

Week Three
Unit One: Poetry and Lyrics
CONFERENCE WEEK

Monday: 4/16/07 (Computer Lab)

- Reading: Your essay. **READ IT BEFORE YOU COME TO CLASS AND EDIT IT.** Also, bring in your **handbook** for editing and reference work.
- Assignment: **Bring first draft of paper (electronic version) to class for peer review.**
- Class Activities: Peer review. Mix-mastering work, using Groove Blender 2 (http://www.shockwave.com/sw/musicphotos/music_mixers). Debate: topic TBA. **Selection of a poem or song for discussion in class on Wednesday.**

I Peer Review (40 min)

- A. Get into groups Chris assigns for you.
- B. Introduce yourselves, and come up with your expectations for peer review.
- C. Peer review work on Chris' Piece: look at the first paragraph of Chris's piece and see if you can answer my question in the best and most specific way. My question: what, in your own words, is my thesis for my paper?
- D. Go over responses.
- E. Do peer review for 25-30 minutes—using the peer review sheet.
- F. At end, what are your next steps with this paper? What are the next three things that you need to do—write them at the top of your electronic copy and save it.

II Blogging: Prompt One (30 min)

- A. Get folks to set up a blogger page, at <http://www.blogger.com>.
- B. Instruction:
 - a. Show them how to insert images.
 - b. Show them how to insert videos.
 - c. Show them how to insert links.
- C. Prompt: What are the good and bad things about hip-hop music, in your opinion?
- D. Respond to someone in the class—agreeing or disagreeing with them.

III Listening to Rap (25 min)

- A. NPR bit: <http://www.npr.org/templates/story/story.php?storyId=74984688>
- B. Is hip-hop's language really a problem?
- C. Get into groups of three, and find evidence that supports your opinion on this question: modern music, hip-hop and otherwise, suffers from sexism, racism, and other isms that make listening to popular music problematic.

IV Finding Lyrics of Popular Music (5 min)

A. Places to look for evidence for your take on the question:

a. Songs:

i. **General Song Lyrics**

ii. www.lyrics.com

iii. www.azlyrics.com

iv. <http://www.lyricsbase.com/>

v. **Hip Hop Lyrics**

vi. <http://www.ohhla.com/>

vii. <http://www.hiphop-lyrics.com/>

viii. <http://www.hhdb.com/>

ix. **Country Lyrics**

x. <http://www.hit-country-music-lyrics.com/>

xi. <http://www.cowboylyrics.com/>

xii. <http://www.songlyrics.com/countrymusic.php>

Wednesday: 4/18/07

- Reading: Lyrics or poem chosen in class on Monday.
- Class Activities: Actual debate. Literature circles work. **Work on dictionary of terms.**

Lesson for Wednesday: 4/18/07

- Reading: Lyrics or poem chosen in class on Monday.
- Class Activities: Actual debate. Literature circles work. **Work on dictionary of terms.**

I Debate Prep (15-20 min)

- A. Put up the sheet.
- B. Have them research the question: Does sexism, racism, materialism and other isms make popular music, generally, a positive or negative force in contemporary society?

II Debate Itself (25-30 min)

III Reading: Pop Music and its Problems (25 min)

- A. When do you think popular music started dealing in sex, drugs, and rock and roll (some say a euphemism for sex)?
- B. Reading of Blues music.
 - a. Johnson:
http://www.morethings.com/mp3/robert_johnson/traveling_riverside_blues.mp3
 - b. Smith: <http://www.museeq.com/mp3/COLW146897-3.mp3>
- C. Questions for group work:
 - a. Are there references to sex, or sexual behavior? Where are they?
 - b. What's Johnson's take on women? Where do you find evidence (in the lyrics) for you take?
 - c. What do you make of Smith's love of "gin"? A good, bad or indifferent thing?
 - d. What do these songs say about the 1920s and 1930s, in general, do you think?
 - e. **Key Question:** Do you see the referents here, booze, sex, infidelity, at play in contemporary lyrics? Where?

IV Problems from Papers: The Consequential (15 min)

V Problems from Papers: Grammar (15 min)

VI Prep for Blues (5 min)

- A. Anticipation work.
- B. Read the first part of Blues falling down like rain, ask:
 - a. What do we think this will be about?
 - b. What do we think is the significance of the blues to hip-hop, and contemporary music?
 - c. What will this piece be like? What subject (history, psychology, English) will it be a part of?

Week Four

Unit Two: *The History of Popular Music (Writing for the Humanities and the Social Sciences)*

Monday: 4/23/07 (Computer Lab)

- Reading: “Blues Falling Down Like Rain” (**The piece is in our course reader**). Also, review the popular music timeline at <http://kclibrary.nhmccd.edu/music-2.html> (for music from 1900-1950) and <http://kclibrary.nhmccd.edu/music-3.html> (1950-2000).
- Assignments: **Bring in two copies of your final draft of our first paper for peer and teacher review.**
- Class Activities: The beginnings of American popular music—miniecture and listening session. (We will look at <http://www.library.ucsb.edu/speccoll/pa/cylindersgenre.html> to hear early-recorded music.) Online Discussion Topic: why is it important to know the history of music?

Wednesday: 4/25/07

- Reading: “Classic Rocker—the First Generation” and “Classic Rockers—the Second Generation” from *A Social History of Rock and Roll* by Paul Friedlander. (**The piece is in our course reader**).
- Assignments: **Start Paper Number 2. The first draft is due on 5/7/07.**
- Class Activities: Peer review. Primary vs. secondary sources. Discussion of Reading. Writing exercise to start paper number two. **Coffee house lyric and poetry reading. Work on dictionary of terms.**