

**Rhodes College**

English 151 section 4  
Professor Burns

MWF 11:00-11:50 a.m.  
Class Rm: Barret 020

Spring 2008

Office Hours: Wed & Fri 12-1pm, Palmer Hall 308A

**ENGL 151 04 The Power of Music**

MWF 11:00 am-11:50 am

Professor Burns

How does music influence our lives? Music has the capacity to affect social change. Music has the ability to serve as a vessel for social, economical, political, spiritual, & religious expression, and can be explored and valued as a medium for historical exploration. Students are expected to add to the discourse by thinking critically about how music shapes their own life. Consider the emotional impact music has over our senses—including visual impact. Consider how music embodies a specific culture (pop culture, Latin culture, folk movement, Rock-n-Roll), expresses an attitude, and can speak for our hearts. We will utilize various forms of the media to explore our topic, such as, song lyrics, musicals, film, Internet, magazines, album covers, the radio, Television.

**Required Texts:**

Axelrod, Rise B. and Charles R. Cooper. *The St. Martin's Guide to Writing*. 8th ed.  
New York: St. Martin's Press, 2008.

**Grading Criteria:**

Class Attendance/Participation/Quizzes	15%
Homework	10%
In-class Writing Assignments	10%
Essays & Papers	
Award Acceptance Speech	5%
Descriptive Essay/Remembering an Event	10%
Writing Profiles/Interview	10%
Evaluation Essay/Album Review	10%
Argumentative Essay	20%
Final Exam (Reflective Essay)	10%

**Goals for English 151:**

By the end of the semester, each student enrolled in the Writing Seminar should know how to do the following:

1. Determine important questions about a topic or a text on their own.
2. Analyze a writing task and develop a strategy to fulfill it, considering the rhetorical situation and the audience.
3. Assess fairly the arguments of others and develop a critical/analytical response to a written text.

4. Plan and organize a coherent, well-supported argument with a clear thesis.
5. Support the thesis with unified paragraphs that are clearly related and substantially developed. Develop a polished, rational, evidenced argument.
6. Distinguish between kinds of evidence and select evidence that is relevant, sufficiently detailed, and substantial.
7. Summarize, extrapolate, and synthesize material from a variety of sources, giving adequate and accurate documentation.
8. Demonstrate sensitivity to tone, diction, syntax, and figurative language.
9. Express complex ideas in clear and effective prose that has been carefully edited and proofread.
10. Assess their own drafts (drawing on audience feedback when appropriate) and reconceive, restructure, or significantly modify their own arguments.

### **Writing Process.**

You will have the chance express your thoughts and analyze the works we read more thoroughly by writing about them. Because learning to write effectively takes a lot of time and practice, I will often ask you to reflect upon and to revise your own writing and to offer productive feedback to your classmates on their writing, often via in-class writing workshops that will help you explore different aspects of the writing process. You will frequently get to express and analyze not only through these writing workshops, your reading notes, and in-class writing, but also through informal short responses and formal papers.

### **The Writing Center**

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Students should take advantage of the Writing Center especially during their first year, when they are enrolled in the first part of the F2 requirement, the Writing Seminar. Many of the tutors took this course themselves and can reinforce the instruction provided by professors.

### **Very Important Components required to receiving a grade for major papers:**

**Idea Sheet** contains ideas for the paper, and a rough plan, which includes characteristics of the audience for paper, the purpose of the paper, the main points of the paper, and the probable sub-points for which supporting details will be developed.

### **Legible typed draft**

**Editor's review sheet** completed in class by a classmate. Editor's review sheet is a great opportunity to learn the value of proofreading.

**Final Version** typed or produced on a word processor. It may contain slight corrections of surface errors made in ink during final proofreading.

**Guidelines for turning in major papers:** (1) All of the above-mentioned components must be attached to your papers when you turn your papers in. (2) Papers must be turned in on the due date. If you are going to be absent, you need to make arrangements to get your paper to me ahead of time—this includes anyone involved in sports or school related activities. (3) I will not accept papers that are more than two classes late. If your paper is

late, there will be a grade deduction. This is a writing class that teaches writing as a process. If you are following the process, you should not have problems turning your papers in on time.

**Format for Assignments:** Unless otherwise indicated, all assignments should be submitted typed, double-spaced, in a standard 12-point font, with one-inch margins and numbered pages. \*ALL assignments must be typed unless the work is done in class. In other words, I will not be accepting work that is not typed. (If for some reason your computer runs out of ink, you may email me your assignment 1 hour before class.)

**Class Attendance:** Please be on time. Late arrivals are frowned upon. If you are more than 15 minutes late, you will be considered absent. Your presence in class is required, valued, and expected. More than four absences in this class will affect your final grade. There are several peer workshops throughout the semester and these are important days not to miss. In general, class discussion can be valuable to your overall education. Much of what is missed in class cannot be made up. Remember to come to class well prepared.

**Absences:** Students that are absent, even for a legitimate cause, are responsible for the material covered and the assignments given during the classes that are missed. All absences count against the class participation/contribution grade. Quizzes cannot be made up. \*Consistent with the College-wide policy, students who miss in excess of 20% of the total classes scheduled for a course (9 MWF, 6 TTH) will be dropped from the course with a grade of "F". Class attendance will be a factor in determining final grades in borderline cases.

**Cell phones:** Please turn off your cell phone before you enter the class. If your cell phone is a distraction in class, you will be asked to leave and you will be counted absent for the class. No text-messaging, checking email, checking the stock-market, etc. during class.

**PLAGIARISM: SCHOOL OF ARTS PLAGIARISM STATEMENT:** "Plagiarism is the taking of work of others and offering it as one's own. Plagiarism is a major breach of the responsibility of students and scholars and is unacceptable in any community of learning. As such, plagiarism is cause for automatic failure for the course in which the assignment, paper, project, test, experiment, or oral presentation has been plagiarized." Plagiarism is a serious form of cheating. Plagiarism can take several forms. Students often associate the term with writers who copy entire passages from a book, magazine, encyclopedia, or other printed source and turn them in to an instructor as their work. This is perhaps the most blatant form of plagiarism, as well as the easiest to detect. But plagiarism is also the borrowing of ideas without giving credit. In this case, students might not even use the other writer's language; nevertheless, they are stealing the writer's content.

**Annotated Syllabus for English 151 section 4**

Burns

**Week 1**

**Wednesday, Jan. 9**

In-class: Introductions. Syllabus.

Homework: Award Acceptance Speech. Read Chapter 1 of *Guide* & take notes.

Brainstorm in groups for outlining course topic.

**Friday, Jan. 11**

In-class: 1<sup>st</sup> Quiz using notes. Oral Presentation: Award Acceptance Speech.

Sign up for presentations.

Homework: Read Chapter 2 of *Guide*. Pay close attention to Annie Dillard's "An American Childhood" & Rick Bragg's "100 Miles per Hour, Upside Down and Sideways." Answer Analyzing Questions for each reading. We want to look at the stories for their strong narrative descriptions.

\*Consider topics for an Event to Remember.

**Week 2**

**Monday, Jan. 14**

In-class: Finish oral presentations: Award Acceptance Speech.

Discuss Chapter 2: Remembering an Event.

Handout: Excerpt from Loretta Lynn's *Coal Miner's Daughter*

Diagnostic Essay

Handout for 1<sup>st</sup> major paper assignment.

Homework: Begin rough draft for Descriptive Essay

Review Guide to Writing pgs 43-61 & review handout & write a response.

**Wednesday, Jan. 16**

In-class: 1<sup>st</sup> group presentations

Review presentations.

Peer review for Descriptive Essay

Homework: Work on draft.

**Friday, Jan. 18**

In-class: 2<sup>nd</sup> group presentations

Review presentations.

2<sup>nd</sup> Peer review for Descriptive Essay

Homework: Work on final draft for Descriptive Essay: Remembering an Event

**Week 3**

**Monday, Jan. 21**

MLK Day -no class

**Wednesday, Jan. 23**

In-class: Final Draft due for Descriptive Essay

3<sup>rd</sup> group presentations/review presentations

In-class writing assignment: Thinking Critically about What You have Learned



Review pgs 68-71.

Handout: "Writing about People" by Zinnser

Homework: Polish reflective essay & review handout.

Read Guide Chapter 3 Writing Profiles pgs 72-84.

Handout: Interview with Joni Mitchell by Cameron Crowe

**Friday, Jan. 25**

In-class: 4<sup>th</sup> group presentations/review presentations

Discuss Writing Profiles.

Handout for 2<sup>nd</sup> major paper/Handout: Interview with Joni Mitchell by Cameron Crowe

Homework: Read Basic Features: Profiles pgs 100-101.

### Oral Presentations/Exploring various genres of music

Collectively we will research various aspects of our topic by beginning with a definition of genres we decide to explore. Each person needs to make two copies of their data to be compiled for the course. You may keep a copy for yourself and add a copy to our class file. When it is time to write the argument paper, the resources you discover will already be available to work with. Since there are countless genres of music, I have minimized our choices to the following: Blues · Country · Folk · Heavy metal · Hip hop · Jazz/Swing Music · Pop music · Reggae · Rock-n-Roll/Indie Rock.

I would like to narrow our focus to five genres. After we have decided on a topic, up to three students may sign up to research that particular genre. You may collaborate as a group or work individually. Either way, you will present an oral presentation of your findings. Your research should further an understanding of that specific genre, as well provide examples. (Bringing music to play in class is an excellent way of fostering a better understanding of the genre you are presenting.) You might also want to consider certain musical icons/legends or phenomena that we still recognize today, such as, Elvis Presley, The Beatles, The Grateful Dead, Michael Jackson, Tupac Amaru Shakur, to name a few.

Although the Internet is an easy access to information, please make sure your source is reliable. You may also look for articles in the *Rolling Stone*, *Spin*, *Billboard*, *BBC Music Magazine* to name a few, and/or books, such as, *The Hip Hop Generation: The Crisis in African American Culture* by Bakari Kitwana, *All Shook Up: How Rock 'n' Roll Changed America: Pivotal Moments in American History* by Glenn C. Altschuler, *Sound Of The Beast* by Ian Christie. Remember we are all in this process together, learning together, exploring together. Do good work & leave a paper trail.

#### Week 2

Wednesday, January 16<sup>th</sup>

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- 1.
  - 2.
  - 3.

Friday, January 18<sup>th</sup>

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- 1.
  - 2.
  - 3.

#### Week 3

Wednesday, January 23<sup>rd</sup>

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- 1.
  - 2.
  - 3.

Friday, January 25<sup>th</sup>

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- 1.
  - 2.
  - 3.

#### Week 4

Monday, January 28<sup>th</sup>

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- 1.
  - 2.
  - 3.