

Writing Portfolio – Due in class F Apr 12 / W Apr 17

This portfolio is the culmination of all the writing you've done in Mu 101—Reflective Writings, online discussions, in-class assignments. This semester, you've thought deeply about the soundscape, how music expresses or reflects the time in which it is made and heard, aesthetics, and classical music being made today. The central task with your Writing Portfolio is to tie all of these ideas together into a broader reflection on this course, yourself, and music.

The portfolio consists of two parts (see below for additional specific requirements):

- (1) Revised versions all four of your Reflective Writings with a Process Letter.
- (2) A new piece of writing in which you explore what you have learned about yourself and about music as a result of participating in this course.

Grading

This assignment is graded on a scale of 0-100 and will receive a letter grade based on the attached rubric:

Completion of all components	5
Revision of Reflective Writings and Process Letter	25
New piece of writing	70
Total	100

Submission process

All assignments are due in class on F Apr 12 / W Apr 17. Late assignments submitted after the class meeting time will lose 1 point per day, up to 14 days (F Apr 26 / W May 1). After that, late assignments will not be accepted, and there are no revisions on assignments which receive a letter grade.

When you submit your Writing Portfolio, it will contain, in order:

- Submission checklist (completed in class on the due date)
- Process Letter
- Revised, clean copies of Reflections 1-4
- A new piece of writing

If you cannot submit a hard copy in class, you must do so via email, your entire Writing Portfolio must be in a single document (.doc, .docx, or .pdf only), directly attached to an email (no cloud services), and the file you send me must be named like this:

LastName, FirstInitial – Writing Portfolio
Example: Jones, A. – Writing Portfolio.pdf

Assignments sent via email after our scheduled class meeting on the due date are late.
Assignments sent via email that do not follow these submission instructions will not be accepted.

Formatting

In general, written college assignments are typically typed using 12-point font, double spacing, and using 1-inch margins. I won't penalize you for not following these norms, but your doing so does make my grading process significantly easier.

Revised Reflective Writings and Process Letter

Based on both specific feedback you've received from the instructor and from your peers, as well as your deepening understanding of each of their topics as the semester has progressed, return to all four of your Reflective Writings from this semester and further refine them.

After you've revised your Reflective Writings, write a Process Letter in which you address all of the following questions:

- What role did instructor-based feedback play in your revision process?
- What role did the Peer Critiques play in your revision process (this may refer to criticism you received or criticism you provided as part of our two Peer Critique sessions)?
- What did you do specifically to revise each of your Reflective Writings?

Prompt: A new piece of writing

This writing should draw upon everything you've done this semester to provide specific, concrete examples to support your ideas in response to these four (4) prompt questions. You must address all of them in this writing, although you may do so in any order or format you choose.

- What have you learned about yourself in this course—as a writer, as a thinker, as a student, as a listener? How have your ideas evolved over the course of this semester? What themes or principles have emerged in your thinking and writing?
- What was the most interesting or surprising thing you encountered in this class?
- If you were to add or change one thing to this course that would allow you to improve your skills as a musicologist, a listener, or a student what would it be?
- What's the point of Mu 101? Why bother taking this class or learning to think deeply about music at all?

Treat each one like a brainstorming exercise: come up with as many responses as possible. As always, use specific, concrete examples to support, clarify, and demonstrate your answers to these questions. Arrange them in the order you think is most effective.

Then turn your attention to the three components that frame your ideas—you should write these after you've come up with the main content of your writing (i.e., once you already know what

your writing will say!). Starting with any of these is a good way to give yourself writer's block. This piece of writing needs:

- A title—something that persuades another person to read what you've written
- An introduction
- A conclusion that broadens the scope of your writing

A good introduction that sets up you're the ideas your writing will address: What's the context for your thoughts about these pieces? Or, what idea/issue got you thinking in the way you do for this writing?

A good conclusion isn't a restatement or summary of everything you've said so far. Instead, it shows how your ideas are relevant *beyond* the scope of your writing—what's the point of your ideas beyond just responding to the prompt? Good conclusions show how the ideas you've outlined above are controversial, rebut potential criticism of your ideas, or show how your ideas connect to other experiences, disciplines, or knowledge outside of this class. This concept was referred to as "broadening the scope" on all of your Reflective Writing prompts.

A strong essay will connect your ideas from one paragraph to another (and tie them together with the introduction and conclusion), so that the final product reads like one coherent idea rather than six separate free-writing prompts.

There is no length requirement for this assignment. I am only looking for good writing... Refer to Reflection #1 for all of Dr. J's writing and editing suggestions, as well as resources on the class website: www.drjonesmusic.me/writing-tips

Refer to the attached rubric to make sure your writing fulfills all expectations.

Name: _____
Writing Portfolio Checklist/Cover sheet – due F Apr 12 / W Apr 17

Process Letter (check only if this statement applies)

- ☐ I did not include this piece in this Writing Portfolio.

Reflection 1 (check one)

- ☐ I previously submitted this Reflection, and it received a grade of Credit, either the first time I submitted it or upon revision.
☐ I previously submitted this Reflection, and it received a grade of No Credit (this is my revised resubmission).
☐ I did not previously submit this Reflection, and this is the first time it is being seen by Dr. J.
☐ I did not include this Reflection in this Writing Portfolio.

Reflection 2 (check one)

- ☐ I previously submitted this Reflection, and it received a grade of Credit, either the first time I submitted it or upon revision.
☐ I previously submitted this Reflection, and it received a grade of No Credit (this is my revised resubmission).
☐ I did not previously submit this Reflection, and this is the first time it is being seen by Dr. J.
☐ I did not include this Reflection in this Writing Portfolio.

Reflection 3 (check one)

- ☐ I previously submitted this Reflection, and it received a grade of Credit, either the first time I submitted it or upon revision.
☐ I previously submitted this Reflection, and it received a grade of No Credit (this is my revised resubmission).
☐ I did not previously submit this Reflection, and this is the first time it is being seen by Dr. J.
☐ I did not include this Reflection in this Writing Portfolio.

Reflection 4 (check one)

- ☐ I previously submitted this Reflection, and it received a grade of Credit, either the first time I submitted it or upon revision.
☐ I previously submitted this Reflection, and it received a grade of No Credit (this is my revised resubmission).
☐ I did not previously submit this Reflection, and this is the first time it is being seen by Dr. J.
☐ I did not include this Reflection in this Writing Portfolio.

New piece of writing (check only if this statement applies)

- ☐ I did not include this piece in this Writing Portfolio.

This rubric is used to grade the Writing Portfolio

Completion: Entire Writing Portfolio	All 6	4 or 5	2 or 3	0 or 1	Points: ____/5
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Refer to the Writing Portfolio checklist. There are 6 components to a complete Writing Portfolio.

Revision and process letter: Reflective Writings	Strong	Good	O.K.	Weak	Points: ____/25
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A strong/good revision of Reflective Writings #1-4 effectively incorporates suggestions for revision and editing. A strong/good final draft demonstrates improvement compared with the first draft. A strong/good process letter clearly states the author's editing intentions, which are apparent in the Reflective Writings themselves.

The following components all refer to the new piece of writing created for the Writing Portfolio.

Title	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good title is engaging, accurate, avoids clichés, and is not too long.

Structure	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing includes an introduction and a conclusion; a strong/good 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.

Use of technical vocabulary	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing uses discipline-specific vocabulary appropriately and accurately.

Written skill	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing is well-organized and generally contains correct grammar, punctuation, and spelling; a strong/good writing demonstrates appropriate and effective word choice and style; in a strong/good writing, the prose is easy to follow, precise, and clear; a strong/good writing avoids both vagueness and redundancy; a good/strong writing avoids inaccuracies; a strong/good writing analyzes rather than summarizes.

Introduction	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good introduction frames the writing's topic in a manner that is insightful, clear, and engaging.

<u>Prompt Question #1: Thinking about yourself</u>					
Critical Thinking	Strong	Good	O.K.	Weak	Points: ____/5

A strong/good writing addresses this question in a way that is insightful rather than vague or superficial; a strong/good writing goes beyond the superficial by thoughtfully incorporating comparison, contrast, and/or synthesis; a strong/good writing addresses the implication of the ideas under consideration.

Support	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing uses specific examples to support this prompt question that are interesting, relevant, specific, sufficient, and directly connected to the main idea; strong/good examples support your argument explicitly; any musical examples are accurately described. A strong/good writing prioritizes details rather than giving a list of several ideas.

Prompt Question #2: Thinking about surprises and interest

Critical Thinking	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing addresses this question in a way that is insightful rather than vague or superficial; a strong/good writing goes beyond the superficial by thoughtfully incorporating comparison, contrast, and/or synthesis; a strong/good writing addresses the implication of the ideas under consideration.

Support	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing uses specific examples to support this prompt question that are interesting, relevant, specific, sufficient, and directly connected to the main idea; strong/good examples support your argument explicitly; any musical examples are accurately described. A strong/good writing prioritizes details rather than giving a list of several ideas.

Prompt Question #3: Changes to Mu 101

Critical Thinking	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing addresses this question in a way that is insightful rather than vague or superficial; a strong/good writing goes beyond the superficial by thoughtfully incorporating comparison, contrast, and/or synthesis; a strong/good writing addresses the implication of the ideas under consideration.

Support	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing uses specific examples to support this prompt question that are interesting, relevant, specific, sufficient, and directly connected to the main idea; strong/good examples support your argument explicitly; any musical examples are accurately described. A strong/good writing prioritizes details rather than giving a list of several ideas.

Prompt Question #4: Why Mu 101/music?

Critical Thinking	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing addresses this question in a way that is insightful rather than vague or superficial; a strong/good writing goes beyond the superficial by thoughtfully incorporating comparison, contrast, and/or synthesis; a strong/good writing addresses the implication of the ideas under consideration.

Support	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good writing uses specific examples to support this prompt question that are interesting, relevant, specific, sufficient, and directly connected to the main idea; strong/good examples support your argument explicitly; any musical examples are accurately described. A strong/good writing prioritizes details rather than giving a list of several ideas.

Conclusion	Strong	Good	O.K.	Weak	Points: ____/5
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A strong/good conclusion broadens the scope of the writing by relating its ideas to other topics, new questions, or contexts; a strong/good/ok conclusion is not a repetition of the introduction.

Total points ____/100

Letter grade: ____