

## Revision of a previous piece of writing

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**Due: January 3, 2018**

This is one of the required components of the class magazine project and a piece of formal writing for the AAP course.

For this assignment, choose a writing prompt from an in-class assignment or a homework assignment that you've already done. Re-read the prompt, what you've written, and any feedback you received, and revise the piece into a larger, more thoughtful piece of writing. Expand it, add new ideas, connect your ideas to another experience you've had.

We've written about several topics that you can choose from:

- Vaudeville/Tin Pan Alley challenges, experiences, and skills
- Analysis, comparison, and insight into America through pop music
- Observation, comparison, and insight into Purchase class visits (percussion, brass, composition)
- Observation, comparison, and insight into class guests (Hugh Ash, Isabel Gleicher, Laura Kaminsky)
- Talent vs. hard work vs. luck
- Aaron Copland and musical identity

The exact format of your writing is open-ended and up to you. This may be a narrative, a fictional story, a more formal essay structure, or anything else—the most important thing is that your new piece of writing pick up the thread of an idea you've already thought about and run with it in a new direction.

There are no requirements as to length, but your final product should be typed.

Finally, give your piece a title that shows what you're going to talk about in an exciting way.

Revision writing – Rubric (staple to the front of your draft)

Student: \_\_\_\_\_

|  |               |             |             |             |                 |
|--|---------------|-------------|-------------|-------------|-----------------|
| <b>Title</b>   | <b>Strong</b> | <b>Good</b> | <b>O.K.</b> | <b>Weak</b> | Points: ____/10 |
| A strong/good title is engaging, accurate, avoids clichés, and is not too long.  |               |             |             |             |                 |
| <b>Structure</b>   | <b>Strong</b> | <b>Good</b> | <b>O.K.</b> | <b>Weak</b> | Points: ____/10 |
| A strong/good piece of writing presents a logical flow of ideas and avoids straying or meandering; a strong/good paragraph remains focused on a single main idea, and all sentences within a paragraph support its main idea.  |               |             |             |             |                 |
| <b>Use of technical vocabulary</b>   | <b>Strong</b> | <b>Good</b> | <b>O.K.</b> | <b>Weak</b> | Points: ____/10 |
| A strong/good essay uses discipline-specific vocabulary appropriately and accurately.  |               |             |             |             |                 |
| <b>Written skill</b>   | <b>Strong</b> | <b>Good</b> | <b>O.K.</b> | <b>Weak</b> | Points: ____/10 |
| A strong/good piece of writing is well-organized and generally contains correct grammar, punctuation, and spelling; a strong/good piece of writing demonstrates appropriate and effective word choice and style; in a strong/good piece of writing, the prose is easy to follow, precise, and clear; a strong/good piece of writing avoids both vagueness and redundancy; a good/strong piece of writing avoids inaccuracies; a strong/good essay analyzes rather than summarizes. |               |             |             |             |                 |
| <b>Support</b>   | <b>Strong</b> | <b>Good</b> | <b>O.K.</b> | <b>Weak</b> | Points: ____/10 |
| A strong/good piece of writing uses at least one specific description of a sensory experience to support the writing that is interesting, relevant, specific, sufficient, and directly connected to the main idea; strong/good examples support your argument explicitly; any musical examples are accurately described.   |               |             |             |             |                 |
| <b>Critical thinking</b>   | <b>Strong</b> | <b>Good</b> | <b>O.K.</b> | <b>Weak</b> | Points: ____/10 |
| A strong/good piece of writing addresses the main idea by showing how it leads to further understanding of the world, life, people, or the author in a way that is insightful rather than vague or superficial; a strong/good piece of writing goes beyond the superficial by thoughtfully incorporating comparison, contrast, and/or synthesis; a strong/good piece of writing addresses the implication of the ideas under consideration.  |               |             |             |             |                 |

Total points \_\_\_\_/60

Letter grade: \_\_\_\_