

## Paper 1: ANALYZING POPULAR MUSIC

Lecture B: Dr. Jeff GAGNON

### Due Date and Requirements:

Monday, **May 2**, to your TA at the beginning of lecture. The paper must also be uploaded to Turnitin.com before 4:00 p.m. on that date. (The passwords necessary to submit your paper online will be posted on the DOC 3 Handouts page by April 29.)

The paper must be typed, double-spaced, with 1 inch margins, 11 or 12 point font, with an appropriate heading, title, and works cited page. It should be approximately 5-6 pages in length.

**The Assignment:** First, select one (1) of the song pairings from the list of four below.

Then, use the analytical tools you have learned in DOC this year to write a compare and contrast analysis of the two (2) songs you have selected.

To develop your analysis in the body paragraphs of your paper, use the following questions:

- What is the historical, social, and ideological context for each song?
- How does the context determine the themes and/or issues in each song?
- What formal elements internal to the song allow us to connect the song to the context and/or ideological formation?
- When you pair the two songs together, how do they make visible shifting meanings over time OR simultaneous meanings in the same historical moment?

**Songs:** Select one (1) pairing from the following. Lyrics are available on Google Play.

1. Eileen Barton, "If I Knew You Were Comin' I'd've Baked a Cake" (1952) – Tracey Chapman, "Fast Car" (1988)
2. Bob Dylan, "With God on Our Side" (1964) – Nina Simone, "Mississippi Goddam" (1964)
3. Grandmaster Flash, "The Message" (1982) – Tupac Shakur, "Changes" (1998)
4. Merle Haggard, "The Fightin' Side of Me" (1969) – Bruce Springsteen, "Born in the USA" (1984)

### Late Papers

Papers submitted to TAs after lecture on May 2 or after the Turnitin.com deadline of 4:00 p.m. will be considered late. Late papers will be lowered by 1/3 of a letter grade (e.g., from a B to a B-) for each day late. Students needing to turn in late papers are encouraged to talk with their TAs as soon as possible.

## Suggested Pre-Writing Timeline:

► Students are instructed to follow their TA's instructions for any changes to this schedule.

Week 3 Section 2	Week 4 Section 1	Week 4 Section 2	Week 5 Section 1	Week 5 Section 2
Free-writing/ journaling on the paper.	Free-writing continued. Map or chart ideas; review notes.	Write a rough draft of at least two body paragraphs.	Rough draft of introduction and conclusion of the paper.	Final editing and revision work.

## Evaluation Rubric

Grade Range	Description
<b>“A” Range – Exceptional Response</b>	The “A” essay demonstrates a thorough, complex, and especially insightful response to the topic and related course materials. In addition to addressing all parts of the prompt, it goes beyond the obvious response to the assignment and topic. The paper reflects a critical and comprehensive reading of the issue and related course materials. Evidence is well-chosen and explained in depth. The paper applies DOC tools correctly to enhance arguments and analysis. Proofreading and editing is superb and includes very few (if any) MLA or sentence-level errors. It stands above the rest for its organization, clarity and ideas.
<b>“B” Range – Strong and Successful Response</b>	The “B” paper is a successful and complete response to the assignment. It addresses all parts of the prompt. It includes well-chosen evidence and analysis using DOC tools. However, there are a few places where these components could be explored with more depth, specificity, and/or accuracy to improve the paper. For example, the argument could be slightly more critical, or it could be organized in a clearer way to enhance reader comprehension. Perhaps DOC tools could be applied more successfully to develop the argument. Or, evidence could be better selected and/or explained for readers. Proofreading and editing is well done, with only a few minor issues.
<b>“C” Range – Adequate Response</b>	The “C” paper demonstrates an adequate response to the assignment. It addresses all parts of the prompt and has a clear argument, but there are a few areas for improvement. For example, the argument may be restricted to an overly obvious response. Evidence in a few paragraphs may not be as well-chosen or explained as necessary for reader comprehension. Perhaps there are a few paragraphs that rely on unsupported generalizations and/or unexplained supporting details. The paper reflects a limited engagement with readings and DOC tools and concepts. With a little more reading, review, revision and editing, and perhaps an office hour visit to the TA or lecturer, this could have been a “B” paper.
<b>“D” and Below Range – Incomplete Response</b>	<p>Work that earns a grade below a “C” indicates that the paper is an incomplete response to the assignment. A paper in this range may struggle with some/all of the following: lacks a clear argument; addresses the wrong prompt; fails to follow all directions, fails to incorporate course readings and materials; does not use supporting details or evidence; has significant structural and distracting sentence-level errors. It may also contain evidence of plagiarism.</p> <p>A paper in this range could have strongly benefited from: additional planning and outlining work; office hour visits with the TA; Writing Center appointments; and/or greater class participation.</p>