English 112

Fredericton High School

V. Marshall

**Podcast Project:**

**Do You hear What I Hear?**

Podcasts are serial recordings, posted regularly online. Much as oral stories and news have been shared with listeners by medieval bards, singing minstrels, poet storytellers, and others, podcasters share news and stories with their listeners, who download the

files online.

Podcasts can be used for any purpose a text might serve - they can tell fictional stories, share and comment on recent events, inform listeners about a topic, and persuade listeners to take an action or adopt a stance. As a result, podcasts are valuable tools for learning to use spoken language to communicate effectively and for learning to listen with purpose as informed and critical thinkers. (READWRITETHINK, NCTE 2020)

**Your Responsibility as the Discussion Leader**

1. You may choose to work alone or with a partner for the discussion leader part of this project.
2. Select a podcast that you will share with the class. If should be roughly 10 – 20 minutes in length, appropriate for our classroom discussion in terms of content and language.
3. On your appointed day you are in charge of leading the class through a discussion of your selected podcast.
   1. Have the link or the download of your podcast ready for classroom listening.
   2. Provide an introduction to the podcast that guides students into an effective listening experience.
   3. Complete the pre- and post-discussion document (see attached) and submit it to the teacher.
   4. Lead a class discussion on the content (and perhaps style) of the podcast.

**Your Responsibility as a Discussion Participant**

1. Listen closely to the podcast as presented by your classmates.
2. Record noteworthy ideas that will inform your participation in the discussion and your submission of the podcast analysis.
3. Contribute to the classroom discussion by answering and asking pertinent questions. Your participation should reflect your personal opinions and respectfully acknowledge the opinions of others.

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| **Learning Targets for Classroom Discussions** | |
| **Discussion Leaders** | **Discussion Participants** |
| * ask perceptive/probing questions to explore ideas * follow up on and extend others’ ideas * use your awareness of the difference between formal and informal speech to interact effectively in guided discussions | * present points of view and defend your positions in response to opposing points of view * demonstrate sensitivity and respect in interaction with peers * adapt language and communication style to audience, purpose, and situation |

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| **Learning Targets for Written Reflections** | |
| **Discussion Leaders** | **Discussion Participants** |
| * select appropriate information from the podcast * make connections between the ideas presented and the requirements of the discussion forum * use audience feedback to evaluate and reflect on the learning experience | * articulate your understanding of the podcast (*use the template provided*) * select appropriate information from the podcast to support your ideas |

**Podcast Project: Do You hear What I Hear?**

Discussion Leader(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Pre-Discussion Preparation** | |
| Podcast Title: |  |
| Length: |  |
| Creator(s): |  |
| Why did you select this podcast? |  |
| Write one sentence that captures the essence of the podcast. |  |
| Identify questions that will prompt discussion.  Use open-ended questions that require students to think critically.  Consider how you will follow up on student responses in order to promote further conversation. |  |
| What do you anticipate will be the focus of the discussion?  Explain. |  |
| **Post-Discussion Reflection** | |
| What were the key points that were discussed?  Comment on your expectations and the reality of the discussion. |  |
| What did you learn through this experience?  Consider the content of the podcast, the comments of your classmates, and the process of leading a discussion. |  |

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Discussion Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| Podcast title |  |
| What do you anticipate the creator’s intent will be? |  |
| **Record Note-Worthy Ideas while Listening to the Podcast** | |
|  | |
| What was your most significant contribution to the discussion? |  |
| What did you learn from today’s podcast discussion? |  |

**Podcast Project:** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Assessment Rubric**

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| --- | --- | --- |
| **EXCEEDING** – You have met and surpassed the expectations. The quality of your work is exemplary. | 90 -100 % | 5 |
| **COMPETENT** – You have met the expectations. The quality of your work may show strong control of skills. | 75 – 89% | 4 |
| **ACCEPTABLE** – You have met the expectations. The quality of your work shows ability to manage the skills. | 60 – 74% | 3 |
| **APPROACHING** – You have not met the expectations. The quality shows you are close to managing the skills. | 50 – 59% | 2 |
| **STRUGGLING** – You have not met the expectations. The quality shows that you need further practice. | 0 – 49% | 1 |

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| **Discussion Leader** | | | |
| **Speaking and Listening** | * ask perceptive/probing questions to explore ideas | |  |
| * follow up on and extend others’ ideas | |  |
| * use your awareness of the difference between formal and informal speech to interact effectively in guided discussions | |  |
| **Speaking and Listening TOTAL** | | | |
| **Writing and Representing** | * select appropriate information from the podcast |  | |
| * make connections between the podcast ideas and the requirements of the discussion forum |  | |
| * use audience feedback to evaluate and reflect on the learning experience |  | |
| **Writing and Representing TOTAL** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Discussion Participant** | | | |
| **Speaking and Listening** | * present points of view and defend your positions in response to opposing points of view | |  |
| * demonstrate sensitivity and respect in interaction with peers | |  |
| * adapt language and communication style to audience, purpose, and situation | |  |
| **Speaking and Listening TOTAL** | | | |
| **Writing and Representing** | * articulate your understanding of the podcast (*use the template provided*) |  | |
| * select appropriate information to support your ideas |  | |
| **Writing and Representing TOTAL** | | | |