

Podcasting with GarageBand			Rachel Hazen	Standar	
Week 1					
Essential Questions	What is the effect of podcasting on our global community? What will the effect of podcasting be on our students?				
Outcome: define podcasts and Explore podcasts	Assignment	Assessment	ELA Standards	Time Allotment	
Objective 1: explain the concept of podcsting using appropriate vocabulary.	Read: http://blog.podcast.com/podcastcom-faq/what-is-a-podcast/	5	A thorough explanation of podcasting has been posted. The posting includes several terms that are relevant and appropriately used. At least 4 podcasts have been listed by the student with a breif explanation of why they were chosen.		10
	http://www.studiodog.com/web-jargon.html	4	An explanation of podcasting has been posted. The posting includes some terms that are relevant and appropriately used. At least 3 podcasts have been listed by the student with a breif explanation of why they were chosen.		10
	Post an explanation of podcasting.	3	A weak explanation of podcasting has been posted. The posting includes few terms that are relevant and appropriately used. At least 2 podcasts have been listed by the student with a breif explanation of why they were chosen.	Standard #3: Language for Critical Analysis and Evaluation. Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students wil analuze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on esperiences, ideas, information and issues.	10

Objective 2: list podcasts which they believe to be interesting and educational.	Download iTunes and do a search and/or browse their music store. Students should also look at the following websites:	2	A weak explanation of podcasting has been posted. The posting does not include terms that are relevant and appropriately used. At least 1 podcasts have been listed by the student with a brief explanation of why they were chosen.	Standard #1: Language for Information and Understanding. Student will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply and transmit information.	45
	http://recap.ltd.uk/podcasting/index.php	1	Either a weak explanation of podcasting was given or only one podcast with a reason for using it was given.		30
	http://epnweb.org/				30
	http://www.podcastalley.com/podcast_genres.php?pod_genre_id=7				30
	http://www.learnoutloud.com/Podcast-Directory				30
	Make a list of approximately five podcasts that you think would be relevant to you. Give several reasons why each of your selected podcasts are relevant.			Standard #3: Language for Critical Analysis and Evaluation. Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.	20
Week 2					
Essential Questions					
Outcome: Develop potential ideas for podcasting and explore some features.	Assignment				Time Allotment

Objective 1: select a topic./project for a podcast	Watch this video about podcsting and meeting standards: http://www.apple.com/education/resources/podcastingvideos/video/video2.html	5	Assignment has been completed on time. At least 3 possible projects have been listed. Participant has commented on a classmates' list of projects. Participant's comments on his/her experience are insightful.		40
		4	Assignment has been completed. At least 2 possible porjects have been suggested. Participant has commented on a classmates' list. Paricipants observations/comments are good.		
	Write a list of possible projects which might be "podcast-able". Look at your classmates suggestions and comment on one that you think you might also try.	3	Assignment has been turned in. At least 1 possible project has been suggested. Participant has commented on a classmates' project list OR has posted adequate observations about his own experience.	Standard #3: Language for Critical Analysis and Evaluation. Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students wil analuze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on esperiences, ideas, information and issues.	40
Objective 2: record own voice using GarageBand.	Record yourself reading something aloud. Make sure that it is long enough that you can experiment with your recording.	2	Work has been turned in late and inadequately completed. Participant has not posted a comment about his/her experience.		40
	When you have finished recording yourself, post a comment about your experience. List any difficulties/concerns you have. List some ways in which your students might benefit from recording themselves.	1	Assignment missed all together. No comments have been forthcoming.	Standard #3: Language for Critical Analysis and Evaluation. Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students wil analuze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on esperiences, ideas, information and issues.	10
Week 3					
Essential Questions					

Outcome: develop a "rough" podcast	Assignment				Time Allotment
Objective 1: record a 2 minute script.	Watch this video: http://www.apple.com/education/resources/podcastingvideos/video/video1.html	4	Participant has posted comments about 4 different sound effects and 1 sound, 1 jingle and 1 image.		45
Objective 2: edit the record of the script in GarageBand.	Open the file you created last week in GarageBand. Open the Info Drawer (the i icon in the bottom left of your screen). Play with the sound effects, ways you can alter the way someone sounds. This will take a lot longer than one might think, and the time is well spent. Split your original recording into at least five segments. Apply different sound effects to at least four segments. Save each segment. Post an explanation to the group about which sound effects you used and how to navigate to them.	3	Participant has posted comments about 3 different sound effects and only two of the following 1 sound, 1 jingle and 1 image.		45
Objective 3: add sound effects, jingles, images and chapters.	http://fcit.usf.edu/laptop/podcasts/weekly/gb4high.mov	2	Participant has posted comments about 2 different sound effects and only one of the following 1 sound, 1 jingle and 1 image.		10
	http://fcit.usf.edu/laptop/podcasts/weekly/gb8high.mov	1	Participant has posted comments about 1 different sound effects or only one of the following 1 sound, 1 jingle and 1 image.		10
	http://fcit.usf.edu/laptop/podcasts/weekly/gb9high.mov				10
	http://fcit.usf.edu/laptop/podcasts/weekly/gb10high.mov				10
					45

	Using the media browser and the loop browser add sounds (like a cow mooing), jingles (like background music) and images at appropriate spots. The loops available in GarageBand are free to use, no copyright violations will be incurred. Post an explanation of what you did and how to navigate to the exact loops/images you used.				
Week 4					175
Essential Questions					
Outcome: develop a rubric	Assignment				Time Allotment
Objective 1: create a GENERAL rubric with specific values and criteria with which to evaluate the podcast.	Read the 5 articles linked to this site about writing rubrics: http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html	4	A project and a rubric have been posted. Participant has made appropriate comments to classmates' posting.		40
	Select one of the projects you were looking at earlier in this course. Make any alterations to that project that you think might be necessary in order to turn it into a podcast. Write a rubric for the project. Post your project and your rubric.	3	A project and/or a rubric have been posted. Participant has made appropriate comments to classmates' posting.		20
	Look at one of your classmates' projects and rubrics. List 2 strengths about their project and rubric. Make a suggestion on how to improve the project and the rubric.	2	A project and/or a rubric have been posted. Participant has either listed strengths or a suggestion for improvement.	Standard #3: Language for Critical Analysis and Evaluation. Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.	90
		1	A project and/or a rubric have been posted. Participant has not made appropriate comments to classmates' posting.		

Week 5					
Essential Questions					
Outcome: fully explore the available features of GarageBand	Assignment				Time Allotment
Objective 1: create a "final" podcast.	This assignment will take a long time. The participants will be allowed two weeks in order to be able to ask for help from one another as they work through the assignment. Record a five minute script of what you might want in a two person student podcast. Record the two voices on two different tracks, person 1 and person 2. Alter the second voice to make it sound like different people. Add background/theme music. Make sure the music is not too loud, drowning out the voices. Add sound effects (at least two) and images (at least four). Create chapters in your podcast. Post an account of your		Participant has posted to the group. And responded to a classmate's post. They found a solution to a problem.		120
			Participant has posted to the group and responded to a classmate. Nothing about any solutions, their own or		
			Participant has either not posted any comment of their own or has not responded to a classmate.		
			comments were made, but inadequate.		
Week 6					
Essential					

Outcome: Evaluate the podcasts.	Assignment				Time Allotment
Objective 2: upload their podcasts in many forms.	http://fcit.usf.edu/laptop/podcasts/weekly/gb11high.mov				10
	http://fcit.usf.edu/laptop/podcasts/weekly/gb15high.mov				10
	http://fcit.usf.edu/laptop/podcasts/weekly/gb12high.mov				10
	http://fcit.usf.edu/laptop/podcasts/weekly/gb13high.mov				10
	http://fcit.usf.edu/laptop/podcasts/weekly/gb17high.mov	4	A podcast has been uploaded. It fulfills all the requirements. The rubric reflects the expectations of the project well. The participant's comment is insightful and appropriate.		10
	Upload your podcast to an appropriate site. Sign in here and give us the URL to your podcast.	3	A podcast has been uploaded. It is short or does not have all the required elements. The rubric reflects the expectations of the project. The participant's comment is appropriate.		20

<p>Objective 1: apply your rubric to either a classmate's podcast or maybe a podcast created by one of their own students.</p>	<p>Listen to a classmate's podcast. Post a comment on how well the directions and rubric match up with their final project.</p>	<p>2</p>	<p>A podcast has been uploaded. It is short and does not have all the required elements. The rubric reflects the expectations of the project. The student has commented on a classmate's project.</p>	<p>Standard #1: Language for Information and Understanding. Student will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply and transmit information.</p>	<p>20</p>
<p>Course Evaluation</p>		<p>1</p>	<p>A podcast has been uploaded. It is very short and contains few of the required elements. The rubric corresponds to the expectations of the project. The student has commented on a classmate's project.</p>		