

KOTARA HIGH SCHOOL

We Aim High

YEAR 9

ELECTIVE CHOICES



2023

OVERVIEW YEAR 9 2023

In Year 8 students had limited choice as to which courses, they studied. In Years 9 and 10 this is expanded into a wide choice of courses grouped into elective lines.

The purpose of the elective lines is to enable each student to select a combination of courses which is best suited to them.

This booklet outlines the courses available and a careful study of it is required.

If further advice is required, please contact any of the following staff.

Key contact	Email
Principal: Mr Mark Snedden	mark.snedden@det.nsw.edu.au
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Head Teacher ALPACA: Mr Jason Foy	jason.foy@det.nsw.edu.au
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CURRICULUM STRUCTURE

Students in Year 9 2023 will follow the pattern of study indicated below:

1. English
2. Mathematics
3. Science
4. HSIE
5. PDHPE
6. Mentoring
7. Sport
8. Two Electives

This booklet provides information regarding the available options for students to satisfy requirements of point 8 above.

Parents and students are advised that:

- Each student will be emailed an individual access code in order to make their selections online at <https://spring.edval.education/login>.
- Kotara High School offers Year 9 students a choice of **two Elective Courses**. Descriptions of these courses are on pages 6 - 17 in this booklet. A summary of all elective courses can be found on page 5.
- Students are advised to choose their Elective courses carefully. The number of classes allocated to particular courses and staffing result from these choices. Changes to selections after the closing date cannot be guaranteed.
- Once selections are made, students will be enrolled in two elective courses for 2023. This means that students who are currently in Year 8 **must choose two main preferences from those on offer in this booklet**. The nature of the selection process is such that we cannot guarantee that all of the options will run in 2023. For this reason, we ask students to choose **two reserve options**.
- Whilst every attempt is made to give students their **first** preferences, in some cases, this is not possible. Some students may find that the structure of curriculum results in a clash of courses, with two or more of a student's choices being allocated to the same line of the timetable. In

other cases, if insufficient students choose a particular course, the course may not run. Students involved will then be allocated their reserve selections in order of preference.

- Students will only be able to apply to change courses in the last two weeks of this school year or the first two weeks of next year. In applying to change courses, **students should not assume that the application will be granted**. Any change will depend upon vacancies in the course to which the student wishes to change, whether or not the change will result in a course clash and whether the student's course pattern still complies with NESA requirements. Changes will only be considered if an application is made after completing a form available from the foyer of the administration building or the Deputy Principal.
- Parents and students are advised that **some** elective courses **involve a cost**. Where applicable, these costs are indicated at the course descriptions from pages 6 – 17 in this booklet. Parents are requested **to meet these costs as early as possible in the semester**. If there is difficulty in meeting the contribution, **assistance** is available through the Student Assistance Scheme. Application forms are available from the school office.

MAKING SELECTIONS

Opens: **Monday 20th June 2022 (Week 9, Term 2) at 9.00am**

Closes: **Friday 22nd July 2022 (Week 1, Term 3) at 3.00pm**

Instructions

1. Visit the website <https://spring.edval.education/login>
2. Use your unique access code to login and make your selections.
3. Choose 2 courses from the Electives group.
4. You will also choose two reserve preferences from the Electives group.
5. NO subject can appear twice in your selections.
6. If a subject is important for you, then select it before any less important subjects.
7. The number of classes to be run in a subject will depend upon the number of students who select that subject in their preferences.
8. If the school decides not to run a subject that you have selected, then it may be replaced by one of your reserve subjects.
9. Consult with Ms Swamy or Mr Kolmajer if necessary for any concerns.

OVERVIEW OF ELECTIVE COURSES 2023

Faculty	Course	Contribution	Page
ART, LANGUAGE, PERFORMING AND CREATIVE ARTS (ALPACA)			
	Drama	\$10	6
	Film & Multimedia	\$10	6
	French	\$30	7
	Japanese	\$30	7
	Music	\$20	8
	Visual Arts	\$60	8
	Photography	\$60	9
HSIE			
	Commerce	Nil	9
	Marine & Aquaculture Technology	\$20	10
PD/HEALTH/PE			
	Physical Activity and Sport Studies-Active	Nil	10-11
	Physical Activity and Sport Studies – Football Codes	Nil	11
SCIENCE			
	Life on Mars	\$20	12
	Uncommon Sense: Reading Between the Lines	Nil	12
TECHNOLOGY & APPLIED STUDIES (TAS)			
	Food Technology-Eat to Live	\$95	13
	Industrial Technology - Metals	\$70	14
	Industrial Technology - Timber	\$75	14-15
	Fashion Design	\$40	15-16
	Child Studies	\$60	16
ENGLISH			
	Podcasting	\$25	17

ELECTIVE COURSE DESCRIPTIONS

FROM THE ALPACA FACULTY

DRAMA

The course involves participation in whole class exercises such as games, warm-ups, improvisation, mime, mask work, playbuilding, and workshops on skills such as circus or clowning, script work and performance.

Emphasis is on the development of confidence in taking creative risks. The gradual introduction of more demanding tasks over the course is part of this development. Students will perform in-class exercises, on the classroom stage, on film, in school concerts and in public.

Students will acquire an understanding of the nature of dramatic art and its forms and should be able, by the end of the course, to think and talk about drama through participating, watching, reading and discussing a large variety of dramatic forms.

Assessment will cover the making, performing and evaluating of different types of theatre such as improvisation, clowning, melodrama, Shakespeare, and most importantly, play building.

Study in this area leads to the 2-unit course in Years 11 and 12 and confidence in interaction with a broad range of people.

This course leads to a study of HSC Drama in Years 11 and 12.

Contribution - \$10

FILM AND MULTI-MEDIA

This course is a practical course for students interested in film, journalism, web-based applications and advertising. As part of this course students will learn about the terms and techniques used in making films. The study of photography, photographers, films and film makers will assist this understanding.

Students will learn about storytelling devices used by photographers, filmmakers, how to use cameras to practice various camera shots and techniques, and computer editing software to enhance the images. The combination of the theoretical study of photography, films, and the practical knowledge with cameras and editing software will be combined when students produce their own portfolios for exhibition.

This course will also develop knowledge, understanding and skills in relation to multimedia. Students have the opportunity to:

- Create advertisements
- Use digital cameras
- Write articles for the newspaper
- create animations
- cinema techniques
- photographic images and desktop publishing

The course is about being creative, developing technical expertise in camera work, understanding and skills to make digital works and prepare for a multimedia working environment.

Contribution - \$10

FRENCH

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Through the study of French, students experience and engage with elements of modern France and francophone countries, including art, cuisine, literature, film and music of French-speaking communities. Students develop an appreciation of the interconnections of languages and cultures, peoples and communities, histories and economies.

Areas of Emphasis – students learn through the two interdependent strands, Communicating and Understanding. Throughout the course they will;

- **Interact:** exchange information, ideas and opinions, and socialise, plan and negotiate,
- **access and respond:** obtain, process and respond to information through a range of spoken, written, digital and/or multimodal texts,
- **compose:** create spoken, written, bilingual, digital and/or multimodal texts
- **analyse systems of language:** show an understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **understand the role of language and culture:** understand and reflect on the role of language and culture in the exchange of meaning, and consider how interaction shapes communication and identity

Course Fees: \$30 (includes text book)

JAPANESE

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. It has become an important language in Australia due to our strengthening trade, tourism, business and cultural links.

The Stage 5 Japanese course is centered on the student's personal world and encourages students to express ideas about themselves, their friends and family while learning about the lives of students in Japan.

Areas of Emphasis

Students learn through the two interdependent strands, Communicating and Understanding. Throughout the course they will;

- **Interact:** exchange information, ideas and opinions, and socialise, plan and negotiate,
- **access and respond:** obtain, process and respond to information through a range of spoken, written, digital and/or multimodal texts,
- **compose:** create spoken, written, bilingual, digital and/or multimodal texts
- **analyse systems of language:** show an understanding the language system including sound,

- writing, grammar and text structure; and how language changes over time and place
- **understand the role of language and culture:** understand and reflect on the role of language and culture in the exchange of meaning, and consider how interaction shapes communication and identity

There are many opportunities for students to use Japanese in authentic tasks designed in collaboration with our sister school, Ube Senior High School.

Course Fees: \$30

MUSIC

Music is a practical course designed to encourage student learning through hands-on experience, experimentation and creativity through the study of a variety of styles of music. Students get to play their instrument of choice, learn to collaborate and discover the concepts of music through the study of different music topics. This includes genres such as Rock, Classical, Popular, Jazz and Music for Radio, Film, Television and Multimedia, as well as a diverse range of Australian Music. The course is based around learning through performing, composing and listening experiences.

Performance: Students get to express themselves and learn through the different styles studied. They can focus on their personally preferred instrument or try different things to find what they like.

Composition: Students learn to express themselves through song writing, learning the characteristics of the different styles they study. With the use of student devices and recording techniques they get the opportunity to explore, experiment and create in a variety of genres.

Listening: Students listen to a wide range of musical styles within the topic areas studied and this will improve and develop their aural skills.

Students will be given opportunities to perform in concerts and school events which can be excellent for their confidence. All students will benefit from performing in class in a supportive environment.

Contribution - \$20

VISUAL ARTS

Students who elect to study Visual Arts are provided with the opportunity to develop their creative potential in a variety of different art forms. They will develop an appreciation of the art making processes through practical experiences in a wide range of media and techniques such as drawing, painting, sculpture, printmaking, ceramics and digital forms. Students will study and respond to a range of artists and artworks.

Assessment components of this course include practical tasks, the Visual Art Diary, research tasks and the study of other artists. The course fee includes materials and printing.

Students studying this course will be eligible to attend enrichment activities and excursions.

Requirements: A A4 Visual Arts Process Diary

Contribution - \$60

PHOTOGRAPHY

Students who elect to study photography are provided with the opportunity to utilise their creative potential in a practical sense. They will develop an appreciation of photographic processes through practical experiences in a wide range of digital media which may include animation, wet and digital photography, camera and non-camera-based works and manipulated imagery.

Students studying this course will study and respond to photographers and images.

Assessment components of this course include practical tasks, the Photography Diary, research tasks and the study of other photographers and digital artists. The course fee includes all printing, photographic equipment and chemistry for the darkroom.

Students studying this course will be eligible to attend enrichment activities and excursions.

Requirement: A4 Visual Arts Process Diary

Contribution - \$60

FROM THE HSIE FACULTY

COMMERCE

There is no escaping commerce – whether you study it or not, every day you are faced with decisions about buying goods. Each time we access the internet, buy our lunch or stop at a red traffic light we are playing a part in the commercial environment, whether we know it or not.

The study of commerce is about preparing people to make the best decisions they can in our commercial environment. It enables us to understand our rights and responsibilities, and how we can manage our personal and financial resources to everyone's benefit.

The course is divided into mandatory and elective topics.

The mandatory topics over two years are:

- Being a wise consumer
- Finance for the individual

Options commonly studied include the following:

- How to play the stock market
- Travel
- E-commerce
- Crime doesn't pay
- Running your own business

Students go on excursions such as Maitland Gaol to gain an understanding of how these institutions work.

Contribution – Nil

MARINE AND AQUACULTURE TECHNOLOGY

Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community.

This elective is designed for students who have an interest and passion in areas related to the marine environment (i.e. surfing, fishing, sailing, boating, coral reefs).

MARINE and AQUACULTURE TECHNOLOGY is comprised of 4 key areas:

- **WATER SAFETY and GENERAL FIRST AID**

Introduction to water safety and general first aid procedures.

Marine survival test at Charlestown Pool as a priority in February / March.

- **THE MARINE ENVIRONMENT**

Biological, ecological and economic importance, use and misuse, problems, sustainability and management of our marine environment.

- **FOCUS MODULES**

Options can include aquarium design and maintenance, shipwrecks, marine disasters, coral reef ecosystems, dangerous marine creatures, food from the sea, recreational and commercial fishing.

- **PRACTICAL / FIELDWORK**

Many potential practical and fieldwork opportunities exist. Cost and transport will determine the extent of this. Previous examples undertaken include Irukandji Shark and Ray Centre, fishing in the Lake and Harbour, fieldwork at locations such as Newcastle's beaches and Nelson Bay, attendance at the Sydney Boat Show and tours of Swansea Fisheries.

Contribution: \$20 and there will be costs involved for transport and equipment on practical excursions.

FROM THE PDHPE FACULTY

PHYSICAL ACTIVITY AND SPORTS STUDIES - Active

This course is an extension of the Personal Development, Health and Physical Education course. It focuses on providing students with the opportunity to investigate the effect of their lifestyle on their health. This is achieved through participation in a broad range of physical activities and sports. The emphasis in this course is on participation and effort and students should only choose this course if they are keen to be ACTIVE across a variety of sports. Although many of the theoretical and practical units are integrated together some of the practical topics which may be covered in this course are listed below and may include:

Indoor and Outdoor Games, Outdoor Recreation and Individual activities. There will also be excursions and some of these activities involve costs for transport and/or participation.

Topics Covered:

- Body Systems
- Nutrition in Sport
- Issues in Physical Activity and Sport
- Opportunities and Pathways in Sport and Physical Activity



Further Study/Possible Career Interest: Vet Sports Coaching, Senior PDHPE and SLR, Career Paths in health related courses include Coaching, Sports Medicine, Sport Administration, Personal Trainer, Paramedic, Sport Exercisology and Fitness Industry.

PHYSICAL ACTIVITY AND SPORT STUDIES – Football Codes (RL, RU, Soccer, AFL)

PASS Football Codes is an extension of the Personal Development, Health and Physical Education course. It feeds off the PASS syllabus, however, Football Codes as the focus for practical and theory units. Pupils are given the opportunity to increase their awareness of issues relating to fitness, movement skill development, coaching, strategies, techniques, event management and career opportunities.

Football Codes players, teams, games, competitions, skills and techniques will be used to provide examples that will provide an in-depth knowledge of variety of sporting codes as well as providing an opportunity for students to transfer this knowledge to other forms of physical activity and sport. This course will also enhance their understanding of physical activity and sport in general. Students need no prior experience but do need a willingness to participate enthusiastically in practical lessons and an organised approach to theory lessons.

Sports administration and event organisation is another key component of this course. Students will be given firsthand experience in organising, implementing and evaluating sporting competitions.

Topics Covered:

- Football Codes Management
- Enhancing Sporting Performance in
- Coaching
- Sports Administration
- Team/Individual Sports

Further Study/Possible Career Interest: Vet Sports Coaching, Senior PDHPE and SLR, Career Paths in health related courses include Coaching, Sports Medicine, Sport Administration, Personal Trainer, Paramedic, Sport Exercisology and Fitness Industry.

FROM THE SCIENCE FACULTY

LIFE ON MARS

In 1969 humanity took its first steps onto the surface of the moon. Many at the time wondered just how long it would be before we were able to achieve the same feat on the surface of another planet. Many years have passed since, so what happened to those grand plans? In this elective, over 4 Terms, we will investigate:

Term 1	The reasons for establishing a colony on Mars. Our successes achieved so far. What we have learned about Mars and how that knowledge was obtained.
Term 2	Getting to Mars. The science of Rockets and motion. The design of spacecraft. Solutions to surviving a 7-month journey between Earth and Mars.
Term 3	The design of the first small manned outpost. The challenges facing the first arrivals.
Term 4	Long term Mars developments such as planet wide terraforming. The design of the first city on Mars. The design of the first Martian government and its relationship to Earth.

Students will engage with tasks not normally associated with a Science subject such as craft activities, project planning, script writing and board gaming as they investigate the many challenges that need to be overcome in order to make humanity a 2-planet species.

Contribution – \$20

UNCOMMON SENSE: READING BETWEEN THE LINES

From influencers on social media to politicians on the mainstream news the ability to become critical of what you are being told has never been more important.

With the huge volume of information at our fingertips via the internet and social media we have never had to be so careful in how we deal with what we are being told. This elective course aims to develop your **critical thinking skills** – skills to help you become aware of whether you can trust what you are being told as well as to become more aware of the tools and techniques that various players in our society use to influence your behaviour.

What is the course about?

- Students develop a critical approach to engage with long standing conspiracy theories.
- Students Investigate the techniques and tricks used in advertising in order to make the most profit.
- Students will investigate strategies used in business, sports and war.
- Students will be able to apply critical thinking processes to analyse the strength and validity of information and claims.
- Students also gain practical research skills to collect information and evaluate it.
- Students investigate approaches to improve our ability to make predictions about our future based upon today's information.

Contribution: Nil

FOOD TECHNOLOGY – EAT TO LIVE – 100 hours

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations, and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

The Food Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Contribution - \$95

INDUSTRIAL TECHNOLOGY - METALS

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences. Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning and potential vocational pathways. The design and production of practical projects is communicated using a range of technologies.

Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Record of School Achievement

Course combinations that contribute to the award of the RoSA in Industrial Technology Years 7–10 may include:

- 1 x 100-hour course
- 1 x 200-hour course
- 2 x 100-hour courses
- 2 x 200-hour courses
- 1 x 100-hour course and 1 x 200-hour course.

Contribution - \$70

INDUSTRIAL TECHNOLOGY - TIMBER

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed

in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning and potential vocational pathways. The design and production of practical projects is communicated using a range of technologies. Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Record of School Achievement

Course combinations that contribute to the award of the RoSA in Industrial Technology Years 7–10 may include:

- 1 x 100-hour course
- 1 x 200-hour course
- 2 x 100-hour courses
- 2 x 200-hour courses
- 1 x 100-hour course and 1 x 200-hour course.

Contribution - \$75

FASHION DESIGN

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles

What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

What will students learn to do?

By examining the work of designers students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Contribution - \$40

CHILD STUDIES

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

What students learn

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. The syllabus modules are:

- | | |
|---------------------------------|---|
| ■ Preparing for parenthood | ■ Health and safety in childhood |
| ■ Conception to birth | ■ Food and nutrition in childhood |
| ■ Newborn care | ■ The diverse needs of children |
| ■ Growth and development | ■ Childcare services and career opportunities |
| ■ Play and the developing child | |

Throughout the course students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Course requirements

Students may undertake either 100 or 200 hours of study in Child Studies in Stage 4 and/or Stage 5. The outcomes and content have been designed at a Stage 5 level.

Contribution - \$60

FROM THE ENGLISH FACULTY

PODCASTING

It's time for you to be heard! Start expressing yourself and getting your message out to a world of listeners. Making a podcast is easy but making one that people want to hear? That's a little harder. That's why we have a course just for you.

You'll be producing your own show, recording, editing and publishing (if you want to!) while researching the methods used by other podcasters.

What students learn

You'll learn how to grab attention and how to keep it. You'll see just how easily you can alter reality and why you have to be careful with such an incredible power! You'll develop an understanding of your audience and how to make connection with them.

You'll make your own show, either just for you or for everyone else too. It's an excellent opportunity for anyone hoping to work in social or mass media.

Topics Covered

- Listen and learn
- You and your audience
- Plan, record, edit, post!
- Making the message

Contribution: \$25