

# In Class Project: Putting it All Together (Fall 2016)

During lecture time on Friday 11/4; Monday 11/7; Friday 12/2;  
Monday 12/5. Essay and outline due: Monday 12/5, via Moodle, at the  
end of the class

10/31	-	-	- Advising: web advisor and registration	-	Advising homework # 7
11/2	-	-	- Individual advising for registration / free writing	-	-
11/4	-	-	- In-class written project: <a href="#">putting it all together(4)</a>	-	-
11/7	-	-	- In-class written project: <a href="#">putting it all together(4)</a>	-	-
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 the next two weeks to work on project 4. I will check
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)	-	-
11/28	-	-	- Advising: diversity and privilege	-	Advising homework # 8
11/30	Textbook pp.457 - 484 Sections 14	-	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 13 - how to write the report for final project - <a href="#">your own composition (4)</a> - In-class written project: <a href="#">putting it all together(4)</a>	-	-
12/2	-	-	- Introducing the eighth advising homework - In-class written project: <a href="#">putting it all together(4)</a>	Advising homework # 8	Final project - <a href="#">your own composition (4)</a> , free written due on Moodle, by the start of the class
12/5	-	-	- In-class written project: <a href="#">putting it all together(4)</a>	-	In-class written project: <a href="#">putting it all together(4)</a>
12/7	-	-	- Work on final composition and project report	-	-
12/9	-	-	- Last chance to work on final composition and project report - Introducing the ninth advising homework	Advising homework # 9	-

## Putting it All Together

### Bare Bones Description

- In this in-class project, you are to put everything we have learned together. I am giving you two topics to work with, and you are to choose one and write a position paper on it. I will not give you the position or the argument; you have to decide yourself. I am also keeping everything general on purpose.
- You are to do this project individually.

### What This Project Accomplishes

- Since this project is called "putting it all together", you will use concepts we had learned in the past:
- You will use the ability to think critically, including reasoning, the ability to explore assumptions and implications, the ability to consider multiple perspectives, and the ability to raise and find answers to questions.
- You will use a process-based approach for writing as you will be required to provide an outline, at least one draft, and a final version of the paper.
- You will address issues of values or ethics in your paper.
- You will make appropriate rhetorical choices as writers, considering purpose, audience, and context.

## Putting it All Together

### Project Detail

- From the two topics I have provided for you, you are to choose one and write a position paper on it. For your paper, you need to give a well-thought-out central argument and several sub arguments. For each argument, you need to provide supporting facts from articles and papers.
- Your position paper need to have a clear structure which includes introduction, motivation, background, a central argument, a few sub-arguments, supporting facts and statements (several for each argument), conclusion and discussion. We will discuss and clarify each during lectures.
- Before you write an academic paper, you should always go through the steps of constructing an outline, research, writing (multiple) drafts, and writing the final version. For this project, you will only need to give me your outline and your final version, but you should go through (on your own) the process of writing drafts which lead to the final version of your paper.
- Research is essential for this project. All of your arguments need to be supported by citations and quotations. As a guideline, before you start writing your drafts (and later you had finished an outline), you need to spend a lot of time reading articles and finding information to support your arguments.
- Don't forget to cite your resources in the final version of your paper. To cite a resource, please read pages 41 - 44 in your text book (EasyWriter). You may choose to use any of the citation styles for this particular project.
- Finally, please note that this in-class project may be frustrating to some of you. I will do my best to clarify the project. However, it is essential for you to ask me if you have questions or need any further clarifications. Please drop by during my office hours and I will be happy to help you.

# Topic 1

## Topic 1: Digital Music Sampling: Creativity or Criminality?

The advent of the sampler has brought a long tradition of musical borrowing into the digital age. Today, the technique of "sampling", or repurposing a snippet of another artist's music, can be observed in various genre of music. Is sampling theft, or is it copyright law making creativity a crime?

Remember, I gave you two very general topics to work with. You have to pick a topic, narrow down on the topic yourself and contract your own central argument. Both topics allows many different central arguments to be made. There are also plenty of resources available on both topics.

# Grading

Points total: 13

- Your position paper has a clear structure which includes an introduction, motivation, background, a central argument, a few sub-arguments, supporting facts (several for each argument), conclusion and discussion: 3 points.
- Your central argument is clear and concise: 2 points.
- Your sub-arguments are clear, concise, and relate to your central argument: 3 points.
- All your arguments are supported by research. It is clear that you spent a lot of time reading articles. All your resources are properly cited: 3 points.
- You provided outline for your paper. I can see the connection between the outline and the final version of your paper: 2 points.

Don't forget to submit your outline as well as the final draft

(Since that this project is added, your grade for attendance, participation, and the final project had been adjusted accordingly. Please see the course information on the course web page for adjusted details)

# Topic 2

## Topic 2: Analyzing John Cage's 4'33" and Its Musical Impact

4'33" is a three-movement composition by American experimental composer John Cage (1912-1992). It was composed in 1952, for any instrument or combination of instruments. For this piece, the performer(s) are not to play their instrument(s) during the entire duration of the piece. The title of the piece refer to the total length of time. It is called "Cage's most famous and controversial creation". Why is this so? Is this music? Is this Good Music? Is this art? Is this good art?

10/31	-	- Advising: web advisor and registration	-	-	-	Discussion	Advising homework # 7
11/2	-	- Individual advising for registration / free writing	-	-	-	-	-
11/4	-	- In-class written project: <a href="#">putting it all together(4)</a>	-	-	-	-	-
11/7	-	- In-class written project: <a href="#">putting it all together(4)</a>	-	-	-	Outline, research, draft	-
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 s the next two weeks to work on project 4. I will chec
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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)	-	-	-	-	-
11/28	-	- Advising: diversity and privilege	-	-	-	Library day (in the library)	Advising homework # 8
11/30	Textbook pp.457 - 484 Sections 14	- Presentation: <a href="#">the history of electroacoustic (3)</a> , students 13 - how to write the report for final project - <a href="#">your own composition (4)</a>	-	-	-	Research, draft	-
12/2	-	- Introducing the eighth advising homework - In-class written project: <a href="#">putting it all together(4)</a>	-	-	-	Advising homework # 8 Writing the final version	Final project - <a href="#">your own composition (4)</a> , free writi due on <a href="#">Moodle</a> , by the start of the class
12/5	-	- In-class written project: <a href="#">putting it all together(4)</a>	-	-	-	Submission	In-class written project: <a href="#">putting it all together(4)</a>
12/7	-	- Work on final composition and project report	-	-	-	-	-
12/9	-	- Last chance to work on final composition and project report - Introducing the ninth advising homework	-	-	-	-	Advising homework # 9