

Blog post 2: The nation on the Eurovision stage

Key dates

Thu, Feb 2	IN CLASS	Assignment briefing to be discussed
Tue, Feb 28	BEFORE CLASS	Upload PDF of your assignment to Canvas and paste a copy to your blog
Tue, Mar 2	IN CLASS	Give and receive feedback in your peer group
Thu, Mar 9	BEFORE CLASS	OPTIONAL: Upload revised version to Canvas and publish to your blog site

Purpose

The purpose of this assignment is to use the critical thinking skills you have practiced in class to analyze a Eurovision performance and to contrast that performance with the national identity you outlined in your last blog.

In completing this assignment, you will be building evidence of the various *skills* you practice, including:

- Critical thinking
- Audience-aware writing
- Persuasion
- Analysis
- Judgment
- Attention to detail

On successful completion of this assignment (i.e., on *passing*) you will have:

1. Carefully analyzed your country's use of literary, visual, and/or musical) devices in one of its performances.
2. Expressed yourself clearly and succinctly using formal written language for a specific audience.
3. Cited, using the APA system, a range of sources to support your argument.

Task

This is a written assignment of 1,500 words, plus or minus 10% (so in the range of 1,350–1,650 words). You are writing for an **educated US-based audience** that would like to find out more about the countries participating in the Eurovision Song Contest. To complete this assignment, you should:

1. Choose **one** of your country's performances *from the list of options on your country's Canvas page*. (Meet with Dr Green to discuss what might make a more interesting choice for you. You may also see his recommendations on your country's Canvas page.)
2. Be sure you use the **video linked from Canvas** so that you are sure you are watching the right performance. (Sometimes students have accidentally analyzed a different version and had to redo the whole assignment.)
3. **Use the Word template from the course Canvas site**. Add your name on the first page with the rubric, and then start your text on page two.
4. Analyze the performance using the **methods** we have been practicing in class and that you have been reading in articles. (For example, you could consider: language choices; lyrics; metaphors; musical genres; storytelling; symbolism and imagery; visual devices and staging; and the identity of the performer[s].)
5. Examine and discuss the **degree of alignment** between the performance/performer(s) and the country's national identity, as outlined in your previous assignment, and what models it may draw on. (For example, consider representation, race, queerness, diversity, postcolonialism, cosmopolitanism, Orientalism, homonationalism, appropriation, essentializing, simulation, and novelty.)
6. Support your claims with **in-text citations** of reliable sources (as discussed in class) using the APA system.
7. End your assignment with a **References** list that cites all your sources using APA 7th edition. (See the guidance on Canvas and also the [Purdue University OWL guide](#).)

8. Double-check the **checklist** on Canvas to ensure you have completed the task.
9. Upload a **PDF** of your assignment to Canvas.
10. Upload a copy of the full assignment onto **your blog site** and ensure that readers can respond to it in the comments. (See separate instructions for setting up your blog.).

Criteria for success

This assignment is worth **30%** of your final grade for the course.

THE RUBRIC BELOW SHOWS HOW YOUR ASSIGNMENT WILL BE GRADED so it's important that you understand it. You can use this rubric to help you focus your energies when writing. Always aim to do the very best you can; there are tips on this in the course syllabus.

CRITERIA:	Failing [F] 60 & under	Poor [Ds] 60 70	Adequate [Cs] 70 80	Good [Bs] 80 90	Superior [As] 90 100
Carefully analyze the use of literary, visual, and/or musical devices in your country's performance. (40%)	Provides minimal or no evidence of analysis.	Analyzes the performances only tangentially or very loosely.	Analyzes the performances, though the argument may be weak or vague or evidence uneven.	Analyzes the performances well with clear argumentation and good evidence.	Analyzes the performances with <i>unusual insight</i> , including strong supporting evidence and argument.
Discuss the (mis)alignment between your country's dominant national identity and this performance at Eurovision. (30%)	Provides minimal or no analysis, or misses the point.	Attempts to provide an analysis, though with weak or unclear evidence.	Provides some evidence of analysis, though may be weak or unclear, and use of evidence may be uneven.	Provides a good analysis of (mis)alignment with supporting evidence.	Provides an incisive analysis of (mis)alignment with excellent supporting evidence.
Express yourself clearly and succinctly using formal written language for a specific audience. (20%)	Meaningless sentences, clumsy phrasing.	Ambiguous sentences or clumsy phrasing.	Mostly clear, but needing further editing and more careful wording.	Clear, but at times lacking in precision or conciseness.	Clear, concise, precise style with at most only minor blemishes.
Cite a range of sources using the APA system to support your argument. (10%)	Patchy APA citation; few appropriate sources used.	Reasonable APA citation using multiple sources, some of which are appropriate.	Reasonable APA citation of multiple mostly appropriate sources.	Generally good APA citation of multiple appropriate sources.	Almost flawless APA citation of multiple appropriate sources.