

Writing #3: The music of now – due in class T Sep 17 / Th Sep 26

In writing, a reflection is an open-ended opportunity to think about the significance of an idea, an experience, or a topic. In the process of committing our ideas to paper, we often discover what we want to say, and we discover insights we didn't know we had. There is no research involved in any reflective writing for this class, and reflections are often highly personal, although yours does not have to be.

Along with several six other writing experiences, you'll be returning to this piece of writing several times over the course of the semester:

Oct 7-13 (due online Oct 5)	Peer critique #1 – sharing a paragraph from Writing #1 or #3 or #4 with your section of Mu 101
Nov 4-10 (due online Nov 2)	Peer critique #2 – sharing an excerpt (any length) from any Writing with your section of Mu 101
Due T Dec 9 / Th Dec 11	Refining all Writing Experiences and creating an overall course reflection in your Writing Portfolio

Requirements (3)

(1) Prompt. Using Online Discussion #2 (“The ethos of now”, Sep 8-15) and our in-class lessons on music history (Medieval, Renaissance, and Baroque periods) and musical stereotypes (modern and historical) as a guide, in your Writing #3 you will reflect on or explore the ability of music to define the world in which we live.

Although these questions are framed as a reflective writing (like you did in Writing #1: an open-ended opportunity for you explore the significance of an idea, experience, or topic), you may use any kind or style of original writing that you like or that is meaningful to you (dialogue, short story, poetry, social media posts, etc.) as you address these required questions:

(1a) Look at the list of traits that you and your classmates came up with as things that exemplify 2019. What's a piece of music that you think expresses or captures those same ideas? What about it makes it 2019-esque? Go beyond the words being sung/rapped, if any (this is a music class, after all, not a literature course!).

(1b) Critical thinking. You do not have to respond to all of these prompts (and it would likely result in an unfocused, rambling piece of writing if you did!), but do take one of them as a starting point. You can take these questions in a lot of different directions—they're intentionally open-ended and broadly framed:

- How did the process of thinking about your chosen piece of music feel different from your typical listening experience?
- What were the most interesting things you've noticed, observed, or learned in the process of thinking about music in relation to the time period in which it's made or consumed?

- What have you learned about music in the process of thinking about it as an indicator or shaper of the world in which we live?

(2) Broadening the scope. Whatever direction your reflection takes, make sure it includes this final feature. Show how your ideas are relevant *beyond* the scope of your reflections on the soundscape—what’s the point of your ideas beyond just responding to the prompt? You could show how the ideas you’ve mentioned are controversial, you could rebut potential criticism of your ideas, or you could show how your ideas connect to other experiences, disciplines, or knowledge outside of this class.

(3) Revise. Don’t turn in a first draft. Writing takes time. Do a little bit each day. Ten minutes a day over the course of a week is more effective than an hour crammed in the night before a due date. Give yourself time to mess up and recover. Schedule time in your calendar to just write without distractions—no friends, no music, no TV, no Internet, no phone, no multitasking.

Formatting and submission

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.

The only requirement I do have is that if you need to email me a file because you will miss class, you must name it like this: LastName, FirstInitial – Writing 1 (Example: Jones, A – Writing 1). If you send me any other file name, I will not accept it. The only file formats I will accept are .doc, .docx, or .pdf. Attach your file directly to your email; I will not accept a link to a cloud service (e.g, OneDrive, Google Drive, iCloud).

Grading

This assignment will be graded on a scale of Credit/No Credit. If you do not submit an assignment, it will be marked “No Credit.” If you know that you will be absent, make arrangements to submit your work *before* it is due—send it via email, send it to class with a friend, or drop it off in my mailbox.

If you submit your assignment and it is marked “No Credit,” you can resubmit it as many times as you like until it receives “Credit.” Each new version must include the previous version and a “Process Letter” in which you explain what you’ve done differently in this revised version and what you’ve learned in the process.

Late assignments. Every student may have one extension for any assignment in the “Supporting your growth” category, no explanation necessary—life happens. Request an extension in person or via email at least 24 hours before the scheduled due date and set your own new due date. Whatever the due date (or if you do not request an extension), late assignments lose one point per day, up to two weeks, and will not be accepted after 14 days. An assignment that is submitted late and receives a grade of No credit may still be revised; the final grade will reflect the number of days the first submission was late.

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