Monday: 2/11/08 (Computer Lab)

- Reading: Exposure to Degrading Versus Nondegrading Music Lyrics and Sexual Behavior Among Youth by Steven C. Martino, PhD, Rebecca L. Collins, PhD, Marc N. Elliott, PhD, Amy Strachman, MA, David E. Kanouse, PhD and Sandra H. Berry, MA at: http://pediatrics.aappublications.org/cgi/content/full/118/2/e430. Also, bring in your handbook for editing and reference work.

I Discussion of Text (25 min)
   A. Post, to your blog, a response to this question: what are the risks, according to you, and Martino, Collins, Elliot, Strachman, and Kanouse, of exposure to “degrading” lyrics? Are these risks, particular for people under 18, worth tolerating?
   B. Respond to a fellow person’s blog after fifteen minutes, and look at others.
   C. Chris' Questions:
      a. What is the definition of degrading? Why is this definition important?
      b. How strong is the correlation here between exposure to degrading lyrics and behavior?
      c. Is rap the worst offender? Are there other genres that are equally problematic?
      d. Key Question: Do we, overall, buy this conclusion: “Reducing the amount of degrading sexual content in popular music, or reducing young people’s exposure to music with this type of content, could delay initiation of intercourse and related activities. This, in turn, may reduce sexual risk behavior and sexual regret. Intervention possibilities include reaching out to parents of adolescents, to teens, and to the recording industry.”

II Play with Fun Blast (15 min)
   B. Questions: Was it easy? What did you learn about looping sounds, what sounded good together, what didn’t?
   C. Is this really music creation?
   D. Key Question: Is hip hop really about the creation of new sounds, or the recycling of the old?

III Citation Question (30 min)
   A. If you are citing from our reader, what does that citation look like in MLA and APA? Do the Martino article.
      a. Our reader is “an edited collection” of “originally published work.”
      b. In your bibliography?
      c. As an in-text citation?
   B. If you are citing a webpage, how do you cite it in APA and MLA? Do the “Soul Music Hotlist”: http://www.kn.att.com/wired/fil/pages/listsoultocd.html
      a. In your bibliography?
      b. As an in-text citation?
   C. If you are citing something from one of the online databases, how do you cite it in APA and MLA? Do “APA Article” on our homepage, which is from the Expanded Academic database.
      a. In your bibliography?
      b. As an in-text citation?
IV Working With Ricky’s Text (30 min)

A. Read the first paragraph in your groups. . . aloud.
   a. Write down the thesis in your own words.
B. How can we make the thesis more vivid and obvious?
C. Read the second paragraph, and using the highlighter function in word, highlight all of the examples and paraphrases in blue and then all of the analysis and reflection in red.
D. Take a look at what is written in the analysis, and see if you cannot add to it, making the analysis more specific and more tied to the thesis.
E. Take questions about papers. . . allow folks to share work if they have it.

V Hip-Hop Summit Questions for Nelson George (Remaining Time)

1. Hip-hop used to matter more.
2. Rap and hip-hop are, particularly now, different things.
3. Rap lyrics are generally disrespectful or degrading towards women?
4. Rap lyrics are generally disrespectful or degrading towards members of the gay, lesbian, and transgendered community.
5. Hip-hop is more commercial now than in was in the 70s and 80s.
6. Hip-hop expresses the opinions and experience of the downtrodden.
7. Old school rappers were more connected to their communities.
8. Female rappers have it easier now than they did in the early days of hip-hop.
9. Hip-hop is in good shape at the moment.
10. Hip-hop is in trouble at the moment.

VI Show them how to upload their pieces to moodle (End of class)

Wednesday: 2/13/08

- Reading: Selections from Nelson George’s Hip Hop America. (The piece is in our course reader). Also, if you’re interested in writing about Hip Hop, then read Roni’s Sarig’s “Dungeon Family Tree” (about the Atlanta hip hop scene) and definitely read “Hip Hop’s Founding Fathers Speak the Truth” (an interview with the originators of NYC hip hop).
- Assignments: Turn in final draft of paper two. Start to prepare midterm portfolio and make sure your blog is up to date (should have 5 blog entries by now, if not more).
Lesson for Wednesday: 2/13/08

- Reading: Selections from Nelson George’s *Hip Hop America*. (The piece is in our course reader). Also, if you’re interested in writing about Hip Hop, then read Roni’s Sarig’s “Dungeon Family Tree” (about the Atlanta hip hop scene) and **definitely read** “Hip Hop’s Founding Fathers Speak the Truth” (an interview with the originators of NYC hip hop).

- Assignments: **Turn in final draft of paper two. Start to prepare midterm portfolio and make sure your blog is up to date (should have 5 blog entries by now, if not more).**

- Class Activities: Debate: Is hip hop worth the trouble? Student led discussion of dueling hip hop pieces. **Chosen in Previous class. Roundtable discussion of popular music.**

I Common Errors Work: Grammar Race (20 min)

A. Break up into teams of three or four.

B. Give them overheads with some common errors, anonymous.

C. Go through the following:
   a. FANBOYS
   b. Intro clauses
   c. Citation problems
   d. Word order
   e. Sentence agreement
   f. Simplifying

D. Take questions.

II Debate Prep (15 min)

A. Come up with question.

B. Go over rules, and have them do sheets individually.

C. Get them into two sides.

III Debate itself (20 min)

IV Writing Exercise: How does an idea come together? (20-25 min)

A. Put up the thesis to Bradley Noel Paper: Just how far Sublime could have gone will never be known, but Noel’s talent was rivaled only by his heroin addition, which leads me to ask this: is there a link between Bradley’s heroin addiction and his talent?

B. Give them the sheet, and large paper, scissors, and pens.

C. Create the best possible paragraph that discusses this aspect of the thesis: Did his addiction have a causal connection to the success of his music?
V What is Science Exercise (20 min)
   A. Ask them to define it, in journals.
   B. Ask them to do the following, in groups: to define “hate” from one of the following perspectives:
      a. As a scientist.
      b. As a musician.
      c. As a poet.
      d. As a psychologist.
      e. As an anthropologist.
   C. Talk about differences.
   D. Do pre-reading work.

Week Seven
Unit Three: The iPod and Hearing Loss (Writing For the Sciences)

Wednesday: 2/20/08
- Reading: “The iPod and the Fury” by Gregory Mott, “Apple Sued over Hearing Loss in iPod Buyers” by Dan Goodin, and “Apple Hears Complaints, Offers Volume Controls.” (These pieces are in our course reader, and they are only six pages in length). Also: “Poll of Popular Technology Usage” (read first three pages and skim rest). (The piece is in our course reader)
- Assignments: Turn in Midterm Portfolio.
- Class Activities: Discussion of poll. In-class writing on third paper. Preliminary research on your topic. Work on dictionary of terms.