

MUSC 438 Article Presentation

Working in pairs, choose one of the starred readings to present to the class. Your presentation (approx. 20 minutes) will provide a thorough summary of the article and will engage your classmates in some kind of active learning experience, e.g. focused discussion, role-play activity, etc. *The following needs to happen, but not necessarily in the order presented here.*

- Demonstrate and communicate an open-minded and thoughtful understanding of the resource content. *What is this all about? Why is it important? What is the author getting at?* Provide clear and concise definitions of any terms that might need defining—if the term has multiple possible meanings, you need to explain how the author uses/defines/conceptualizes the terms. Share a 1-2 page handout that clearly summarizes key info and analysis—point form is appropriate.
- Engage the class in actively working with the ideas—some kind of active learning task that will cause us to grapple with the material, connect it to our own worlds, and so increase our understanding of it.
- Analyze and critique the article. Make connections between the article and the world **you** know—your own teaching practice perhaps, or your own experiences as a student (use specific examples). What makes sense to you? What doesn't? What is particularly valuable, or resonant? What has been overlooked, ignored, or mis-represented?

Assessment Criteria

The presenters thoroughly and thoughtfully demonstrate and communicate a rich understanding of the article and what it is all about.

<p>A</p> <ul style="list-style-type: none"> • Thorough and open-minded description of article • Clear and thorough understanding of ideas and issues 	<p>B</p> <ul style="list-style-type: none"> • Adequate description of the article – • Good grasp of the ideas and issues 	<p>C</p> <ul style="list-style-type: none"> • Limited description of the article • Limited understanding of the ideas and issues
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The class is engaged in an appropriate active learning presentation that enables us to grapple and connect with the material and ideas you have described and so increase our understanding of it.

<p>A</p> <ul style="list-style-type: none"> • The class is meaningfully and actively engaged in grappling and connecting with the material and ideas 	<p>B</p> <ul style="list-style-type: none"> • The class is engaged in grappling and connecting with the material and ideas 	<p>C</p> <ul style="list-style-type: none"> • The class is not meaningfully engaged in grappling and connecting with the material and ideas
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The presenters offer a thorough and thoughtful analysis of the article, connecting article content to their own understanding of music teaching and learning, and providing a reasoned critique, positive and negative, of the ideas and information in the article.

<p>A</p> <ul style="list-style-type: none"> • Rich, detailed, and insightful connections • thoughtful and sound critical evaluations of article content 	<p>B</p> <ul style="list-style-type: none"> • Adequate connections • some sound critical evaluations of article content 	<p>C</p> <ul style="list-style-type: none"> • limited connections • unconvincing / unsubstantiated critique of article content
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