

Writing Portfolio – Due in class T Dec 10 / Th Dec 12

A portfolio is a polished compilation of materials that demonstrates your range of ideas, skills, and experiences in a particular area. It often provides insight into your personality or perspective. In the professional world, a portfolio (of writing, visual art, compositions, recordings, designs) is a common requirement in job applications and reputation-building.

This portfolio is the culmination of all the thinking you've done in Mu 101—writing experiences, online discussions, in-class assignments—you've thought deeply about the soundscape, our best practices as members of an academic community, how music expresses or reflects the time in which it is made and heard, music and the brain, ways of learning, how instruments and voices differ and are used, primary source documents or accounts of musical experiences, aesthetics, gender, disability, violence, economics, musicking, remixes, and traveling in outer space. Your Writing Portfolio will tie all of these ideas together into a broader reflection on this course, yourself, and music.

Grading

The Writing Portfolio is one of two capstone projects in Mu 101 that showcase the presentation of your ideas. It is worth 15% of your final grade. This assignment is graded on a scale of 0-100 and will receive a letter grade based on the attached rubric:

Concert Response Essay	25
New piece of writing	30
<u>All other pieces of writing and overall presentation</u>	45
Total	100

Submission process

All assignments are due in class on T Dec 10 / Th Dec 12. Late assignments submitted after the class meeting time will lose 1 point per day, up to 7 days (scheduled final exam: T Dec 17 / Th Dec 19). After that, late assignments will not be accepted, and there are no revisions on this assignment.

The portfolio will contain:

- (1) Rubric with your name and section
- (2) An optional introductory piece*
- (3) A table of contents
- (4) Revised, clean copies of all writing pieces that you want to include in your portfolio, in the order they are listed in your table of contents, including your concert response essay with the program from the concert you attended and 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
 - a. Each piece should have an original title (e.g., not Writing #5 – unless there is an artistic/conceptual reason for doing so)

If any of the pieces in your writing portfolio are revisions of previous drafts which received a grade of No Credit, you must also submit your previous draft and a process letter for each revised piece.

*This introductory piece is not required, but many large-scale texts often open with a poem, quotation, image, or other point of inspiration that frames the work. If you are inspired to do so, please feel free to be creative with this. It could be one of your own writings or an excerpt from another artist's work (if so, make sure to acknowledge your source!).

If you cannot submit a hard copy in class, you must do so via email, and your entire Writing Portfolio must be in a single document (.doc, .dox, 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

Creativity is always welcome and encouraged in the presentation of your ideas. If there are aspects of your portfolio that would be unnecessarily constrained by traditional essay presentation formats, please use a style that best captures the spirit of your writing and ideas. 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.

Prompt: A new piece of writing (Overall course reflection)

This writing will draw upon everything you've done this semester to provide specific, concrete examples to support your ideas in response to these five (5) prompt ideas. You must address all of them in this writing, although you may do so in any order or format you choose. Do not include the prompt questions in your writing—this is a piece of writing, not a series of short answer responses. Show how your ideas connect across all five of these prompts.

- Yourself: 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?
- Our academic community: What role did our academic community play in your learning this semester (instructor, peer critiques, online discussions, in-class discussions)?
- This course: What was the most interesting or surprising thing you encountered in this class?
- Re-imagining: 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?
- The big picture: What's the point of Mu 101? Why bother taking this class or learning to think deeply about music at all?

Recommended writing process for this new piece of writing:

Treat each prompt question/topic 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 your brainstorming ideas in the order you think is most effective.

Then turn your attention to the title, introduction, and conclusion. These three components 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

A good title is something that persuades another person to read what you've written

- An introduction

A good introduction that sets up 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 conclusion that broadens the scope of your 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 five separate free-writing prompts.

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

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

Writing Portfolio – due T Dec 10 / Th Dec 12

Attach this rubric to the front of your Writing Portfolio submission.

Name: _____ Section: _____

Concert Response Essay (25 points)

Title	Strong	Good	O.K.	Weak	Points: ___/4
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A strong/good title is engaging, accurate, avoids clichés, and is not too long.

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. 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.

Prompt requirement #1	Strong	Good	O.K.	Weak	Points: ___/5
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A strong/good Concert Response Essay describes the one thing the author found to be the most interesting or surprising aspect of the experience and say why it was interesting or surprising to them. A strong/good piece of writing uses at least one concrete, specific example to support this idea.

Prompt requirement #2	Strong	Good	O.K.	Weak	Points: ___/5
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A strong/good Concert Response Essay shows how something the author experienced at the concert connected to an idea discussed or read about in class/online, or how it helped you understanding something from the course material in a new way. A strong/good piece of writing uses at least one concrete, specific example to support this idea.

Concert program	Yes	No	Points: ___/1
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Is the concert program attached?

New piece of writing: Overall course reflection (30 points)

Title	Strong	Good	O.K.	Weak	Points: ___/2
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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: ___/2
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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: ___/2
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A strong/good writing uses discipline-specific vocabulary appropriately and accurately.

Written skill	Strong	Good	O.K.	Weak	Points: ___/2
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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: ___/1
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A strong/good introduction frames the writing's topic in a manner that is insightful, clear, and engaging.

Prompt Question #1: Yourself

Critical Thinking	Strong	Good	O.K.	Weak	Points: ___/2
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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: ___/2
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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: Our academic community

Critical Thinking	Strong	Good	O.K.	Weak	Points: ___/2
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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: ___/2
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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: Thinking about surprises and interest

Critical Thinking **Strong** **Good** **O.K.** **Weak** Points: ___/2

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: ___/2

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: Re-imagining

Critical Thinking **Strong** **Good** **O.K.** **Weak** Points: ___/2

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: ___/2

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 #5: Big picture

Critical Thinking **Strong** **Good** **O.K.** **Weak** Points: ___/2

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: ___/2

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: ___/1

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 or a summary of ideas previously stated.

All other pieces of writing/Overall portfolio (45 points)

Voice / Identity / Agency	Strong	Good	O.K.	Weak	Points: ____/15
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A strong/good Writing Portfolio has a sense of the author's voice/personality/agency in the writing. If there are different styles of writing, their differences of appropriate style are apparent. A strong/good Writing Portfolio may an effective range of styles and audiences, or it may display a range of ideas even within similar styles of writing. Strong/good writing uses effective word choice and uses musical vocabulary accurately.

Sense of audience(s) / Telling a story	Strong	Good	O.K.	Weak	Points: ____/15
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A strong/good conclusion Writing Portfolio demonstrates a clear attention to a unique, specific audience for each piece of writing. Strong/good writing is concise, well structured, and internally coherent (organized according to the principles of its ideas).

Presentation / Creativity	Strong	Good	O.K.	Weak	Points: ____/15
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A strong/good Writing Portfolio arranges the pieces in the portfolio in an effective and thoughtful order, is creative in its presentation of ideas on the page, and is polished in its overall presentation. In a strong/good Writing Portfolio, every piece of writing has a unique and original title. A strong/good/OK Writing Portfolio contains a table of contents. A strong/good/OK Writing Portfolio contains at least one piece of writing in addition to the Concert Response Essay and overall course reflection.

Total points ____/100

Letter grade: _____