

## More Sounds of Blackness – Soundtrack Assignment

**Due:** Monday, February 25, 2008

**Due online by start of class time**

**Bring your song choice and explanations to class with you in addition to turning them in online.**

**Length:** 2 to 3 pages. Four songs or links to them.

### Goals and Objectives

- To be able to interpret content and present it in accordance with the Critical thinking rubric
- To identify a central issue/idea without oversimplifying it, to recognize its nuances and complexities
- To practice the consideration of the opinions of others in presenting an argument that treats an issue completely
- To recognize that stakeholders in an identified issue exist on a continuum.
- To interpret the content of *Erasure* toward a final sequence essay topic/direction.
- To begin to process the author's intentions for the content of the text

The purpose of this assignment is to direct your thinking toward a final paper topic by focusing on part of the Critical Thinking rubric. You have the option of continuing to build on this project throughout the semester for submission as your reflective essay.

Remember, this assignment asks you to connect to both the content of the novel *Erasure* and to the critical thinking rubric categories listed below. Doing so will help you perform better on your final sequence essay/project.

*Categories One, Two and Three of the Critical Thinking Rubric are listed below.*

1. **Has a clear purpose; identifies and summarizes the problem(s), question(s), or issue at stake.**
2. **Identifies and presents the student's own perspectives /position and explains their relation to other positions important to the issue.**
3. **Identifies and assesses own key assumptions and beliefs and those stakeholders may have on the issue.**

**For this assignment consider the entire text of Everett's *Erasure* and Everett's opinions in and motives for the text.**

### Step One

Identify a central theme/idea of this book. In doing so, consider how the novel presents, changes and sustains images, characters and language in determining what is a central issue or theme. Refer to your notes and our discussions about the author/reader contract and gaps and borders as you consider this.

Once you've done this, pick a song that acts as a metaphor for this central issue. As you pick a song metaphor, consider lyrics, genre, and sound of the song.

## **Step Two**

Now that you have identified a central theme/idea, write out this identified issue as if it is Everett's statement of opinion on the matter. Write in the first person point of view and in Everett's narrative voice. Revisit your handout on POV and narrative voice from the class presentation as necessary.

Once you've done this, pick a song that acts as a metaphor for Everett's opinion. Consider carefully how this position may differ, even slightly, from the novel's approach to the issue. This is stakeholder #1.

## **Step Three**

Determine your opinion on the issue identified in step one. Write this out as clearly. Consider carefully how this position may differ, even slightly, from the Everett's and the novel's position on the identified central issue

Once you've done this, pick a song that acts as a metaphor for your position. This is stakeholder #2.

## **Step Four**

Consider an alternate viewpoint/opinion to your own, identified in Step Three. As you consider alternate opinions, remember that alternate doesn't mean fully oppositional. Opinions, like the problems they assess, exist on a continuum. This is stakeholder #3.

Once you've done this, pick a song that acts as a metaphor for this alternate viewpoint/position.

## **Why are we doing this?**

The only way to consider other stakeholders, is to consider them. This assignment should force you to analyze the cogent arguments of other stakeholders in an issue. This tends to be a section of the rubric that people don't score well on, maybe it's because we are a narcissistic society. Let's begin to alter that portion of our national identity by employing real, significant critical thinking that moves beyond us.

“Any utterance un-aimed, will be disclaimed.”  
Saul Williams