

## Advising Homework

- Students complete Personal Interests and Values Worksheet before class (I can probably give you some time in class for this).
- Identify two majors they would be interested in studying and familiarize themselves with the requirements. Write that on a separate piece of paper.
- On the same paper, under the proposed major, students should write a paragraph justifying how the majors align with the values they previously identified, if the values don't align, why the majors are a good fit in some other way.
- Staple the two sheets together.

## Advising

- Now we are getting to the period where we have to think about registration for next semester.
- Along with that, we also need to think about what you are interested in for a major and other long term goals.
- I encourage you to schedule a one-on-one appointment with me **this week** if you are unclear about your long term goal.
- If you have the permission to register early this week, **definitely come to me this Sunday during my office hour**.
- Otherwise I will pass out (probably next week) a sign up sheet for Sunday, October 30<sup>th</sup>. Everyone will get a 10 minutes slot. We will decide on what courses you should take for next semester.
- Make sure you are not late for your slot, the time is very tight.

## Advising Homework

- Students visit [gustavus.joinhandshake.com](http://gustavus.joinhandshake.com) to create a basic profile on Handshake (enough that that you have an active account before class).
- Bring laptop to class next Monday
- Sign up for one or more interest clusters on Handshake (there is an undecided cluster for students who don't have a clear interest)
- View the webpage for two of the following four offices: Fellowships Office, Academic Advising Center, Center for International and Cultural Education, and Career Center. Students should come to class with the following information: what the office does, where the office is located, and what assistance the office offers students.

## Project 3: the History of Electroacoustic

- In this project, you will write a summary on a randomly assigned section in the textbook (please see the assignment below). You will also give a 20 minutes presentation on the corresponding textbook section.
- You will practice, via this project, summarizing an original text in both written and oral format. The mastery of this will be useful with writing the introduction, motivation, and related work sections of an academic paper.
- Summary allows you to reproduce another writer's thoughts in shorten form. In writing a summary, you focus on the most important points the author is trying to make and eliminate the less important material.

## Project 3: the History of Electroacoustic

- To rewrite a longer piece in short form, you must first understand the piece you are working with. Begin by reading your assigned section of the textbook, make sure you absorb and understand the material.
- If there are concepts you do not know, look them up or ask professor Yu. If some sentences are confusing, paraphrase them.
- Identify the main ideas and determine how the less important materials relates to the main ideas.
- **In short, read the chapter thoroughly and carefully. I will grade you on your comprehension of the assigned material.**

## Teaching the Class

- For your presentation, you should make good use of audio and visual aids.
- Try playing some pieces by the artists mentioned in the textbook or display some pictures.
- You may even consider using resources outside of the textbook.
- **Your presentation should not only summarize the corresponding section in the textbook, but also spark interests and discussions from your classmates; I will grade you on that as well.**
- **Essentially, you are teaching the class for 20 minutes, so make your class interesting.**

## Project 3: the History of Electroacoustic

- Once you understand the material, you must decide which parts you are going to include in the summary and which you are going to leave out.
- The key to writing an effective summary is combining the material you choose to include into concise, coherent sentences and paragraphs.
- Please note that if you choose to quote a sentence from the textbook directly, you must cite the corresponding pages in the textbook.
- Otherwise you can not directly copy any part of the original text. For this project, I would even avoid directly quoting from the textbook.

## Grading

- Points total: 15
- Your summary essay is well structured. There is a clear introduction section, a few paragraphs summarizing the corresponding section in the textbook, and a conclusion section: 2 points.
- You summarized all the important concepts: 3 points.
- Your summary is concise. You did a nice job paraphrasing (instead of copy from the textbook): 2 points.
- It is apparent from your summary and presentation that you understood all the concepts: 2 points.
- Your presentation was ready by Wednesday, 11/9 at the start of the class: 2 points.
- Your presentation is clearly structured. There is an introduction and a conclusion. All the important concepts are presented: 2 points.
- Your presentation makes good use of audio and visual aids: 1 points.
- Your presentation is engaging and sparks discussion: 1 points.

## Due Dates

- Your summary should be printed and stapled together; it is due on Wednesday, 11/9, by the start of the class. Your presentation should also be ready to go by Wednesday, 11/9. I will check on it at the start of the lecture.
- You will take turns giving presentations between 11/9 and 11/23. Please see below for presentation schedule.
- If you would like to present a different section in the textbook, talk to me about it.

10/17	-	- Advising: personal interests and values	-	Advising homework # 5
10/19	-	- Mini presentation for project # 2	-	-
10/21	-	- Mini presentation for project # 2 - Introducing the sixth advising homework - Field recording / Free writing	Advising homework # 6	-
10/24	-	- No class (fall break)	-	-
10/26	-	- Library day (with Michelle Twait)	-	-
10/28	-	- Advising: Intellectual curiosity in academic planning - Introducing the seventh advising homework	Advising homework # 7	Advising homework # 6
10/31	-	- Advising: web advisor and registration	-	Advising homework # 7
11/2	-	- Individual advising for registration / free writing	-	-
11/4	-	- Field recording	-	-
11/7	-	- Evaluations and comments on project # 2 / field recording	-	-
11/9	Textbook pp.3 - 70 Section 1, 2	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 1, 2	-	Written project: <a href="#">the history of electroacoustic (3)</a> , due in hard copy, by the start of the class. Also, all students' presentations should be ready to go, as they will need the next two weeks to work on project 4. I will check/grade at the start of the lecture.
11/11	Textbook pp.71 - 144 Sections 2, 3	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 3, 4	-	-
11/14	Textbook pp.169 - 220 Sections 5, 6	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 5, 6	-	-
11/16	Textbook pp.221 - 288 Sections 7, 8	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 7, 8	-	-
11/18	Textbook pp.291 - 337 Sections 9, 10	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 9, 10	-	-
11/21	Textbook pp.367 - 456 Sections 12, 13	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 11, 12 - Introducing the eighth advising homework	-	-
11/23	-	- No class (thanksgiving break)	-	-
11/25	-	- No class (thanksgiving break)	-	-

## Presentation Schedule

Book Section Assignment	Pages	Student	Presentation Date
1	3 - 41	Kegan Couture	11/9
2	42 - 70	Hollie Peterson	11/9
2	71 - 98	Gunner Dupont	11/11
3	103 - 144	Austyn Menk	11/11
5	169 - 190	Tenna Britton	11/14
6	191-220	Yassine Derbani	11/14
7	221-254	Quinn Crosfield	11/16
8	255 - 288	Joshua Theis	11/16
9	291 - 313	Jason Smith	11/18
10	314 - 337	Nicole Hansen	11/18
12	367 - 417	Ryan Huford	11/21
13	418 - 456	Antoni Soroka	11/21
14	457 - 484	Jonathan Nickox-Young	11/30

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