

The Paper Assignment Sheet - Music 325 - Spring 2003

Deadlines:	Paper topic (5 points) April 17	Grading:	100-90 points	A
	Bibliography (10 pts) May 1		89-80	B
	Outline (10 pts) May 13		79-70	C
	Paper (75 pts) May 22		69-60	D

Score Busters

Typo / Spelling / Grammatical Errors = -.10 pt / each

Late Topic = -1 pt / day

Late Bibliography = -1 pt / day

Late Outline = -1 pt / day

Late Paper = -3 pts / day

The Paper

The paper is a 5-6-page analysis of an American work which bears some relevance to you (the music relates somehow to your family background; or, it was written for an instrument you play or your voice type; you've always liked this style of music; or, you hate this type of music and you want to figure out why; or something about the music or composer piqued your curiosity.) You should track down a score and a recording for the piece you will be analyzing. (Please make sure you are not choosing a piece that we will be covering in class.)

A. Paper Topic (5 points) - (please type this on a 8-1/2x11" sheet of paper) - this should be a brief statement telling me which piece you will be studying, and why. I would like you to provide the **publisher information** for both the score and the recording.

- "Late" topics will drop a point a day.

B. Bibliography (10 points)

This should be a **typed** list in Chicago format (alphabetized by author's last name; **not numbered!**) of the resources you have found that will/did help you support your paper. Yes, you may certainly add to your bibliography if you find additional materials after the "due date," but you will be assigned points for the breadth of materials you have checked by the fifth week (and their proper citation).

What are you researching? Consider the following questions:

Who wrote the music you've chosen?

Briefly, what is the background of your composer?

When was your music written?

What kind of reception did the piece experience?

Is there any published discussion/analysis of this work, or of the composer's stylistic traits?

- **Be sure to include your score and recording in your bibliography!**

- "Late" bibliographies will drop a point a day.

No matter what the source, be sure to acknowledge any information which is taken from your sources (in other words, you are required to use footnotes!). Please remember—the bulk of this paper will be based on your analysis—so don't fool yourself into thinking that any books—or websites—will hold all the 'answers.'

C. Outline (10 points) - this should be a **typed, detailed** representation of 1) how you plan to organize your paper, and 2) summary of what you've learned in your research and what you've analyzed. I **require** that you include your working '**thesis**' in this outline, in order to get my feedback. A thesis is an opinion—not a fact—which you will 'prove' in the course of your report; it should appear in the course of your introductory paragraph. There are many, many possible thesis statements you could make; if you're having trouble thinking of one, I would suggest that you consider which piece you think is "better"—and **why**. In any event, I would be happy to help you devise a thesis; please come by and talk to me!

What are you analyzing? Consider the following questions:

In your analysis of the piece, what is the medium?

text setting?

melody type?

rhythm?

meter?

subdivision?

tempo(s)?

dynamic level(s)?

key(s)?

"color" chords?

texture(s)?

mode?

form (pattern of repetition) (**Important:** Be sure to identify what distinguishes each

section of the form from the next—why did you label particular sections the way you

did? How does your "A" differ from your "B," and so on? If it's sonata form, where do the structural points begin?)

style?

mood(s)?

What is the context of this piece? (Does this piece constitute part of a larger work?)

If you have chosen vocal (or programmatic) music, what is the piece "about"?

What voice type(s) do you hear?

How much variety is there to the music?

What do you think is most interesting or appealing about the work? Least enjoyable?

Why did you select this piece for your report? [try to write without using the first person voice]

[If you are having trouble with your analysis, please come in for some help!]

- Your outline should also reflect how you are organizing the paragraphs of your paper. Will you start with history of the piece? Or biographical information? What key points will you bring up about your composer's personal history? What have you figured out about the piece's form, tempo, dynamics, etc. etc. etc.? How will you make transitions between each paragraph? During the course of your paper, how are you "proving" your thesis? How will you conclude your paper? (Remember: don't bring new information into your conclusion; the concluding paragraph needs to 'wrap things up'.)
- I have learned that the "best" (most detailed) outlines tend to correspond with the best final papers, and many students will tell you that the more work you put in on your outline, the easier the paper itself is to write.
- The more details you include, the more feedback I can give you (and the higher your point score).
- "Late" outlines will drop a point a day.

D. The Paper (75 points) - Organize your thoughts and observations into an orderly, grammatical double-spaced **essay** of **5-6** pages, with a thesis, conclusion, footnotes (or endnotes) and bibliography.

- Font size and margins are up to you; just be reasonable!
- Please include a **cassette tape or cd** of the piece you analyzed (unless you got the recording from me in the first place!). The recording will be returned to you, unless you want me to keep it.
- Staple your paper; include a cover sheet with your name, etc.—and a **title** for your paper!!
- Please put your **paper**, your **outline**, the **earlier version of your bibliography**, your **score**, and the **recording** in a **large envelope** with your name on the outside—thanks! All materials will be returned to you.
- The specific grading breakdown is as follows:
 - Mechanics** (15 pts)
 - Appropriate use of citations (4)
 - Style (voice, transitions, etc.) (3)
 - Outline reflected in paper (2)
 - Logical organization (2)

- Bibliography (4)
- Content** (60 pts)
 - Effective introduction (2)
 - Clear / convincing thesis (3)
 - Thesis 'proven' in course of paper (3)
 - Effective conclusion (2)
 - Research / Biography (20) (See "What are you researching?" above)
 - Analysis / Comparison / Evaluation (30) (See "What are you analyzing?" above)
- Score Busters**
 - Typo / Spelling / Grammatical Errors = - .10 pt / each
 - "Late" papers will lose three points a day

E. Pointers - Here are a few tips before you turn in your final product:

1. **Don't procrastinate! Review your deadlines carefully.**
2. **Listen** to the piece repeatedly, with and without the score, until you know it in your sleep. Take many notes! "Read" the score and "listen" to the music in your head.
3. I am happy to read rough drafts, talk over ideas, help with analysis problems, etc.—just ask! Earlier, though, is always better than later . . .
4. **Read your paper aloud**, to 'hear' if you over-use particular words and phrases. Have a friend read it, to see if your writing makes sense to someone else. **PROOFREAD!**
5. If any of your information or ideas come from outside sources—books, articles, the Internet, etc.—**appropriate acknowledgment is required** (i.e. complete footnotes!). It is perfectly acceptable to get information from other people's writings and ideas—but it is imperative that you be ethical in citing the sources for your information. If you quote something directly—a full sentence, or even just a phrase— then it should be inside quotation marks (and followed by a footnote number). What if you just paraphrase information? In this situation, you don't use quotation marks, but when you get to the end of the section that you're paraphrasing, you should again put a footnote number. (If paraphrased information appears in several paragraphs, each paragraph should have its own footnote number.)
6. I'd like you to stick to the deadlines for the topic, bibliography, outline, and paper, but I do believe in "better late than never." (However, I very much hope that you will turn in your outline and paper "on time," since there is little leeway for late submissions in either instance.) I encourage you to talk to me about any particular problems you're having. I don't think you should be penalized for things outside your control—but if you've been procrastinating until the last minute—and then get caught short—my sympathy level drops. What if you catch a cold or the flu a couple of days before the deadline?—if that devastates your ability to get the paper in on time, maybe you haven't planned too well . . .

A final note: the word "it's" is a contraction for "it is." Don't put in the apostrophe unless you mean it!