

First Year Seminar 2014
LINC 101J: Music: A Force for Change
MWF 11:45 – 12:55
Hill 209

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Office Hours: Tuesday 10:00 AM – 11:30 AM and 12:30 PM – 3:00 PM, or by appointment.

Required Books

Ede, Lisa. (2014). *The Academic Writer: A Brief Guide, 3rd Edition*. Boston, MA: Bedford/St. Martin's.

Course Description and Objectives

First-Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. First-Year Seminar 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 section of First-Year Seminar 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.

This section will use the topic of Music and Social Justice as the springboard for our work in learning the writing process. From the songs of the labor movement and the civil rights movement to those of current musicians in the Middle East, from classical musicians struggling under Soviet rule to contemporary artists raising awareness for a cause, music has been a powerful voice for social justice. This first year seminar will explore the role music has played as an expression of social injustice and an influence for change throughout history and across cultures.

➤ **With regard to broad academic and writing skills, by the end of this course, students will:**

- Demonstrate a process approach to writing.
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

➤ **With regard to transition to college expectations, by the end of this course students will:**

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College.

➤ **With regard to the topic of this class, by the end of this course, students will understand:**

- How music has functioned as an expression of a people experiencing social injustice.
- How music has instigated change in our world.
- The power of music in our lives and in the life of our society.

Course Requirements

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they 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 should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they 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

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there 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. *You are required to make at least one appointment with the tutors at The Writing Center.* The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Academic & Disability Support Office/Accommodations

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College’s expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. For this class, we will be using APA (American Psychological Association) format. Be aware that other classes may use other citation formats. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. If you are unsure if something should be cited, please ask. It is better to be overly observant of this and be told to eliminate an unneeded citation than to be guilty of plagiarism because you thought you did not need to include a citation. This is a critical piece in the academic environment.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each First-Year Seminar class and in the Writing Center, we try to establish a community of writers who can review and provide helpful

criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due). The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>

At Moravian, if a First-Year Seminar instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar Committee, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Assignment Submission

When you turn in an assignment you are also required to include all notes, drafts, and peer responses with the assignment (it's best to put all this in a folder), and include a brief (half-page) analysis of the writing process you undertook:

- Describe how you wrote the assignment – how long you worked, how difficult or easy it was, etc.
- Characterize the strengths and weaknesses of the current draft
- Indicate any issues or questions you would like me to address as I read your assignment

Your assignment is considered incomplete if you do not turn in your drafts with your final paper. To do this electronically, save each revision as a separate document.

- **ALWAYS include your name in the title of the document when you save it, renaming the version with each revision. i.e. Hirokawa.ResearchPaper1.1, Hirokawa.ResearchPaper1.2, etc.**
- **ALWAYS follow the directions for naming your documents.**

Revision Submission Policy

You may revise any assignment for this course. To submit a revision, however, you must:

- Provide evidence that you have met with a writing center tutor to work on your assignment after I have returned it to you – the evidence should include basic information about your session – such as date, time, length of meeting – and summarize your work together.
- Write a two to three paragraph statement describing the major revisions you made and commenting on the reasons you made these changes. Also include a brief reflection about what you learned as a result of this revision process.

- Include all previous versions of your assignment, clearly indicating the order in which they were written

Attendance Policy and Participation

- **Be here!** Since a substantial component of this class is active engagement in discussion, attendance is critically important. Absences will significantly impact your ability to successfully complete the course with a superior grade. If you know you will need to miss class, please talk to me beforehand. If you are sick, please notify me by email as soon as possible. You will need to obtain verification from Health Services or a healing practitioner that you were seen by their staff *on the day of your illness*. Absence due to a personal emergency will be excused only with written documentation from the Learning and Counseling Center or other appropriate professional. More than three absences may result in a reduction of your final grade by one grade per absence beginning with the 4th absence (e.g. A to A-). More than 5 absences may result in your failing the class. If you are absent for any reason, it is your responsibility to obtain all material distributed in class, hand in any assignment due that day by class time, determine what was covered in class and any revisions to the syllabus, and contact me prior to the next class with the reason for your absence. On the lines below, write the email addresses and phone numbers of two people in the class who you might contact to obtain this information:
 - _____
 - _____
- **Be on time!** Class begins promptly at 11:45. If you have a class on North Campus just prior to this class, plan on leaving immediately to catch the bus. Do not stop to grab food, beverage, or to chat. If you miss the bus, you will be late and it will be counted as lateness. Every three times you are late (or leave early) without prior notification with a reasonable excuse will count as an unexcused absence.
- **Prepare!** The better prepared you are for class, the better you can contribute to discussions, the more you will understand about others' comments, and the more you will get out of the class. **A general rule of thumb for college courses is 2-3 hours of work outside of class for every hour of class. For this class, plan to devote 8 – 10 hours per week outside of class.** Plan to budget your time accordingly.
- **Participate!** Classes become more meaningful the more you engage yourself in them. Behaviors that indicate active participation include, but are not limited to, insightful answers that relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions. Respectful and professional behavior is expected at all times. If you are the type of learner who needs to listen and process substantially before you respond, that's ok, but do expect that you will be called on to share your thoughts on a regular basis. Likewise, be conscious of your "air time," so that we can be inclusive of everyone in the class.

General Notes on Classroom Protocol

- **Personal Integrity.** I truly appreciate students who are up front and honest about themselves, their struggles, their achievements, and their growth as a college student. As students of the liberal arts, I am looking for ethical behavior, a curious mind, an interest in the world in which you live, and a desire to understand and engage with it.
- **Protocol:** Please use restrooms prior to or after class. Beverages are ok to bring to class, but please refrain from bringing food. The focus of the classroom should be a respectful place to engage in the exchange of ideas.
- **Electronics:** Please have your laptops with you for every class. We will be doing most of our writing online, and using Google Docs to write, edit, and prepare assignments. We will also be using your iPads on specific days, so be alert to announcements regarding when to bring them. Cell phones, on the other hand, should be silenced and placed in your bag during class, so as not to distract you from focusing on the class. Why in your bag? Because a vibrating phone in your pocket is just as distracting to your attention as hearing a message alert. When we do use laptops, please have your email closed. **If** you are expecting an important text or phone call which would require your immediate attention (an emergency of some sort), please notify me before we begin class.

Blackboard

We will be using Blackboard on a regular basis to submit assignments and communicate information. I have already registered you on Blackboard. Please be sure you have accessed the Blackboard site for this class by the end of the first week.

Grades

It is within the instructor's purview to apply qualitative and quantitative assessments in determining grades for any assignment or for the course. The following grade conversions will be used in determining your recorded letter grade for the course. Specific

guidelines for grading will be addressed with each assignment.

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 83 = B-	60 - 63 = D-
77 - 79 = C+	0 - 59 = F

Weight of Assignments

Writing Assignment #1	15%
Writing Assignment #2	15%
Writing Assignment #3: Research Paper	
Proposal	5%
Reflection/Classwork	5%
Paper	20%
Oral Presentation	5%
Reflective Writing, feedback on peer drafts	10%
Responses to assignments	10%
Participation	10%
Academic Extracurricular Activities	5%

Academic Extracurricular Activities

You must attend a minimum of 3 academic events on campus. As this class is related to music, these will be music events. To receive credit, you must submit a one-page summary of the event and attach a program, ticket stub, or other verification of your attendance. Your summary should include the specifics of the program (who, what, where, when) and a reflection on the program. Please see the specific assignment sheet for details.

Late Assignments

Late assignments must be accompanied by written documentation of the reason for the lateness. The grade for the assignment will be dropped a fraction of a grade for letter grades (or 3 points for numerical grades) for each day late (ex. A- becomes B+; 93 becomes 90).

Syllabus

This syllabus is subject to change over the course of the semester to reflect the needs of the students in the class.

Best of luck as you begin your collegiate career! If you have any questions or concerns as the semester unfolds, please do not hesitate to discuss them with me. While my posted office hours are limited, if you are not available at those times, please do not hesitate to contact me to make an appointment. I look forward to getting to know you over the course of this semester!

Roughly, 1 hour of class = 2 – 3 hours of work outside of class, or 6 – 9 hours per week.

READING: On average, 1st semester students are able to read 20 pages of typical academic writing in 1 hour. You can expect 40 – 60 pages of reading (2 – 3 hours) each week.

WRITING: On average, 1st semester students might take up to an hour to write a solid paragraph. Assuming 2-3 paragraphs on a page, this means a typical student might spend 2-3 hours writing a substantial, well-written page. You can expect to be assigned, or should plan on spending time writing, revising, or editing 1-2 pages (4-6 hours) each week.

Times will vary according to the proportion of time devoted to writing, researching, revising, watching required videos, reading online and your individual skills.

WEEK 1	AW = Academic Writer
	<i>In Class:</i> Introduction to FYS
8/25/14 Monday	<ul style="list-style-type: none"> • Syllabus • Expectations • <i>What are your strengths/weaknesses as a writer? What do <u>you</u> want to accomplish in this course?</i> • <i>What is academic discourse? What does it mean to think rhetorically?</i> • <i>Why is music such a powerful force? Can it cause social change? Can it influence history?</i>
8/27/14 Wednesday	<p><i>Due:</i> Read AW – Chapter 1: Rethinking Writing (p. 1-17) Read <i>Write for your Life</i> (2 page handout) Read the syllabus – come to class with any questions you might have</p> <p><i>Assignment:</i> Complete online Plagiarism Tutorial prior to the next class: https://www.indiana.edu/~istd/plagiarism_test.html</p> <p><i>Assignment:</i> Go through ALL syllabi and put assignments on your calendar. Back out each assignment with targeted planning dates to complete the work in increments.</p>
8/29/14 Friday	Friday Student Affairs Session: Sex Signals

WEEK 2	
9/1/14 Monday	<p><i>In Class:</i> Music and Social Justice overview</p> <p><i>Due:</i> Bring in the paper showing completion of the Plagiarism Tutorial</p> <p><i>Due:</i> Read AW – Chapter 2: Rethinking Reading (p. 18 – 33)</p>
9/3/14 Wednesday	<p><i>Due:</i> Read AW – Chapter 3: Academic Writing (p. 34 – 51)</p> <p><i>Assigned:</i> Writing Assignment #1</p>
9/5/14 Friday	Friday Student Affairs Session: Counseling Center, Health Center, Religious Life

WEEK 3	
9/8/14 Monday	<p><i>In Class:</i> Music of the Civil Rights Movement</p> <p><i>Due:</i> Song list and topic for Assign. 1</p>
9/10/14 Wednesday	<i>Due:</i> Read AW – Chapter 4: Analyzing Rhetorical Situations
9/11/14 Thursday	<p>Fall Convocation: <i>attendance required!</i></p> <p>Guest speaker: Jody Williams, peace activist, educator, philanthropist http://nobelwomensinitiative.org/meet-the-laureates/jody-williams/</p>

	Johnston Hall Please arrive by 10:00 AM to be seated for the processional. All campus lunch follows.
9/12/14 Friday	Friday Student Affairs Session: Academic Support Center

WEEK 4	
9/15/14 Monday	<i>In Class:</i> Writing Workshop - Peer editing. <i>Due:</i> Save your draft as FYS WA1.x_last name to Google Docs; bring your laptop to class.
9/17/14 Wednesday	No class in lieu of individual appointments on your essay
9/19/14 Friday	Friday Student Affairs Session: International Education and Center for Intercultural Advancement and Inclusion

WEEK 5	
9/22/14 Monday	<i>In Class:</i> Music of the Civil Rights Movement <i>Due:</i> Writing Assignment #1
9/24/14 Wednesday	<i>Due:</i> Read AW – Chapter 5: Analyzing and Synthesizing texts
9/26/14 Friday	Friday Student Affairs Session: Career Center

WEEK 6	
9/29/14 Monday	<i>In Class:</i> Greenwich Village and Vietnam War Protest music <i>Assigned:</i> Writing Assignment #2
10/1/14 Wednesday	<i>Due:</i> Read AW – Chapter 9: Strategies for Reading; Chapter 10: Strategies for Analyzing Visual Texts
10/3/14 Friday	Friday Student Affairs Session: Student Involvement and Leadership Mid Term

WEEK 7	
10/6/14 Monday	<i>Due:</i> Topic for WA#2 Library Session! Meet in Reeves in the computer lab area to the right after you come in.
10/8/14 Wednesday	<i>Due:</i> Read AW – Chapter 6: Making and Supporting Claims
10/10/14 Friday	No Class. Your first visit to the writing center should have been completed by this date. This would be a great day to do that! Otherwise, use the time to work on your annotated bibliography.

WEEK 8	
10/13/14 Monday	Fall Break!
10/15/14 Wednesday	<i>In class:</i> Vietnam War Protest music
10/17/14 Friday	<i>In Class:</i> Writing Workshop - Peer editing on WA#2 <i>In Class:</i> Citations <i>Due:</i> Save your draft as FYS WA2.x_last name to Google Docs; bring your laptop to class.

WEEK 9	
10/20/14 Monday	<i>In Class:</i> South African Freedom Songs
10/22/14 Wednesday	<i>In Class:</i> Brainstorming Topics for your final paper <i>Due:</i> WA#2 on Blackboard <i>Due:</i> Read AW Chapter 11: Strategies for Invention
10/24/14 Friday	<i>Due:</i> Submit your research paper topic(s) via email to Dr. Hirokawa by midnight

WEEK 10	
10/27/14 Monday	<i>Due:</i> Read AW – Chapter 7: Doing Research <i>Assigned:</i> Writing Assignment 3: Research Paper
10/29/14 Wednesday	<i>Academic Advising</i>
10/31/14 Friday	<i>Due:</i> Read AW Chapter 12: Strategies for Planning and Drafting <i>Due:</i> Post the revised topic you are considering along with what drew you to this topic on Edmodo by midnight tonight. Monitor over the weekend and comment on others' posts.

WEEK 11	
11/3/14 Monday	Meet in the library today to do research, write, and consult with your professor
11/5/14 Wednesday	<i>In Class:</i> Estonia – the Singing Revolution <i>Due:</i> 1 page proposal specifying your working thesis, the preliminary topic you will be writing about, preliminary supporting evidence demonstrating various perspectives on your topic, and proposed sources you will be consulting. Post on Blackboard by midnight tonight.
11/7/14 Friday	<i>Due:</i> Read AW – Chapter 14 Strategies for Revision

WEEK 12	
11/10/14 Monday	<i>In Class:</i> Initial review of your first draft <i>Due:</i> First draft of your Research Paper – present your initial findings in class Second Visit to the Writing Center must have taken place by this date!
11/12/14 Wednesday	<i>In Class:</i> Shostakovich takes a stand
11/14/14 Friday	No Class - Individual meetings

WEEK 13	
11/17/14	No Class - Individual meetings
11/19/14	<i>In Class:</i> Contemporary issues and artists
11/21/14	<i>In Class:</i> Writing Workshop/Peer review of Research Paper <i>Due:</i> Close to finished draft of your Research Paper. Save your draft as FYS WA3.x_last name to Google Docs; bring your laptop to class.

WEEK 14	
11/24/14	<i>In Class:</i> Contemporary issues and artists
11/27/13	Thanksgiving Break
11/29/13	Thanksgiving Break

WEEK 15	
12/1/14 Monday	<i>Due:</i> Read AW – Chapter 13: Strategies for Designing Pages and Screens <i>Due:</i> Final Draft of your Research Paper
12/3/14 Wednesday	<i>In Class:</i> Writing songs of protest
12/5/14 Friday	Last Day of Classes! <i>In Class:</i> Looking Backwards/Reflections on Writing; Course Evaluation

FINAL	
12/9/14 Tuesday	1:30 final exam time <i>Due:</i> Powerpoint presentation posted to Blackboard by 8:00 AM Powerpoint presentations of your research

Assignment 1: Analysis Paper

Analysis: Understanding songs of social justice.

Songs of social justice play different roles. They might be traditional songs adapted to address a current situation, sung en masse as a means to feel solidarity with a larger group. They might be traditional songs performed to represent and draw attention to an oppressed people. They might be songs written by a singer-songwriter to express an opinion. They might be written to elicit a particular response from the listener, to incite change or activism. They might be songs that are sung to quell fears or lift spirits. They might be songs intended to be participatory in nature, or they might be songs intended to be listened to.

In class we saw a montage of clips of a variety of music from historical situations to contemporary situations, from specific causes and movements to more broadly based appeals to our humanity. Go to: [https://www.youtube.com/watch?v=...](#) and view the montage again, following the playlist and taking note of the clips that interest you the most. Follow the links to these clips and view either the full video or a longer portion of the video. Narrow down your list of interesting songs to 2 – 4 clips that seem to be related in some way. Look for a theme or issue that interests you – look for connections. What do the music and lyrics address and how do they address it? What is the point that each song is trying to make? What is the purpose of each song? How and where were they used? What do you know or imagine about the effect of the song on the performers or on the audience, participants or observers? Perhaps you notice a difference in how music is used over time, that is, how was the music presented in older videos in comparison to newer videos? What do you notice about the purpose of the production between older and newer videos? Draw connections between the songs if they served a similar purpose, or contrast the songs if they served a different purpose. Be specific and detailed in your descriptions. You might compare similar or different genres that address the same issue. Or, you might compare/contrast two different issues addressed by the same genre. Or you might consider historical comparisons. Or you might have an idea that I have not mentioned. Most importantly, narrow your focus as soon as you can, make your song choices, and try not to get distracted.

Steps you will take for your essay

Preparing to write:

1. View the montage online, following the playlist and making note of the clips that you find most interesting.
2. Go back to the specific clips you noted, and follow the link to the full online clip and watch more of the video. This can take a while to go through, as some of the videos are quite long.
3. Narrow down your choices to two to three songs you would like to write about, looking for connections and themes that emerge and are interesting to you.
4. Now look at the videos more closely, noting specifics about the music and also your response to the music. How does it make you feel and what does it make you think about?
5. At this point, you might need to look up more information on the specific song, performers, or issues. A broad Google type search is ok for now, as we will get into more academic type searches in future assignments. Just be sure to check who the author is and that it is a reasonably reliable source.

Drafting:

1. Gather all this information and think broadly. How might you characterize the music you have chosen? What themes emerged? Start writing, even if it is short phrases. Graphic organizers work well for this.

2. Now think specifically about the music, and write a description of what you are hearing and seeing. Be detailed and colorful in your writing, trying to give a sense of the music. Be sure to talk about how the music makes you feel, your response to it.
3. Draw connections between the selections you chose. Are they related to the same issue? Do they take a different point of view on the same issue? Use the questions in the description above to help guide your inquiry.
4. Finally, sum up what you learned – the purpose of the music you chose, its effect on the listener/performer/participants.
5. Be sure to give your analysis a title, and put your name on the top of the paper.
6. This will be your first draft. You will bring this to class for us to workshop with partners or in small groups. We may be looking at some together, so be prepared to have your work discussed as a class.

Revising:

1. You will then have time to revise before you submit your final draft.
2. **Be sure to save and name your document as: FYS WA1.x_Last name**
3. **Submit on Blackboard.**
4. **Your final analysis should be about 1000 words or 3-4 pages.**
5. **Be sure to include the complete URL for each song and the title of the page or the song on the page.**

Reflection:

1. Once you have completed your essay, you will also need to write a reflection about the writing process. This does not need to be long and involved, but should demonstrate careful examination of your own writing process. Some things you might consider including, but do not feel limited to the following:
 - a. What was difficult for you? What was easy?
 - b. What strategies worked well for you? What did not work so well?
 - c. If you had another day or two to work on this essay, what would you want to change?
 - d. What do you think is the strongest aspect of your essay? The weakest?
 - e. Is there anything you would like me to focus on particularly as I read and comment on your essay?
2. This reflection should be submitted as part of your essay at the end following a page break within the document i.e. Essay (page break) Reflection, and should be approximately one page in length.

Something to consider...

As you work through this assignment, try to identify a topic or area that really interests you, as this may be the springboard for what will become your final research project, and save you considerable work in the future.

Timeline for Assignment 1

Assignment introduced:	9/3/14
Song list/Topic Due:	9/8/14
Draft Workshop:	9/15/14
Individual conferences:	TBD
Due:	9/22/14

This assignment constitutes 15% of your final grade. The total assignment will be approximately 4 – 5 pages (3 – 4 pages for the essay, 1 page for your writer’s reflection), not including a page for your song list and any other references you consulted.

Writing Assignment #2: Annotated Bibliography and Summary of Scholarly Source

For WA#1, you were asked to select 2 – 3 songs, and write about the “role” the music played in regards to a particular social justice issue. For this assignment, you may build on the topic you first explored in WA#1 or select a new topic of inquiry. In either case, if you approach this assignment with an eye towards WA #3, your final research paper, you will be far ahead in the game when it comes to your paper. WA #2 will be considered a grade unto itself. You may, of course, change your topic for WA#3 should you choose to do so, but you will have more work to do on your review of literature.

You will likely encounter many more resources than you will actually use in your final writing. That’s actually a good thing. The more broadly you read, the greater the understanding you will have. The purpose of this particular assignment is to help you learn how to manage all the resources you find, sort out which is most important to your topic, succinctly summarize information found in these resources, and on the other hand, state more completely what is found in a particular source.

Steps you will take for this assignment:

Writing:

1. Write a reflection on why you have chosen this particular topic. What drew you to it? Is it the same or different than your WA#1? This should be approximately 1 page.
2. Collect a minimum of 6 - 10 resources but select 6 from the group that seem to be most pertinent, substantive, and reliable resources. Resources should be a minimum of 15 pages long (roughly 5000 words), videos should be at least 30 minutes long. Write an annotation for each that summarizes briefly the information or point of the resource and how it relates to your topic. Each annotation should be about a paragraph long (roughly 2 pages all together). Your resources should be varied in type, including:
 - a. 2 or more hard copy books from the library
 - b. 2 or more articles from academic journals (may be accessed electronically)
 - c. Unless from an academic journal, other online resources need to be vetted carefully for accuracy and bias
 - d. You will include a complete citation in APA
3. Select one resource of the 6 to write a more in-depth, detailed, summary of 2 – 3 pages.

Revising:

6. Take time to revise and edit before you submit your final draft.
7. **Be sure to save and name your document as: FYS WA2.x_Last name**
8. **Submit on Blackboard.**
9. **Your final document should be about 6 pages.**
10. **Be sure to include the complete URL for each song and the title of the page or the song on the page.**

Reflection:

3. Once you have completed your annotated bibliography, you will also need to write a reflection about the writing and researching process. This does not need to be long and involved, but should demonstrate careful examination of your own writing/researching process. Some things you might consider including, but do not feel limited to the following:
 - a. What was difficult for you? What was easy?
 - b. What strategies worked well for you? What did not work so well?
 - c. If you had another day or two to work on this essay, what would you want to change?
 - d. What do you think is the strongest aspect of your essay? The weakest?
 - e. Is there anything you would like me to focus on particularly as I read and comment on your essay?
4. This reflection should be submitted as part of your essay at the end following a page break within the document i.e. Essay (page break) Reflection, and should be approximately one page in length.

WA#2 Timeline:

Introduced: Sept. 29, 2014
Topic Due: Oct. 6, 2014

Library Session: Oct. 8, 2014
Peer editing: Oct. 17, 2014
Due: Oct. 22, 2014

This assignment constitutes 15% of your final grade. The total assignment will be approximately 5 - 6 pages (2 pages for the annotated bibliography, 2 – 3 for the more in-depth analysis, and 1 page for your writer's reflection).

FYS Music and Social Justice 2014
Writing Assignment #3: Research Paper
Dr. Joy Hirokawa

As your final project in FYS, you will write a 10-page research paper. Ideally, your topic will be an outgrowth of your research for Writing Assignment #1 and 2. Building on what you have already learned, you will research more deeply and thoroughly into various perspectives of your topic. Think both broadly and specifically about your topic.

Seek to answer the essential question of this class: How does music function as a force for social justice?

On our scheduled final exam day, you will present your research in a 5 minute Oral Presentation. This will include your thesis, supporting evidence, and counterarguments, and then summarize your paper. You will be graded on this presentation (see rubric at the end of this document.)

Requirements: the paper should...

- Be 9 – 11 pages, excluding the works cited page
- Focus on one limited topic and reflect that you have done deep and thorough research on your topic
- Present multiple points of view
- Situate the music politically/historically/geographically
- Address the topic of music and social change from an interesting and fresh point of view
- Use the style guide for the American Psychological Association (APA) for citation style
- See the rubric below for requirements for the Oral Presentation.

A successful paper will:

- Have a clear, strong, thesis statement
- Have claims that are supported by evidence and clearly cited
- Acknowledge differing points of view
- Have paragraphs clearly organized with a topic sentence that links to the thesis
- Transition smoothly and logically from paragraph to paragraph
- Meet all the deadlines as outlined in the Timeline below.
- Be free of grammatical, spelling, and writing conventions errors.
- Show evidence of revision and an understanding of the process of writing through multiple drafts and edits (save all your work!)
- Be 10 pages of writing long, excluding the Works Cited pages.
- Have complete and accurate citations in APA format.
- Include your final writing reflection after a page break following the Works Cited page.

What to submit:

- Save and name your document: FYS WA#3.x_last name with the “x” representing the version/revision of the document
- Save **EACH** draft of the document, changing the “x” in the name to the next sequential number i.e. FYS WA#3.1_Hirokawa would be the first draft. The next version would be FYS WA#3.2_Hirokawa, etc.
- Maintain **ALL drafts and notes** in a folder on Google Docs that you will share with me. This is where we will be doing the work of revising and editing your paper.
- Your final version of the paper will be submitted on Blackboard.

Timeline:

- 10/27/14 Project assigned
- *Due* 10/31/14 – post the topic you are considering along with what drew you to this topic on Edmodo by midnight tonight. Monitor over the weekend and comment on others’ posts.
- *Due* 11/5/14 – 1 page proposal specifying your working thesis, the preliminary topic you will be writing about, preliminary supporting evidence demonstrating various perspectives on your topic, and proposed sources you will be consulting. Post on Blackboard by midnight tonight.
- *Due* 11/10/14 – Rough draft of the paper – Peer review in class

- 11/14/14 & 11/17/14 - individual meetings with Dr. Hirokawa
- Due 11/21/14 – Revised draft of the paper
- Due 12/1/14 Final draft of your paper!
- Due 12/9/14 – Oral presentation with Powerpoint, Prezi, or other presentation app due on Blackboard, also presented in class during final exam time.

Consider...

The average 1st year student takes about an hour to write a solid paragraph. With 2 – 3 paragraphs per page, that means about 2 – 3 hours *per page*. Let's see...10 pages...hmmm...that's 20 – 30 hours just for writing. Ok, but before you write, you need to research, collect, organize, and synthesize information, so let's say we estimate that amount of time at another 20 – 30 hours. Oh, and you will need time to revise, edit, and write your works cited page, say another 10 hours. Altogether, then, we are looking at about 40 – 70 hours to do a really good job on a 10-page paper. Can you do it in less time? Possibly. But if you really want to learn the *writing process* thoroughly, you will make every effort to put in the time, make sure you are meeting every deadline with solid work, and focus on the journey of learning to become a good writer. The incremental steps have been scheduled so that if you meet the requirements for each one, you will have no trouble completing an outstanding paper without feeling stressed or overburdened on your time. If you learn these skills in your first semester at Moravian, you will be positioning yourself to be a solid writer for the next four years. Look at it from an economics point of view as an investment that multiplies in value. The more you put in at the beginning, the more you have at the end.

Reflection:

5. Once you have completed your essay, you will also need to write a reflection about the writing process. This does not need to be long and involved, but should demonstrate careful examination of your own writing process. Some things you might consider including, but do not feel limited to the following:
 - a. What was difficult for you? What was easy?
 - b. What strategies worked well for you? What did not work so well?
 - c. If you had another day or two to work on this essay, what would you want to change?
 - d. What do you think is the strongest aspect of your essay? The weakest?
 - e. Is there anything you would like me to focus on particularly as I read and comment on your essay?
 - f. If you were going to give yourself a grade for this assignment, what would it be and why? Your answer should be a reflection of some of the answers you have already given.
6. This reflection should be submitted as part of your essay at the end following a page break within the document i.e. Essay (page break) Reflection, and should be approximately one page in length.

The paper constitutes 20% of your grade. The proposal, reflection and classwork, and oral presentation each represent 5% of your grade. Your paper should be 9 – 11 pages long, excluding the works cited page.

Good Luck!

FYS Final Oral Presentation

Name: _____

For each individual below, score each presenter on a scale of 1 – 5 in each category

The powerpoint should have the following slides:

- Thesis
- 2 – 4 supporting evidence
- 1 – 2 counterarguments
- Summary

The presentation is to stay within 5 minutes.

Name	Correct # of slides in each category	Written clarity of statements on each slide	Visual clarity on each slide	Presentation: clear and understandable	Pacing of presentation	Total score out of 25
	Comments:					
	Comments:					
	Comments:					
	Comments:					
	Comments:					
	Comments:					