mind? ie. cultural bias, existing stereotypes etc.

**5. Format**

Take some time to reflect on the overall format for your podcast. It is likely that your podcast will use a mix of styles.

*For example,*

- a storytelling method

- a case study approach

- a question and answer style

Why are you using this particular format? What do you hope to achieve?

**6. Summary of Preliminary Research.**

1. *Identify any course readings that relate to your topic*
2. *Academic research (list at least 2 scholarly sources, e.g. books or academic articles)*
3. *List any additional research that will help you to build your podcast: websites, government documents or policies, blogs, etc.*
4. *List other podcasts that already exist on this topic (try to find at least 1 web or podcast)*
5. *List at least 3 individuals or organizations that relate to your topic (preferably in the Lower Mainland?)*

**7. Timeline and \*Workplan (only complete if you are working in pairs)**

Detail your timeline to completion and note important deadlines. If working in pairs, specify how will you distribute the work.

**Evaluation**

Students can refer to the marking guideline below regarding evaluation for this assignment.

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|  | **Podcast Proposal Assignment Requirements** |
| A-, A, A+ | * Assignment contains all required components * Topic description is narrow and clearly defined, very little adjustment is required * Proposed format fits with the intended audience and overall intention of the podcast * Resources are clearly related to the topic and demonstrate a superior level of research |
| B-, B, B+ | * Assignment contains all required components * Topic description is adequate, but could use some refinement * Proposed format fits with the intended audience and overall intention of the podcast, but requires some further considerations (such as… ) * Resources listed meet assignment requirements and are adequate. |
| C-, C, C+ | * Assignment contains some of the required components * Topic description is unclear and requires further work * Proposed format fits moderately with the intended audience and overall intention of the podcast, but requires substantially more refinement * Some resources meet assignment requirements, but not all, further research is needed. |
| F, P | * Assignment does not contain the required components * Topic description is unclear and requires substantial reworking * Proposed format does not fit with the intended audience or intention of the podcast * Research listed is incomplete or inadequate. |

**STAGE 3: DRAFT CONTENT OUTLINE AND BIBLIOGRAPHY**

**10%**

**Due Week 10, November 9th**

**Assignment Description:**

This assignment requires you to provide a detailed content outline of your podcast and a complete bibliography (can be tentative at this point). As with the proposal, this assignment provides you with the opportunity to get feedback from me on your progress with the podcast assignment, to ensure that you have a firm grasp on your topic before you move on to the final recording.

**Assignment Submission:**

Submit through blackboard on-line assignment submission as a **word document** or as a hard copy in class.

**Format and Structure**

- - please ensure to clearly indicate your name, the course name, and date on all assignment submissions

- if submitting on-line, label your file clearly (Your last name-Course number-Assignment name)

- a mixture of point form and complete sentences is completely acceptable for almost all components of this assignment

- free form and creative styles are highly encouraged

- you are permitted to use informal language for this assignment (e.g. ‘I’)

- 12 point font, Times New Roman, double or single-spaced is fine

- APA citation style for all sources

Block quotes are permitted in moderation for this assignment, though students should begin to move beyond the texts they are reading and start to form their own wording. If you are using direct quotes, ensure that you cite appropriately.

**Assignment Requirements:**

Provide a tentative outline (see sample template for ideas) of the sections *(for example, introduction, definitions, key content, critical observations and conclusion)* and content you will include in your podcast, as well as a bibliography with all sources. Most podcasts follow a series of steps, like a story or a research paper. As will be discussed in class the type of content you include will vary depending on the style / format of your podcast.

Below is a ***sample template*** (to adapt as needed) that students can use in designing their draft content outline.

**1. Introduction**

Your introduction should do the following…

- provide an entry point into your topic or the focus of your podcast

- clearly limit the parameters of your topic

- articulate why the listener should keep listening (why they should care)

- what makes your topic different or unique

*Helpful hint…*

- take the time to think back to why you care about the topic, this will help guide you

**2. Definitions**

At some point, you will likely need to define any key terms that relate to your topic. (You may also choose to do this at the beginning of each section if you are comparing or covering multiple topics in-depth). Be sure to distinguish between cultural/social definitions and legal definitions.

**3. Key Content**

Provide an outline of the main points elaborated in your podcast. If you are using a storytelling/case study method, what are the most important points to touch on? If you are developing a How-to guide, what are the key steps that you want listeners to learn? If you are using a question and answer framework, what are the key questions for your podcast?

This section will vary considerably depending upon the format you are using. A well done podcast will likely include ***some*** of the following within the content section:

*-* *a consideration of the wider context (either contemporary and/or historical)*

*- an explanation of relevant theoretical perspectives, clearly and simply defined*

*- a discussion of a relevant news story or case study*

*- a profile of a pertinent individual or movement*

**4. Critical Observations**

As with a research paper, if you are trying to persuade the audience to see an issue in a particular way, it is good to acknowledge that there are other perspectives out there. Here it is helpful to highlight alternative perspectives or key critiques.

**5. Closing**

Your closing should do the following…

- provide a wrap up to your podcast and briefly summarize the main point

- if relevant, highlight or point out important resources or information to learn more

- remind the listener of the importance of the topic

*Things to consider…*

*What are the key things that you want the audience to take away?*

*Do you want understanding or action?*

**6. Bibliography**

Provide a complete list of your research to date. A good bibliography will have **at least** 10 sources, and will be a mix of course materials, academic research, media items (such as websites, blogs and other podcasts).

**Evaluation**

Students can refer to the marking guideline below regarding evaluation for this assignment.

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|  | **Draft Content Outline and Bibliography Assignment Requirements** |
| A-, A, A+ | * Assignment contains all required components * Outline details a logical progression and explores a clearly defined theme * Key terms/concepts are clearly identified and correctly defined * Key content develops themes introduced in opening and adds something new to the listeners understanding of the topic * Resources are integrated throughout * Citations provided throughout, with complete APA style bibliography |
| B-, B, B+ | * Assignment contains most of the required components * Outline details a progression and explores a defined theme, though focus could be clearer at times * Key terms/concepts are identified and correctly defined, though some are missing * Key content develops themes introduced in opening * Resources are integrated throughout the outline though some citations are missing or incomplete * Citations provided throughout, with complete APA style bibliography |
| C-, C, C+ | * Assignment contains some of the required components * Outline requires further refinement and theme is unclear * key terms/concepts are unclear and lack adequate definitions * Key content requires further development * Resources are integrated throughout the outline though some citations are missing or incomplete * Citations are missing, and several errors in bibliography |
| F, P | * Assignment does not contain the required components * Outline requires further refinement and theme is unclear * Key terms/concepts are unclear and definitions are missing or incorrect * Key content requires substantial improvement * Resources and citations are missing or incomplete * Citations and or bibliography are missing or incomplete |

**STEP 4: Podcast, Listener’s Guide and Bibliography**

**20%**

**Due Week 13, November 30th**

**Assignment Description:**

This assignment requires students to record and upload an original podcast to the course website. Students will also submit a listener’s guide and bibliography to accompany the podcast.

Students are permitted to work individually or in pairs:

- individual podcasts will be **7-10 minutes**

- pairs will produce a podcast **10-13 minutes**

**Assignment Submission:**

Both parts of the assignment can be submitted through the blackboard course website.

- Submit the Listener’s Guide and Bibliography as a word document through blackboard

- Submit the podcast as an MP3 file on blackboard (details discussed in class)

**Format and Structure:**

- please ensure to clearly indicate your name, the course name, and date on all assignment submissions

- if submitting on-line, label your file clearly (Your last name-Course number-Assignment name)

- a mixture of point form and complete sentences is completely acceptable for almost all components of this assignment

- free form and creative styles are highly encouraged

- you are permitted to use informal language for this assignment (e.g. ‘I’)

- 12 point font, Times New Roman, double or single-spaced is fine

- APA citation style for all sources

**Assignment Requirements:**

**1. Podcast (12.5)**

The moment of truth! It’s recording time! How you record your content is up to you. You can take the feedback from your outline and write a script that you read out. Or you can record and use notes, as if you are presenting. We will spend class time practicing recording to ensure everyone feels comfortable with the technology. However, as editing is not a part of this assignment, most students will use a one-off recording method. This means you have to have any sound effects ready to go. Further, you will likely make multiple recordings until you get one that you are happy with.

Throughout your podcast consider ways you can use your voice to set the tone, e.g. comedic, light-hearted, sad, mournful, shocking.

If you are keen to explore and play with editing, by all means do so. However, keep in mind that the grade will be mostly based on the quality of the information / content in the podcast, as opposed to the technological sophistication of the final product. See evaluation guide below.

**2. Listener’s Guide (5)**

Produce a Listener’s Guide to accompany your podcast.

The listener’s guide *must* include the following:

- a title

- your name and a brief bio

- five key words that best describe your podcast

- a summary, no more than 150 words

- a list of any key terms / concepts with accompanying definitions discussed in your podcast

- a list of some or all of the following: additional reading, resources, websites, etc.

**3. Bibliography (2.5)**

Provide a complete APA style bibliography of all sources used in producing your podcast. A good assignment will have **at least** 10 sources, several of which will be academic in nature.

**Evaluation**

Students can refer to the marking guideline below regarding assessment for this portion of the assignment.

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| --- | --- |
|  | **Podcast (12.5)** |
| A-, A, A+ | * Podcast contains all required components and stays within time limits * Narrative details a logical progression and explores a clearly defined theme * Key terms/concepts are clearly identified and correctly defined * Key content develops themes introduced in opening and adds something new to the listeners understanding of the topic * Resources are integrated throughout the podcast * Recording is clear and easy to follow * Expression/background effects match the overall intended mood |
| B-, B, B+ | * Podcast contains all required components and stays within time limits * Narrative details a progression and explores a theme, though at time focus is unclear * Key terms/concepts are identified and for the most part correctly defined * Key content develops themes introduced in opening * Resources are integrated throughout the podcast, though links could be made clearer * Recording is clear and easy to follow, for the most part * Expression of narrator/background effects match overall intended mood, for the most part |
| C-, C, C+ | * Podcast contains some of the required components, goes over or is under time * Narrative lacks continuity, though is still linked to a topic * Definitions of key terms/concepts require more work and further explanation * Key content requires further explanation and lacks continuity * Outside research is lacking throughout the podcast * Recording is unclear and difficult to follow * Expression/background effects do no match the overall intended mood |
| F, P | * Podcast is incomplete and does not meet time requirements * Narrative is difficult to follow and theme is unclear * Key terms/concepts are absent or incorrect * Key content is lacking and underdeveloped * Resources are absent or incorrectly cited * Recording is unclear and difficult to follow * Expression/background effects do not match the overall intended mood. |

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|  | **Listener’s Guide (5)** |
| A-, A, A+ | * Contains all assignment components and is clear and easy to follow * Additional materials reflect a superior understanding of the topic |
| B-, B, B+ | * Contains most of the assignments components and is clear and easy to follow, for the most part * Additional materials reflect a strong understanding of the topic |
| C-, C, C+ | * Contains some of the assignment components, writing is unclear and there are many errors * Additional materials require further research |
| F, P | * Assignment is missing several key components * Additional research is required |

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|  | **Bibliography (2.5)** |
| A-, A, A+ | Complete bibliography provided, no errors, exceptional research (more than 10 sources used, many are academic, course materials are present) |
| B-, B, B+ | Complete bibliography provided, some errors, adequate research (at least 10 sources used, some academic, few course materials) |
| C-, C, C+ | Bibliography is incomplete, several errors, inadequate research (fewer than 10 sources, few are academic, very few course materials used) |
| F, P | Bibliography is missing or severely inadequate, many errors, research does not meet minimum course requirements |