

## PAPER: ANALYZING POPULAR MUSIC

### Lecture A: Dr. Jorge MARISCAL

#### Due Date and Requirements:

The final draft packet is due Monday, **May 1**, to your TA at the beginning of lecture. You must include all rough drafts with comments in this packet. The final draft of the paper must also be uploaded to Turnitin.com before 4:00 p.m. on that date. Papers submitted after lecture (or to Turnitin after 4:00) will be considered late, and will have their grades lowered by 1/3 of a letter grade (e.g., B to B-).

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 pages in length.

**The Assignment:** First, select one (1) of the songs from the list in the section below.

Then, use the analytical tools you have learned in DOC this year to write an analysis of the song you have selected. A successful thesis will be centered on the following questions:

How does the song/video reveal residual, dominant or emergent ideologies? What evidence internal to the song (and video if applicable) best supports your thesis?

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

- In broad terms what is the historical and social context of the song? Include date of composition.

The information addressed in this first bullet point should not extend too far beyond 2 pages.

In the final 2-3 pages, complete your analysis with evidence from the song and performance (if applicable). Video evidence should be drawn only from either a) a live performance by the artist, or b) an official video for the song.

- What ideological currents do you find at work within the lyrics of the song? What formal elements—images, voices, themes--internal to the song allow us to connect the song to the context and ideological formations? Can you identify any ideological contradictions? Use relevant DOC tools, keywords, and concepts throughout this section.

**Songs:** Select one song from the following. Lyrics are available on the TritonEd page for our class. Link to official video below title.

1. Bruce Springsteen, "Youngstown" (1995)

<https://youtu.be/A1OqtIqzScI>

2. Green Day, "Holiday" (2005)

<https://youtu.be/A1OqtIqzSc>

3. Toby Keith, "Courtesy of the Red, White, and Blue (2002)

<https://youtu.be/ruNrdmjcNTc>

**Academic Integrity and Outside Sources:** To complete the assignment, you must use DOC course materials only (lecture notes and readings). You should **not** use outside sources.

## Suggested Pre-Writing Timeline:

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

Week 2 Section 2	Week 3 Section 1	Week 3 Section 2	Week 4 Section 1	Week 4 Section 2
Free-writing/ journaling on the paper. Brainstorming.	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>	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.  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.