

Blog post 2: The nation on stage

Key dates

Tue, Jan 30	IN CLASS	Assignment briefing to be handed out and discussed
Tue, Feb 20	BEFORE CLASS	Publish blog post 2 before class; upload MS Word version to Canvas
Thu, Feb 22	IN CLASS	Give and receive feedback in your peer group
Thu, Mar 8	BEFORE CLASS	<i>OPTIONAL: Publish revised version of blog and upload to Canvas</i>

Task

In this second blog post, you will explore which identities represent your country on stage in three consecutive performances since 2009, and the literary and visual (and potentially musical) devices by which those identities are expressed. Conclude by evaluating what these performances suggest about your country's attitudes to the many facets of diversity.

For example, you could consider: language choices; lyrics; metaphors; musical genres; storytelling; symbolism and imagery; visual devices and staging; and the extent to which your country appears homo- or heterogeneous across these three performances in a row.

Parameters

AUDIENCE: Present for an **educated audience** that would like to find out more about the countries participating in the Eurovision Song Contest.

FORMAT: (a) Upload your blog post to your course blog and (b) upload a copy in MS Word to Canvas. (See separate instructions for setting up your blog, and the syllabus for formatting in Word.)

LENGTH: Your blog post should total 1,200 words +/- 10% (so in the range of 1,080–1,320 words).

REFERENCES: Cite all sources using the APA system. (See the Purdue OWL guide at <https://owl.english.purdue.edu/owl/resource/560/01/>)

SOURCES: You will need to view the three consecutive performances at the Eurovision Song Contest, either in semi-finals (for those who do not proceed to the final) or the Grand Final.

Learning outcomes

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

1. Carefully analyzed your country's use of literary and visual (and potentially musical) devices in its performances.
2. Evaluated what the performances suggest about both the country and its attitudes to diversity.
3. Expressed yourself clearly and succinctly using formal written language for a specific audience.
4. Cited a range of sources using the APA system to support your argument.

Grading criteria and rubric

This assignment is worth **25%** 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.

	Superior [As]	Good [Bs]	Adequate [Cs]	Poor [Ds]	Failing [F]
	100 90	90 80	80 70	70 60	60 & under
Carefully analyze your country's use of literary and visual (and potentially musical) devices in its performances. (40%)	Analyzes the performances with <i>unusual insight</i> , including strong supporting evidence and argument.	Analyzes the performances well with clear argumentation and good evidence.	Analyzes the performances, though the argument may be weak or vague or evidence uneven.	Analyzes the performances only tangentially or very loosely.	Provides minimal or no evidence of analysis.
Evaluate what the performances suggest about both the country and its attitudes to diversity. (30%)	Evaluates the implications of the combined performances logically, meticulously, and consistently.	Evaluates the implications of the combined performances carefully and logically.	Provides some evidence of evaluation of the performances, but not always logical.	Provides little evidence of evaluation, though enough to indicate a degree of comprehension.	Provides minimal or no evidence of evaluation.
Express yourself clearly and succinctly using formal written language for a specific audience. (20%)	Clear, concise, precise style; flawless grammar, spelling, and punctuation	Minor blemishes of style; flawless grammar, spelling, and punctuation	Clear, but at times lacking in precision or conciseness; a few errors in grammar, spelling, or punctuation	Ambiguous sentences or clumsy phrasing; some errors in grammar, spelling, or punctuation	Meaningless sentences, clumsy phrasing; many errors in grammar, spelling, and punctuation
Cite a range of sources using the APA system to support your argument. (10%)	Flawless APA citation of multiple appropriate sources.	Almost flawless APA citation of multiple appropriate sources.	Generally good APA citation of multiple mostly appropriate sources.	Reasonable APA citation using multiple sources, most of which are appropriate.	Patchy APA citation; few appropriate sources used.