**Instructor: Semester**

**Rhetoric 1030 Speech Two – Podcast to a (Neighbor)**

**Assignment:**

Working in small groups, you will create a podcast that you share with the whole class. In total, your group will create a **15-20 minute** long presentation, which includes an in-class introduction, a recorded podcast screening, and an in-class conclusion. Your presentation will propose solutions to an issue of concern within a shared community. Your podcast will mimic Omar Saif Ghobash’s rhetorical strategies in *Letter to a Young Muslim*, and each member of your group will write and record a different audio “letter” to your target audience, persuading them to take up your position.

For example, perhaps you decide that climate change is most pressing for your community of Iowa City. As a group, you will research this issue of concern and identify several remedies. After thoughtful research, your group might decide that local efforts, renewable resources, and lowering consumption are the most accessible and effective solutions. Support that claim with credible research in a way that is convincing to a wide audience, demonstrating a keen understanding of rhetorical strategies. Or, you might decide to interrogate sexual assault as an issue affecting your campus community. Your letter, then, might be to Hawkeyes.

Whatever community or issue you opt to explore, you must make a claim regarding its importance or impact, propose several fixes, and support these solutions with reliable evidence. After you have determined what you would like to say, you will figure out how to say it best. You will craft a script for the podcast recording, which we will workshop in class. Keep in mind that we tend to write more formally than we speak. Use words, sentences, and phrases that will easily allow you to sound natural and clear. Practice this script frequently — both before and after workshop — to avoid sounding robotic when it’s time to record. You will then edit this recording to sound polished and well organized. Don’t worry — we’ll have help from IDEAL through the entire process.

**Please don’t hesitate to reach out to IDEAL (**[**ideal@uiowa.edu**](mailto:ideal@uiowa.edu)**) for help with recording or editing.**

**Purpose:**

This culminating assignment will be a demonstration of the skills you’ve developed this semester, as well as an opportunity to learn a popular medium: a podcast. We’ve practiced and refined staking a claim and writing persuasively, now you will work on speaking convincingly. Beyond further developing our rhetorical strategies, this will give you the opportunity to show your range as a writer and communicator.

**Formalities:**

The entire presentation must be **15-20 minutes** long, including the podcast, an introduction to the issue with context, and a conclusion. You will present the introduction and conclusion "live" in class. Most of your presentation should be the podcast, but you need to be sure that your introduction and conclusion follow the guidelines below.

Introduce your group members, the shared community, and your issue of concern. Include any relevant background or explanation to help a broad audience understand the problem and why it matters.

Your conclusion should explain why these solutions are feasible and anticipate any critiques or objections. Present solutions that clearly work in concert with one another as potential options for addressing the problem at hand. Together, your group should offer solutions that endorse, enhance, or complicate any current ongoing efforts in the community, meaning your group will need to search out the larger conversation and figure out how to enter into it.

In the podcast, illustrate a range of rhetorical strategies as each group member addresses an element of the problem in their audio “letter.” Using what you’ve learned this semester, convince your audience of listeners that each solution is viable and that, when combined, these solutions are the best way to solve a community issue.

Ultimately, your task is to develop a creative, engaging, and carefully-structured podcast in the rhetorical style of *Letter to a Young Muslim*. Edit the recordings to transition between speakers, who will begin their “letter” with Dear (Name of Community) and sign off with their name. Use seamless verbal quote integration and citations as you incorporate credible news, magazine, or web sources to support your claims.

**Please don’t hesitate to reach out to IDEAL (**[**ideal@uiowa.edu**](mailto:ideal@uiowa.edu)**) for help with recording or editing.**

**Important Dates:**

IDEAL pre-production visit on

IDEAL post-production visit on

Podcast Script Workshop on

IDEAL editing session

*Instructor note: You can have students present and play podcasts in class during the last week.*

**Podcast examples**:

Some potential examples of podcasts that address community issues can be found below. They don't address the Muslim community, but can give students an example of editing techniques, transitions with music, and general form.

* <https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>
* <https://www.thisamericanlife.org/radio-archives/episode/563/the-problem-we-all-live-with-part-two>
* <http://michiganradio.org/post/listen-not-safe-drink-special-documentary-about-flint-water-crisis>

**Creative Commons Licensing**

This assignment is licensed under a [Creative Commons Attribution 3.0 License](http://creativecommons.org/licenses/by/3.0/). Anyone in the world is free to read, download, adapt, change, translate, and share it with others. The only condition is that you attribute the assignment to Iowa Digital Engagement and Learning (IDEAL.uiowa.edu), Ashley Wells, Sonja Mayrhofer, and Brittany Borghi: give [appropriate credit](http://creativecommons.org/licenses/by/3.0/), provide a link to the license, and [indicate if changes were made](http://creativecommons.org/licenses/by/3.0/). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. For more information on copyright click [here](http://guides.lib.uiowa.edu/copyright)

[Creative Commons License](http://creativecommons.org/licenses/by/3.0/)