**Appendix A:** [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page on the ***Rob Mathes: Beyond the Music*** website.

* You can access the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page at the ***Rob Mathes: Beyond the Music*** website with the **WORD** **Appendix A:** [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page on the ***Rob Mathes: Beyond the Music*** website **SYLLABUS TEMPLATE: Download WORD Appendix A:** orfrom the[**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page on the ***Rob Mathes: Beyond the Music*** website for the downloads using the below links in this digital book.

[**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page:

[**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23toc**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23toc)

**Appendix A:** [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page on the ***Rob Mathes: Beyond the Music*** website.

**SYLLABUS TEMPLATE:**

**Download WORD**

* **Purpose of the SYLLABUS TEMPLATE** **Download WORD** is to provide users with a **SAMPLE SYLLABUS** so they can download a syllabusin a **WORD** document to copy, cut, and paste as well as offer a starting point to assemble a syllabus as a course or supplement with the necessary background information that is provided in the **SYLLABUS TEMPLATE** **Download WORD** as that great starting point in developing a course.
* This template reduces the amount of time necessary to start a syllabus from scratch regarding the ***Rob Mathes: Beyond the Music*** website and the ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital book to use as a course or as a supplement to a course.

**SYLLABUS TEMPLATE Download WORD**

**INTRODUCTION TO SYLLABUS**

***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC** digital book

**Free Access: *Rob Mathes: Beyond the Music*** [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/test2/)website and free app.

**Visit:** ***Rob Mathes: Beyond the Music*** [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/test2/)website **Free Downloads - Free App for Mobile Devices**

**Note:** This **SYLLABUS TEMPLATE** is an expression of ideas and brainstorming in a format among the many formats that could have been selected as a **SYLLABUS TEMPLATE** using***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC** digital book.

If you like, you can download the **SYLLABUS TEMPLATE** from the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page in a **WORD** file and copy, cut, and paste your revisions as you see fit in developing your syllabus for a full course or supplement to a course for a on campus course, online learning course, hybrid course, or other purposes using***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC** digital bookto enhance communication, writing, performing, production, digital media, and the creative process through music.

Based on feedback and suggestions received, improvement decisions are continuous for the ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC** digital book.

**START SYLLABUS**

**COURSE NAME AND NUMBER - TIME - LOCATION**

***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC** digital book.

**Free Access *Rob Mathes: Beyond the Music*** [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)website and free app - Free Downloads - Free App for Mobile Devices.

**Faculty: Name**

**Office Location:**

***Office Hours: To be Announced***

**Phone Office: Cell:**

**E-mail:**

***Rob Mathes: Beyond the Music*** is a musical performance documentary educational digital product to inspire music, communication, writing, performing, production, digital media, and the creative process for value that is complete with Performances - Lectures - Discussions (Discussion Questions) - Transcriptions - Annotations - Videos - Special Features - Free Downloads - Free App for Mobile Devices.

These live performances and lectures span two days on two university campuses by international renowned producer and arranger Rob Mathes with Joe Bonadio on percussion. This is a musical performance documentary on two university campuses for two days.

The ***Rob Mathes: Beyond the Music*** website **Free Access**: [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)

**Premise:** “*Whether they go on to the university or not, everyone needs to be given the opportunity to take care of their own education and pursue learning.”* *These free digital books are about caring and hope through art integration and music, and because giving, offering hope and opportunity matters to each and every one of us.*

**DISCOVERY THROUGH MUSIC**

A Full Course or Supplement to Courses Covering

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Performances - Lectures - Discussion (Discussion Questions) - Transcriptions - Annotations - Videos -

Special Features - Free Downloads - Free App for Mobile Devices

Created by:

**Beyond The Music Media (BTMM)**

Thank you for your time,

Miles Fulwider, Producer

***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**

**WRITING AND THE CREATIVE PROCESS**

***“Mindful that music is a necessary part of our learning life and neural network.”***

**THE CREATIVE JOURNEY IS BASED ON SIX WORDS**

* + - 1. **Discovery – 2) Obsession – 3) Investigation – 4)Dreaming –**

**5) Emulating – 6) Transformation**

***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC** digital book.

**Free Access *Rob Mathes: Beyond the Music*** [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/).

**REQUIRED:**

**STEPS: Please peruse the following steps 1 through 10:**

1. Please download the [latest version of Quicktime](http://www.apple.com/quicktime) and use any of these browsers for the best experience and results:     

(Vimeo is also available for streaming in HD on the website)

1. **Our Story**

**STORY page:** [**http://www.robmathesbeyondthemusic.com/test2/story/**](http://www.robmathesbeyondthemusic.com/test2/story/)

1. **Rob Mathes**

**ABOUT page:** [**http://www.robmathesbeyondthemusic.com/test2/about/**](http://www.robmathesbeyondthemusic.com/test2/about/)

1. **Lecture Series Chapter 5**

**TRANSCRIPTIONS page:** [**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter\_05**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter_05)

1. **Lecture Series Chapter 9**

**TRANSCRIPTIONS page Part I:** [**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter\_09\_01**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter_09_01)

1. **Instructions: Lecture Series**

**TRANSCRIPTIONS page:** [**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23toc**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23toc)

1. **Chapter 12**

**SPECIAL FEATURES page:** Rob Mathes: Beyond the Music Trailer[**http://www.robmathesbeyondthemusic.com/test2/special\_features/#hash=%23trailer**](http://www.robmathesbeyondthemusic.com/test2/special_features/#hash=%23trailer)

1. **Chapter 7**  and **Chapter 8**

**SPECIAL FEATURES page:** Performances **[http://www.robmathesbeyondthemusic.com/test2/special\_features/](http://www.robmathesbeyondthemusic.com/test2/special_features/%22%20%5Cl%20%22hash%3D%23trailer)**

1. **Welcome**

**HOME page:** [**http://www.robmathesbeyondthemusic.com/test2/**](http://www.robmathesbeyondthemusic.com/test2/)

1. **Available Functionality –Free app for Apple iPhone, iPod, and iPad platforms**

**Appendices may be attached to this SAMPLE SYLLABUS TEMPLATE for a specific courses that you would like to make a course specific: Appendix A, Appendix B, and Appendix C can be created to be course specific. See examples below:**

**Appendix A:** You can brainstorm different models to provide a starting point for real world project examples using ***Rob Mathes: Beyond the Music*** website [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)as a simulation example. For example, design and create merchandise and a merchandise web page for ***Rob Mathes: Beyond the Music*** website [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/). This maybe one example, writing sponsorship proposals is another example, and writing contest proposals to increase customer engagement with customer “digital touch points” is another example, and writing and publishing articles of interest is still another example.

**Appendix B:** Supplemental Materials – Create a Reading List or Suggested Reading List that is course specific.

**Appendix C:** Schedules, Dates, and Assignment Due Dates - Developed from the **annotations** to the lectures on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page at the ***Rob Mathes: Beyond the Music*** website page [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)with free app -Turn Comments and Queries **ON** / OFFbutton.

**General Comment: Syllabus is Subject to Change -** Changes to the syllabus may occur due to scheduling and time resource constraints. However, this syllabus is the best plan that is available at the beginning of the semester and is developed for your convenience. It provides structure and objectives for the course and grading information. The schedule may change to reflect certain events or surprises that may occur during the semester. Notification of changes will be given in good faith and with best efforts one week in advance of the required assignment due date. Schedule changes will be announced one week in advance, when possible, and best efforts will be made within a reasonable amount of time to extend any scheduled assignment to the overall class and the due dates when necessary. As you know, it is not always possible to anticipate changes a week in advance, but we will try. However, learning to meet deadlines with quality is an important skill so deadlines are very important – please do not plan or anticipate any extensions.

**E-mail:** When using email, place the number and name of the course in the subject area of your E-mail and identify yourself by your full last and first name. In your email questions and comments, please use the appropriate capitalization to begin a sentence and correct use of periods with correct punctuation using complete sentences. Thank you for your effort in making the E-mail as grammatically correct and as easy as possible for me to read. I know you are busy and often in hurry, but your good faith effort in communicating is appreciated. If we decide to use these “digital touch points,” I will give you information for a Blog, Tweeter, and Facebook along with any other needed applications.

**Office Hours: To be Announced Office Location: Time: Day: Others by appointment.**

**I am sorry and apologize in advance, office hours are subject to change due to department meetings, professional meetings, assignments, and committee meetings. The classroom and office locations may change periodically due to studio time and possible lab times, depending on the course. Please let me know in advance, and please try to schedule an appointment in advance with me to save time and to avoid any inconvenience due to office hour changes. As best I can, I want to avoid wasting your time and delays. By making an appointment in advance, if possible, we help both of us. Also, giving me a “heads-up” regarding your question or discussion allows me to be prepared for our meeting in advance with questions or comments. I can be better prepared. I will try to give advance notice should there be a need of a classroom change for any reason such as for a field trip or guest speaker.**

**Thank you!**

**MATERIALS NEEDED**

**This is a project-based, inquiry-based, engaged leaning and team-based course.** We will be using mainly the free ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital bookand the free ***Rob Mathes: Beyond the Music*** website and free app at [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)along with the Internet and web search engines as well as articles and other reference materials. The materials are ubiquitous so not having one device versus another should not make any material difference among the materials needed. All the necessary materials are located in the free ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital book and the ***Rob Mathes: Beyond the Music*** website [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/). The free app is for your convenience and is optional as a means of learning using mobile devices such as an iPhone or iPad.

This course benefits from the Internet and search engines along with your previous writing and communication knowledge. Articles that are suggested that you read will be given with links when possible or in the form of a handout as well as suggested in class. The website(s) and links that we will be using for the entire course will be provided to you throughout the class but are subject to change due to dead links occurring online and/or the links changing. There is presently no cost for the website or links.

* **Appendix A:** May provide or offer a discussion for you with suggested models and with a starting point for real world project examples using the ***Rob Mathes: Beyond the Music*** website at [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/).

We often learn from other peoples’ mistakes as well as our own in hopes we do not repeat them. Please be mature enough to understand the difference between emulating and copying another person’s work. Reference another person’s work when necessary and when possible to reveal the sources of the information. This helps the reader who is interested in further discovery and investigation as well as reading about a subject or topic. Try to develop your own workable process and transform yourself by integrating within the arts, writing, communication, performing, production, performance, digital media, or” digital touch points,” and the creative process or saying it another way - finding your own voice.

* **Appendix B:** **Supplemental Materials Reading Lists:** To be provided when appropriate for a course or class in **Appendix B** and may be revised each semester depending on current articles and changes that are occurring.
* **Appendix C:** **Schedules, Dates, and Assignment Due Dates:** To provide in **Appendix C** the scheduled deadlines for assignments in this course using the **annotations** to the lectureson the[**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page at the ***Rob Mathes: Beyond the Music*** website -Turn Comments and Queries **ON** / OFFbutton.

The **Appendix A, Appendix B, and Appendix C** is course and topic specific.

**Guidelines:** The ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital bookand the ***Rob Mathes: Beyond the Music*** website at [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)with free appis recommended and suggested for Professional Competencies of graduates. It is particularly useful by those who enjoy or have an interest in the integration of the arts, communication, writing, performing, production, performance, digital media and use of science across disciplines, such as the humanities, with inquiry based learning through better understanding of the creative process through music.

**Continuously:** The ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital bookand the ***Rob Mathes: Beyond the Music*** website at [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)with free app emphasizes the development of Fundamental Professional Competencies for a graduate in their discipline of interest.

For example: Integration with music may include industrial design, industrial arts, communication, humanities, and the sciences with suggested or recommended professional competency for the graduate in a particular profession. See 1-3 below.

1. ***Functional Competencies* -** technical competencies most closely aligned with the value contributed by professionals in a particular profession or discipline and intertwined with the recommended competencies of graduates including the arts, communication, and music. **Functional Competencies**: A graduate should be able in some degree to leveraging technology, become a decision maker, be able to evaluate and measure risk with a realistic self-assessment, conduct reviews and quality assessments, understand redundancy and risk assessment, be able to do research and make discoveries, conduct and investigation, and conduct research along with technical skills including software and recording applications - researching - analyzing - interpreting quality and forecasts such as costing - rendering judgment - attesting - legal and regulatory decisions- be able to conduct decision making and problem solving processes- know the feedback and reporting process – communicating with understanding the need for doubting and questioning. [Please review the videos and sounds in the ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital bookand the ***Rob Mathes: Beyond the Music*** at [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)website on the [**SPECIAL FEATURES**](http://www.robmathesbeyondthemusic.com/test2/special_features) page. For a more extensive experience of the use of sounds in writing, please listen to the sounds in the song “Evening Train” at [**www.robmathes.com**](http://www.robmathes.com) **Load Rob Mathes Radio** and on the [**SPECIAL FEATURES**](http://www.robmathesbeyondthemusic.com/test2/special_features) page at ***Rob Mathes: Beyond the Music*** [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/)website.
2. ***Personal Competencies* –** These are individual attributes and values needed in a graduate. Leadership skills in projects - interaction- communication - etiquette - ethics - professional demeanor - leveraging technology - problem solving and decision making. [Etiquette and relationship building].
3. ***Broad Perspective and Professional Competencies* –** These are perspectives and skills relating to increasing your understanding of internal and external business concerns in graudates. Industry peculiarities and industry sector awareness - International and global perspective - second language - marketing and client perspective - resource and strategic management - leveraging technology - confidentiality - legal and regulatory perspective. Professional relationship building-six degrees of separation from **Chapter 5** Lecture #1 / Clip on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page at the ***Rob Mathes: Beyond the Music*** website -Turn Comments and Queries **ON** / OFFbutton **annotations** **ON** at Reference Number 12 at Running Times 00:05:41 to 00:06:29 in the video. [**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter\_05**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter_05)

**Notebook for topic writes and class - your journal:** We encourage you to go beyond your expectations and become work-ready through the process of inquiry and continuous learning and discovery and investigation. In this way, when you discover and investigate, you are helping to identify and develop your own gifts by aspiring to enrich your life and the lives of others. You need to write each day; by writing each day - you practice and get better at writing because writing is part of the creative process for value and doing the real thing. Writing relates to writing query letters, proposals, and in “pitching” an idea, project, or product - practicing in an area where you feel you have a gift allows you the possibility to get better. In most cases, recognizing our gifts as well as our limitations offers improvement.

**Message from Instructor:** We are about to embark on learning that will have lifelong benefits. I want us to learn as much as we can and be able to apply these skills to our academic, daily, and working lives; come to me with your questions; if you find it convenient, E-mail me as indicated above. Again as a reminder, please place the number and name of the course in the subject area in your E-mail and identify yourself by your full last and first name. Please use appropriate capitalization to begin a sentence with periods and correct punctuation. Thank you for your effort in making the E-mail as grammatically correct as possible and easy for me to read. It is easier for me to read and understand if you use appropriate capitals, periods, and punctuation. I know you are busy, but your good faith effort is appreciated.

**COURSE:**

The course is based on the premise and a similar structure that in order to become good or great at something, we must practice, but not if you hate it! You have to love it.

Find what you love and practice it. Again, **Chapter 5** Lecture #1 / Clip on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page at the ***Rob Mathes: Beyond the Music*** website -Turn Comments and Queries **ON** / OFFbutton **annotations** **ON** at Reference Number 12 at Running Times 00:05:41 to 00:06:29 in the video.

[**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter\_05**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter_05)

In this class, we will practice the art of writing and the creative process for value as it relates to results and performance or “doing the real thing.” The more we practice, the better we will become at understanding. It is important to understand that writing and the creative process for value communicates who we are to our audience. When we communicate well to our audience, we are more likely to establish credibility.

We will be integrating writing and the creative process with music by making things happen. We will discuss the process of getting things done, meeting deadlines, and leveraging writing and the creative process to achieve results and performance to produce a finished product, whether it be an article or something else , but with quality.

The more we investigate and understand what we are trying to accomplish, the better our production will become and the better portfolio we will have in our possession. We will be doing a lot of investigating and emulating in this class, and I encourage you to read, practice, and learn as much as you can inside and outside of class. The six words that we will use as part of writing and the creative process that integrates music with the arts, communication as well as the sciences including business and across other disciplines are: **1).** **Discovery, 2).** **Obsession, 3).** **Investigation, 4).** **Dreaming, 5).** **Emulating, and 6).** **Transformation**.

**Please remember these six words. The words will guide us throughout this course plan and in making life choices along with the process of becoming innovative and creative in our journey.**

We will also focus on applying your writing and creative process skills to music and your skills to the real world with projects involving industry professionals.

**COURSE OBJECTIVES:**

1. Improve on one’s ability to produce results and perform efficiently with quality through understanding and implementation of the six words **1).** **Discovery, 2).** **Obsession, 3).** **Investigation, 4).** **Dreaming, 5).** **Emulating and 6).** **Transformation**.Turn **ON** the **annotations** button from **Chapter 9** Lecture #2 Part I on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page at the ***Rob Mathes: Beyond the Music*** website -Turn Comments and Queries **ON** / OFFbutton Reference Number 8 at Running Times 00:06:22 to 00:07:12. [**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter\_09\_01**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter_09_01)
2. Improve on one’s ability to understand and analyze**.**
3. Improve on one’s ability to understand and employ writing and the creative process for a specific purpose achieving results and performance.
4. Improve on one’s ability to employ competent leadership skills along with relationship building skills and the appropriate good use of etiquette using collaboration, support, and inquiry techniques.
5. Improve on one’s ability to document sources properly along with the regard for understanding favorable and unfavorable variances or specifications in achieving results from what was projected to be achieved as compared to actual achievements including meeting deadlines.
6. Improve on one’s ability to critique the quality as well as produce results preventing failures both internal and external by proper appraisalsin helping to achieve more effective continuous improvements. Learn to tactfully make suggestions for improvement of thefree ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital book,and the free ***Rob Mathes: Beyond the Music*** website and free app at [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/).Learn how to brainstorm and present ideassuch as sponsorships, contests, designs, and other art and communication integrations using writing and music.
7. Gain insight to continuous improvement through viewer and consumer input including the many “digital touch points” such as Facebook, Tweeter, Email, mobile devices, learning communities, and other “digital touch points” to the ***Rob Mathes: Beyond the Music*** website including effectively increasing the audience engagement by writing to achieve results.

**In addition, we cover the following to improve your functional competencies and skills as a graduate.**

1. Topics include listening and speaking skills, evaluating quality, and achieving results and performing within deadlines with quality. This includes quality control methods and a review process to determine favorable or unfavorable results comparing projected results to actual achieved results.
2. We will gain knowledge of the technical aspects related to writing and the creative process and how to shape our results to help prevent external failures. We will develop a method for evaluating the quality of writing and the creative process for value. This material will be presented through lecture and discussion sessions from the **annotations** and writing assignments on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page on the ***Rob Mathes: Beyond the Music*** website at <http://www.robmathesbeyondthemusic.com/test2/transcriptions/> and from comments and questions from learning communities, social networks, and professionals in industry.

**COURSE ASSIGNMENTS**

**Actual calendar dates are given in Appendix C and are revised each semester based on the calendar.**

**In addition and in conjunction with the COURSE OBJECTIVES and COURSE ASSIGNMENTS, the below is a summary of what we would like to generally achieve through writing and DISCOVERY THROUGH MUSIC** combined with the creative process for value.

**Summary of General Achievement - Value added approach combined with Inquiry-based learning:**

**Week 1:** Make progress on achieving better writing and critical listening skills, gain results and performance through practicing writing using **DISCOVERY THROUGH MUSIC** in gaining understanding of the creative process for value, and briefly peruse the lectures by Rob Mathes in **Chapter 5** **& 9** on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page and turn **ON** the **annotations** button. Discuss and query the implementation of the six words: **1).** **Discovery, 2).** **Obsession, 3).** **Investigation, 4).** **Dreaming, 5).** **Emulating and 6).** **Transformation** from Lecture #2 Part I on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page **Chapter 9**  Reference Number 8 at Running Times 00:06:22 to 00:07:12 and the use ofthe ***Rob Mathes: Beyond the Music*** website along with the ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital book.

**Week 2:** Achieve results with early innovation in the development and discovery of one’s gifts through writing, the creative process, and **DISCOVERY THROUGH MUSIC** View the **Instructions: Lecture Series**

[**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page:[**http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23toc**](http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23toc)

**Week 3:** Improve communication techniques, relationship building skills with etiquette, and leadership skills through viewing the [**SPECIAL FEATURES**](http://www.robmathesbeyondthemusic.com/test2/special_features) page **Chapter 1-12** on the***Rob Mathes:******Beyond the Music*** website and free app. Read the entire website including lectures of all the pages on the ***Rob Mathes: Beyond the Music*** website [**http://www.robmathesbeyondthemusic.com/**](http://www.robmathesbeyondthemusic.com/) - **HOME** page, [**STORE**](http://www.robmathesbeyondthemusic.com/test2/store) page, [**SPECIAL FEATURES**](http://www.robmathesbeyondthemusic.com/test2/special_features) page, [**PHOTO BOOK**](http://www.robmathesbeyondthemusic.com/test2/photo_book/)page, **ABOUT** page, **STORY** page, [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page, [**CONTACT**](http://www.robmathesbeyondthemusic.com/test2/contact) page, and **ALBUMS** page. If you have an iPhone, iPod, or iPad, view the information using a mobile device - Free App.

**Week 4:** Create for value by writing to an audience about the ***Rob Mathes: Beyond the Music*** website and free app along with the ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital bookas a learning tool using variance analysis by determining unfavorable and favorable results with an evaluation process that is comparing the projected writing ideas for achievement with actual writing achievement and determining the favorable and unfavorable cause and effect.

**Week 5:** Analyze Lecture #2 Part II on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page **Chapter 9** and turn **ON** the **annotations**at the ***Rob Mathes: Beyond the Music*** website. If you have an iPhone, iPod, or iPad, view the information using a mobile device - Free App. Rob Mathes explains the use of poetry regarding the writing process from Reference Number 4 at Running Times 00:01:03 to 00:01:18 to Reference Number 18 at Running Times 00:20:54 to 00:22:15.

**Week 6:** Discuss at Reference Number 7 at Running Times 00:02:20 to 00:02:57 Lecture #2 Part II on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page **Chapter 9**, at the ***Rob Mathes: Beyond the Music*** website. If you have an iPhone, iPod, or iPad view the information using a mobile device - Free App. Please listen to the presentation by Rob Mathes. Please follow the **Comments and Queries (Annotations and Remarks): Discussion Questions:** and **Interdisciplinary: Writing assignments**.

[**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions) page **Chapter 9**, please turn **ON** the **annotations** at the ***Rob Mathes: Beyond the Music*** website. If you have an iPhone, iPod, or iPad, view the information using a mobile device - Free App. Reference Number 7 at the Running Times 00:02:20 to 00:02:57 Lecture #2 Part II.

<http://www.robmathesbeyondthemusic.com/test2/transcriptions/#hash=%23chapter_09_02>

**Week 7:** Mid-Term Paper Presentations - One Page Paper Report: Project Progress Report: one page written report, including peer to peer evaluations, use of the writing lab, and include professionals comments from industry where appropriate. You may add one additional page that describes your real world project proposal while identifying the team members and their tasks with a schedule and deadlines. The written requirements for the report and evaluation criteria will be decided after your team’s discussion with the instructor. The discussion and interview with the instructor regarding your team’s project with a project team leader will include considering and identifying a project that is doable. The project and team is decided upon during the second and third week of class to get started with the research and to determine what is doable, as well as, to allow enough time to write a one page report on a project as part of the approval process.

**Week 8, 9, and 10:** Analyze the song, “When I was a Child” from **Chapter 8** on the [**SPECIAL FEATURES**](http://www.robmathesbeyondthemusic.com/test2/special_features) page - at Reference Number 20 at Running Times 00:26:57 to 00:28:39 Lecture #2 Part II on the [**TRANSCRIPTIONS**](http://www.robmathesbeyondthemusic.com/test2/transcriptions)page **Chapter 9** at the ***Rob Mathes: Beyond the Music*** website. If you have an iPhone, iPod, or iPad, view the information using a mobile device - Free App. Please turn **ON** the **annotations** to receive the assignments concerning the song. You can also analyze the techniques and write about the aesthetics of the song.

**Week 11 and 12:** Analyze the songs on the [**SPECIAL FEATURES**](http://www.robmathesbeyondthemusic.com/test2/special_features) page in **Chapter 7** **& 8**.

**Week 13:** Analyze, compare, and contrastrelated topics and issues of what is considered a music performance documentary in **Chapter 1-12** on the [**SPECIAL FEATURES**](http://www.robmathesbeyondthemusic.com/test2/special_features) page and with the story being told again with still photographs on the [**PHOTO BOOK**](http://www.robmathesbeyondthemusic.com/test2/photo_book) page **Chapter 1-12**  (time-based media).

**Week 14 and 15:** Final project presentations.

**Arts Integration Projects**

It is very important to apply what we learn to real world situations. In this course, we will have the opportunity to apply your skills to service projects and connect to the real world and with other students, faculty, and industry professionals from different disciplines. Working together with students in different disciplines and professionals in industry while applying what we are learning in class to a real world writing project is essential to our learning, communication, and writing skills.

*Students generally learn most effectively when they can see, feel, and touch what they are learning. Applied learning and project-based learning has been praised for placing the student at the center of the learning process (Kohn, 1993, p. 211).*

**Writing**

As noted above, you will want to apply the learned grammar and usage skills in your writing to the writing assignments in this course including E-mail and progress reports. In many cases, sending a well written, error free document can suggest competency in the discipline and will add credibility, allowing us to compete at the highest level if that is our objective and goal. There are times it is not possible because of time constraints and costs to always produce an error free document with zero defects. However, there are times when it is absolutely necessary and certain professions require it. For an example, a music copyist is required to produce error free music charts; positions in the sciences and engineering also require error free reports. Many times lives are at stake.

**Topic Writing/Journals/Informal Papers/Homework**

I encourage you to keep a journal of topic writes on your learning experiences using the***Rob Mathes:******Beyond the Music*** website and free app including the ***Rob Mathes: Beyond the Music* - DISCOVERY THROUGH MUSIC**digital book. If you miss class, please ask another student, before the next class, what is due in class the next classand have the assignment completed before class.

**Quizzes and In-class Writes**

We may have short application quizzes or writes in class to provide you feedback on the information we are learning and as learning tool for your assessment and to gage your progress. These quizzes or writes help to assess strengths, weaknesses, opportunities, and threats (SWOT) analysis. I hope we find these writes fun exercises. At least, they are met to be fun as well as an excellent learning tool.

**COURSE PROCEDURE**

**There are a number of links to online materials that can help you in your learning and investigation process.**

**ATTENTIVE**

Being attentive is very important. When we are not attentive, we do not get a chance to hear from you or receive your input. A class, in my opinion, is better for all of us when we are all present and attentive in class. We all learn more because of the talent, gifts, knowledge, and experiences you bring with you as a person and as a student. We like to hear from you and get to know you in class or have you join together with the instructor and other class members in a learning community to make the class as productive as possible. I feel strongly that teaching and learning is a joint venture and collaborative effort with students and the instructor.

Please complete a one page student information biography or resume for the course after the second class, and please return completed information to me by the following class. The student information helps me direct the class by allowing me to get to know you better and by becoming informed about the class audience (students in class). I get to know about the talent, experience, and interests of the class (audience) as well as the limitations which allows the students and me to connect to the intellectual capital of the class and the gifts (the whole is greater than each individual part - we need each other). Thank you for your consideration in completing the student information that you would like me to know and taking seriously your attendance to help the class learn.

**LATE WORK/TEXTING/CELL PHONES**

Late work is not accepted unless you have an emergency that I may consider. After we visit, acceptance or non-acceptance of the late assignment will need to be decided. Assigned work is due at the beginning of the next class hour unless otherwise stated. Again, if you miss class, please ask another student, before the next class, what is due in class the next class and have the assignment completed before class. Meeting deadlines with quality is an important skill to learn.

Please no texting in class. We are trying to be respectful to each other, our classmates, and the instructor. Cell phones should ring only in emergency situations, but I understand that your cell phone may ring in class. Do the best you can, let’s try to avoid the interruptions. If you need to answer an emergency call, please answer your emergency call by leaving the classroom. Please let me know in advance if you need to be seated near an exit.

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| **GRADING CRITERIA** | **Percent weight** |
| Papers and Project – 30% Midterm - Final 45% Grading Criteria is discussed and disclosed in detail in a handout once all student projects have been approved for the class It is necessary to meet with each student team not later than the fourth week of class.  | 75% |
| Service Learning/Projects, Journals, Class Writes. Quizzes, Homework Assignments, Participation. (No late work accepted on papers and assignments - see above.) | 25% |
|  **Attendance and your input in class are important. Please attend the class.**  |  |
| **TOTAL** | **100%** |

|  |
| --- |
| **GRADING STANDARDS** |
|  A = 93% & above |  C = 73 – 76 |
|  A- = 90 - 92  |  C- = 70 - 73  |
|  B+ = 87 - 89  |  D+ = 67 - 69  |
|  B = 83 - 86  |  D = 63 - 66  |
|  B- = 80 - 82  |  D- = 60 - 62  |
|  C+ = 77 - 79  |  E = Below 60 |

**ATTENTION STUDENTS WITH DISABILITIES**

If you have any disability that may impair your ability to successfully complete this course, please contact the accessibility services. Academic accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the accessibility services.

**LEARNING ASSISTANCE**

We have resources available on campus through many departments to assist students who are having problems with test taking, projects, writing, concentration, attendance, and many types of study skills. If you have any diagnosed learning or physical disability which may impair your ability to successfully complete this course, please let the accessibility services know so you receive advisement. In addition, you may contact the appropriate advisor or department.

**WRITING CENTER**

The Writing Center is a free service to you. Tutors are available to give you one-on-one help with writing assignments for your classes. An academic support service is a service to you. They do have policies and procedures that you are requested to follow. I consider the ability to reach a competent writing style as vital to your education. Please practice writing and get better at it. Practicing writing will improve your writing even if you are already a wonderful writer. We can always get better.

**WITHDRAWAL PROCEDURES**

Should it be necessary to quit attending this or any other class, you must officially withdraw by the required dates. Please let me know when you have decided to discontinue the class. It may be necessary for you to see an advisor.

**ACADEMIC INTEGRITY**

Please be mature and maintain academic integrity. I list a few items below that may help with ethical dilemmas. [*The following information below and terms were researched on the Internet and helped provide the below information from a number of online sources*].

C**heating defined**

Cheating is the act of using, attempting to use, or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else or preparing or copying others' academic work.

**Plagiarism**

Plagiarism is theft. The Latin root of the word is plagiarius which means a person stealer or kidnapper. Anytime you present another person’s work as your own–even if that other person is a friend or spouse - you have plagiarized. "Plagiarism is the act of appropriating any other person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of your own work in any academic exercise or activity.” There are other acts that require disclosure and a certain amount of maturity to refrain from being dishonest such as incorrectly emulating without sourcing the person or work being emulated or posturing in an manner that is unfairly taking advantage of another person. One way to avoid plagiarism is to give credit and disclose your source. In addition, in cases it may be necessary to ask permission, obtain a license, or gain a release before we use materials.

**Fabrication**

Fabrication is the use of invented information or the falsification of research or other findings.

Examples include but are not limited to the following:

* Citation of information not taken from the source indicated and not making disclosures. They may include the incorrect documentation of secondary source materials.
* Listing sources in a bibliography not used in the academic exercise.
* Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
* Submitting as your own any academic exercises - homework, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another. However, there are many times when collaboration is necessary, warranted, and the necessity of working with colleagues serves in generating a quality product, disclose and give the appropriate credit.

**Journal Writing Experiences**

Listed below are journal writing experiences that you may want to consider as part of this course. There are 28 (twenty-eight) items listed below that may help to trigger the creative and innovative thought process.

[Example: Try this learning experience if you like - Participate for 1 (one) week by performing small acts of kindness. (Open up a door, say thank you, clean-up an area even if it is not your responsibility and help someone.) Do something for someone.Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience].

**Other examples 1-28**

* 1. Give someone your time, and discuss their thoughts. Listen well to the person and hear their voice. Listen for any sound that may be distracting or adds to the conversation and then concentrate on the conversation. Write one page to yourself about the experience.
	2. Participate in a service event with an organization. Listen for any sound that may be distracting or adds to the service event. Write one page to yourself about the experience.
	3. Attend 2 (two) cultural events and type a one page response to what you attended (what, who, where, when, why, how, etc.) Listen for any sound that may be distracting or adds to the cultural event. Write one page to yourself about the experience.
	4. Attend a music event. Write one page to yourself about the experience.
	5. Join a club on campus and discuss your thoughts. How is audio and sound connected to the activity? Write one page to yourself about the experience.
	6. What is something you would like to do to make the world a better place? Discuss what this is and how you would like to do this. How is audio and sound connected to the activity? Write one page to yourself about the experience.
	7. Observe nature. Listen and hear the sounds. Write one page to yourself about the experience.
	8. Observe an animal. Listen and hear the sounds. Write one page to yourself about the experience.
	9. Observe people. Listen and hear the sounds. Write one page to yourself about the experience.
	10. Write a list of 60 (sixty) items in any order on a paper that you would like to achieve in your life time. Are there sounds connected to any of the 60 (sixty) items? Listen and hear the sounds. Write one page to yourself about the experience.
	11. Describe your dreams and goals. Are there sounds connected to any of the dreams and goals? Listen and hear the sounds. Write one page to yourself about the experience.
	12. Discuss what you are grateful for and why. Are there sounds connected to any of the gratefulness? Listen and hear the sounds. Write one page to yourself about the experience.
	13. If you could be anything or do anything, what would it be? Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	14. Write a poem comparing the poem set to music and record the results. Listen, hear, and collaborate. Write one page to yourself about the experience.
	15. Write a 2 (two) page short story and set it to music and record the results. Listen, hear, and collaborate. Write one page to yourself about the experience.
	16. Discuss an important community issue (non-religious). Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	17. Discuss an issue of importance to you (non-religious). Are their sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	18. Discuss how you will be successful in a class - discuss your action plan. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	19. Write a short note in three different contexts. Do not send it. Write the same note, change word choices, etc. based on your audience and set the writing to music and record the results. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	20. If a book was written about you, what would be the main theme? Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience discussing who you are.
	21. Favorite historical person and why (non-religious). Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	22. Favorite book and why. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	23. Favorite movie and why. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	24. You are sitting in a room. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	25. You are in a public place. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	26. Your choice. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	27. Your choice. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.
	28. Your choice. Are there sounds connected to these experiences? Listen and hear the sounds. Write one page to yourself about the experience.

**If still available online, listen to the song “Evening Train” at** [**www.robmathes.com**](http://www.robmathes.com) **Load Rob Mathes Radio**. **Compare the sounds you may hear when a train is coming down the tracks with the sounds in the song “Evening Train” and the musical composition and arrangement, recording, mixing, and mastering. Write one page about the listening experience.**

**Assessment**

Students are required to attend weekly class lectures and class sessions, present a mid-term paper, and a final research project.

**Evaluation Summary [Sign-up sheet for meeting with instructor is provided during the first week of class]:**

* + 1. **25%. Class participation with peer to peer supplementing evaluations along with objective quizzes, etc. as mentioned above.**
		2. **30%. Mid-term sound analysis project paper. (Please schedule a project meeting with your team and in advance with your instructor to discuss criteria and grading points. What are you planning to do - How, What, Where, When, Why and with whom - collaboration - preproduction –planning – production - postproduction - quality control and meeting deadlines.)**
		3. **45%. Final research project. (Please schedule a project meeting in advance with your instructor to discuss criteria and grading points. What are you planning to do - How, What, Where, When, Why and with whom – collaboration - finished product – project.)**

**Books, Articles, Discussions, and Queries allow for investigation and to dig deeper in an area of interest and to self-direct learning and provide opportunities to become a continuous learner.**

**GENERAL COMMENT: APPENDICES (A) THROUGH (C)** CAN BE PROVIDED AND ATTACHED TO A SYLLABUS EACH SEMESTER - ON THE FIRST DAY OF CLASS AS WELL AS PROVIDING LINKS TO WEBSITES TO USE IN A COURSE.

**Summary: Interdisciplinary Learning:** [*The following information below and terms were researched on the Internet and helped provide the below information from a number of online sources*].

**Writing:**

Graduates will be able to express their knowledge and ideas appropriately in writing.

Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop and improve through conscientious repetitive experiences across the curriculum with practice and with excellent mentoring.

**Oral presentations:**

Oral communication formal and informal is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, decision-making,, or to promote change in the listeners' attitudes, values, beliefs, or behaviors (persuasive).

**Problem solving:**

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question, or to achieve a desired goal.

**Ethical reasoning:**

Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values in the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

**Intercultural Knowledge and Competence:**

Intercultural Knowledge and Competence is a set of cognitive (relating to the thought process), and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

**APPENDIX C**

Each semester an **Appendix C** can be provide with the information below. [There are times that may require a class meeting take place in a different location other than in the classroom: Studio - Lab - Lecture Hall - Field Trip.]

**Appendix C**

**Date Time Assignment Description or Topic Location**

**Week # 1**

***Class 1***

***Class 2***

***Class 3***

**Week # 2**

***Class 1***

***Class 2***

***Class 3***

**Week # 3**

***Class 1***

***Class 2***

***Class 3***

**Week # 4**

***Class 1***

***Class 2***

***Class 3***

**Week # 5**

***Class 1***

***Class 2***

***Class 3***

**Week # 6**

***Class 1***

***Class 2***

***Class 3***

**Week # 7**

***Class 1***

***Class 2***

***Class 3***

**Week # 8**

***Class 1***

***Class 2***

***Class 3***

**Appendix C**

**Date Time Assignment Description or Topic Location**

**Week # 9**

***Class 1***

***Class 2***

***Class 3***

**Week # 10**

***Class 1***

***Class 2***

***Class 3***

**Week # 11**

***Class 1***

***Class 2***

***Class 3***

**Week # 12**

***Class 1***

***Class 2***

***Class 3***

**Week # 13**

***Class 1***

***Class 2***

***Class 3***

**Week # 14**

***Class 1***

***Class 2***

***Class 3***

**Week # 15**

***Class 1***

***Class 2***

***Class 3***

**Example using Rob Mathes Music**

**Analysis – Rob Mathes Music**

**Small Portfolio**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Class**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Time of Class\_\_\_\_\_\_\_\_\_ Day(s) \_\_\_\_\_\_\_\_**

Choose a song from Mr. Rob Mathes.

* **Introduction**: Appropriately **“g**rab” the reader’s attention. Briefly introduce a song, writer, and establish the credibility of the writer; then discuss main points of the song. Then move to your thesis and your three points of analysis (main point with three sub points). Example thesis: Mr. Mathes’ music effectively uses honesty, passion, and logic. (Use a form of ethos, logos, and pathos.) Please use the Internet and use of Synonyms to discover and investigate the terms ethos, logos, and pathos.
* In the body of your paper, develop your three points from the thesis with examples. If you refer to any specific text, make sure to cite your sources similar to the example from class (Welty, 1999, p. 203).
* Provide a strong conclusion, summarizing your main points and tying in ideas from your thesis or premise.

Writing is rhythm and it is both an audio and visual text with a musical presence as some articles or writing can be mainly imagery or visual text. It is important to expand your mind with many different texts. There are many layers to writing. Please read the lyrics in a song over and over, and listen to the song over and over. Also, you may wish to learn about the inspiration for the writing or song; for example, “Sweep the House Clean” is inspired by a William Carlos Williams’ poem. For example, use the song, “Evening Train” with a discussion of the meaning behind Rob Mathes’ *Evening Train* (CD). You may want to search the Internet, “The Gettysburg Address” by Abraham Lincoln, 10 (ten) sentences long. “This address said to have been written by President Lincoln on the back of an envelope while he was on a train en route to give the speech, is regarded by many as one of the top two or three greatest speeches in American history.” Here is a quote from “The Gettysburg Address” by Abraham Lincoln,” It is for us the living rather to be dedicated here to the unfinished work…”

**Paper Specifics:**

* Word-processed, Double Spaced/Stapled, Spell checked; Writing Center and peer review comments—turn these in with paper.
* 3 Typed Rough Drafts; each new draft peer reviewed with student comments.
* Final draft stapled on top. (1 to 3 pages, typed, double spaced.)
* Typed responses of your writing…what you did well; what you would do differently next time.
* Comments from the Writing Center.

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| **Grading Categories** | **Points** |
| ***1. Mechanics--spelling, grammar, punctuation, other editing***  |  1 2 3 4 5 6 7 8 9 10 11 12 13 14  |
| ***2. Style****-- tone, voice.*  |  1 2 3 4 5 6 7 8 9 10 11 12 13 14  |
| ***3. Content—****word choices appropriate for paper, language, purpose, sense of audience.* | 1 2 3 4 5 6 7 8 9 10 11 12 13 14  |
| ***4. Summary—****discusses main points of writing.*  | 1 2 3 4 5 6 7 8 9 10 11 12 13 14  |
| ***5. Response*** *respond to the three points discussed in your thesis; give specific examples and support. Refer to author.* | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 |
| ***6. Paragraph Structure****–organization.* | 1 2 3 4 5 6 7 8 9 10 11 12 13 14  |
| ***7. Essay Structure-****audience engaging introduction, detailed body paragraphs, conclusion.* | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 |
| ***Total*** | **14 Points Categories 1,2,3, 4 and 6 = 14 Points X 5 Categories = 70 Points** **15 Points Categories 5 and 7 = 15 Points X 2 = 30 Points****70 Points +Plus 30 Points = 100 Points** **Example: 14Points X 5 Categories = 70 Points 70 Points +Plus 15 Points X 2 Categories = 30 Points Total 70 Points + 30 Points = 100 Points 100 Points earned-graded/100 = 100% Total Grade****Example: (1)13+ (2)10+ (3)11+(4)14+(6)14 = 62 Points** **(5)8 + (7)6 = 15 Points Total 62 Points + 15 Points = 76 Points 76 Points earned-graded/100 = 76% Total Grade**  |
| ***Comments:*** | **\_\_\_\_\_\_\_\_\_Points Received/100 Points Possible = \_\_\_\_\_\_\_\_%**  |