Rhetorical Roots and Media Future: How Podcasting Fits into the Computers and Writing Classroom

Episode 7: Conclusions

By Jennifer L. Bowie
Transcript of the Podcast
http://kairos.technorhetoric.net/16.2/topoi/bowie/ep7.html

Welcome to "Rhetorical Roots and Media Future: How Podcasting Fits into the Computers and Writing Classroom" a multimodal project exploring podcasting as a part of a writing class. You are listening to the last episode of the series, Episode 7: "Conclusions." This is a seven episode podcast series with an interconnected webtext published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. A full transcript of each episode is available on the website and in the lyrics field of this MP3 file.

I am Dr. Jennifer L. Bowie, your host for this series and a Senior Usability Research Analyst for The Home Depot website. This work draws from my experience as an Assistant Professor at Georgia State University. Inside and outside the academy, I teach and research podcasting, digital media, writing, usability, and rhetoric

In this episode, I wrap this series up and present further thoughts and my conclusions. I will first present some guidelines I have developed for integrating podcasts and provide three response-based podcast assignments. Without further ado, let us begin Episode 7: "Conclusions."

Discussion and Conclusions

Shanker, on page 375, argues that [quote] "some of what has been achieved through reading and writing can be achieved in the oral and aural domains" [quote]. This statement is only part of what may be achieved in the oral and aural domains. As I contend here, what may be achieved in the oral and aural domains cannot always easily be achieved through more traditional writing, but once achieved, students may and often do apply it to other forms of writing and become better writers in a variety of media.

Obviously as teachers of writing, improved writing is a key goal in our classes. As I have discussed here, incorporating audio and video podcasts, especially student-produced podcasts, may improve student writing. However, another goal for many of our classes is to prepare students for life after their degrees. Podcasts may be helpful here too. Through working with podcasts students may develop skills they need to be citizens of our digital world. As Lemke argues on page 79, we need to teach [quote] "informatic literacies…. necessary skills of our future literacies, those we will all need" [quote]. Not teaching our students these skills could lead to a world where, as Lemke also states on 79, [quote] "future citizens will be as disempowered as those who today cannot write, read, or use a library". [end quote]

Not only may integrating podcasting improve our students' informatic literacies, but podcasting skills may also lead to vital job skills. Many businesses and organizations now have podcasts, including 19% of fortune 500 companies and 21% of other business groups according to Nora Ganim Barnes and Eric Mattson. In an earlier study by Barnes

and Mattson, they found 26% of the 200 largest charitable organizations in the United States are podcasting. They also found 79% are video blogging, a term that is not clearly defined in this study, but may be video podcasts. These numbers appear to be increasing with time. Thus, there is an increasing need for people to have the skills for podcasting. Some of these companies and organizations have people whose sole job is to podcast. Who are these company employed podcasters? What is their training? As teachers of computers and writing, we are perfectly situated to educate the next generation of podcasters. Our students who are trained in writing, rhetoric, argument, composition, audience, tone, and so on are ideal candidates for these positions, as long as we also teach them the skills to podcast. While I mostly focused on podcasting from an educational perspective, it is important to understand that teaching our students podcasting may better prepare them for career opportunities, such as being the Podcaster for fortune 500 company X or non-profit Y.

As Lemke contends on page 77, [quote] "The generic literacies of the Information Age will certainly include multimedia authoring skills, multimedia critical analysis, cyberspace exploration strategies, and cyberspace navigations skills" [quote]. Podcasting is yet another digital media we should consider teaching in the computers and writing classroom. Not only is this an area our students may need to know to succeed in the business world, but by learning to audio and video podcast, students may improve their other writing skills in traditional print and other digital media areas. To podcast effectively, students must reconsider the traditional rhetorical canons and other writing concepts in new, richer, and deeper ways. Since podcasting is often an oral and audible form, the five canons, developed for speeches, apply in both traditional and new

ways, giving students a stronger grasp on what the canons mean and how to apply them. Due to the personal nature of podcasts, students literally consider their voice and tone, while still considering voice and tone in more traditionally written ways. The combination results in a more thorough understanding of these two concepts. By incorporating audio and video podcasts into the computers and writing classroom, we are better preparing our students for jobs working with podcasting and other digital media, and also providing them a way to reconsider and reapply traditional writing concepts in deeper, more effective ways. Our students who podcast may become better writers of all types of texts, from print to Web 3.0 and beyond.

This concludes Episode 7 and the "Rhetorical Roots and Media Future: How Podcasting Fits into the Computers and Writing Classroom" series. If you are starting here, do make sure you listen to the earlier episodes. In episode 1 I start with a brief discussion of what podcasting is and provide explanations for other terms I use. In episode 2, I provide a short review of the limited empirical research on podcasting in classrooms and draw on some more general scholarship on digital media. Next in episodes 3 through 6, I address how podcasting may be used in classrooms to help students rethink the "old" writing concepts we have been teaching. In episode 3, I introduce the concept of rethinking the old in new ways and begin discussing the canon with invention. In episode 4, I discuss the next two parts of the canon: arrangement and style. I finish the canon in episode 5 with memory and delivery. In episode 6, I move to "Other Writing Skills: Audience, Purpose, Context, and Tone."

I do hope you check out the companion piece, also published in *Kairos*, where I discuss digital divide and technological literacy concerns with podcasts, provide a more detailed discussion of the podcast types, offer some possible podcast assignments, and provide a quick tip for teachers incorporating podcasting. The companion piece, "Podcasting in a writing class? Considering the Possibilities," is available at:

http://kairos.technorhetoric.net/16.2/praxis/bowie.

This multimodal text was published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Please check out the full webtext on *Kairos* at

http://kairos.technorhetoric.net/16.2/topoi/bowie. Full reference information, transcript, and links are available in the webtext and also in the lyrics field of the MP3. All student samples in this podcast were used with full permission. The music used in this podcast is "6" off *Ghosts I* by Nine Inch Nails, which is available under an Attribution-Noncommercial-Share Alike Creative Commons License.

Thanks for listening!

[Music fadeout]

This transcript has not been edited. Please see *Kairos* for the edited version.

Links in the Transcript

Kairos: A Journal of Rhetoric, Technology, and Pedagogy.
http://kairos.technorhetoric.net/

Album Art

Album art designed by Jennifer L. Bowie. Images:

♦ Ruhsam, William. (2008). "AKG Perception 220 Microphone." Posted 8/17/2008 on Flickr: http://www.flickr.com/photos/bruhsam/3031270525/ with an Attribution-Noncommercial-Share Alike 2.0 Generic Creative Commons License.

♦ Brassey, Anna a. (1878-83). Illustration from *A Voyage in the Sunbeam, our Home on the Ocean for Eleven Months*. Image is in the public domain. Artist may not be Brassey, but no other information was available. http://commons.wikimedia.org/wiki/File:Anna_Brassey_438-victorian-woman-writing-jornal.gif

References

Barnes, Nora Ganim, & Mattson, Eric. (n.d.). Still setting the pace in social media: The first longitudinal study of ssage by the largest US charities. *Center for Marketing Research*. Retrieved from: http://www.umassd.edu/cmr/studiesresearch/socialmediacharity.pdf

Barnes, Nora Ganim, & Mattson, Eric. (n.d.). The Fortune 500 and Social Media: A Longitudinal Study of Blogging and Twitter Usage by America's Largest

Companies. *Center for Marketing Research.* Retrieved from:

http://www.umassd.edu/cmr/studiesresearch/2009F500.pdf

Lemke, Jay L. (2004). Metamedia Literacy: Transforming Meanings and Media. In

Carolyn Handa (Ed.), *Visual Rhetoric in a Visual World: A Critical Sourcebook*

(pp. 71-93). Boston: Bedford/St. Martin's.

Shankar, Tara Rosenberger. (2006, fall). Speaking on the Record: A Theory of

Composition. *Computers and Composition 23(3),* 374–393.