

LAST303, Final Project

Important Dates

Submit podcast episode as MP3 to Canvas Assignments (Due: Noon, April 23, 2020)

Attend Listening Party on Friday, April 24 (Noon-2:30PM, BUCH B215)

Submit group evaluation (individually, they are confidential) to Canvas (Due: Noon, April 25)

General Expectations

The final project is the culmination of a semester of research, skill building, and collaboration. With your group, you will plan and record an intro, main topic segments, and outro, and you will select and incorporate music and/or sound effects that enrich and complement the episode content. Your episode should engage with our course topic, elaborating upon Indigenous autonomy and agency and the shifting role of labour during the era of neoliberal globalisation. In its treatment of this theme, the episode should meaningfully connect that information (Indigenous autonomy, labour, globalisation) with the history and culture of your assigned Indigenous group.

This is your podcast episode, so your group selects the title, structure (types and lengths of segments), topics, music, etc. As you make these decisions, think about how you can best:

- showcase your research-based knowledge
- create an entertaining final product
- comply with copyright, fair dealing, and citation standards when using music, sound effects, and intellectual property.
- demonstrate ethical and respectful treatment of and reference to indigenous culture, language, and knowledge.

For instance, there are many “game show” podcasts (*Wait, Wait, Don't Tell Me*), but for the purposes of our course, a game show competition would likely not allow you to share the rich, complex history of your Indigenous group with your listeners (if you think it could, feel free to prove me wrong!). Incorporating only that type of segment would likely not be the best use of 20 minutes.

Assessment

The following elements will be taken into account in the assessment of your podcast episode:

1. Episode length: 19-21 minutes.
2. Podcast title. Episode title.
3. Podcast Tutorials: Your episode demonstrates familiarity with what we learned during the 5 podcast tutorials and shows care for incorporating that knowledge into the final product.
4. Course material and presentations: your podcast episode goes beyond, expands on what was learned throughout the semester.
5. Organically incorporates one of the key terms, explaining it succinctly and clearly for a lay audience and connecting it to an element of the content in a meaningful way.
6. MLA bibliography submitted in Word or PDF along with MP3: at least 8 quality sources (not Wikipedia, blogs, etc.) should inform your content. (interviews count as sources)
7. Group Collaboration and Collegiality: See pages 2-3 below. Each group member must submit the separate groupwork evaluation and reflection on Canvas by Noon, April 25.
8. Attendance and participation at listening party.
9. Rubric (see pages 5-6)

Group Collaboration and Collegiality: This is a group project, and you are expected to contribute equally in the planning and execution of the podcast episode. This does not mean that every task is done together, but rather that tasks are distributed in a productive and egalitarian manner among group members. That may sometimes require flexibility and compromise, which is an integral part of group collaboration. Some suggestions for successful group work:

- Be respectful of each other.
- Recognize one another's strengths and weaknesses.
- Provide advance notice for meeting times.
- Communicate openly and with respect.
- If issues arise, address them directly with one another.
- Be willing to compromise. With four groupmates, you are bound to have differences of opinion and preference.
- Be generous in your reading of tone or meaning in written communication. Communicating via email or chat is a harder to interpret than in-person discussions.
- Find ways to work well both together (literally in the same space) and "together but separately", as in dividing up work and accomplishing tasks as a team, but from a distance.
- Meet deadlines. If you cannot meet a deadline, let your teammates know immediately and follow up with an adjusted timeline.
- Think before hitting "send" on an email with questions or concerns. Did you read over the assignment instructions? Did you review past communications? Ask yourself this so that you don't waste your teammates' time if a question is easily answerable elsewhere.

MISCELLANEOUS

Meetings with Tamara during Finals:

I will be available to meet on multiple days during finals period. I will put a schedule up on Canvas for drop-in meetings, and you may also email me to schedule a separate time if needed.

If you have a question about Audacity, please email to explain the issue at least 2 hours before arriving to the meeting so that I can troubleshoot the topic.

Resources on Canvas

Don't forget about the myriad resources that are available on Canvas. They can be found under [Files](#) and [Modules](#).

FINAL PROJECT SURVEY

Your name: _____ Group: _____

WORK ETHIC: Rank your groupmates—including yourself—from 1 (MVP) to 4 (least involved / helpful) in terms of completing tasks for the final project.

1. _____
2. _____
3. _____
4. _____

Provide brief comments/justification for that ordering:

RESPECT / COLLEGIALITY: Rank your groupmates—including yourself—from 1 (MVP) to 4 (least respectful) in terms of collegiality and mutual respect.

1. _____
2. _____
3. _____
4. _____

Provide brief comments/justification for that ordering:

Other comments:

For your review: Description of final project and learning objectives from the syllabus (what you've been working toward all semester!)

Podcast episode, Final Project: 25%

As we will learn throughout the semester, indigenous cultures often value non-orthographic modes of knowledge transmission, and indigenous knowledges are often shared and maintained through storytelling, song, visual patterns on textiles, etc. In an effort to put into practice what we are learning in LAST303, our final project will entail creating an informative and respectful (and hopefully entertaining!) podcast episode that incorporates and **expands** what we have learned throughout the semester. To this end, you will work with your group to create a ~20-minute podcast episode about your assigned indigenous culture. See Assessments Folder on Canvas for rubric and detailed instructions.

Learning Objectives. Upon successful completion of this course, students will be able to:

- **Exhibit** familiarization with key terms and theories of globalisation, the neoliberal economy, and labour practices in Latin America.
- **Identify** how indigenous groups in Latin America participate in the globalised economy, particularly as relates to labour and livelihood.
- **Read** critical works with attention to methodology and theoretical perspective.
- **Identify** and **reflect on** how Latin American indigenous peoples maintain agency and deploy their own epistemologies (ways of knowing) and ontologies (form of existence) as labourers (broadly conceived) in the era of neoliberal globalisation.
- **Describe, evaluate, and think critically** about how culture and literature interact with political and historical realities on local, national, regional, and global scale.
- **Evaluate and critique** aesthetic representations of indigenous peoples and cultures.
- **Demonstrate** writing, discussion, and idea development skills, as well as familiarity with MLA formatting and citation style.
- **Collaborate** in a group and contribute equitably, working both together and separately, toward a common project.
- **Employ** podcast technologies and **create** podcast content that is respectful, insightful, non-appropriative, and entertaining.

Podcast Tutorial Topics and Skills

Podcast Tutorial 1. Narrative, Audience & Sound

Podcast Tutorial 2. Audacity & Your Sound

Podcast Tutorial 3. Outline & Script

Podcast Tutorial 4. Ethics and Respect: Conducting Research on Indigenous Groups

Podcast Tutorial 5. Music, Fair Dealing, and Segmenting your Podcast

Final Project, Podcast Episode: April 23, 2020 (noon) **19-21-minute** podcast episode

Category	1 Inadequate	3 Competent to Very Good	5 Professional, Superb
1. Intro, Outro	The purpose of the episode is not at all clear in the introduction. Relevant information (host, podcast title) are not presented. Outro is not present, confusing, or incoherent.	The introduction is very good. It indicates the main topic and introduces host in an adequate way. Piques interest in the listener. Outro closes episode well, is appropriate length and tone.	The introduction is professional grade. It establishes a purpose, provides precise information, and deftly captures the listener’s attention.
2. Narration and Delivery	Narration is too fast or too slow. Sounds unnatural or like reading. Volume and pacing are inconsistent or sloppy. Contains many stumbles or errors.	Narration is very good. Spoken for the ear rather than the eye, with few unnatural moments. May have small hiccups but is generally tight. Fairly consistent pacing and volume.	Narration is superb and professional. Spoken for the ear rather than the eye. Smooth, well-paced, consistent volume, and error-free.
3. Research, Logic, Bibliography	Facts, concepts, sequences, and arguments are muddled, difficult to understand. Research is superficial, disjointed, or is incorporated in a rote manner. Errors in fact. Bibliography is missing, incomplete, or erroneous. Sources are superficial, unvaried, or problematic.	Facts, concepts sequences, and arguments are evident and well elaborated. Research is conducted and incorporated with care. No factual errors. Bibliography is adequate. Sources are varied and of good quality.	Facts, concepts, sequences, and arguments are presented clearly and in a professional fashion. Research is conducted and incorporated in a thoughtful, meaningful way. Carefully selected sources are varied and of high quality, meaningfully enrich episode content.
4. Cohesion, Organization, Structure	Segment formats are rote, unvaried. Segments lack clear format or feel like abrupt discussion of unrelated topics. There is little flow across material. No transitions across topics. Segment types do not allow for group to meaningfully present material.	Segment formats are chosen well. Segments demonstrate effort to smoothly move from intro, through main topics, and into outro. Types of segments allow for meaningful engagement with topic. Segments have clear structure, although some transitions may be slightly unrefined.	Segment formats are chosen with care. Segments are smooth and seamless for the whole episode. Clear transitions make for compelling flow. Segment types allow group to showcase material. The final product sounds like a segment of a real podcast.
5. Production Value	Recording is not made using high-quality equipment and/or is unedited. There is background noise, audible cuts, or other distracting elements (heavy breathing, device holding sounds, etc.).	Recording is high-quality and the sound is generally very good. There is little to no background noise. Editing is very good; Students took care to consider tutorials in production.	Recording is professional-quality and flawlessly edited. There are no background noises, rough cuts, or “breaths” in the final upload.

6. Music, Sound effects	Music and sound effects are poorly selected, not present, or incorporated in problematic way. Questions of Fair Dealing and Copyright are not considered or problematic.	Music and sound effects are well selected and incorporated in a way that adds to the content of the segment. Complies with Fair Dealing and Copyright.	Music and sound effects are excellent, incorporated flawlessly, and meaningfully enhance the value and communication of the segment. Complies with Fair Dealing and Copyright.
7. Language	Boring, rote, repetitive, or erroneous. Employs jargon, acronyms, and other difficult to parse word choice. Written for the eye rather than the ear.	Varied and well selected word choice. Easy to listen to. Visual language paints a picture. Episode is written for the ear rather than the eye.	Precise and careful word choice meaningfully enriches episode. Inviting and easy to listen to. Visual language draws listener in and paints a picture. Podcast is written for the ear rather than the eye.
8. Ethics, Respect in Treatment of Indigenous Community	Disrespectful of the Indigenous group's culture, language, or beliefs. Stereotypes or problematic vocabulary are employed. Topics selected ignore what is learned in Podcast Tutorial 4. Other issues arise that render content problematic.	Care is taken to respect Indigenous culture, language, beliefs. Topics are compelling, and they refuse generalizations and stereotypes.	Students go to great lengths to be respectful of Indigenous culture, language, and beliefs. Selected topics are thought-provoking and contribute to greater understanding of complexity of Indigenous culture and agency.
9. Labour & Globalisation	Topics not treated, treated superficially, or treated unconvincingly. Merely rehashes readings, presentation, or discussions in class. Incorporated in rote manner or ignored.	Original and thoughtful treatment of topics. Builds on and goes beyond readings, presentation, and class discussions. Incorporated well with the rest of the episode material. Addresses why topics are important in relation to Indigenous communities.	Original and evocative treatment of topics that seamlessly ties into the rest of the episode. Group takes interest and care in addressing topics in a way that goes beyond readings, presentation, and class discussions. Effectively articulates relevance for more deeply understanding Indigenous communities.
10. Groupwork, Collaboration, Communication	Work is not shared evenly across four teammates. Some teammates are not included or choose not to participate in decisions. Serious issues in terms of communication. There is a lack of respect or regard for groupmates.	Fine communication and dynamic across group. All four teammates participate and are included in the project, although there may be slight concern about work distribution. Teammates treat each other with respect.	Excellent communication and dynamic across group. Work is distributed evenly and with care. All four teammates participate and are included in the project. Teammates treat each other with respect.