

***Georgia Tech Sounds (20% / 200 points)***

**Due dates:**

- **November 10 (Homer Rice Center): Audacity workshop with librarian Alison Valk**
- **November 17 (before class): Podcast proposal, uploaded to Tsquare**
- **November 17 (in class): Episode pitch to class by designated group member**
- **November 25 (by 5 p.m.): Podcast due, including revised proposal and script (as work-in-progress)**

***Task***

In groups of three, you will create a three- to six-minute (3- to 6-minute) podcast that introduces the Georgia Tech community (students, faculty, staff) to the individuals in your group, their hometowns and the sounds that define them, and the places at Georgia Tech that make you nostalgic for those sounds. The podcast should: 1) identify and explain the sound each of you most associates with or misses about his or her hometown and 2) locate the place at Georgia Tech that most reminds each of you of your respective hometown sounds. In addition, you will blend the individual vernaculars of the group members into a single vernacular that the entire group uses throughout the podcast.

To develop and perform your podcast, you must:

1. write a proposal of 500–750 words that:
  - persuades the producers and editors of *Georgia Tech Sounds* why your proposed episode offers a unique perspective on the Georgia Tech experience
  - describes the hometown sounds it discusses
  - explains why a particular place at Georgia Tech reminds the groups members of their respective hometowns
  - characterizes and explains the rationale for the stylistic structure of the group vernacular
2. elect one group member to pitch your proposal in 2 to 3 minutes to the class for feedback
3. create a detailed, screenplay-style script of the podcast that not only drafts the language you will be using but also includes sound, location, and mixing cues
4. record, mix, and edit the podcast using Audacity (or software of your choice)

***Audience and Purpose***

The different stages of the project address different audiences, which are related to the respective purpose of each stage. Keeping the audience and purpose of each stage in mind will help you get useful feedback in the development of your podcast.

### **Podcast**

The audience for your podcast is the Georgia Tech community—faculty, staff, students—anyone who might listen to a Georgia Tech radio station and be interested in the experience of Georgia Tech students.

Just as you need to define how you are going to perform your vernacular in terms of diction (word choice) and style (verbal mannerisms, intonation, structure), you need to make your vernacular appeal to and understood by your Georgia Tech audience. What do you think the Georgia Tech community is expecting to hear about your hometown and its sounds? How do you think the community expects you to speak? How do you want at once to satisfy and defy those expectations in both the subject matter of your podcast and the way you use your new vernacular to talk about it? Are there words, phrases, places, ideas specific to life at Georgia Tech that will make anything unfamiliar about the way you speak feel more familiar?

### **Proposal**

You should imagine the audience of your proposal to be the editors and producers of the *Georgia Tech Sounds* radio program at the Georgia Tech radio station. Your proposal should persuade these editors and producers that your concept for one episode of the show is at once appropriate subject matter for a show about the soundscape of Tech and a unique perspective on that soundscape. As your proposal describes the group and the vernacular it will use to talk about the group's hometown sounds, it must also persuade the editors and producers why the proposed episode will enchant the university community that is its ultimate audience.

### **Pitch**

The pitch, like the proposal, is addressed to the editors and producers of the radio show, only you will imagine that your classmates are the editors and producers. It might be worth considering whether imagining your classmates as accepting or rejecting your episode concept affects the rhetorical stance of the proposal.

### **Goals**

At the end of this assignment, you should:

- have a new perspective on the relationship between sound, place, and identity
- have a new perspective on the relationship between speaking, place, and identity
- know more about where your classmates are from and what's important to them
- better understand the relationship between speaking and writing
- better understand the performance aspects of a conversational tone
- how to contribute productively to group progress and success
- how to use sound-mixing software to develop a coherent presentation

### ***Submission***

The podcast project will unfold in stages at the deadlines given above. You will assign one group member to upload the proposal to Tsquare, one group member to pitch the proposal to the class for feedback, and one group member to upload the revised proposal, draft script, and audio file to Tsquare for evaluation. You should preserve both your individual and group contributions for possible inclusion in your final portfolio.

### ***Grading***

Your vernaculars podcast is worth 200 points, that is, 20% of your final grade; 50 of the 200 points will be awarded for your individual contribution to the overall project. You will be evaluated on:

- the thoughtfulness of the sounds you choose to represent your hometown and of the Tech location you choose
- the persuasiveness of your rationale for the vernacular you craft for your group identity
- the appropriateness of your vernacular to the audience you choose for your podcast
- your individual execution of one major stage of your group's project development
- the initiative and contribution to group progress and your commitment to your group's success
- the realization of your sound concept for the podcast medium and its appeal to your chosen audience