

Dominique Zino  
Design Plan for a Podcast

Designing and recording an argument-based podcast offers a more dynamic and personal alternative to writing a traditional research paper, often requiring even more investment and planning than a traditional written research essay. Students can also use podcasts to reflect on the process of arriving at a topic for an essay in order to capture early brainstorming sessions and define a topic that is both narrow enough to explore in 4-5 weeks and complex enough that it will hold their own and their audience's interest. (This [Prezi](#) outlines how the podcast assignment arose out of one student's struggle to carve out her own research topic).

### **A four-stage process**

A basic 4-stage process can be used to guide students through creating a podcast. This can be a more informal, low-stakes assignment or it can serve as a more in-depth final research assignment. I often devote at least two classes to each stage, but you will want to judge your own needs based on your and your students' familiarity with this genre and with audio editing software (I recommend "Audacity"--for Macs and PCs or GarageBand--for Macs). That said, no prior experience is needed with audio recording software to record and edit a basic podcast.

#### **Stage 1: Modeling**

Before class: Review the back essays you have posted on your blog and tag each with three keywords that indicate the primary topic(s) of the essay. Look for repetition in your keywords across multiple essays. Come to class ready to discuss what keyword you most want to return to in your research essay. Search for your tag, or similar tags in existing podcast archives, such as the one on the [This American Life](#) website, and come to class ready to play a clip of one podcast that presents a particular angle on your topic.

Listening in class: Listen to sample podcasts (student selections) to discussion concepts of "tone" and to analyze the possible audience(s) for each podcast.

Due next class: Listen to the full episode of the episode you selected. In a new page on your ePortfolio, titled, "Putting myself in the maker's shoes," analyze how this podcast was structured:

- How much time is taken up by the host speaking?
- What's the host's tone (and how can you tell)?
- How much time is taken up by other people speaking? Name each voice and explain why they were brought into the series.
- How does the written component on the website complement the podcast? (What new features does it offer and what things does it repeat from the recording?)
- Is there an argument in this podcast? (If so, is it implicit or explicit? Please explain how you know.)

#### **Stage 2: Designing**

In first-year composition courses at LaGuardia Community College, special attention is devoted to teaching rhetorical positioning. Designing the podcast means starting with a sense of purpose,

knowing whom you want to listen, arranging an argument, considering cultural context, choosing the media that will best convey your message, and devising strategies to reach your intended audience; designers then need opportunities to test their podcasts on live audiences as they create them and to revise their plans in line with the feedback they receive. The composition textbook *Compose, Design, Advocate* takes a rhetorical approach to creating various kinds of multimedia artifacts, emphasizing the importance of working in living genres that students recognize in the world around them, and encouraging that students plan their projects with robust rhetorical situations in mind. The authors, Anne Wysocki and Dennis Lynch, suggest that writers approach any task by outlining the moving pieces I just described as part of a document they call the “design plan.”

Design plans should be completed BEFORE students finish recording a podcast a can be modified later.

### **SAMPLE DESIGN PLAN (early)**

**Design Plan for a Podcast:** *How can online programs support students' learning experiences?*

In my statement of purpose I state that I want to make a podcast that focuses on the online program created by the Pearson Company called MyStatlab and ask if this program offers helpful features to the students in order to aid their learning.

I will achieve this by discussing how different students use the online program and its features and find out in what ways the online program is improving or hindering their learning so that the creators of the online programs and the professors who will incorporate them in their classes will know what things are successful with the students.

Some things that I would like to achieve in my podcast are to shift the conversation from “are online programs helpful to students' education?” to “How can we make online programs more helpful to students education?” This is why the audience of my podcast will be the developers of online learning programs because they are the ones in charge of creating or making changes to these programs, so I think it is important for them to know what things or features in their programs are actually helpful and useful to students and to have that in mind when they are creating these programs.

### **Strategies/Ideas about arrangement**

My thesis statement is: *Using an online program as an addition to a course is useful if the programs are made with the interest of the students in mind.* There are many ways blended learning are beneficial but only if it does not rely entirely on the technological aspect. One of the best things about a college classroom is the experience of having a professor with whom the students can interact and truly gain an education.

I will open with a positive experience using Pearson's program. I will also interview students about what features they used and benefitted from; developers will also want to hear the professor's explanation of how they're using the programs and what parts he/she chooses to use.

- Start with introducing the more obvious or easy to accept parts of your argument and gradually introduce the more complex or controversial.
- Defining any key terms: define what ‘Blended Learning’ is and in what way it is being used in the classroom. What types of blended learning are being used in the classroom?
- Maybe narrating how the program is used:
  - Walkthrough of the program
  - Putting screenshots of the program on the written portion of assignment.
  - Screenshots of specific features on the program.
- Laying out any evidence you have – focus on achieving your sense of purpose.
- Figure out what it is exactly that I want to say to the developers of online programs.
- What do the students have to say about the program?

**Choice of medium:** I have to create a 10-minute podcast.

**My Ethos:** I want to present myself as someone with a positive outlook on the future of technology (ex. online learning program) in the classroom and in students education. I also want to offer the developers of online learning programs accurate feedback from actual students who are using their programs and professors who are incorporating online programs into their lessons.

**My Pathos:** I want to appeal to developers’ sense of duty towards the students, to guide them towards focusing on students’ needs when they are developing their programs.

**My Logos:** My objective is to gather accurate objective, informative answers from my peers and professor on how they interact with online learning programs and in order to do this I will need to ask objective and informative questions:

With **the professor** I will focus on getting his opinion on teaching a course with and without the use of online programs such as MyStatlab.

- What has he noticed about the way students study with the program?
  - Has he noticed that students spend more time doing work on the program?
- What differences does he note in his students when there isn't an online program available for use from when there is an online program available?

And with **the students** I will like to know how many in the class are actually using the program to study?

- Do they find the program useful? How do they find the program useful?

**How I will complete my podcast and test it before it's due:** [this section should be filled in before finishing your recording]

**SAMPLE DESIGN PLAN (later)**

Vilma \_\_\_\_\_<sup>1</sup>

Professor Zino

English 101

6/1/15

**Design Plan for my Podcast:**  
The Use of Body Cameras by  
Police Officers



**My statement of purpose:** NYC Police Officers wearing body cameras is useful especially since there has been a lot more police brutality in recent years. I want to convince more police precincts in NYC to utilize this amazing tool.

I will accomplish this by interviewing and discussing this matter with a Lieutenant, to find out how he feels about Police Officers using body cameras, since he is in the Law Enforcement field himself. I will also ask a regular New Yorker patron what he thinks about that as well. What I want to do is compare their answers and see if they would both agree, seeing that both of them are from opposite sides of the spectrum.

Another one of my goals with this podcast is to find out in-depth information about the actual body cameras that would be utilized. How long would the Officers have it on for, and what other features does it offer? I don't want this to be a question and answer type of interview, I want to engage with the Lieutenant and find out more about the precinct he works at and find out more about the neighborhood itself and the changes that have occurred in it.

**My thesis statement:** Body cameras can be a very beneficial tool to use because it would give the Police Officers and citizens the chance to show the truth about any incident, should one occur.

I will begin this interview by asking the Lieutenant how he chose to be in this field, just to show my listeners who he is as a person. I will also interview a regular New Yorker and ask him what his opinion on the body cameras is. Not only did I go to interview Lieutenant \_\_\_\_\_ but I also went on a ride along with two Detectives from the Precinct. The purpose of this ride along was to see the neighborhood for myself, and to get a better idea what police officers deal with on daily basis. I found out that Bed-Stuy is ranked as the 62nd out of 69 for per capital crime, in the state of New York. So, it is safe to say that Bedford Stuyvesant is one of the worst neighborhoods in all of NYC.

---

<sup>1</sup> Identifying information about student and interview participants has been removed.

At first I proceeded to ask Lieutenant \_\_\_\_\_, at the 81st Precinct in Bedford Stuyvesant, Brooklyn about how he got into the Law Enforcement Field. He told me that before he started working in law enforcement he was working in the financial industry, which made him like every other citizen. I then continued my conversation with the Lieutenant by asking him more probing questions, such as what he thinks about Officers wearing body cameras in NYC. He concluded our discussion by stating that it would be a great idea for Police Officers to be wearing body cameras, because there would be evidence to any misunderstanding or incidents that might occur. Since there have been a lot of unfortunate accidents between the police and citizens, it would have been very helpful in the past if the Officers had cameras on them recording everything they were doing.

The body cameras that I would like for the NYC Police Officers to wear are a little costly but very efficient nonetheless. They would be kept on during the shift of an officer, which is about 9 hours, and it's featured with many components that cops can use. Those components are the ability to take pictures, use as a radio and it can also be used at night time because it has IR night vision.

**Choice of medium:** Creating a 10 minute podcast, including both interviews.

**My Ethos:** I am a Criminal Justice student and I strive to one day become an investigator and work in the homicide division. Since I will be in Law Enforcement myself, I want people to always feel safe around Police Officers and wearing body cameras might bring that comfort to the citizens.

**My Pathos:** I want to make a change in our society and I would start by making a social change and alter the relationship between the Law Enforcement and citizens of our country. I want all the precincts in NYC to start using body cameras on all of their police officers.

**My Logos:** My goal is to gather as much information about the body cameras as possible, use my interviewee's thoughts on why using such a tool is a great idea so then more precincts will be inclined to implement them. In my interview with Lieutenant \_\_\_\_\_ I will be focusing on why he thinks it is a good idea for Police Officers to be wearing body cameras, and if people should worry about their privacy. Privacy is an important aspect that people take very seriously so pointing that out is very crucial in my interview

With the regular New Yorker whose name is S. \_\_\_\_\_, I would like to hear his genuine thoughts on Police Officers having body cameras. Especially since Mr. Louis also happened to be of Caribbean descent, and has dealt with Police mistreatment before. Because of what he has been through, Mr. \_\_\_\_\_ stated that he wished Police Officers were wearing body cameras at the time. He felt that the body cameras would have protected his rights, by having everything that occurred to him in such an unjust way, recorded. Mr. \_\_\_\_\_ also stated that without the body cameras it will also be, people's word against the Officer's word. Based on past history it is fair to conclude that an Officer's word carries more validly when ones word is the only evidence.

It took me a few hours to put together my podcast, in between recording myself multiple times and making sure to keep the most crucial points of my interview with my two guests, but it was

all worth it. I am very passionate about everything said and done throughout this whole journey. I hope that more Precincts in NYC do start utilizing the body cameras, as to it can only be beneficial, and always get the Officer's and citizen's point of view.

\_\_\_\_\_, \_\_\_\_\_. Personal interview. May 15th, 2015.

\_\_\_\_\_, \_\_\_\_\_. Personal interview. May 30th, 2015.

Digital Network Associates dba, DNAinfo.com 2009-2011, Crime and Safety Report on Bedford Stuyvesant.

## DETAILS ABOUT THE REQUIRED BIBLIOGRAPHY

Your design plan should conclude with a bibliography that lists all sources that informed the podcast, even if all of them are not cited explicitly. A formatting guide for popular types of sources that will appear in your podcast is below, courtesy of the Purdue University Online Writing Lab. Please be sure you have used at least **TWO types of sources** from this list. An interview (that provides an insider's perspective) and a scholarly article (that provides a broad, researched perspective) may be the strongest combination. However, other combinations, if carefully used to support your sense of purpose, may also work.

**Personal Interviews:** Personal interviews refer to those interviews that you conduct yourself. List the interview by the name of the interviewee. Include the descriptor "Personal interview" if you spoke in person, or "Phone interview" if you spoke on the phone. Include the date of the interview.

Smith, Jane. Personal interview. 19 May 2014.

### **E-mail (E-mail Interviews)**

Give the author of the message, followed by the subject line in quotation marks. State to whom the message was sent, the date the message was sent, and the medium of publication.

Kunka, Andrew. "Re: Modernist Literature." Message to the author. 15 Nov. 2000. E-mail.

Neyhart, David. "Re: Online Tutoring." Message to Joe Barbato. 1 Dec. 2000. E-mail.

### **A Work in an Anthology, Reference, or Collection**

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form for this sort of citation is as follows:

Lastname, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). City of Publication: Publisher, Year. Page range of entry. Medium of Publication.

Some examples:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and The 'Real World.'" *The Education of a Graphic Designer*. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

### **An Article from an Online Database (or Other Electronic Subscription Service)**

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services just as you would print sources. Provide the title of the database italicized, the medium of publication, and the date of access.

Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science* 29 Apr. 2005: 642-44. *Science Online*. Web. 5 Mar. 2009.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal* 50.1 (2007): 173-96. *ProQuest*. Web. 27 May 2009.

### **An Article in a Web Magazine**

Provide the author name, article name in quotation marks, title of the Web magazine in italics, publisher name, publication date, medium of publication, and the date of access. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009.

### **Article in a Newspaper**

Cite a newspaper article as you would a magazine article, but note the different pagination in a newspaper. **If you are using an online version of the newspaper, like the *New York Times*, follow the publication date, medium of publication, and the date of access format.** No need to include page numbers.

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.

Krugman, Andrew. "Fear of Eating." *New York Times* 21 May 2007 late ed.: A1. Print.

### **An Editorial & Letter to the Editor**

Cite as you would any article in a periodical, but include the designators "Editorial" or "Letter" to identify the type of work it is. **If you are using an online editorial or letter, follow the publication date, medium of publication, and the date of access format.** No need to include page numbers.

"Of Mines and Men." Editorial. *Wall Street Journal* east. ed. 24 Oct. 2003: A14. Print.

Hamer, John. Letter. *American Journalism Review* Dec. 2006/Jan. 2007: 7. Print.

**\*Please ask me for MLA formatting directions if you want to use types of sources not included on this list.\***



### PODCAST PROJECT RUBRIC

Note: The first three categories, Focus, Evidence, and Organization, are worth either triple or double the number of points as the last three. Please spend appropriate time developing these elements of your design plan.

Design Plan and Podcast Elements	3	2	1
<b>FOCUS (x3)</b> <ul style="list-style-type: none"> <li>Design plan ties together an active purpose (different from a general topic), context, and audience in complete paragraphs</li> <li>Design plan explains how podcaster's ideas intended ethos, logos, and pathos will support the podcast's sense of purpose</li> </ul>	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
<b>EVIDENCE (x3)</b> <ul style="list-style-type: none"> <li>Design plan state a clear focus or thesis</li> <li>Design plan uses anecdotal evidence to establish an <u>individualized perspective</u> <i>balanced by outside sources</i> to provide a broader, research-based perspective</li> </ul>	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
<b>ORGANIZATION (x2)</b> <ul style="list-style-type: none"> <li>Ideas about arrangement are described in detail in appropriate section of design plan</li> <li>Design plan explains/connects the podcast's key points to each other logically</li> <li>Design plan directly links claims to outside sources (interviews, scholarly research, etc.)</li> </ul>	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria

<p><b>STYLE</b></p> <ul style="list-style-type: none"> <li>• Design plan is clear, concise, and adequately developed</li> <li>• Design plan avoids major errors in grammar, punctuation, usage, or spelling</li> <li>• Design plan consistently takes audience's needs into account</li> </ul>	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
<p><b>FORMAT</b></p> <ul style="list-style-type: none"> <li>• Includes a complete list of sources</li> <li>• MLA format is correct</li> <li>• Has professional appearance; good document design with clear headings</li> </ul>	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
<p><b>SUCCESSFUL EXECUTION OF RECORDING</b></p> <ul style="list-style-type: none"> <li>• 10-minute podcast is listener-ready by the last day of class.</li> <li>• 10-minute podcast has been saved as an MP3, which is no more than 20 mb, and has been uploaded to ePortfolio (or to Google Drive).</li> <li>• Podcast recording flows smoothly and is easy for listeners to follow.</li> <li>• All voices are easily distinguishable.</li> <li>• Tone of podcast host matches intended purpose and as well as intended ethos (relationship with listeners), logos (logic of argument), and pathos (use of emotion to direct how listeners feel).</li> </ul>	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria

**Total: /33**