

LinC 101K – First Year Seminar  
Fall 2013  
Topic – Express Yourself: The Power of Words in Song

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**When:** MWF 10:20-11:30am (period 3b)  
**Where:** 335 PPHAC  
**Office hours:** M & W 1-3pm, and by appt.  
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**Seminar Course Description:** What is it about your favorite song that makes it so meaningful to you? For many of us, the words are a large part of the power that music holds. In this course, we will discuss music in its pure form (instrumentals) and in relation to lyrics, understanding the intersection of music and language by analyzing the songs we love. We will learn about psychological theories of the representation of language in memory, explore structural similarities between language and music, and consider how language and music can be used to provoke certain feelings in the audience. We will also discuss poetry and speeches, and the roles of prosody and emotional expression. While examining the importance of a writer's choice of words to convey a particular meaning, we will also confront the consequences of the words we choose ourselves in our own communication, both formal and informal.

**First Year Seminar Description and Objectives:** The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

By the end of this course, students will:

- A. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- G. Read critically and comprehensively to integrate others' ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
  - Formulate a research topic
  - Determine an information need
- Plan and execute a search for information
  - Identify key terms and concepts
  - Identify the most appropriate sources of information
  - Use Boolean operators and truncation where appropriate
  - Impose limiters (e.g., scholarly vs. popular, date, language)
  - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
  - Determine which sources the library owns or provides access to and retrieve them
  - Request material not owned by the library on Interlibrary Loan
  - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

**The Writing Center**, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. It is located in a building that is not accessible to persons with mobility impairments. When you need the services of the Writing Center, please call 610-861-1392.

### **Writing as a Process**

Writing is more than simply a report of what you know and see; it is also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

**Prewriting** (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

**Writing** (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You are not even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

**Revising** is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through **multiple drafts** that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you have written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

**Final editing and proofreading** occur as you approach completion of a writing project. For the first time, the writer inspects and verifies the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You will not always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start to get ready for that moment.

## Course policies:

- 1) **Attendance:** Attending class punctually, having prepared appropriate materials and ready to participate, is your key responsibility to this course. Attending class will benefit you personally for multiple reasons: learning how to read, write, and think critically; discussion of specific tips for understanding course material or for writing in particular ways; participation in activities designed to promote active learning and integration of info; gaining a better idea of my expectations for assignments; hearing the ideas and comments of your peers about readings, writing assignments, or examples. You will be given **up to 3 allowed absences** (documentation of excuse is only required if you wish to make up an in-class activity). **\*For each absence beyond those three, your final course grade will be reduced by 1/3<sup>rd</sup> letter (e.g., B+ → B).**\* Exceptions will be made only for extenuating circumstances and with appropriate documentation.

- 2) **Lateness:** A legitimate reason for being late can happen to anyone now and then, but repeated lateness is disrespectful to me and to your classmates. Come see me if you have a legitimate reason for repeated lateness or absence. Otherwise, lateness will affect your class participation grade.
- 3) **Late Papers Policy:** Late papers will be accepted for up to five calendar days after the due date and will result in a reduction of ***1 letter grade*** (i.e., 10%) ***for every calendar day late*** beginning at **5pm** on the day the assignment is due. After the five-day period, the paper will not be accepted and a grade of 0 will be applied. Exceptions to this policy will be made only under extenuating circumstances and with documentation. Technology problems (e.g., with printers, lost files, emailing documents, etc.) are not considered appropriate exceptions.
- 4) **General writing assignment requirements:** All written assignments (with the exception of in-class work/some writing journal assignments) should be typed, double-spaced, in 12 point font, with 1 in margins, unless otherwise noted. Put your name, the date, and course number on the top of the first page (please don't use a header with your name on every page; page # is okay). When we get to assignments with citations, we will use APA style, which will be covered in the course.
- 5) **Emailing assignments:** I accept work by email only if you have arranged it with me for that particular assignment. If you email work to me, it is expected to arrive by the deadline, and you should follow up with a hard copy of the assignment the next day.
- 6) **Accommodations:** The Americans with Disabilities Act (ADA) provides for some accommodations to be made for students with certain disabilities. If you have such a disability and are willing to disclose it, you may take advantage of such accommodations. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center. You should also consider taking advantage of the Academic Support Center if you are having difficulty academically in this (or any other) class.
- 7) **Technology:** You should turn your cell phone off at the start of every class. Laptops or tablets are okay if you need to take notes, but you are expected to focus on class work only, and distracting behavior will result in your being asked to turn your device off.
- 8) **Academic integrity:** Any work that you turn in for this class must be entirely your own work. Any sources used must be properly documented, and direct quotes should be used sparingly. Instead, you should focus on paraphrasing the relevant information and arguments in your own words. For more information on plagiarism and cheating, refer to the Student Handbook and the following website regarding academic responsibility at Moravian College:  
<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>. As this site clearly explains, the consequences for cheating or plagiarism can range from failing the assignment to receiving an F for the final course grade to expulsion, depending on the severity of the case and prior history of offenses. All of the work you submit to me must be entirely your own, and in some cases I may ask you not to collaborate with fellow students. For the group debate project, in which collaboration is an important component, I will discuss how to cite the ideas of others in class appropriately, but you are expected to do the writing independently.

I will spend class time discussing ways to avoid plagiarizing, but apart from this it is your responsibility to come see me if you have any questions about your use of sources or when/in what way it is okay to collaborate with other students in the class.

- 9) **Excuses & Communication:** I don't expect you to email me anytime you are going to miss class or turn a paper in late. As an adult, you are responsible for your own education as well as for the consequences of your own life events. While your performance may be affected by very reasonable situations that arise, the standards by which all students in class are evaluated cannot be adjusted for the situations of any one individual. In other words, I understand you may have outside forces affecting your work, but that doesn't mean those outside forces can be factored into your grade. Also, realize that you are responsible for any information you missed, and arrange for peers who can help you with this. Your student advisor and I are happy to help you in understanding the info or expectations, but first see a peer to gain access to missed info (for missed or lost handouts—feel free to contact me, but first check to see if it is posted on Blackboard).

**Required Readings/Texts:** Select chapters from:

Behrens, L., & Rosen, L. J. (2012). *A Sequence for Academic Writing* (5<sup>th</sup> ed.). Boston, MA: Pearson. (Referred to on semester schedule as B&R; Available in the bookstore)

Bergen, B. K. (2012). *Louder Than Words: The New Science of How the Mind Makes Meaning*. New York, NY: Basic Books. (Available in the bookstore or via Reeves ebrary)

Kotarba, J. A., Merrill, B., Williams, J. P., & Vannini, P. (2013). *Understanding Society Through Popular Music*. (2<sup>nd</sup> ed). New York, NY: Routledge. (Available via Blackboard)

Levitin, D. J. (2010). *This is Your Brain on Music: The Science of a Human Obsession*. New York, NY: Penguin Group. (Available via Reeves ebrary)

Winfield, B. H., & Davidson, S. (Eds.). *Bleep! Censoring Rock and Rap Music*. Westport, CT: Greenwood Press. (Referred to on semester schedule as Bleep!; Available via Blackboard)

Unless otherwise noted, these texts are referred to in the semester schedule by the last name of the first author. Additional readings (research articles and chapters) will be posted via Blackboard.

**Additional electronic resources:**

Purdue University On-Line Writing Lab  
<http://owl.english.purdue.edu/>

Purdue University On-Line Writing Lab: Grammar, Punctuation, and Spelling  
<http://owl.english.purdue.edu/handouts/grammar/>

Purdue University On-Line Writing Lab: APA Formatting and Style Guide  
<http://owl.english.purdue.edu/owl/resource/560/01/>

Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*  
<http://site.ebrary.com/lib/moravianlibrary/Doc?id=10085437>

Reeves Library Home Page  
<http://home.moravian.edu/public/reeves/>

## Student Assessment:

**1. Writing journals:** You will be asked to participate in writing exercises, sometimes in class and sometimes as homework. Your writing for these exercises will need to be in a *separate notebook/folder*, which you can turn in to me (i.e., not in the same notebook as your notes about class discussions, readings, etc.). I will collect these on a semi-regular basis throughout the semester (and not necessarily from all students at once). In some cases a group writing activity may be collected and graded as part of the journals. In those cases, I will make a copy of the exercise for all students in the group. Each journal entry will be graded on a 3-point system (from 3 pts, complete response, reflecting the task given and relevant concepts from class well, to 1 pt, minimal response or response is not appropriate to the task; 0 = no response for a given activity or no journal submitted). The final writing journal grade will be an average across all assigned journal entries, with one low grade dropped.

**2. Class participation:** In addition to the attendance policy, you will be graded for your participation each week. An average will be taken across the weeks of the semester to determine your final participation grade. Class writing and content activities, discussions about readings, and other opportunities for participation (e.g., questions/comments when other students present, participation in paired or group work) will be factored into each week's grade. Your participation will be graded on a five point scale (4, 3, 2, 1, or 0 pts, roughly equivalent to an A, B, C, D, or F respectively) based on your willingness to be engaged in activities, to contribute to discussions, and the level of understanding of the assigned readings and class topics you demonstrate in your written and oral contributions (0 or F would be assigned when no substantive contribution is made).

- A     Contributes to class discussion by asking questions or making comments about readings, lectures, or in response to other students. Participates actively in class activities; stays on task. Comes fully prepared. Completes tasks assigned outside of class to promote class discussion.
- B/C   Attentive and engaged with occasional comments in class. Actively participating in class activities, pair/group work, etc. Comments that are relevant but relatively superficial in relation to class material. Lateness will incur a lower starting grade for the week (e.g., a B despite A contributions, or even a C if the lateness is chronic and unexplained).
- D     Semi-attentive with no spontaneous contribution to class activities or discussions, or evidence of poor preparation (inappropriate/inaccurate comments in relation to the class material).
- F     Shows up but disengaged, inattentive, doesn't have anything to say even when directly prompted. Disruptive (e.g., chatting with other students about things unrelated to class, cutting off others who are speaking) or inconsiderate (e.g., texting or surfing the net during class, making inappropriate comments about others) behavior.

**3. Music examples:** On certain days, you will be asked to post a musical example of the concepts we are learning about onto Blackboard, along with a 1-2 paragraph description of how this piece of music illustrates a particular concept. Your contributions will be graded for the level of understanding of the concepts at hand (same grading system as for writing journals)—you are encouraged to also post comments about the way that others' music illustrates concepts, as well. If you do so, these contributions will also be included in my assessment of your engagement and understanding of the concepts as part of the class participation grade. Your final music examples grade will be an average out of all of the assigned examples, with one low grade dropped.

Music examples must be posted on Blackboard **prior to 8am on the day they are due** in order to earn full credit (posting them the night before is even better!). Late music examples (after 8am) will earn no more than half credit, and after 24 hours, they will earn no credit.

**4. Short essays:** There will be two shorter essays in relation to the course readings. Both essays will undergo multiple drafts (including prewriting). Each essay will have its own handout outlining the topic, expectations, grading rubric, and reminder of the due dates (which can also be seen on the semester schedule below). Unless otherwise noted, essay components (prewriting, drafts, revisions, etc.) are due by 5pm on the due date listed. Please make yourself familiar with the late policy for assignments (under the Course Policies section of the syllabus), and note that prewriting will not be excepted more than one day late (unlike other components of the paper)

**5. Research paper:** For the final paper, you will choose a topic, locate your own sources, present an annotated bibliography of a subset of your sources, and finally synthesize the previous work you have found in your topic in a literature review paper. Your topic will need to relate to music from a social-sciences perspective (i.e., either in relation to individual people or a larger sociological context; sorry musicians, but no music theory papers!). Apart from that, you have a wide range of choice in determining what to focus on. Topics must be approved by me, no two students can share exactly the same specific topic, and you will be given time and guidance in developing your topics (and finding your sources) over the course of the semester. You will also be giving a brief presentation (less than 10 minutes) on your topic at the end of the semester. More info about the various components of this research paper will be given as the semester progresses.

### Grading breakdown:

Writing journal	15%
Class participation	15%
Music examples	10%
Short essays (15% each)	30%
Annotated bibliography	10%
<u>Research paper</u>	<u>20%</u>
Total	100%

Note that it is within my purview to use qualitative judgment in assigning grades for various components of the course (e.g., homework assignments, exam essays, papers, etc.).

Unless otherwise noted, I will use the following scale for calculating grades:

Letter	Percentage	Grade range	Letter	Percentage	Grade range
A	100	95-100	C	75	73-76
A-	92	90-94	C-	71	70-72
B+	88	87-89	D+	68	67-69
B	85	83-86	D	65	63-66
B-	81	80-82	D-	61	60-62
C+	78	77-79	F	0	0-59

**Semester schedule follows on pp. 8-10:** This schedule is tentative. I reserve the right to make announced changes.

Week:	Class topic/activities:	Readings/Assignments:
1		
Aug 26 M	Introductions/favorite songs	
Aug 28 W	Why study music?	Levitin Intro; <i>Music example 1</i>
Aug 30 F	<i>Student Affairs Session 1: Campus safety, Student Conduct, and the Deans</i>	
2		
Sept 2 M	NO CLASS – Labor day	
Sept 4 W	Musical preferences and identity	Levitin Ch. 8; Sacks Ch. 29; <i>Music example 2</i>
Sept 6 F	<b>Writing workshop:</b> Summarizing & Paraphrasing	B&R Ch. 1 (pp. 2-23, 33-41)
3		
Sept 9 M	Why study language?	Bergen Ch. 1
Sept 11 W	<b>Writing workshop:</b> Critical reading/Critique	B&R Ch. 2
Sept 13 F	<i>Student Affairs Session 2: Counseling, Health Center, and Religious Life</i>	
4		
Sept 16 M	What is semantic memory?	Collins & Quillian; Baddeley et al. Ch. 6 (pp. 113-121)
Sept 18 W	<b>Writing workshop:</b> Writing as Process	B&R Ch. 6 (pp. 216-225); <i>Music example 3</i>
Sept 20 F	<i>Student Affairs Session 3: Academic Support Center</i>	<i>Essay 1 prewriting due</i>
5		
Sept 23 M	<b>Writing workshop:</b> Drafting; Plagiarism	B&R Ch. 6 (pp. 225-245), Ch. 1 (42-50), Ch. 7 (pp. 277-278)
Sept 25 W	Embodied simulation	Bergen Chs. 2-3; <i>Essay 1 full draft due</i>
Sept 27 F	<i>Student Affairs Session 4: Student Involvement and Leadership</i>	



<b>Week:</b>	<b>Class topic/activities:</b>	<b>Readings/Assignments:</b>
<b>6</b>		
Sept 30 M	Language structure	Bergen Ch. 5; <i>Music example 4</i>
Oct 2 W	<b>Writing workshop:</b> Revision, Editing, Citing sources; Start talking about research paper	B&R Ch. 6 (pp. 245-251) & Ch. 7 (pp. 281, 293-302); <i>Music example 5</i>
Oct 4 F	<i>Student Affairs Session 5: Career Center</i>	
<b>7</b>		
Oct 7 M	<b>Writing workshop:</b> Understanding figures	B&R Ch. 1 (22-33)
Oct 9 W	Embodied simulation: Getting abstract	Bergen Ch. 9; <i>Music example 6</i>
Oct 11 F	<i>Student Affairs Session 6: International Educ. and Intercultural Advancement &amp; Inclusion</i>	<i>Essay 1 final revision due</i>
<b>8</b>		
Oct 14 M	<b>NO CLASS – Fall Break</b>	
Oct 16 W	Open topic day (Registration <sup>1</sup> ; Databases)	B&R Ch. 7 (pp. 252-270); <i>Essay 2 prewriting/outline due</i>
Oct 18 F	<b>Writing workshop:</b> Synthesizing sources	B&R Ch. 3; <i>Music example 7</i>
<b>9</b>		
Oct 21 M	What is music?; “The Musical Brain”	Levitin Ch. 1; <i>Research paper topic(s) due</i>
Oct 23 W	Parallels between language and music	Patel; Sacks Ch. 28; <i>Music example 8</i>
Oct 25 F	<b>Writing workshop:</b> Creating an argument	B&R Ch. 4 (pp. 122-164)
<b>10</b>		
Oct 28 M	Music and emotion	Sloboda or Gabrielsson (as assigned); <i>Essay 2 full draft due</i>
Oct 30 W	<i>Registration (in-class and out-of class time)</i>	
Nov 1 F	<b>Writing workshop:</b> Extracting info from sources	B&R Ch. 7 (pp. 270-281); <i>Research paper prewriting due</i>

<sup>1</sup> On-line registration for first-year students will take place on Thurs. Oct 31. Registration advising period for first-year students will be Tues. Oct 29<sup>th</sup> and Wed. Oct 30<sup>th</sup>.

Week:	Class topic/activities:	Readings/Assignments:
<b>11</b>		
Nov 4 M	Slang in speech and song	Cook; <i>Music example 9</i>
Nov 6 W	Censorship	Bleep! Assigned chapter (1, 7-9)
Nov 8 F	<b>Writing workshop:</b> Supporting your claims	B&R Ch. 4 (pp. 164-177); <i>Research paper annotated bibliography due</i>
<b>12</b>		
Nov 11 M	Open topic/catch-up day	
Nov 13 W	Role of culture	Bergen Ch. 8; <i>Essay 2 final revision due</i>
Nov 15 F	<b>Writing workshop:</b> Analysis	B&R Ch. 5
<b>13</b>		
Nov 18 M	Music as a reflection of society	Kotarba Preface, Intro, & Ch. 1; <i>Research paper full draft due</i>
Nov 20 W	Music & society cont'd	Kotarba assigned chapter; <i>Music example 10</i>
Nov 22 F	<b>Writing workshop:</b> Peer review	
<b>14</b>		
Nov 25-29	<b>NO CLASS – Thanksgiving Break</b>	
<b>15</b>		
Dec 2 M	Presentations (7)	
Dec 4 W	Presentations (7)	
Dec 6 F	Presentations (3)	<i>Research paper final revision due</i>
<b>Finals Week – No final exam! Dance party!?!?</b>		