Translating a journal article for the public

In-class activity 1: Naming conventions

    A.   Students are shown the technical language from the peer-reviewed article ("Music in Everymind: Commonality of Involuntary Musical Imagery" (PDF)) that informs the content of the lay-friendly article, "Why Do Songs Get Stuck In Our Heads."

    B.   We discuss the implications of the choice to use the term "earworm" as the dominant metaphor through "Why Do Songs Get Stuck In Our Heads."

    C.   Students read sections of "Why Do Songs Get Stuck In Our Heads" to detect Gopen and Swan's sentence structure, in which the known subject is introduced before the unknown/new information/subject.

In-class activity 2: Topic sentences

    A.   The class reads aloud every topic sentence from the article, "Why Do Songs Get Stuck In Our Heads."

    B.   Students identify the claims made in each topic sentence, and then scan the corresponding paragraphs to determine whether the content of each paragraph directly relates to the topic sentence, or whether the paragraph content differs from topic sentence.

    C.   Students then scan the topic sentences of their draft articles.

    D.   Each student reads one of their topic sentences aloud to a classmate, and asks them to share what they expect the rest of the paragraph to discuss, in order to determine whether there is alignment between their topic sentences and paragraphs.