



Anti-Racist Community Engagement
Digital Companion

<https://compact.org/anti-racist-ce>

Centering Counterstories in Anti-Racist Podcasting Pedagogies

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Podcast Assignments

[Assignments commence on the next page.]



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Podcast Assignment, Part 1: Group Contract

Length: varies, approximately 500 words

For this assignment, students will draft their own group contract to guide the appropriate actions and behaviors of all group members and to hold one another accountable for meeting group expectations. You will also submit at least two ideas for your well-being grant proposal.

Working in groups can be both rewarding and challenging. When students write down and agree upon ground rules, expectations, roles, and responsibilities in the form of a contract or project charter, they can help keep one another on track and accountable.

A group contract is a document that a group creates to formalize the expectations of group members. A group contract should contain the following:

- Group members' names and contact information
- Expectations (ground rules) regarding preparation for and attendance at group meetings, frequency and duration of meetings, and communication. The contract should focus on behaviors that will be expected of all group members and should only include those behaviors that are crucial to the group's effectiveness. Groups could aim for 5-7 ground rules.
- Assignment of specific tasks, roles, and responsibilities along with due dates. The group can itemize the tasks to be completed for the project and provide a space for each group member to sign up for that task.
- Outline of the specific process for dealing with unmet expectations or other problems that might arise.
- An agreed-upon method for out-of-class group meetings during the project so that feedback can be provided and problems can be addressed before the project ends.
- A place for each group member to sign, indicating their agreement to the contract.

Podcast Assignment, Part 2: Proposal (100 points)

Length: varies, no less than 500 words

For this assignment, you will propose a topic for your group's podcast episode. Be sure to read the entire podcast assignment prompt prior to completing this assignment.

The advantages of writing this proposal should be obvious: you'll gain a clearer objective and a workable plan for creating your podcast episode (which must include a guest speaker, a script, and sound editing). In addition, you will get some practice handling a rhetorical task that many of you will face quite often in the workplace.

For this task, the key issues you'll have to address concern the content, scope, and value of the proposed podcast episode and whether or not your project idea is feasible within the time frame. Be sure to include a detailed task breakdown schedule that takes into account when you will finish each part of the podcast, doing so will help you stay on task and meet the assignment deadline.

NOTE: Your proposal must be approved before you can proceed with the project. We will discuss project approval during our upcoming group meetings.

In your proposal, address the following (using these section headings):

Focus: what is the focus of your podcast episode?

Audience and Purpose: who is the audience for this podcast episode? What is the purpose of this episode?

Interview Guest Speaker: who will you interview as a guest speaker in your podcast episode? Why is this person a good resource to include in your podcast? What kinds of questions do you plan to ask this person?

Sound Effects: what sounds will you include in your podcast? Consider intro and outro music, background noises, transition sounds, etc. Be sure to think about what these sounds communicate to your audience. Also remember that copyrighted material is still copyrighted. You need to either create your own sound effects/music, or use an open-access platform like Freesound (<https://freesound.org/>), Free Music Archive (<https://freemusicarchive.org/>), Thematic (<https://app.hellothematic.com/>), Free Stock Music (<http://free-stock-music.com/>), or YouTube's Free Music Audio Library (<https://www.youtube.com/channel/UCEZczasge6oHujNFJLYm72w>).

Script Outline: What story/stories will your group tell through your podcast episode? Always keep in mind the focus of your podcast episode. Use your focus to guide you in terms of what to include in your podcast episode. Provide a rough outline of the script for the beginning, middle, and end of your episode. Nearly all (good) podcasts are scripted. Do not ad-lib your episode. Plan out a script and use it as a springboard for your ideas.

Major Takeaways: What are the major takeaways you hope your audience will gain from your podcast episode?

Task Breakdown: Provide a clear task breakdown for how your group will complete your podcast; put all of your tasks in order, assign those tasks to members of the group, and set realistic deadlines for accomplishing those tasks.

Questions: End your proposal by listing any questions you have for me concerning your podcast episode. I will answer these questions during our group meetings.

Podcast Assignment, Part 3: Interview Protocol and Transcription (100 points)

Length: varies, no less than 500 words

Your podcast episode must include voices other than your group members. Part of the focus of this podcast is to amplify community voices--meaning those voices *outside* of CNU. You may not interview your roommates or your family members. See this as an opportunity to support and expand the relationships you have with our local community. These interviews are also an opportunity to put to use the principles you outlined in your Community Engagement Philosophies.

Community partners should be a strong force that help to shape the content, scope, and value of your podcast episode. These podcast episodes should exemplify a participatory and collaborative spirit between community-university partners.

For this assignment, you must schedule an interview with someone from the Hampton Roads area who will serve as a guest speaker on your podcast episode. Your group will then write an interview protocol (which includes an outline of the interview questions and an informed consent form that your interview participant must sign prior to participating in the interview). You will then virtually meet your interview participant and record the meeting.

Once the interview has been recorded, you will use one of the following tools to transcribe the interview:

- Otter.ai (<https://otter.ai>)
- Temi (<https://temi.com>)
- YouTube: see tutorial (<https://drive.google.com/drive/folders/1ECr5i2fQgduMIHEp4UhiAiIMBIDPyd6f?usp=sharing> - requires a video component, but can be a static image)

Your interview protocol must include the following:

- An informed consent form, that has been updated to reflect the focus of your podcast episode (be sure to get your interview participant to sign this form)
- A media release form (be sure to get your interview participant to sign this form)
- A list of each question you plan to ask your participant (remember, these are semi-structured interviews; you can deviate from your scripted questions)

Your transcription must include the following:

- A revised transcript that reflects proper punctuation and time stamps (remember to use the tools provided above to make transcription easier; however, also be sure to proofread/edit the version that YouTube, Otter, or Temi provides--because there will be errors)

Podcast Assignment, Part 4: Podcast Episode, Transcription, Notes, & Cover Art (100 points)

Length: 15-20 minute podcast episode

This is a group assignment.

You and your group will be responsible for planning, recording, editing, and publishing your own podcast episode.

Together as a class, we will determine a theme for our season of the podcast, and we will use our episodes to explore that theme throughout the season.

This podcast will center on the pressing issues faced by our local community--these might be historical issues that continue to impact racial, cultural, social, or political relations; or these might be contemporary issues that impact the community. Together with your group, you will determine what the focus of your specific episode will be and how it fits into Season 1 of our podcast.

There will be five groups (plus me!), meaning that our season will consist of six episodes (yes, I'm making an episode as well).

Throughout the course of the semester, we will listen to podcasts and analyze the qualities that make a good podcast. From those active listening activities, we will develop a list of criteria that we will use to guide the creation of our podcast, and we will also discuss what we hope our listeners will take away from the listening experience.

That said, there are several criteria that you must include in your podcast episode for this assignment:

1. The voice of each group member must be heard on the podcast
2. The voice of one community member must be heard on the podcast, meaning you must plan, schedule, and record an interview with a community member (remember to practice ethical community engagement principles--see this as an opportunity to bridge the town-gown divide by pulling voices from off campus. That does not mean that you can't include voices from CNU, but these will not count as your community voice).
3. The podcast episode must be at least 20 minutes long (but may be longer)
4. The podcast must include an intro and outro that appropriately frames the episode within the context of the podcast and its purpose
5. There must be a full transcription of your podcast episode so that it is accessible to all audiences

6. There must be at least 3 references to outside research your group has conducted (and these materials must be cited on the episode's Notes page)
7. There must be cover art to go along with your episode
8. All group members agree to follow any other specific criteria we develop as a class

What you turn in:

- An MP3 of your complete podcast episode
- A full transcription of your entire episode (so that it is accessible to all audiences)
- Your Podcast Notes (must include an episode summary, acknowledgements, references, and resources)
- Your episode's cover art (keep in mind copyright and make something original)

All group members will be graded individually on this assignment, which means that each group member will be responsible for completing a self-evaluation and a group member evaluation at the end of the semester after our listening party.

To help you navigate the world of podcasting, I encourage you to begin listening to podcasts. It is much easier to create materials that you are familiar with--so please, start listening to podcasts!

Here are some podcasts I recommend:

- Serial (<https://serialpodcast.org/>)
- The Daily (<https://www.nytimes.com/column/the-daily>)
- Guardians of the River (<https://podcasts.apple.com/us/podcast/guardians-of-the-river/id1568538601>)
- Snap Judgment (<https://snapjudgment.org/>)
- S-Town (<https://stownpodcast.org/>)

Finally, I am linking you to additional resources that will help you with the planning, recording, and publishing of your podcast. We will also go over these materials as a class as we progress through the semester.

- Tools for Podcasting (<http://toolsforpodcasting.openbooks.wpengine.com/>)
- Podcast Insights: Start a Podcast (<https://www.podcastinsights.com/start-a-podcast/>)
- The Podcast Host: How to Start a Podcast (<https://www.thepodcasthost.com/planning/how-to-start-a-podcast/>)
- From NPR, Starting your Podcast: A Guide for Students (<https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students>)