This I Believe Podcast Studio Project (Marine Science Magnet High School)

Class had already set norms for class meetings, studio collaboration, and peer review sessions.
Students are working in "Student Learning Communities" (SLCs)

Sequence of Assignments to produce a Class Podcast Series
1. Get used to the technology (Soundtrap) by creating loops alone, in pairs, and in SLCs
2. Peach, Pit, Pumpkin Assignment (with music) envisioned as one episode in a series done individually
3. Students give and receive feedback on voice and recording quality in SLC
4. This I Believe study - learn about the history of the project: consider the meaning of the project (value of listening, everyday voices); compare written and recorded essays (small curating project for each student with explanation)
5. TIB writing project (multiple steps, some taken from NPR's TIB curriculum, some of my own)
   a. consideration of belief statements
   b. investigation of habits and routines and consideration of underlying beliefs that drive behavior
   c. other writing tasks to prepare for drafting
   d. drafting of essay
   e. workshopping of multiple possible openings
6. Range of expression activity in SLCs (writer reads selection; responds to peers adjusting a tone "dial")
7. Students record 3-6 second single sentence statements of belief in shared project (student editors select music with input from class and arrange sequence of statements to create a shared intro)
8. Students record their essays and get feedback on recordings from SLC (rerecording if needed)
9. Student pairs work to create personal intros for each other (they read each other's essays, interview each other, draft intros and then discuss; essayists can request changes until both are happy) then record them
10. Students pull all the elements together into individual projects (shared intro, specific intro, essay, outro)
11. Students share with the whole class; the class gives feedback and decides the best sequence for episodic release

Central Course Move Addressed: Circulating

First-Year Writing Objectives addressed:
- Approach Composition as a Complex Process
- Identify Oneself as a Writer
- Use Technology Rhetorically

My observation is that this project has already changed the way the students in my classroom think about themselves as writers. They were more engaged in the difficult work of composition because:
- they had to select topics that were both personally meaningful and could also likely to be meaningful to others
- as they repeatedly read their work aloud and then listened to it, they were pushed to write in their natural voices and to hear their voices as others might (they were more motivated to revise instead of just editing)
- (a surprise to me) they didn't know or imagine that texts meant to be read or spoken might have paragraphs or grammatical rules - we had good conversations about structure and how to think about it in a composition
- students felt responsible for each other's work and hold each other accountable more than they would normally
- they were very aware of the rhetorical situation in this project - they thought a lot about what an audience needs

We do not have a "studio" and I am not an expert in the technology (we are building community expertise)
We have created a list of students who are "experts" in certain skills (they can help each other instead of asking me)
There is time at the beginning of studio days for students to demonstrate new discoveries about the technology
I already have students opting for this mode in other composition projects.