

Week Three
Unit One: Poetry and Lyrics
CONFERENCE WEEK

Monday: 1/21/08 NO CLASS: MLK Day

Wednesday: 1/23/08

- Reading: Your essay. **READ IT BEFORE YOU COME TO CLASS AND EDIT IT.** Also, bring in your **handbook** for editing and reference work.
- Assignments: **First Draft of Essay Number One.**
- Class Activities: Peer review. Mix-mastering work, using big break (http://www.shockwave.com/sw/musicphotos/music_mixers). Discussion of poem—using Burke’s method.

I Peer Review (40 min)

- A. Get experiences.
- B. Go over “I statements.
- C. Me too: ME TOO. Everyone in the group gets 10 pennies. The first person states something he/she has done (e.g. water skiing). Everyone else who has done the same thing admits it and puts one penny in the middle of the table. Then the second person states something (e.g. I have eaten frogs' legs). Everyone who has done it puts another penny in the center. Continue until someone has run out of pennies.
- D. Make sure to make these two statements: I have had a good experience with peer review. I have had a lousy experience with peer review.

II Next Steps (10 min)

- A. Take five minutes and respond to this prompt: what are you next steps in writing this paper?

III Digging Deeper: Analysis Expansion (25 min)

- A. Give them the prompt, ask them to do the following to make the analysis deeper.
 - a. Use specific terms: metaphor, simile, beat, rhythm, chorus and verse.
 - b. Make reference to specific lyrics in the analysis.
 - c. Make a connection to another song or poem.
 - d. Build on something started—making the language and point more specific.
- B. Have them write their response on overhead, and talk about what they did, and how they can dig deeper.

IV MLA/APA Exercise (25 min)

- A. Use <http://depts.washington.edu/etriouw/review.doc> for info.
- B. Use <http://depts.washington.edu/etriouw/gameindex.htm> for the game.
- C. Talk about general processes, and then do this:
 - a. What are Liberal Arts?
 - b. What are social sciences?
 - c. Get elements of both.
 - d. Tie back to APA and MLA.

V Our Poem (Remaining Time)

A. Put up.

B. Work on it together.

Week Four

Unit Two: This History of Popular Music (Writing for the Social Sciences)

Monday: 1/28/08 (Computer Lab)

- Reading: “Blues Falling Down Like Rain” (**The piece is in our course reader**). Also, review the popular music timeline at <http://kclibrary.nhmccd.edu/music-2.html> (for music from 1900-1950) and <http://kclibrary.nhmccd.edu/music-3.html> (1950-2000).
- Assignments: **Bring in two copies of your final draft of our first paper for peer and teacher review.**
- Class Activities: The beginnings of American popular music—minilecture and listening session. (We will look at <http://www.library.ucsb.edu/speccoll/pa/cylindersgenre.html> to hear early-recorded music.) Online Discussion Topic: why is it important to know the history of music?

Wednesday: 1/30/08

- Reading: “Classic Rocker—the First Generation” and “Classic Rockers—the Second Generation” from *A Social History of Rock and Roll* by Paul Friedlander. (**The piece is in our course reader**).
- Assignments: **Start Paper Number 2. The first draft is due on 2/6/08.**
- Class Activities: Peer review. Primary vs. secondary sources. Discussion of Reading. Writing exercise to start paper number two. **Coffee house lyric and poetry reading.** **Work on dictionary of terms.**