

**Instruction Proposal for:
10th Annual Instruction Showcase
Friday, May 20th**

Jade Kastel
Western Illinois University

Course: English 100s & 200s

Topic: Rhetorical Analysis of a Song: Using Mind Maps to Focus Topics and Identify Search Terms

Objectives:

- Students will employ the visual tool of a mind map to parse their song's lyrics down into its rhetorical components.
- Students will use this pre-research mind map exercise to identify search terms for use in database, online, or catalog searches.

Materials:

- Classroom with video and audio projection and Zoom capabilities
- Paper and colored pencils for students to create mind maps

Activities for 50 min Class:

- **10 min - Librarian's Song Example, Analysis of Song's Rhetoric, and Mock Mind Map Creation**
 - Librarian cues students to write down their initial analysis of the rhetoric of the example song and anything they think is notable or interesting. Librarian plays song [or portion of] with music video.
 - Librarian builds the mind map for this song. Librarian prompts students with questions to facilitate the mind map creation. What is the artist, composer, genre, era? What do you know from your comp class about genre and the concept of genre. Does the song break genre conventions? Artist's goal or message? How would you describe their brand? Who's their audience? Who is the producer of this artist? How is gender, sexuality, race, or class used in the song's message?
- **5 min - Students draft their own mind map**
 - Students create their own mind map for their song.
 - Librarian uses this time to check in 1:1 with students, field questions, and learn what songs students have selected.
- **5 min - Student work in pairs to discuss their mind maps, and give and receive peer feedback.**
 - Librarian uses this time to continue fielding questions and checking in with pairs.
- **10 min - Students observe how the librarian uses key terms from the mind map in database, online, and catalog searching**
 - Librarian returns to the initial example song mind map and shows how the mind map is a glossary of search terms for their topic.

- Librarian demonstrates basic searching for these terms in a database, library catalog, and online search.
- Librarian explains how to assess the authority of resources such as music reviews, interviews, album notes, and articles from database or periodical.
- **20 min - Librarian encourages students to share their song and the rhetorical components they identified.**
 - Librarian plays a bit of each student's song
 - Students share key terms, themes, components, and anything else relevant to their song's rhetorical analysis.
 - Librarian keeps both the song and the sharing concise in an effort to save time and share as many students' selections as possible. Students love to share about the music they enjoy!

Assessment:

- *The librarian will meet with each student pair individually during the instruction time to review mind map and field questions.*
- *Students will show an understanding of how to focus a topic through the rhetorical components and key terms they identified on their mind map.*

ACRL Information Literacy Framework:

- Searching as Strategic Exploration
 - *Knowledge Practice:* By using a mind map and talking through their song with their peer partner, **students will utilize divergent and convergent thinking when determining search terms.** The mind map will help students collect thoughts and ideas from their brainstorming. By working with a partner, they can continue to generate ideas and/or identify main themes.
 - *Dispositions:* Students are encouraged to view their song in a broad context, to **exhibit mental flexibility and creativity** going beyond the surface level of initially hearing a song. How does music video add or compliment the rhetoric of the audio? Who produces this artist, movie, or music video? What is the social and cultural context of this song? Students are encouraged to consider how race, gender, sexuality, age, ability, disability, class, location, and more, play a role in this song, its creation, and its impact.
- Scholarship as Conversation
 - *Knowledge Practice:* Students will **cite the contributing work of others in their own information production.** They are incorporating at least three sources in MLA Style and citing a copy of the lyrics for their song in their rhetorical analysis.
 - *Dispositions:* By looking up interviews, CD or album liner notes, music reviews, music and academic databases, and newspaper and magazine coverage, students will **seek out conversations taking place in their research area.**
- Authority Is Constructed and Contextual
 - *Knowledge Practice:* Students will **define different types of authority,** such as music reviews, artist interviews, periodical articles, and databases articles

- *Dispositions*: By looking at their song in a broad context of culture, society, gender, sexuality, and rhetorical analysis, students will **develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview.**