

**FREN 3100**

**Podcasting in French Workshop**

**Fall 2020 Block B**

**Fall 2020 Block B (October 26-December 14) 3 pts.**

**Class time: Monday and Thursday 4:10-6 p.m. (EST)**

**Prof. Laurie Postlewait**

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**Office hours: Tuesday 11-12 and Wednesday 4-5 (EST)**

**This course fulfills the Mode of Thinking Digital and Technologically of the Barnard GERs**

Since emerging on the digital media scene in the early 2000s, the podcast has rapidly evolved into a medium that allows podcast authors to communicate information, commentary, political opinion and creative work, and that allows audiences to engage with a wide variety of voices and perspectives. Podcasts are also powerful tools in foreign-language learning because they provide connections with second-language cultures that are both authentic and current.

In this advanced French conversation class we will use podcasts to generate discussion and debate focusing on current events and cultural trends in the francophone world. Participants will use existing podcasts to build listening and speaking skills in French, and to develop the ability to converse and debate on important topics today; these will include questions of identity (gender, race and ethnicity, sexuality), feminism, civil unrest, the U.S. elections, and the French language. Work for the course culminates in the creation by each participant of a short podcast on a topic of their choice; in-class sessions on podcast production and editing, as well as open digital lab hours will be held by IMATS to assist in the final project. Reading and reflection on the evolution and place of podcasting as a digital medium will also be included in our activities

### **Learning Outcomes**

Students who complete this course will do the following:

- Analyze and discuss French podcasts for linguistic features and content.
- Develop in collaboration with a student partner the presentation of a French podcast of their choosing.
- Design and produce an original podcast (10 minutes) in French.
- Discuss and evaluate the evolution and impact of the digital medium of podcasting.

Note: Course sessions, discussion, written work, and podcast project will be entirely in French. English will be used for IMATS workshops and for readings on podcasting.

### **Summary of activities: what will we do in this class?**

**Using podcasts as catalyst for discussion:** On the one hand, we will employ French podcasts as a language learning tool with exercises on listening comprehension, vocabulary, syntax, speech patterns, discourse register, and regional accent. At the same time, the podcasts will be a catalyst for discussion of

current events and cultural trends. Short readings will be assigned to add different perspectives on the topics and reinforce the content of the podcasts. In the first four weeks of the course, the podcasts will be chosen and prepared by Prof. Postlewate. In the final three weeks of the course, the podcasts will be chosen and prepared by the class participants themselves, in groups of two and in consultation with Prof. Postlewate; partners will develop a one-hour discussion class based on the podcast they have chosen, with the structure of the classes in the first half of the course as a possible (but not absolutely required) model.

**Creating podcasts:** as a final project, class participants will create their own original 10 minute podcasts. Each participant will choose a topic or a creative form for their podcast, and then develop its structure and content. Two one-hour sessions with IMATS will prepare the production and editing of the podcasts; an IMATS team member will be available for individual consultations and technical assistance. Participants will again work in groups of two, with new partners who will collaborate as peer-reviewers of each other's work. The finished podcasts will be presented at the officially designated final exam time for our class. Finally, all participants will write a 3-page reflection paper in French on the experience of creating a podcast; this paper is due the day of the final presentations.

**Reflecting on the digital medium of podcasting:** during the semester, we will read chapter and article-length pieces that discuss the evolution of podcasting over the past fifteen years and that reflect on the role this medium plays in both popular and academic culture. The groups formed around podcast presentations will also be responsible for leading the discussion on a given day; sign-ups will be done in the Oct. 29 class session.

Details on the work to be done in each of the above categories is in the grade breakdown which follows the summary of class sessions.

### **Our learning experience this semester--online and immersive**

Remote-learning affords flexibility in class presentation and dynamic use of resources; these elements make virtual courses engaging and stimulating. Of course, online courses also pose challenges: internet connection is not always reliable, the advantages of the physical classroom with human contact are hard to replicate in a domestic or public space, and it can be difficult to maintain one's focus and attention on a screen for many hours a day. **I recognize** these difficulties and acknowledge the impact they have on your ability to learn. I am committed to working with you this semester to ensure the quality of the classroom experience. The decision to design this course as an immersive course was made in large part to meet the challenges of concentration and focus in an online environment. Also, I hope to mitigate the lack of human contact by assigning collaborative work, using breakout rooms, and scheduling individual and small group meetings with you on a regular basis.

On the first day of class we will discuss your impressions of online learning so far and how we can address your needs. We will also establish together community guidelines for the remote-learning experience. I want to hear about your experiences and I will communicate what I perceive as

important for the class to function smoothly and effectively. I am confident that as long as we act as a community, we can meet the challenges of remote-learning and maximize the benefits.

### **Organization**

The syllabus below is a general overview of the semester. A much more detailed view of the activities and assignments for each day can be found in **Canvas/Modules**; this includes the links to all materials and should be considered a central location for our course. All course materials can also be accessed directly through **Canvas/Files**, and assignments are found in **Canvas/Assignments**. These have been posted for the beginning of the semester, but there may be slight modifications as needed. Please check **Modules** before and after each class for an update.

We will also use **Google Drive** this semester to facilitate our work. The collective class folder will be shared with you; this folder is for work done in class. In addition, each student will have a personal folder for submission of written work.

A successful online and immersive learning experience requires organization and coordination of effort. The tightly-structured course presented here does not preclude flexibility; we will make adjustments as needed.

### **In brief:**

- **We will use both Canvas and Google Drive extensively in this course.**
- **There are no texts to purchase for the course. All materials will be provided in Canvas/Files.**
- **Check Canvas/Modules and Canvas/Assignments before every class.**

### **Summary overview of course sessions:**

**\*\*Note on 7/23/2020: Please note that this syllabus was prepared during summer 2020; the podcast titles may vary slightly as we get closer to the beginning of the class to reflect new podcast material.**

#### **1. Monday 26 October**

##### In class:

- Introduction to course and to our group
- Podcast: “Pourquoi tu t’appelles...”
- Presentation: What is podcasting? Brief overview of evolution and current trends in podcasting
- Preliminary activities for Unit #1: French and francophone perspectives on the U.S. elections

To prepare for 29 October :

- Listen: “Du côté de chez Sam” and “États-Unis: Y a-t-il une génération AOC?”
- Listen: “Les podcasts et leurs communautés”
- Write: Worksheet #1 for Unit #1: in your Google folder before 8 a.m. Thurs. 29 October 29
- Readings TBD

## 2. Thursday 29 October

### In class:

- Unit #1: French and francophone perspectives on the U.S. elections
- Discuss: “Les podcasts et leurs communautés”
- Worksheet #2 for Unit #1
- Preliminary activities for Unit #2: Identity in France--gender and sexuality

### To prepare for Thursday 5 November:

- Unit #2: Identity in France: gender and sexuality
- Listen: “Il n’y a pas de théorie du genre” and “Qui pourrait incarner le féminisme français en 2020?”
- Write: Worksheet #1 for Unit #2: in your Google folder before 8 a.m. Thurs. 5 November
- Readings TBD

## Monday 2 November: Election Day Holiday

## 3. Thursday 5 November

### In class:

- Return to Unit #1: Reactions to US elections
- Unit #2: Identity in France: gender; French feminism
- Worksheet #2 for Unit #2
- Preliminary activities for Unit #3: Race and ethnicity in France

### To prepare for Monday 9 November:

- Unit #3: Race and ethnicity in France
- Listen: “Pourquoi le mot race est-il tabou?” and “Faire de la place aux Arabes”
- Listen: “Le podcast: l’art de la conversation”
- Write: Worksheet #1 for Unit #3: in your Google folder before 8 a.m. Monday 9 November
- Readings TBD

## 4. Monday 9 November

### In class:

- Unit #3: Race and Ethnicity in France
- Worksheet #2 for Unit #3
- Discussion “Le podcast, l’art de la conversation”

- Preliminary activities for Unit #4: Le conflit social et les troubles civils

To prepare for Thursday 12 November:

- Listen: “Manifestations, maintien de l’ordre et sécurité: évolution ou régression?” and “Les violences policières: les poids des images”
- Write: Worksheet #1 for Unit #4 in your Google folder before 8 a.m. on Thursday 12 November
- Readings: TBD

## **5. Thursday 12 November**

In class:

- Unit #4: Le conflit social et les troubles civils
- Worksheet #2 for Unit #4
- Preliminary activities for Unit #5: L’institution de la langue française

To prepare for Monday 16 November:

- Listen: “Les autres, les mauvaises langues” and “Parlez-vous l’arabe?”
- Write: Worksheet #1 for Unit #5 in your Google folder before 8 a.m. Monday 16 November
- Readings TBD

## **6. Monday 16 November**

In class:

- Unit #5: L’institution de la langue française
- Worksheet #2 for Unit #5
- Preliminary activities for Unit #6: Podcasting en série: “Le centre du monde”

To prepare for Thursday 19 November:

- Listen: “Le centre du monde: Médecins Sans Frontières et les mineurs du centre de Pantin”
- Write: Worksheet #2 for Unit #6 in your Google folder before 8 a.m. Thursday 19 November
- Readings TBD

## **7. Thursday 19 November**

In class:

- Unit #6: Podcasting en série: “Le centre du monde”
- Preliminary activities for podcast presentation of Group A

To prepare for Monday 23 November:

- Listen: Podcast chosen by Group A
- Write: Worksheet and Discussion board post for podcast of Group A before 12 noon on Sunday 22 November
- Readings TBD

### **8. Monday 23 November**

#### In class:

- Podcast Presentation Group A
- Preliminary activities for podcast presentation of Group B

#### To prepare for Monday 30 November:

- Listen: Podcast chosen by Group B
- Write: Worksheet and Discussion board post for podcast of Group B before 12 noon on Sunday 29 November
- Readings TBD

### **Thursday 26 November: Thanksgiving Holiday**

### **9. Monday 30 November**

#### In class:

- Podcast Presentation Group B
- Preliminary activities for podcast presentation of Group C

#### To prepare for Thursday 3 December:

- Listen: Podcast chosen by Group C
- Write: Worksheet and Discussion board post for podcast of Group C before 12 noon Wednesday 2 December
- Readings TBD

### **10. Thursday 3 December**

#### In class:

- Podcast Presentation of Group C
- Preliminary activities for podcast presentation of Group D

#### To prepare for Monday 7 December:

- Listen: Podcast chosen by Group D
- Write: Worksheet and Discussion board post for podcast of Group D before 12 noon on Sunday 6 December
- Readings TBD

## **11. Monday 7 December**

### In class:

- Podcast Presentation of Group D
- Preliminary activities for podcast presentation of Group E

### To prepare for Thursday 10 December:

- Listen: Podcast chosen by Group E
- Write: Worksheet and Discussion board post for podcast of Group E before 12 noon on Wednesday 9 December
- Readings TBD

## **12. Thursday 10 December**

### In class:

- Podcast Presentation of Group E
- Preliminary activities for podcast presentation of Group F

### To prepare for Monday 14 December:

- Listen: Podcast chosen by Group F
- Write: Worksheet and Discussion board post for podcast of Group F before 12 noon on Sunday 13 December
- Readings TBD

## **13. Monday 14 December**

### In class:

- Podcast Presentation of Group F
- Preparations for student presentations of podcasts

**Summary of Grade breakdown:** (see below for detailed description of activities in each category.)

**20% A. Participation and written work for podcasts presented 10/19 to 11/19**

**15% B. Preparation and presentation of a podcast with a partner**

**20% C. Participation in peer-presented podcast discussions 11/23 to 12/14**

**35% D. Individual Podcast Project**

**10% E. Participation of discussion on podcasting; leading of one discussion with partner.**

### **Details for activities of class:**

**20% A. Participation and written work for podcasts presented October 19 to November 19.**

- Completion of worksheets for each podcast

- Participation in discussions

Assessment for this part of your grade will be done on November 10 and November 20. On those days you will receive a grade based on the rubric distributed in class.

Some more detail: As indicated on the syllabus overview, there are a total of 6 topics covered in the class sessions from Oct. 19 to Nov. 19.

**Preliminary activities:** (to be done in the prior class and before listening to the podcast):

- Focused free write in French on the topic to be discussed: this exercise will allow you to express what you already know and think about the announced topic
- As a class we will also establish some basic vocabulary to orient your listening of the podcast

**Worksheet #1:**

- This worksheet covers the building blocks for understand the main podcast and developing your ability to discuss the topics, including vocabulary and sentence structure work, listening comprehension questions, reflections on the topic discussed.

**Worksheet #2**

- This worksheet includes further questions about the audio text and written material provided to supplement the podcast and space for a final reflection on the topic

### **15% B. Preparation and presentation of a podcast with a partner**

- Preparation of worksheet for participants to use before and during your presentation (to be created in consultation with Prof. Postlewate)
- In-class presentation of podcast
- Post-presentation discussion board

Assessment for this part of your grade will be done the day following your presentation and according to the rubric distributed in class.

More details on this assignment: In groups of two you will select a podcast to present to the class. The podcast can take up some aspect of a topic we have already discussed, or you may identify a new topic altogether. Possible topics include: subjects of current interest in any sphere including social, political, cultural, scientific, economic, etc.; a subject that has a significant historical component, a creative podcast such as a fictional series. You will receive a list of appropriate French podcasts with short descriptions; however, you should also feel free to explore on your own. Please be aware that include inappropriate or offensive material will not be approved. Topics will be submitted to Prof. Postlewate on Thursday 11/9; you will receive an official approval or recommendation by no later than Saturday 11/11. See the syllabus for the dates of group presentations.

You will be allowed time in class during the weeks of 11/9 and 11/16 to work in your groups; however, you should plan on collaborative out-of-class time to prepare your presentation.



**Podcast Presentations with your partner:** You will be invited to schedule a one-hour meeting with Prof. Postlewait no later than one week before your presentation. We will discuss what you have already prepared and what you need to prepare.

In the class session before your presentation, you will distribute a pre-presentation worksheet to the other participants. This worksheet will include: a 200-word summary to provide context on the topic and on the podcast itself; vocabulary and language structures you have identified as important; 5 questions for the class participants to answer on discussion board.

**20% C. Participation in peer-presented podcast discussions taking place November 23 to December 14**

- Completion of Discussion Board entries before and after class
- Participation in discussions

Assessment for this part of your grade will be done on: December 1, December 8 and December 15. On those days you will receive a grade based on the rubric distributed in class.

**35% D. Individual Podcast Project: see breakdown of grade below**

**10% Preparation and execution requirements:**

- Preparation of materials for podcast in the form of a planning worksheet
- Participation in sessions with IMATS on capturing sound and editing
- At least one session of individual consultation with Prof. Postlewait to discuss your project
- At least one session of digital office hour with IMATS to discuss your project
- Collaboration with partner #2 including feedback you give to your partner

**10% Finished product:**

- Production of podcast: assessment will be done according to the grading rubric distributed in class.

**5% Presentation of podcast at the final session on Wednesday, December 16 (time TBD).**

**10% Reflection paper** on your project (1000 words). You will receive explicit instructions for elements to include in your reflection.

Assessment of this project will be provided two days after the presentation date.

## **Bibliography:**

- Berry, R. (2016). Part of the establishment: Reflecting on 10 years of podcasting as an audio medium. *Convergence*, 22(6), 661-671.
- Berry, R. (2016). Podcasting: Considering the evolution of the medium and its association with the word 'radio.' *The Radio Journal-International Studies in Broadcast & Audio Media*, 14(1), 7-22.
- Bonini, T. (2015). The 'second age' of podcasting: Reframing podcasting as a new digital mass medium. *Quaderns del CAC*, 41, 21-30.
- Bottomley, A.J. (2015). A decade in the life of a 'new' audio medium. *Journal of Radio & Audio Media*, 22(2), 170-178.
- Llinares, D. & Fox, N. & Berry, R. (2014). Introduction: Podcasting and Podcasts--Parameters of a New Aural Culture. In *Podcasting: New Aural Cultures and Digital Media*. New York: Palgrave MacMillan, 1-15.
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- Markman, K. (2015). Doing radio, making friends, and having fun: Exploring the motivations of independent audio podcasts. *New Media & Society*, 14(4), 547-565.
- McClung, S. & Johnson, K. (2010). Examining the motives of podcast users. *Journal of Radio & Audio Media*, 17, 82-95.
- Mottram, C. (2016). Finding a pitch that resonates: An examination of gender vocal authority in podcast. *Voice and Speech Review*, 10(1), 53-69.
- Salvati, A. (2015). Podcasting the past: Hardcore history, fandom, and DIY histories. *Journal of Radio & Audio Media*, 22(2), 231-239.
- Smith, S. & Watson, J. (2014). Virtually me: A toolbox about online self-presentation. In *Identity technologies: Constructing the self online*. Madison: The University of Wisconsin Press, 70-99.
- Tiffe, R. & Hoffmann, M. (2017). Taking up sonic space: Feminized vocality and podcasting as resistance. *Feminist Media Studies*, 17(1), 115-128.
- Wolf, N. (2015). "Young women give up the vocal fry and reclaim your strong female voice"  
[www.guardian.co.uk](http://www.guardian.co.uk).

## **Podcasts and websites about podcasting:**

- Gross, T. (2015). From Upspeak to vocal fry: Are we 'policing' Young Women's Voices? *Fresh Air* podcast, <https://www.npr.org/2015/07/23/425608745/>
- Quah, N. *Hot Pod: A Newsletter about Podcasting*, [www.hotpod.com](http://www.hotpod.com)
- Radiotopia [www.radiotopia.fm](http://www.radiotopia.fm)
- Relay FM [www.relay.fm](http://www.relay.fm)
- Revisionist History [www.revisionisthistory.com](http://www.revisionisthistory.com)

The statements below are to inform you of important policies and services at Barnard College. We will discuss these on the first day of class and you should feel free at all times to consult with me on them.

### **1. Barnard Honor Code:**

Approved by the student body in 1912 and updated in 2016, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake. o When including the Honor Code on your syllabus, please include a statement acknowledging that it has been updated. For example, “established 1912, updated 2016.” o <https://barnard.edu/honor-code>

### **2. Wellness Statement:**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

<http://barnard.edu/primarycare>

<https://barnard.edu/about-counseling>

<https://barnard.edu/wellwoman/>

### **3. Center for Accessibility Resources & Disability Services (CARDS) Statement**

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854- COI Guidelines for Syllabi Updated January 2, 2020 Page 4 of 5 4634, [cards@barnard.edu](mailto:cards@barnard.edu), or learn more at [barnard.edu/disabilityservices](http://barnard.edu/disabilityservices).

CARDS is located in 101 Altschul Hall.

#### **4. Affordable Access to Course Texts & Materials Statement:**

All students deserve to be able to study and make use of course texts and materials regardless of cost. Barnard librarians have partnered with students, faculty, and staff to find ways to increase student access to textbooks. By the first day of advance registration for each term, faculty will have provided information about required texts for each course on CourseWorks (including ISBN or author, title, publisher, copyright date, and price), which can be viewed by students. A number of cost-free or low-cost methods for accessing some types of courses texts are detailed on the Barnard Library Textbook Affordability guide ([library.barnard.edu/textbook-affordability](http://library.barnard.edu/textbook-affordability)). Undergraduate students who identify as first-generation and/or low-income students may check out items from the FLIP lending libraries in the Barnard Library ([library.barnard.edu/flip](http://library.barnard.edu/flip)) and in Butler Library for an entire semester. Students may also consult with their professors, the Dean of Studies, and the Financial Aid Office about additional affordable alternatives for having access to course texts. Visit the guide and talk to your professors and your librarian for more details.