Week Eight

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

Monday: 2/25/08 (Computer Lab)

- Reading: Read the Purdue OWL’s work on survey and interview questions: http://owl.english.purdue.edu/owl/resource/559/01/. Be sure to read all nine sections of this webpage. Also, read sample paper 3 in reader. (The piece is in our course reader). Also, bring in your handbook for editing and reference work.
- Assignment: Turn in proposal for third paper.
- Class Activities: Bounce ideas off each other for topics and guiding questions. Provisional questions. Topic Gallery Exercise. Group work on survey design. Questionnaire design workshop

I Questions, Questions, Questions (50 min)
A. Questions: Take time, with the big sheet of paper, to come up with questions that you want to ask—make reference to the advice in: http://owl.english.purdue.edu/owl/resource/559/01/. WRITE AS MANY QUESTIONS AS YOU WANT TO ASK, OR WRITE STATEMENTS THAT CAN BE ANSWERED “STRONGLY AGREE”, “AGREE”, “NEITHER AGREE OR DISAGREE”, “DISAGREE”, “STRONGLY DISAGREE.”
B. Circle the ten best questions that you come up with.
C. Do the thing with survey monkey.
E. Talk about ethics and what we do and why we do it.
F. Ethics Question: You have done a survey on issues of why people listen to offensive lyrics in rap, and you use a quote from an open-end question that reads, “I don’t give a f*** about lyrics. I’m just into the f***ing beat b***.” You use the person’s name along with the quote. Why would, or wouldn’t, using this quote and the person’s name be problematic?

II Ethics Training Start (15 min)
A. Go to: http://www.writing.ucsb.edu/research_guidelines.htm
B. Read:
   a. Insuring Anonymity
   b. Obtaining Informed Consent
   c. Writing 2: Science Unit
C. Show them how to start, and explain why we’re doing this.

III Research Time (25 min)
A. Go to: http://www.library.ucsb.edu/eresources/databases/data-frames.html.
B. See how Chris finds things.
C. Do the same, and see if you can’t round out the sources that you’re going to do with me.
IV The Hits (10 min)
   B. Take a look at current hits. What do you notice about the type of music that is most often in the top 40 at this moment?
   C. Come up with a hypothesis about why this might be.
   D. Be ready to share your hypothesis and discuss how you would test it out.

Wednesday: 2/27/08
- Reading: “The Science of Hit Songs” by Bjorn Carey. And “Tuned in, Zoned out” by Abigail Leichman. (Both pieces are in our packet.)
- Class Activities: Discussion of iPods and social aspects. Mp3 experiment in class. Chose piece of music to discuss for next class. Work on dictionary of terms.

I An Experiment and a Video” (50 min)
   A. Test iPods.
   B. Discuss results, limits, what it might say.
   C. Watch video:
      a. What does the video have to say about the nature of distraction and cell phones?
      b. How distracted do we think folks would be listening to music?
      c. What does the experiment tell us about safety? About our culture in a larger sense?
      d. What are the flaws in the experiment? What are its limits?
      e. Key Question: What can we take from the video and apply to our own experiments?

II “The Science of Hit Songs” Discussion (15 min)
   A. Questions:
      a. What struck you about the piece? What surprised, angered, or otherwise moved you?
      b. What is their hypothesis?
      c. How did they test it?
      d. What did they say the implications were?
      e. Do you buy their implications? Why or why not?

III Discussion of iPod and the Fury (15 min)

IV Looking at the Discussion Section (Remaining Time)
   A. Hand out the discussion section.
   B. Point out your problem.
   C. In groups, brainstorm what could be done to make this into a very good and thorough discussion of the results.
   D. Share ideas, and talk about this section and what you folks will be writing for Wednesday.
Week Nine

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CONFERENCE WEEK

Monday 3/3/08 (Computer Lab)
- Reading: None
- Assignment: None.
- Activities: In-class research work. Note-taking presentation. Leads work. Fun with computers and other activities.

Wednesday 3/5/08
- Reading: “Output Levels of Commercially Available Portable Compact Disc Players and the Potential Risk to Hearing” by Brian Filgor and Clarke Cox. Bring in your handbook for editing and reference work.
- Class Activities: Peer review of your essay. Q and A work on your piece. Student chosen piece on music. Work on dictionary of terms. Discussion of reading on iPods.