

## Blog 2: The nation on the Eurovision stage

### Key dates

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|-------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Thu, Feb 5        | IN CLASS             | Assignment briefing to be discussed                                                                                             |
| Wed, Feb 11       | By 11:59 p.m.        | Choose which performance you're going to analyze for this assignment                                                            |
| Wed, Feb 25       | By 11:59 p.m.        | Upload an outline or draft of your blog post to your peer group's discussion board on Canvas, ready to trouble-shoot with peers |
| <b>Mon, Mar 2</b> | <b>By 11:59 p.m.</b> | Upload PDF of your assignment to Canvas and paste a copy to your blog                                                           |
| Thu, Mar 5        | IN CLASS             | Give and receive feedback in your peer group                                                                                    |
| Wed, Mar 11       | By 11:59 p.m.        | <i>OPTIONAL: Upload revised version to Canvas and publish to your blog site</i>                                                 |

### Purpose

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**The purpose of this assignment is to use the critical thinking skills you have practiced in class to analyze (rather than simply describe) 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

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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** (e.g., Seattle University alumni who read cultural magazines) that is curious about 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. Also check out his recommendations on your country's Canvas page.)
  - *If you don't make a choice by the deadline, Dr Green will assign you a performance to analyze.*
  - Be sure you **use the video linked from Canvas** so you are sure you are watching the right performance.  
(Some past students have had to redo the whole assignment after analyzing the wrong live performance.)
2. Download and **use the Word template** for this assignment from Canvas.
  - a. On **page 1**, **enter your name** at the top. Leave the rest of page 1 unchanged.
  - b. On **page 2**, **start** writing your response.
3. Throughout, follow the **AI policy** we co-constructed at the start of the course. AI use is permitted *only* for:  
(a) Grammar check, (b) References, (c) Finding sources that you then double-check.

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. **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, "alignment" may include reinforcement, tension, contradiction, and so on; models may include representation, race, queerness, diversity, postcolonialism, cosmopolitanism, Orientalism, homonationalism, appropriation, essentializing, artwashing, and so on.)
  - If your understanding of the national identity has changed since your last assignment, also explain how and why it has changed base this assignment on your new, better understanding.
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, **including URLs for each reference**. (Use AI to help you here and also check the Purdue University OWL guide.)
8. Add a **one-sentence statement** to confirm where you have **used AI** to complete this assignment.
9. **Double-check the checklist** on Canvas to ensure you have completed the task.
10. **Upload:**
  - a. **a PDF** of your assignment **to Canvas** by the due date and time listed above.
  - b. **a copy** of the full assignment **onto your blog site** by the due date and time listed above 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:                                                                                                                      | <b>Failing [F]</b><br>60 & under                       | <b>Poor [Ds]</b><br>60–70                                                      | <b>Adequate [Cs]</b><br>70–80                                                                         | <b>Good [Bs]</b><br>80–90                                                 | <b>Superior [As]</b><br>90–100                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Carefully analyze the use of literary, visual, and/or musical devices in your country's performance.</b> (40%)              | Provides minimal or no evidence of analysis.           | Analyzes the performance only tangentially or very loosely.                    | Analyzes the performance, though the argument may be weak or vague or evidence uneven.                | Analyzes the performance well with clear argumentation and good evidence. | Analyzes the performance with <i>unusual insight</i> , including strong supporting evidence and argument. |
| <b>Discuss the (mis)-alignment between your country's dominant national identity and this performance at Eurovision.</b> (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.                       |
| <b>Express yourself clearly and succinctly using for-mal written lan-guage for a specific audience.</b> (20%)                  | Unclear 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.                                          |
| <b>Cite a range of sources using the APA system to support your argument.</b> (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.                                             |