Song Analysis Assignment: Group Oral Presentation

Individually or in groups of two or three, you will select a song of your choice, analyze it using one of the critical approaches we have studied in class, and prepare a presentation that introduces the class to your song and shares your analysis of it.

**Selecting a Poem**

Ultimately, the choice is yours. However, it is recommended that you pick a poem with sufficient complexity. Choosing a simple, straightforward poem would make your job of analyzing the poem much more difficult since you risk having little to say or limited inferences to make. Thus, as you're discussing your choice of poems, choose one that, upon first reading, leaves you with more questions than answers.

**Analyzing your Poem with an Approach**

Make sure to choose an approach that is best suited to the song you have selected. (And vice-versa, when you are selecting a song, be sure your song lends itself well to one or more approaches.)

Throughout your presentation, it's important that you refer to the assumptions and strategies of the approach you have selected. Also, make sure that you are using only one approach and that you use consistently throughout.

The focus of your analysis should be making connections and drawing inferences. The sort of connections you will make really depends on your choice of approach:

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| --- | --- |
| **Approach** | **Type of Connection** |
| Biographical/Historical | Text to text  Text to world |
| New Criticism | Text to text (within the text) |
| Reader Response | Text to self |

**Presenting your Poem and Analysis**

Your presentation has two goals: (1) introducing the poem to the class and (2) sharing your analysis. How you will achieve these goals, however, is up to you. Since we have not been writing creatively during this unit, you should approach the presentation part of this assignment as creatively as possible. Being creative has the added benefit of keeping the attention of your classmates.

Here are some ideas that may help you plan your presentation:

* **create a slideshow using *PowerPoint* (mandatory)**
* play your song (or song video) for the class
* plan an activity for your classmates that gets them involved in the analysis of your song
* use multimedia clips that are relevant to your song or approach

**Evaluating your Presentation**

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| --- | --- | --- | --- | --- |
| **Level**  **Category** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| ***Knowledge and Understanding***  Students demonstrate considerable understanding of the approach they have selected by implicitly and explicitly referring the assumptions and strategies of that approach. | rarely agree | partially agree | generally agree | strongly agree |
| ***Thinking and Inquiry***  Students draw inferences about the poem by referring to and analyzing specific and relevant quotations. Inferences are logical and sufficiently explained.  Students are able to make many connections. Connections help classmates gain a deeper understanding of the poem. Connections are creative and show proof of critical thinking. | rarely agree  rarely agree | partially agree  partially agree | generally agree  generally agree | strongly agree  strongly agree |
| ***Communication***  Students communicate clearly and effectively. There are few vague or general statements. Student uses a variety of speaking skills effectively.  Students use *PowerPoint* effectively. Slides are visually appealing and include relevant visuals. The slideshow is organized logically. Slides are not cluttered and make effective use of space. Design elements are consistent throughout. | rarely agree  rarely agree | partially agree  partially agree | generally agree  generally agree | strongly agree  strongly agree |