

# **Standard Operating Procedures**

**for classes taught by Dr. Matthew Saunders**

**Lakeland Community College**

**Summer 2017**

**MUSC 1800: Popular Music**

This is **not** the syllabus. It does not tell you **what** I want you to do or **when** you need to do it. Rather, it tells you **how** and **why** you should do the work in this class. I also hope that some of the information here will be helpful in your other classes, whether they are at Lakeland or elsewhere.

## How to Make Dr. Saunders Happy and Get the Most Out of College

- 1. Read.** Read the syllabus. Read assignment sheets. Read the textbook. Read other sources on the topic of the course.
- 2. Listen.** Listen to me and your classmates in class. Listen to all the recordings packaged with your textbook and on the textbook website. Listen to as much music as you can that is relevant to the class.
- 3. Think.** Consider what you have read and heard, and think about what it means. Try to draw connections between people, ideas, and pieces of music.
- 4. Practice.** Be self-disciplined. Have a plan for study and practice the skills we will learn in this class.
- 5. Ask questions.** If you don't understand something, get help. Form a study group with other students or come to my office hours.
- 6. Follow directions.** Complete assignments as directed and make sure you understand all of the instructions before beginning.
- 7. Save a tree.** Submit all assignments to Blackboard. Upload only approved file formats: Microsoft Office and PDF. *Do not send your assignment as an email, or write it in the Write Assignment or Comments boxes in Blackboard.*
- 8. Do your own work.** Representing someone else's work as your own is called "plagiarism" and will get you a failing grade very quickly. The other name for this is "cheating."
- 9. Write well.** Do not ever turn in a first draft. Make sure that you write in an academic tone, not a conversational tone. Visit the Writing Center. Do no ever turn in a first draft.
- 10. Cite your sources.** Create citations as you find sources, not when you are done writing. Give credit where credit is due. In my class, this means creating a bibliography in Chicago-style format.
- 11. Be picky.** Not all sources are created equal. Only cite a source if you actually use it in your work, and don't bother with sources that are overly simplified, general or broad.
- 12. Be curious.** Dig deeper than class discussion and the textbook. If you have a question, get it answered. There is a difference between getting an education and getting a degree.

## Habits of Mind

In 1991, my writing teacher Betsy Miller gave me this list of habits for educated people to cultivate. They have stood me in good stead, and I happily pass them on to you.

- think critically
  - uncover bias
  - reason logically
  - question
  - inquire
    - use scientific processes
    - remain mentally flexible
    - think holistically
    - view and read (and listen) critically
    - be creative
    - resist impulsivity
    - seek clarity
    - remain open-minded
    - work collaboratively
    - tolerate ambiguity
    - be self-governing
    - use resources
      - engage in prolonged listening
      - develop mental stamina
      - exercise noncomplacency
      - seek learning situations
      - reflect
      - learn independently
      - stay intellectually active

## Things Professors Wish Their Students Knew About Being Students

I'm not including this list to be sarcastic or mean. I'm including it because it will help you get along with your all of your professors and get the most out of college. Treat your professor like a human being and act as if you care about the class, and you will be surprised what some of them will do for you.

**1. Use the correct title.** Not every instructor has a doctorate, but the ones that do generally like to be called "Doctor." When you earn yours, you can expect the same. The ones who don't have doctorates you should call "Professor." If you're not sure, "Professor" is always appropriate. Always follow the title with the instructor's last name. (Also, don't assume that a female instructor is "Mrs." or "Miss").

**1a. Call the instructor what he or she would like to be called.** Some instructors like to be called by their first names, but you should never assume this until the instructor tells you.

**1b. Be clear about how you would like to be addressed.** Most professors want to address you in a way that is comfortable for you. Be clear and firm about it.

**2. Read the syllabus first.** Asking a question that is answered on the syllabus only shows that you haven't read the syllabus. If you don't understand something on the syllabus, you should ask for clarification.

**2a. Never ask if we're doing anything (or anything important) in class.** The schedule is probably in the syllabus, and every minute is important.

**3. Come to office hours.** As a rule of thumb, a problem or concern involving you as an individual should be brought to office hours, not dealt with in the classroom. This protects your privacy and respects the time of your classmates and instructor. Items best handled in office hours include:

- questions about your grade
- help with an assignment you don't understand
- athlete grade checks
- personal issues
- questions about the material already covered in class
- checking in after an absence or missed assignment

**4. If extra credit isn't offered, don't ask for it.** Just do the regular credit. It's not about grades, it's about learning something, and every test or assignment should be a way to get you to learn something or a chance to show what you've learned. Not doing the regular work and then asking for different work undermines the carefully thought-out process by which you are supposed to learn.

**5. Turn your cell phone off.** We can see you—you aren't fooling anyone. If something is more important than class today, that's fine. Go take care of it. Otherwise, give your full attention and respect to your instructor and your classmates.

**6. Eat, drink, or use tobacco before or after class, not during.** Not only is it rude, it's dangerous to your classmates with food allergies. If you have classes all day, plan your meals to fit in the breaks between classes. Smoking is prohibited on campus, and smokeless tobacco can be offensive and distracting to others.

**6a. Don't leave trash on the floor.** Yes, someone will pick it up, but in the meantime, it could attract bugs or leave a sticky spot when it gets kicked over. Use the trashcan.

- 7. Come to class.** If you have to miss class, let the teacher know. If you have to miss a lot of class, consider dropping the course.
- 7a. Be on time for class.** See 6. Your teacher will (almost) always be on time, and you should too. The beginning of class is often when important announcements are made.
  - 7b. Stay for the whole class meeting.** See 6. Sometimes we save the best stuff for the end.
  - 7c. Wait until the end to pack up.** The professor is well aware of the time, and packing up before class is dismissed is simply rude.
  - 7d. If you're sick, stay home.** If you have the flu or a cold, stay home and help the rest of us keep from getting sick. Send an email or leave a message to let the teacher know you will miss class.
  - 7e. Use the restroom before class.** There is no good time to sneak off for a potty break, so go before class starts or after it's over. For long class periods, instructors usually provide a break.
- 8. Sit in the front row.** These are the best seats in the house, and most teachers have good personal hygiene.
- 8a. Ask questions and answer questions.** This is college, and you should either have an answer or a question all the time.
  - 8b. Take notes.** We aren't speaking for your entertainment or our health. Write something down, because it will all be on the exam. Also, PowerPoint slides are not complete sets of class notes for you to copy down. Things will be said by the instructor and by your classmates that are important.
- 9. Always turn in your best writing.** Never, ever, ever turn in a first draft or anything that hasn't been proofread at least once, no matter how small the assignment. Bad writing makes it difficult for the instructor to know whether you understand the material.
- 10. Follow directions and procedures.** Grading a stack of assignments is hard enough. Each deviation from the directions or the expected formatting is like a little pinprick in a professor's eye. Pay attention to detail.
- 11. Do your own work.** You're going to get caught if you engage in plagiarism. It is as easy for us to Google that suspicious sentence as it is for you to find it in the first place.
- 12. You are not the only one in class.** You are going to learn from your classmates as well as from your instructor. Give others a chance to speak and don't monopolize the instructor's time. If you don't want to deal with other people, take the course online.
- 12a. But be fully present, not just physically there.** See 4, 5, 6a, 7a, 9, etc. Participate and take advantage of the opportunity you have to pause in your busy life and learn something new.

## How to Email Your Instructor (or anyone else)

0. **Read the syllabus, assignment sheet, textbook etc.** If you still have a question, write your email.
1. **Begin with a salutation.** “Dear Dr. Saunders,” [Enter]
2. **State which course and section you are taking.** “I am in your Tuesday/Thursday Music Appreciation Class.”
3. **State the nature of your concern.** “I have a question about Enrichment Activity 2...”
4. **Summarize your request or concern.** “Could you clarify what you mean when you say...”
5. **Close appropriately:** “Thank you, [Enter]”
6. **Give your first and last name:** “Earnest Student”
7. **DON'T ASK IF I HAVE RECEIVED YOUR EMAIL.** When I get it, I will reply, so check your inbox if you are wondering.

## How to Turn in a Written Assignment Using Blackboard

0. **Read the syllabus, assignment sheet, textbook, etc.** Don't try to complete any assignment without doing the necessary work in advance. Make sure that you understand all the requirements for the assignment, and allow yourself sufficient time.
1. **Complete the assignment.** Use Microsoft Office (Word, Excel, etc.), or be prepared to save your work as a PDF file. This will allow the instructor to make comments on your work directly on your assignment. Save often as you work (every 10 minutes or so, or get into the habit of clicking “Save” whenever you pause).
2. **Double-check to make sure you have completed your assignment.** It's surprising how many incomplete assignments an instructor gets.
3. **Log in to the Blackboard site.** If you don't know how to do this, seek help right away.
4. **Click on the “Assignments” tab, or on the appropriate Learning Module.** There are usually multiple ways to find the same thing within a Blackboard site.
5. **Select the assignment you wish to submit from the Assignments tab or Learning Module.**
6. **Next to “Attach File,” click the “Browse My Computer” button.**
7. **Select the appropriate file(s) from your computer or thumb drive.**
8. **Click “Open”**
9. **Add comments if necessary.** This is *not* where your full assignment goes.
10. **Click “Submit.”** Your assignment should now appear in a new window. You may need to wait if you are uploading a large file or multiple files.
11. **Wait with bated breath until the instructor grades and returns your work.** You can check to make sure you have submitted the assignment by clicking on “My Grades.”

## How to Read for a College Class

**Goal:** Read with a purpose. Know why you are reading. Reasons you might be reading include:

Background  
In-depth study  
Research

### Reading a Textbook:

- **Flip through** the book to understand its layout and features.
- **Break up** your reading into multiple sessions of no more than an hour.
- **Don't start at the beginning.** Look at end-of-chapter questions and vocabulary lists.
- **Don't try to multi-task.** Read in a quiet place, with note-taking materials and references.
- **Don't plow ahead** at all costs. Make sure you understand the *idea* behind each sentence
- **Don't get distracted** by boxes or sidebars. Come back to read these features after the main text.
- **Don't just read the words one time and be finished.** Take notes on the text and pay close attention to vocabulary and key concepts.
- **Don't only** highlight, circle or underline in the text.
  - **Do** take notes that include page numbers and direct quotations (in quotation marks)
- **Don't skip practice** exercises. Identify the skills being presented and see if you come up with the same answers
- **Don't** put off reading the book.
- **Read the assigned chapters *before coming to class***, and come to class with questions.

### Reading a Source:

- **Decide whether or not you will read the entire source.**
  - **In-depth study:** You may wish to read an entire book, or you may wish to use the table of contents or index to find what is most relevant to you.
  - **Research:** Use the index or the Find function (CTRL-F) in a web-browser to find the most relevant information. Read only what you need to establish context.
- **Have tools handy:** Be ready to access a dictionary or other reference work. You may want to refer back to more basic texts or your notes. Never read a source without your notes ready to go.
- **Look for the author's argument:** What point is the author trying to make? What hypothesis is the author testing? What idea is the author trying to defend?
- **Look for bias:** Does the author really know what she's saying? Are there cultural factors being expressed without being stated?
- **Decide whether a source is worth your time:** Has it been cited elsewhere? Is the author an authority? Is the author giving information that is at a level appropriate to what you're trying to discover? Is this college-level material?

## **Note-Taking**

**Good notes are a bridge between the author's understanding and your own. The act of taking notes increases your comprehension and makes more efficient use of your time.**

### **Taking Good Notes (Textbooks):**

- **Be organized.**
- **Stay on the same page:** When you begin a new book page, put the page number in your notes.  
**Consider the Cornell system**
- **Focus on key concepts:** One big idea per paragraph
- **Focus on vocabulary.**
- **Leave blank space for class or review**
- **Write neatly and coherently**
- **Copy sparingly**
- **Return to your notes:** Use your notes to review, study for exams, check yourself. Good notes make this worth your time.

### **Taking Notes (In Class):**

- **Always take notes**
- **Read first.**
- **Focus on the key concepts, not the slides.**
- **Write in short bursts**
- **Copy problems worked out in class into your notes.**
- **Don't try to write down everything.**
- **But write down something.**

### **Taking Good Notes (Research Sources):**

- **Dealing with sources requires careful and organized note-taking, always keeping your topic in mind.**
- **Be organized.**
- **Stay on the same page:** When you begin a new book page, put the page number in your notes.
- **Focus on the message:** Does the author agree or disagree with what you or other authors are trying to say?
- **Focus on facts.**
- **Establish a timeline.**
- **Write neatly and coherently.**
- **Copy as needed.**



## How to Study Vocabulary (and Nail the Quizzes in This Class)

**Goal:** Master the vocabulary required for the class you are taking. This will allow you to participate fully in class discussions and write meaningfully about your topic.

### You Will Need:

- **List of Vocabulary Words**
  - If you're lucky, the professor will hand out a list, or...
  - You might have to look at the beginning or end of each chapter in your textbook
  - If you're really unlucky, you will have to create your own list from scratch
- **Package of Index Cards (Buy 500 at a time)**
  - 3x5 cards are portable and fit nicely in a backpack or purse
  - One for each vocabulary word or term
- **Your Favorite Writing Implement**
- **Your Textbook**
- **Optional: Other references, Internet access**

### Create Your Cards (the most important part):

- Write each term on one side of the card
- On the reverse, write the definition of the term
  - Look in the Glossary of your textbook for definitions
  - If your book doesn't have a glossary, you may have to write your own definition (which is why you have to read the assignment as well).
  - Beware of using a standard dictionary, as terms frequently have specialized meanings
- Premade cards may be available, but making your own in this way is a huge first step toward knowing the words

### Study:

- Start by reading the term from your card, then reading the definition on the other side
- Then, read the term and say the definition before you look at it
- Then, read the definition and name the term
- Last, get someone else to quiz you using your cards

## Dr. Saunders' Style Sheet

### General Expectations and Formatting for College Work

- All work should be typed or word processed.
- All work other than bibliographies should be double-spaced.
- A bibliography, if required, begins on a new page after your essay.
- Bibliographies should be single-spaced, with hanging indent, and an empty line between entries.
- All written work should use Times New Roman, 12-point font. This is no longer MS Word's default.
- All written work should have one-inch margins on every side.
- Any charts or diagrams should be as clear as possible. Assume the reader knows nothing.

### Writing Tips: Cultivate an Educated, Effective Style

- Write differently than you speak. Be clearer and more concise, using fewer clichés.
- Be specific—avoid the word *thing* by finding the noun that you actually mean.
- Be careful that any pronoun you use refers clearly to a noun.
- Turn grammar-check on, and fix the problems it shows.
- Don't trust spell-check (but leave it on). Know which of a pair or trio of homophones (words that sound the same but are spelled differently, such as *there*, *their* and *they're*) is correct.
- Be especially careful of words that sound different when we say them. Write *should have*, not *should of*.
- Don't ask questions of the reader.
- In most college writing, don't refer to yourself in the first person (I or me).
  - This makes writing more concise by avoiding "extra" phrases such as *I believe* or *I think*. Use the third-person point of view.
  - Only use *I* or *me* if you are writing about yourself (Enrichment Activity 1)
- Never address the reader as *you*. In most cases, what is really meant is *I* or *me*.
- Read your paper out loud before you turn it in. Better yet, have someone else read it out loud to you as you follow along. It should sound like someone is reading a book, not like a conversation.
- Do not use contractions unless you are quoting someone directly.
- Do not use *et cetera* (*etc.*) at the end of a list of nouns. If something is important enough to list, then list it.
- Don't give your own opinion unless it is specifically asked for by the assignment. When you are required to give your opinion, follow it with specific evidence in support, and do not state it as an opinion.
- Avoid passive voice, in which the subject of a sentence is acted upon by some other agent or by something unnamed.
  - Hint: If you can insert the words *by zombies* after the verb in your sentence, it is in passive voice and needs to be revised.
  - Example: *The boy was bitten [by zombies].*
  - Revised: *The dog bit the boy.*

### Writing About People (Real and Otherwise)

- Capitalize both first and last names of any person.
  - If you are writing about a family member: *Mom*, *my mom*; *Aunt Sandy*, *my aunt*; *my Aunt Sandy*
- In general, refer to historical figures or artists by their last names, unless they are commonly known by only one name or didn't have a last name (e.g., Jesus, Mohammed, King George III, Madonna).
- When writing about two or more members of the same family with the same last name, use first names to make it clear about whom you are writing. It is not necessary to use both first and last names together after the first mention.
- Fictional characters should be referred to by their first names, unless only their last names are known.

- Fictionalized portrayals of historical figures should be differentiated from their real counterparts. An effective system is to follow the rules above for the historical person (*Cole Porter*), and refer to the character by first name, surrounded by quotation marks (“Cole”), always making the reader aware of context.
- Names of bands should be treated like names of people (proper nouns): capitalized, not italicized. Some band names include *The*, and others don't: *The Beatles*, *The The*; *Eagles*; *Smashing Pumpkins*

## Problematic Words

- **If you don't know what a word means, look it up and learn it. Don't write a word you don't know.**
- ***a lot***: Two words, not one. Avoid them both.
- ***amount vs. quantity***: an *amount* can be measured but not counted: a cup of sugar or a minute of music. A *quantity* can be counted (even if it hasn't been counted yet): a dozen eggs or a hundred songs.
- ***artist***: Avoid referring to a musician as an *artist*. This is common in the media, but in this class we should be more specific. Consider words like: *singer*, *producer*, *composer*, *songwriter*, *guitarist*, *rapper*, or *bandleader*.
- ***definitely***: This is an overused word that doesn't really mean much of anything, and is usually followed by a vague or indefinite statement. Cross it out. (Beware that Auto-correct will burn you on this every time as well, giving you *defiantly*, which means something else completely).
- ***however***: When this word appears at the beginning of a sentence, what follows is usually dry or weak
- ***nowadays***: This is not an appropriate word in academic writing. Use *currently*, *today*, *recently*, or *since* \_\_\_
- ***really and very***: Think of a more descriptive adjective, or consider not using one.
- ***ridiculous***: This word, and many others, has a correct meaning, and a colloquial or slang meaning. See also ***amazing***, ***awesome***, and ***incredible***.
- ***someone and I vs. someone and me***: It can be difficult to know which of these to use. A simple way to figure it out is to take out the *someone and*, and determine whether *I* or *me* is correct without it, then put *someone and* back in.
- ***that, who and whom***: Use *who* or *whom* as a pronoun for a person, and *that* to refers to an object. *Elvis Presley is the performer who is generally considered to be the first major rock'n'roll star. "Hound Dog" is the song that propelled him to national attention.* (Even better, simplify these sentences: *Elvis Presley is generally considered to be the first major rock'n'roll star. His performance of "Hound Dog" propelled him to national attention.*).
- **Brand names and band names** often have strange capitalization:
  - *mp3*, *Internet*, *'N Sync*, *CD*, *iPod* are all correct.
- **Musical styles** are usually not capitalized: *country*, not *Country*
  - Some exceptions include: *R&B*, *contemporary Christian*, *New Wave*
- **Instrument names** are not capitalized, unless they include a specific brand name:
  - *trombone*, *guitar*, *organ*, but *Bach 42B*, *Fender Stratocaster*, *Hammond B-3*

## Titles:

- In general, if something is a part of a larger work, the larger work is in italics, and the smaller work is in quotes.
- Prefer the original language and spelling of a title, unless you are studying a translation, or the original language uses a non-Latin alphabet
- Capitalize nouns, verbs and adjectives in titles.
- If you aren't sure about the correct spelling of a name or other word, check its Wikipedia entry.

### Quotation Marks and Italics: A Handy Reference Chart

	Quotes?	Italics?	Example
<b>Song Titles</b>	Yes	No	“Eleanor Rigby”
<b>Titles of Short Poems</b>	Yes	No	“The Road Not Taken”
<b>Book Titles</b>	No	Yes	<i>The Great Gatsby</i>
<b>Album Titles</b>	No	Yes	<i>Kind of Blue</i>
<b>Movie Titles</b>	No	Yes	<i>Star Wars: Episode IV: A New Hope</i>
<b>Plays</b>	No	Yes	<i>Death of a Salesman</i>
<b>Operas or Ballets</b>	No	Yes	<i>Madama Butterfly</i>
<b>Musicals</b>	No	Yes	<i>West Side Story</i>
<b>Larger Musical Works with Specific Title</b>	No	Yes	<i>Ein Heldenleben</i> , Op. 40
<b>Musical Works with Generic Titles</b>	No	No	Symphony No. 7 in A major, Op. 92 -OR- Beethoven’s Seventh Symphony
<b>Musical Work Within a Larger Work</b>	Yes	No	“Nessun Dorma” from <i>Turandot</i> -OR- “Goodbye Yellow Brick Road” from <i>Goodbye Yellow Brick Road</i>
<b>Titles of Magazines or Newspapers</b>	No	Yes	<i>Time</i> ; <i>Rolling Stone</i> ; the <i>New York Times</i> ;
<b>Magazine or Newspaper Articles</b>	Yes	No	“Russia Displays a New Military Prowess in Ukraine”
<b>Short Stories</b>	Yes	No	“Hills Like White Elephants”
<b>Website Names</b>	No	No	YouTube; The Daily Beast;
<b>Website URLs</b>	No	No	http://www.youtube.com
<b>Internet Articles</b>	Yes	No	“These 10 Filmmakers Perfectly Capture Our Love/Hate Relationship With New York”
<b>Broadcast Radio/TV Station</b>	No	No	WSTB 88.9FM [Use call letters and frequency, and be clear about where the station originates.]
<b>Broadcast or Cable Network</b>	No	No	CNN, MTV, the DuMont television network
<b>TV or radio program</b>	No	Yes	<i>The Simpsons</i> , <i>Star Trek</i>
<b>Episode of a TV or radio program</b>	Yes	No	“Moaning Lisa,” “City on the Edge of Forever”
<b>Video Game Titles</b>	No	Yes	<i>Guitar Hero</i> , <i>Fantasia: Music Evolved</i>
<b>Fictional Characters</b>	Maybe	No	Use quotes to distinguish between a historical figure and his/her portrayal in a work of fiction.

### Numbers and Abbreviations

- Write out numbers smaller than 100, and the words *hundred*, *thousand*, *million*, etc.
- Write out ordinal numbers: *first*, *third*, and *twenty-first*, not *1<sup>st</sup>*, *3<sup>rd</sup>*, or *21<sup>st</sup>*
- However—numbers for dates should be numerals: *March 15, 1976*, not *March Fifteenth in the Year One-Thousand Seven-hundred and Seventy-Six*.
- Copy titles and names of products exactly—many artists and corporations use numerals instead of words for numbers
- If you use an acronym (such as *NASA* for *National Aeronautics and Space Administration*), write it out the first time, with the acronym in parentheses immediately after
- Use abbreviations only if you are giving data, and use numerals with units of measurement: *76m* or *16 GB*, not *seventy-six meters* or *sixteen gigabytes*.

## Plurals and Possessives

- A singular noun (or a plural noun not ending in s) is made possessive by adding apostrophe and s ('s). *Matt's pen = The pen that belongs to Matt; Jess's skirt = the skirt that belongs to Jess; The octopi's ink = The ink of more than one octopus.*
- Plural nouns ending in s are made possessive by adding an apostrophe to the end: *The musicians' union = The union made up of professional musicians. The musician's union = the union to which a particular musician belongs. Also, CDs not CD's.*
- In no case is a noun made plural by adding 's. **Thus, a decade does not require an apostrophe: *the 1960s (preferred), the 70s (acceptable).***
  - The idea that *50's* is correct comes from the use of the apostrophe as a substitute for omitted characters; thus, *1950s* was abbreviated to *'50s*. Avoid this usage as well.

## Centuries and Decades

- It is better to refer to a century by its number: *the nineteenth century* or *the 19<sup>th</sup> century*, not *the 1800s*. For dates before or after 1 C.E., the century is one more than the number of hundreds.
- There is usually no need to spell out the names of decades. Use numerals.
- It is most correct to refer to decades without their century only for the past hundred years, so that there is no confusion between *the 70s* (meaning *the 1970s*) and *the 1470s*.
- Use a hyphen when a decade or century is an adjective: *nineteenth-century music* or *mid-60s art*.

## Rules for Punctuating Quotations

- As with all punctuation, the best way to learn and absorb this is to read more.
- Only use quotation marks when you are putting someone else's *actual words* into your writing (or for certain titles (see chart above)).
- When a comma, period, exclamation mark or other punctuation appears at the end of a quotation, "it comes before the closing quotation mark."
- When a quotation begins mid-sentence, "it is preceded by a comma, and the first word isn't capitalized unless it is a proper noun."
- "If you begin a sentence with a quotation and then break off," he said, "don't forget to separate the interjection with commas and quotation marks."
- "Have you ever seen a quotation that ended with a question mark or exclamation point?" he asked. In that case, omit the comma or period from the quotation (although you may need it later).
- "If you add clarifying information [like a date or proper noun] to a quotation," use square brackets and make sure that you don't change the meaning of the quotation.
- "For a 'quotation within a quotation,' use single quotation marks."
- Put long quotations (more than a sentence) in a block quotation, indented on both sides, single-spaced, and in a font one size smaller than your main font. Use block quotations sparingly.
- Poetry should be quoted in such a way that the breaks between lines are evident. If a passage is not long enough to justify a block quote (see above), use a backslash (/) anywhere the published version has a line break. This is in addition to any other punctuation found in the original. "Two roads diverged in a wood and I/I took the one less travelled by..."
- Treat song lyrics like poetry. You may need to consult one or more of the many lyrics sites on the Internet, or liner notes for a CD or album, to determine the correct punctuation and line breaks.

## Give Credit Where Credit is Due

- Bibliographies and Works Cited lists are always single-spaced, and always make use of what is called a “hanging indent,” with a space between each entry.
- Use the appropriate style sheet for your discipline.
- One citation is not sufficient for a bibliography. Ever.
- If you can’t create a complete citation from a source, you should doubt its usefulness.

## Structuring an Essay

For a quick worksheet on this, visit the **5 Paragraph Essay Outline** in this course packet.

The essays for several of the Enrichment Activities and for your final exam (as well as many assignments and exams in other classes) can be put together as follows, in a five-paragraph format. **Do not just type until you have filled the allotted number of pages.**

<b>Paragraph 1</b>	<b>Introduction</b>	Starts generally and ends with a thesis statement that you will defend in your essay. No specific examples or data in this paragraph.
<b>Paragraph 2</b>	<b>Point 1</b>	The first argument to support your thesis, including specific examples and data.
<b>Paragraph 3</b>	<b>Point 2</b>	The second argument to support your thesis, including specific examples and data.
<b>Paragraph 4</b>	<b>Point 3</b>	The third argument to support your thesis, including specific examples and data.
<b>Paragraph 5</b>	<b>Conclusion</b>	Begin by restating the thesis statement, and then connect it to the larger topic. No specific examples or data in this paragraph.

For essays in this class, choose your three best arguments (or arguments against your thesis that you wish to refute). For longer projects, simply expand this form by adding additional paragraphs in the middle.

In your middle paragraphs, include specific data and then explain what those data mean for your thesis. Include citations for the sources of your data whenever possible.

## Why do I need a Bibliography?

A bibliography is a list, usually in alphabetical order by author, of all the places you looked to find the facts that you used in a specific piece of writing.

In academic work, your fact-finding should be meticulously documented. This allows your reader to follow your chain of reasoning, and, just as importantly, shows what ideas you are taking credit for, and what credit is do to others who have come before you.

In a bibliography, all of your fact sources are put into a standard format that gives all the information a reader might need to find the same materials you looked at and determine if your conclusions are truly justified. Having a common format makes it easy to follow your footsteps. Each entry in your bibliography is called a *citation*, and each citation contains specific types of information. If you can’t create a complete citation from a source, you should dig more deeply until you can, or consider using a different source.

## Bibliography in Chicago Style

For academic writing in music, we use the citation-style outlined in *The Chicago Manual of Style*, also known as “Turabian” format. All bibliographies in this course should use this format. It is not necessarily better or worse than formats you may already be comfortable with, such as MLA or APA, but it is what is expected in this course. You should expect to conform to your instructors’ expectations for citations, no matter what they are.

**Advantages of Chicago Style:**

1. Your instructor is already comfortable with it.
2. Web citations include the URL, making it easy to find the website you looked at.
3. Recordings can be cited uniformly and completely.
4. There is generally no need to give the format of a source, as this is self-evident from the other information.

**Sample Citations in Chicago Style**

There are many websites where you can build citations and then paste them into your bibliography. Choose “Chicago Style” and the “Bibliographic” (“B”) format.

**General Format is:** [Author or Editor]. [“Article or Chapter Title”]. [*Book or Journal Title*]. [Other information to help locate the source].

**Book:**

Last, First. *Book Title*. City of Publication: Publisher, Year of Publication.

Yearsley, David. *Bach and the Meanings of Counterpoint*. Cambridge: Cambridge University Press, 2002.

**Article:**

Last, First. “Article Title.” *Journal Title*. Volume. Number (Year): Page numbers.

Buchler, Michael. "Modulation as a Dramatic Agent in Frank Loesser's Broadway Songs." *Music Theory Spectrum*. 30. no. 1 (2008): 35-60.

**Website:**

Chicago-style entries contain two dates (the date on the site, and the date you looked at the site), as well as the URL (the “address” in the top of your browser).

Author. Website Name, “Page Title.” Date last modified. Date accessed. URL.

magischmeisjeorkest. YouTube, "Sibelius: Symphony No.2 - Salonen/WPh(2010Live) ." Last modified 2011. Accessed January 9, 2013. <http://youtu.be/q8VxZyGsm6k>.

**Recording:**

Cite a recording in the format you accessed it. *Only cite an LP or CD if you actually listened to the music in that medium*. For the purposes of this class, I highly recommend that you find a recording you wish to refer to as a YouTube video and cite accordingly.

Last, First (Performer). “Recording Title.” Date of recording. Record Label and Catalog Number. Date of publication. Format.

Gould, Glenn (Performer). "Bach: The Well-Tempered Clavier, Book 1." Recorded June/Sept 1962. Columbia ML 5808. 1963. LP record.

## When You Should Cite

Any time you mention a fact that you did not discover and that is not common knowledge. In the text you should refer to your source by author and date (or in a footnote), which should have a corresponding full citation in your bibliography. See the **Writing With Sources** section of this handout.

## Citing a Wikipedia Article

**How should I use Wikipedia?** Use Wikipedia as you would any general encyclopedia—to obtain background information and not as a source for detailed information. Wikipedia can be unreliable, and all information there should be verified elsewhere.

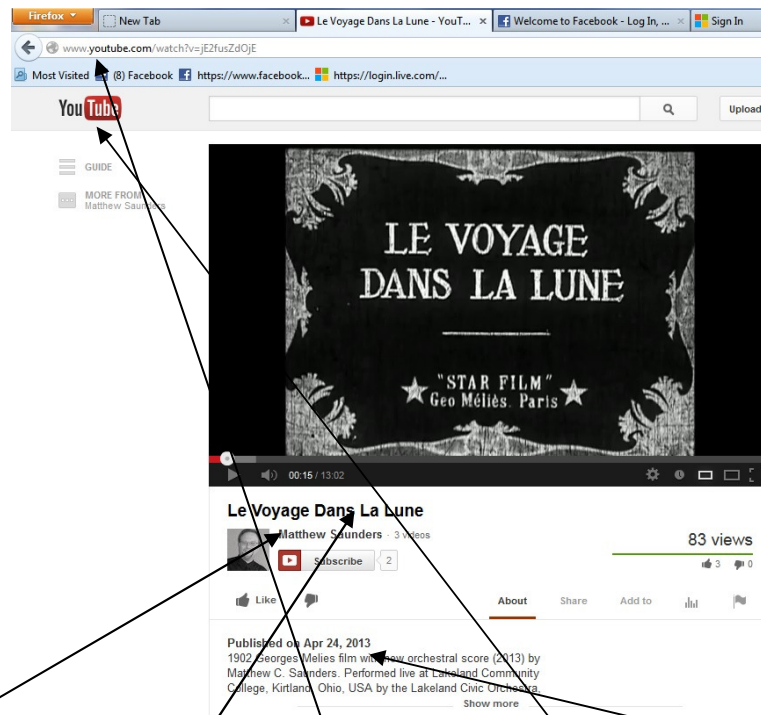
Many professors will not accept citations from Wikipedia, and if you look at Wikipedia, it is advisable to verify any information you find there (as with any other source). However, Wikipedia articles relevant to this course are frequently quite useful, and it is permissible to cite Wikipedia in this class, although not always advisable. A Chicago-style Wikipedia citation would take the form:

Wikipedia contributors. "Plagiarism," *Wikipedia, The Free Encyclopedia*. Last modified 2012. Accessed May 28, 2013. <http://en.wikipedia.org/w/index.php?title=Plagiarism&oldid=5139350>.

(Modify the above citation to refer to the article within Wikipedia that you are looking at).

## Citing a YouTube Video

This class will frequently make use of videos from YouTube, both during class meetings and in your written work. It is quite easy to make a full citation from a YouTube video, and you can collect the information as you watch the clip. The strange thing about citing a YouTube video is that the author is the person who uploaded the video, *not the person who wrote or recorded the music*.



Saunders, Matthew. "Le Voyage Dans La Lune." YouTube. Last modified 2013. Accessed May 28, 2013. <http://www.youtube.com/watch?v=jE2fusZdOjE>.



**What a Bibliography Should Look Like** (this page has more sources than you will generally need or want for the essays in this class). Notice:

**Entries alphabetical by author, then by title.** When an author is repeated, the name is replaced by a large dash on subsequent entries. Indent all lines after the first by 1/2 inch, with a space between entries.

**Every source consulted gets a citation** (notice the three under “McGinnis, Donald.” and “Saunders, Matthew C.” (yes, you can cite another piece of work you created))

**Recordings require quite a bit of detail** (“Fennell, Frederick”), and if you don’t have the hard copy, you should **cite it as a website, not a recording.**

<b>BIBLIOGRAPHY</b>	<b>Don't put this part!</b>
Battisti, Frank L.. <i>The Twentieth Century American Wind Band/Ensemble: History, Development and Literature</i> . Meredith Music Publications: Fort Lauderdale, Florida, 1995.	(book)
Fennell, Frederick. <i>Persichetti: Symphony for Band</i> et. al. Eastman Wind Ensemble. Recorded 1958 and 1959. Published 1991 as Mercury CD 432 754-2.	(CD)
Harris, Donald. “Stravinsky and Schoenberg: A Retrospective View.” <i>Perspectives of New Music</i> 9, no. 2 and 10, no. 1 (Spring-Summer 1971, Fall-Winter 1971). pp. 108-123.	(article)
Holcomb, Dorothy Regina and Michael Meckna. “Clapp, Philip Greeley” in <i>Grove Music Online</i> (Accessed March 22, 2007), <a href="http://www.grovemusic.com.proxy.lib.ohio-state.edu/shared/views/article.html?section=music.05854">www.grovemusic.com.proxy.lib.ohio-state.edu/shared/views/article.html?section=music.05854</a> .	(online encyclopedia article)
Keller, Hans. “Schönberg and Stravinsky: Schönbergians and Stravinskians.” <i>Music Review</i> 15 (1954). pp. 307-10.	(article)
Leibowitz, Rene. <i>Schoenberg and His School: The Contemporary Stage of the Language of Music</i> . Translated by Dika Newlin. Philosophical Library: New York, 1949 (Reprinted by Da Capo Press: New York, 1970).	(book (with translator))
McGinnis, Donald. Personal interview with author. Hilliard, Ohio. January 5, 2007.	(unpublished interview)
———. <i>Diverse Compositions</i> . Unpublished sound recording compiled by the composer from unpublished analog sources, 1951-1964.	(unpublished recording)
Mitchell, Jon C. “Paul Robert Marcel Fauchet: <i>Symphonie pour Musique d’Harmonie</i> (Symphony in B-flat).” <i>Journal of Band Research</i> 20, no. 2 (Spring 1985). pp. 8-26.	(article)
Saunders, Matthew C. <i>McGinnis Symphony Discrepancies</i> . Unpublished Microsoft Excel File, 2006.	(unpublished spreadsheet)
Titus, Jamie R. “The Personal Life and Pedagogy of Donald E. McGinnis, PhD.” DMA Document. The Ohio State University, 2005	(graduate thesis)
Walser, Robert. “Popular Music Analysis: Ten Apothegms and Four Instances.” In <i>Analyzing Popular Music</i> . Edited by Allan F. Moore. Cambridge University Press: Cambridge, 2003.	(book chapter)

## Writing with Sources

**It is not enough to examine a source, incorporate its words or ideas into your writing, and include a bibliography citation at the end of your assignment: your paper itself should refer the reader to the sources of your ideas, words or information. Here are some formulas for referring to sources in your academic writing.**

**Footnotes/Endnotes:** In a research paper or scholarly article, superscript numbers refer to citations at either the bottom of the page (footnote) or the end of the chapter, article, or book (endnote). Formatting varies depending on the style sheet, but the number usually points to an abbreviated bibliographic citation (which includes the page number or paragraph where the information can be found).<sup>1</sup>

**In-text Citations:** For a shorter assignment, footnotes or endnotes may not be required, but it is still necessary to show where ideas or information originate. Specific style sheets (MLA, APA or Chicago Style) have rules for in-text citations. A typical method is to include the last name of the author and page number in parentheses at the end of a sentence:

Beethoven completed his fifth symphony in 1808, and it was first performed later that year (Grove 141).

**There may be ways to cite that make your work easier to read:**

**Ideas in your own words:** If you are not directly quoting a source, it is still necessary to cite it. Consider the following:

Barlow suggests...after all (46).

In her seminal work on fruit flies, Higgins (207) makes it clear that...

In 1967, Stafinski, et al., (419) found that...

If you have more than one source by the same author, show what it is by referring to its year of publication (if there is more than one source by the same author in the same year, add a lowercase letter after the year, working through the alphabet as necessary).

Nesting geese are afraid of border collies, according to Simna (2007a, 42).

**Ideas in the source's words:** If you use the wording from the source, it must be clearly shown as a quotation, and include the same information as above.

**Short quotations** (less than three lines of text) should be in quotation marks. Be sure to punctuate correctly.

According to Werther (206), the rain in Spain is "mainly in the plain."

**Long quotations** should be written as a separate paragraph with narrower margins than your main text and single-spaced.

**DANGER: Your paper should be mostly your words. Only use quotations when appropriate, and be especially careful of long quotations.**

**DANGER:** Only use quotes in such a way that their context is clear—do not change an author's meaning by eliminating what comes before and after.

**Data points:** Using a specific piece of data, a date, or any other numerical fact is similar to a quotation, and it is even more important to provide a citation in your text, unless you generated that data yourself (not usually the case).

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<sup>1</sup> Here is a footnote. An endnote would appear at the end of the chapter, article or book. Create it in MS Word by clicking on the References tab, and it will always appear in the right place.

## Performance Reports

- You are required to attend a live performance for this class.
  - The performance must be of music in one of the styles discussed in this class.
- All of the following are *acceptable* performances:
  - Free music at clubs, churches or community festivals, if you sit and listen to the music
  - Jam sessions, if you are not the one jamming.
  - Events at Lakeland, if they are in the style and genre of the course
  - Ticketed events by other professional, collegiate or gifted amateur musicians
- The following are *not* acceptable performances:
  - Church services, unless the *only* thing happening is a special musical performance.
  - Clubs where only pre-recorded music is played for dancing.
  - Elementary-, middle-, and high-school performances.
  - A performance in which you take part as a musician.
  - Lip-synch contests, karaoke night, dance performances with recorded music
- Obtain some kind of proof that you were present at the performance.
  - Scan this and submit it with your performance report.
  - Acceptable proof:
    - “Selfie” of you at the venue, with one or more of the performers
- Type a two-page (Times New Roman, 12-point, 1-inch margins, double-spaced, no header) reaction to the performance and submit it to me with your documentation as hard copy or an email attachment.
- In your report, you may discuss the following:
  - What event did you attend, what date and time?
  - What music did you hear?
  - How did the performers and audience behave?
  - What did the performers and audience wear?
  - How did the audience react the music and to the performers?
  - What rituals and protocol were observed?
    - Ritual: something that takes place that doesn’t seem to have to be explained to the people involved but may or may not be strictly necessary
  - How did the performance make you feel?
- **SUMMER 2017 PERFORMANCE REPORTS ARE DUE AT NOON ON MONDAY, JULY 31 (IN-PERSON) OR SUNDAY, AUGUST 6 (ONLINE). NO LATE WORK WILL BE ACCEPTED. EARLY WORK IS WELCOME AND APPRECIATED.**