

[SQUEAKING]

[RUSTLING]

[CLICKING]

MICHAEL SCOTT ASATO CUTHBERT: So this is an article I want to say just a few little things about it that it's an article that was written for other academics at the time. So just so we know that it wasn't, at the time it was published in 2004, really designed that we were going to read it in class.

And we're going to have various academic articles in here. So some people are old hats reading academic articles in the Humanities or in Science, or in this case at the intersection of Humanities and Science, and other people have had less introduction to that. So I just want to take a minute and say how I approach reading a new article because we'll have some of them up.

First, always take a second and think about the title for a second and figure out, OK, is-- sometimes I even just write it down and put it somewhere because when I'm not assigning articles, there are things that you can put down at any point.

And so when I get to the point where I'm somewhere through it, and I see they're not answering, they're not talking about the title, they're not answering, then I can throw it away. You're not allowed to do that in this class, but that's, you know, something to do.

Then I always start paying attention to the bold points and try to see about that because I don't read very fast and things. So I'll want to jump ahead a bit. But always read the introduction really carefully. In some ways, if you have-- let's say, this would never happen to you, but you're behind on a reading or something. It's 10 minutes before class, and you're trying to figure out what to do. Don't read the whole thing fast. Read the introduction really carefully, twice. And that's because that's where almost everything should be there if it's a good article.

Because you'll get to very specific things as you get to your projects, we may get to the point where you're assigning yourself articles, or it's like, hey, look at these five articles that I may have seen. If at the end of the introduction, again, you don't know anything what it's going to be about, throw it out, move to the next article. But a well-written article should give everything there.

I go to the pictures yet. Next, I don't want to ever see that cliché a picture is worth a thousand words in any of your things, but it's kind of true. So you can figure out, OK, what are we going to be talking about? From reading the introduction, I knew we were going to be talking about music representation. So I start asking, are these music representations that are being talked about?

And then when I look at the text, I can do it. I can see, OK, the next topic is issues of representation. I've skimmed ahead, so I know there's only two real topics in this, so this should be the first half of it. Oh, my gosh, that's why I remembered like, gosh, yeah, OK.

And just read the first sentence, the first paragraph of that. And go ahead and see if the ending tells you what it's going to be about. This is not like watching your favorite movie. An academic article, you shouldn't feel like you're spoiling the great reveal.

There's maybe five articles in my life where I think if I read this way the first time I saw it, I would have ruined the article. All the rest, I just improved my-- so I can see that, OK, so we have a problem of multiple requirements, and we have some sort of a solution that doesn't work. So then I can go back and read and try to figure out what it is we're going to be talking about.

And we can see the final thing is an introduction to the next section and see that the second part is a case study of one particular example of computational and comparative and computational musicology. And I can see OK, I probably should have some fun looking at that later.

And then jump to the conclusion. This article is great in that it does label its conclusion with-- where is it --the word conclusion. Not every article does that. But again, go ahead and read the last couple paragraphs of the article, so you find where it ends. Go back, and go ahead and figure out what the article is going to be about.

When you're assigning articles to yourself-- and the articles just keep getting longer. It's this weird thing that people used to write things in typewriters, double spaced in Courier 14 point. Now we write single spaced in times New Roman 11 or 12 or something. But people keep thinking that my article needs to be 30 pages long, and that's actually double the length of articles. So they're starting to get too long. I do encourage you to read like this.

And then only after you figure out what the main conclusions of the article are-- this one is pretty obvious to those of us in this class that you can use computational methods without giving up humanistic values. Only once we've done that, we go back.

Hopefully, you can skip notes the first time you read, because if they've written well, these should be additional parts or places that you can look at later. If it's a poorly written article, then you have to read the notes to get to it.

And if it's a new subject, go ahead and look at the references and see who appears a lot. So you can see, OK, these are probably important people. But OK, this guy Paul von Hippel, Huron, Huron, Huron, Huron, Huron, Huron, I should probably, if I want to go further, read something by Huron. This is what I'm thinking. Yeah, it's just more and more and more of them. And then also, if there's anybody that we recognize from the class. You'll be looking at Eleanor Selfridge Field's writings today. She's awesome.

So with this in mind, these are some of the strategies that I go through in looking at it. And then the other great strategy is talk to people and hopefully, they can give you their take on the article. We can be richer for it.