

Artifact 3: Group Research Project and Podcast

This artifact is meant to be the product of accumulated work conducted throughout the semester. While the final product will take the form of a 15-20 minute podcast episode, you will need to conduct research to help you narrow your ideas to a specific topic on which you will become “experts,” you will conduct an interview with someone working on the field or innovation in which you are interested, and you will help to educate the class on these particular biomedical innovations and the ethical implications of such work. You will also give a 10 minute group presentation to the class detailing your process and what you found particularly interesting, difficult, and/or valuable about the project. You will each contribute individually to the project and final product, but because this is a group effort you will need to learn to collaborate effectively, as well.

Required Elements

- **Podcast** – a genre of informatory narrative that is broadcasted aurally, brings together multiple sounds and text for the purpose of posing some kind of social or cultural critique
 - This will be **ONE FILE**, but the file will incorporate many aural elements from multiple sources
 - This podcast will mimic the form of podcasts you may have heard on the radio or on any podcasting platform.
 - This audio file should be **legible** – your audience shouldn’t have difficulty hearing any details in this podcast
 - All projects must be **self-created** – it must be clear how you have added to your source material, and you cannot simply find an interview, for example, on Google.
 - **Effort**
 - Podcasts that you produce at the last minute will be difficult for you to rationalize in your author’s statement. Likewise, don’t spend days on a project and forget about how you will rationalize it.
 - **File Type:** MP4
 - **File Name:** “Group Name. Section #. Podcast Final”

- **Group Author’s Statement** – a written rationale that explains the purpose of your accurate ad, the choices that you made in creating / designing the image, and also convinces the reader of the importance of the message behind your podcast.
 - **Length**
 - **Approximately 1000 - 1500 words**
 - **Content (see page 8, “What Is an Author’s Statement?”)**
 - **Organization**
 - While you should consider all elements of the bullet-pointed list on page 2 of this assignment, you shouldn’t speak to this list in order.
 - Instead, think of your statement about the purpose of your assignment as the thesis
 - See page 507 in *WOVENText* for one example of an artist’s statement
 - **Document format: MLA Style** – this means
 - Double-spaced
 - 12 point, Times New Roman font
 - 1 inch margins, on all sides
 - MLA style headers with page numbers
 - MLA style citations
 - For help with MLA Style, please see <https://owl.english.purdue.edu/owl/resource/747/01/>
 - **Citations**
 - You should provide MLA style citations for any source materials that you draw on for your podcast (i.e. sound files)
 - Include a Works Cited list at the end of your document

- **File Type:** .doc or .docx
- **File Name:** “Last Name First Initial, Podcast Reflection Statement, Final”
- **Annotated Bibliography**
 - **Length**
 - **Each group member must contribute at least 2 sources with annotations.**
 - **Organization: Alphabetical by source author (MLA Style)**
 - **Document format: MLA Style** – this means
 - Double-spaced
 - 12 point, Times New Roman font
 - 1 inch margins, on all sides
 - MLA style headers with page numbers
 - MLA style citations
 - For help with MLA Style, please see <https://owl.english.purdue.edu/owl/resource/747/01/>
 - **Citations**
 - You should provide MLA style citations for any source materials that you draw on for your podcast (i.e. sound files)
 - Include a Works Cited list at the end of your document
 - **File Type:** .doc or .docx
 - **File Name:** “Group Name, Section #, Annotated Bibliography, Final”
- **Group Reports**
 - **Length**
 - **At least 1 page**, but should be as long as needed to adequately reflect the work being accomplished, the number of times the group met, decisions made, delegation of tasks, and deadlines set by and for the group.
 - **Document format: MLA Style** – this means
 - Double-spaced
 - 12 point, Times New Roman font
 - 1 inch margins, on all sides
 - MLA style headers with page numbers
 - **File Type:** .doc or .docx
 - **File Name:** “Group Name, Section #, Group Report #, Final”
- **Discussion Question**
 - **Length**
 - You should come up with at 5-7 questions designed to help lead discussion on the 2 sources you choose to give the class to read and consider.
 - **Document format: MLA Style** – this means
 - Double-spaced
 - 12 point, Times New Roman font
 - 1 inch margins, on all sides
 - MLA style headers with page numbers
 - **File Type:** .doc or .docx
 - **File Name:** “Group Name, Section #, Discussion Questions, Final”
- **Personal Reflections** on the various processes involved in creating Artifact 3
 - **Consider your own role in each step of the project.**
 - **Document format: MLA Style** – this means
 - Double-spaced
 - 12 point, Times New Roman font
 - 1 inch margins, on all sides
 - MLA style headers with page numbers

- **File Type:** .doc or .docx
- **File Name:** “Last Name First Initial, Group Name, Personal Reflection, Final”
- **Group Presentation on the process of creating your podcast**
 - **Submit either a film of your presentation itself OR the Power Point, Prezi, or other format you choose in a File.**
 - **Document format:**
 - **PDF or youtube video file link**, depending on your choice of submission style.
 - **File Name:** “Group Name, Section #, Presentation” or an https link to youtube.com

Due Dates and Instructions for Submitting the Assignment Deliverables

- **Group Reports (by 9 PM on designated days):**
 - **#1 - Friday, September 29th**
 - **#2 - Friday, October 27th**
 - **#3 - Wednesday, November 8th**
 - **Submit on T-Square**
 - Under **Assignment Submission** Tab, select the appropriate “**Group Report**”
 - Upload an attachment of your file (in MS Word)
- **Monday, October 30: Annotated Bibliography (by 9 PM)**
 - **Submit on T-Square**
 - Under **Assignment Submission** Tab, select “**Annotated Bibliography**”
 - Upload an attachment of your file (in MS Word)
 - **Only submit one per group**
 - Once I return the file with a grade, the person who submitted will then need to share it with their groupmates.
- **Monday, October 30 – November 10 IN-CLASS: Instigate/Lead Class Discussion**
 - **Submit a draft of your discussion questions on T-Square**
 - Under **Assignment Submission** Tab, select “**Class Discussion Questions**”
 - Upload your file (in MS Word) like an attachment
 - **Only submit one per group**
 - Once I return the file with a grade, the person who submitted will then need to share it with their groupmates.
- **Wednesday, November 15 or Friday, November 17 IN-CLASS: Group Presentations**
 - **Submit a file of your presentation on T-Square**
 - Under **Assignment Submission** Tab, select “**Group Presentations**”
 - Upload your file like an attachment
 - **Only submit one per group**
 - Once I return the file with a grade, the person who submitted will then need to share it with their groupmates.
- **Monday, November 20: Submit your audio file for Podcast IN-CLASS**
 - I will provide a flash drive, and you will upload your podcast file onto it under the file name “Group Name. Section #. Podcast Final”

- **Monday, November 20 by 5 PM: Group Author’s Statement, Group Evaluations, Individual Personal Reflections**
 - **Submit on T-Square**
 - Under **Assignment submission tab**, select the appropriate choice: “**Group Author’s Statement**” or “**Individual Reflections**”
 - Submission is like adding an email attachment
 - I will not accept files submitted in the wrong format (MS WORD Docs)
 - **One person from each group should submit the Group’s Author’s Statement, while every person should submit a reflection**
 - **Complete Group Evaluation on CATME**

Points Breakdown

The **podcast project** is worth **400 points** total (**20%** of your final grade in the course). The grade breakdown is roughly as follows, and, as with all course assignments, I will use the programmatic rubric to guide my assessment of your assignment.

Points	Requirement
30	Group Reports: Detailed notes and a statement of your plans, submitted by 9PM on specified days
70	Annotated Bibliography: Submitted by 9 PM on 10/30
100	Group Presentations in class on assigned day 11/15 or 11/17
100	Podcast: Audio File submitted in class on 11/20
30	Group Author’s Statement: Submitted by 5 pm 11/20
20	Individual Personal Reflection: your own reflection on the project, submitted by 5 PM 11/20
20	Individual Evaluation of Group: Survey completed on CATME.org by 5 PM on 11/20
30	Participation: Based on your contribution to the project as a whole, according to group’s evaluation of you
400	Total

Leading Class Discussion is worth **50 points** total (**5%** of your final grade in the course). The grade breakdown is roughly as follows, and, as with all course assignments, I will use the programmatic rubric to guide my assessment of your assignment.

Points	Requirement
10	Submitting questions to T-Square by class time on assigned day
10	Quality of questions asked
30	Participation: all members of group engaged with class to provoke discussion
50	Total

Programmatic Rubric

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
Rhetorical Awareness Response to situation, including purpose, audience, register, and context	Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task	Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness	Attempts to respond to all aspects of the situation or assignment, but the attempt is incomplete	Addresses the situation or assignment in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a sophisticated manner that could advance professional discourse on the topic
Stance Argument, significance and implications (“so what” factor)	Involves an unspecified or confusing argument; significance is not evident	Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation	Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it	Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument in depth	Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument	Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner
Development of Ideas Evidence, analysis, and substance	Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive	Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument	Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument	Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable	Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis	Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument,
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points	Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent	Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence	Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required
Conventions Expectations for grammar, mechanics, style, citation	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Meets expectations in a virtually flawless manner	Exceeds expectations and manipulates conventions to advance the argument
Design for Medium Features that use affordances of the genre to enhance factors such as usability and comprehensibility	Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument	Omits some important features; distracting inconsistencies in features; uses features that don’t support argument	Uses features that support the argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances

Group Work: Meeting, Sharing Responsibilities, Etc.

You will need to meet with your group more than once to discuss and work on the project. You should delegate responsibilities among your group members, being sure that everyone is committing equal amounts of time and effort to their portions of the project. No one person should be completing more than their share of the work. Consider using Skype, Google Hangouts, or GroupMe for meetings if you cannot work out a time when you can all meet in person.

Make time to meet before the following times, when you will have Group Reports due:

- **September 29**
- **October 27**
- **November 8**

Each group member must contribute equally to the project, but you can do so in different ways. For example, if two of you conduct the interview with your chosen expert, they might introduce and conclude that segment of your podcast, while two others contribute other sections of the recording.

Choosing Your Topic

The Immortal Life of Henrietta Lacks includes details of a number of different topics in biomedicine, ones that are still being explored in the scientific community today. *Beyond Therapy* explores several of these, and others as well. Which of these strikes your interest? Make a list of several to choose from.

In your groups, find common topics that several if not all of you would like to explore further. Then, look at the Georgia Tech School of Biomedical Engineering and see if any of the professors or graduate students are working in the field you'd like to research. This will help narrow down your ideas, as well as help you to find potential interview subjects.

Audio-Editing Tutorials

On Wednesday, October 11, we will have an in-class audio editing tutorial with Charlie Bennett, who has experience making podcasts himself, and requires his students to create podcasts as well. Before that date, I highly recommend that you download **Audacity** and play around with the software using any audio file you choose.

You can find a tutorial for Audacity at <https://www.youtube.com/watch?v=aCisC3sHneM>.

If you go to <http://lynda.gatech.edu/> and then search for "Audacity" on this site, you can also find in-depth video tutorials about this software.

Useful Pages in *WOVENText*

Though *WOVENText* does not include a section specifically dealing with podcasts, there are several sections that can aid you in the process of completely aspects of this project:

See Chapter 8 (pages 165-175) for information on collaboration and group projects.

See Chapters 10, 11, and 12, pages 196-238 for advice on creating, developing, practicing, and giving Oral Presentations.

See pages 321-334 or 442-454 for information about the rhetorical situation of the Informative and Persuasive Genres, respectively, into either of which your podcast might fit.

See pages 478-500 for some commentary about researched arguments.

See page 501-514 for advice on writing an artist's statement – you will be writing one of these as a group to accompany your podcast.

Group Presentations

In class on either Wednesday November 15 or Friday, November 17, your group will give a 10 minute presentation, with a 5 minute question/answer session, to the class about the process of creating your podcast. Your presentation must include all 5 of the WOVEN modes, but how you choose to do so is up to your group.

Your presentation should NOT consist of you playing your podcast. While you may include brief clips from your podcast, the presentation should focus on the PROCESS of the larger project. For example, you may discuss how you determined your topic; how you chose your interview subject; how you decided on a particular genre; why you chose the effects that you did; what you may have found difficult to accomplish; or your general thoughts on the project itself. You are not limited to these topics – they are only meant to help you get started in compiling your presentation.

Each group member must contribute to the presentation in some way. You may not have one member speak, while the others stand next to them. If this is the style of presentation you give, you will receive 0 points for this section of the final grade.

Required Elements for Reflection

Submit your individually written reflection on T-Square, as a .doc or .docx document with the file name “Last Name, Podcast Project Reflection” by 5 PM on Monday, November 20.

Write a **one-paragraph introduction** to the artifact that articulates your individual contribution to this project. Some things to consider: what did you do, why did you choose those portions of the project, what did you learn overall in completing this project as a group, and what do you wish you had done instead?

After the introductory paragraph, compose bullet points answering each of the following questions. **Compose 2-3 bullet points per question and 1-3 complete sentences per bullet point.** Review this assignment sheet as you compose your answers.

1. What were the main intellectual goals of the assignment? Please situate these goals in terms of the course theme and in terms of the communication skills you were to learn or practice.
2. What is your argument or purpose? How did you make the argument or purpose visible and persuasive in your artifact?
3. Who is the intended audience for your artifact; why is this an appropriate audience? How is your choice of audience reflected in your artifact?
4. What are the defining features of the genre or media that you are using in this project? How do you make use of these features?
5. If you had more time for revision, what would you change and why?

What is an Author's Statement?

An author's statement explains the choices and creative process that went into producing a specific work. This statement also convinces your audience to see your work in a particular way.

Your author's statement should speak to the "what, why, and how" of your podcast. You should:

- Identify the purpose behind your project
 - Your purpose is more than completing the assignment – what kind of message were you trying to convey through your podcast?
- Explain what kind of audience your project is supposed to affect (beyond our class)
 - Your podcast **must be geared toward a specific audience** – what is the age group of your audience? Is your audience gender or race-specific? What are the interests of your audience members? What values do you assume they have?
- Explain the choices that you made in the process of designing / composing your podcast
 - How do these choices reflect your greater purpose?
 - What tone does your project have, and why? Consider that podcasts aren't necessarily serious.
 - How did you attempt to connect with your audience through design choices or changes to the narrative of the story?
 - Reference specific sections of the podcast as evidence
- Write the author's statement in the first person ("I made these choices," etc.)
- Reflect on your podcast and discuss its successes and limitations

See **page 501** in *WOVENText* for a checklist that explains the components involved in an artist's statement.

Using CATME to Rate Group Members

In order to grade you with regard to your contributions to the group, I have generated a CATME survey called "Team Member Evaluation." You will rate other team members and also yourself and submit this survey electronically.

The survey will open on Friday, November 17 and you MUST complete it no later than Monday, November 2017.

CATME will likely email you when the survey opens (and you must go to <http://info.catme.org> to complete it).

Before completing the survey, CATME might first make you go through an activity of rating fictional team members (to better calibrate your results).

Lateness Policy

I will not accept late presentations or late group instigations – if a group member cannot be present in class on the day that your group is supposed to lead class discussion or give your group presentation, he or she will not receive credit for that portion of the assignment.

If there are extenuating circumstances, I will discuss with the group member how to make up for the lost work.

I will reduce the grade for your final version of the project deliverables by 5 points for each day that it is late (including weekends). If you submit some elements on time, but other parts are late, I will reduce the grade for the late element(s) by 5 points per day.