

Week Six

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

CONFERENCE WEEK

Lesson for Monday: 5/7/07 (Computer Lab)

- **Reading:** Exposure to Degrading Versus Nondegrading Music Lyrics and Sexual Behavior Among Youth by Steven C. Martino, PhD, Rebecca L. Collins, PhD, Marc N. Elliott, PhD, Amy Strachman, MA, David E. Kanouse, PhD and Sandra H. Berry, MA at: <http://pediatrics.aappublications.org/cgi/content/full/118/2/e430>. **Also, bring in your handbook for editing and reference work.**
- Assignment: **Bring in first draft of Paper 2.**
- Class Activities: Discussion of Reading. Debate: "Is rap worth the trouble?" Play with "Fun Blast" at http://funschool.kaboose.com/fun-blaster/games/game_boomthang.html.

I Discussion of Text (25 min)

- A. Post, to your blog, a response to this question: what are the risks, according to you, and Martino, Collins, Elliot, Strachman, and Kanouse, of exposure to "degrading" lyrics? Are these risks, particular for people under 18, worth tolerating?
- B. Respond to a fellow person's blog after fifteen minutes, and look at others.
- C. Chris' Questions:
 - a. What is the definition of degrading? Why is this definition important?
 - b. How strong is the correlation here between exposure to degrading lyrics and behavior?
 - c. Is rap the worst offender? Are there other genres that are equally problematic?
 - d. **Key Question:** Do we, overall, buy this conclusion: "Reducing the amount of degrading sexual content in popular music, or reducing young people's exposure to music with this type of content, could delay initiation of intercourse and related activities. This, in turn, may reduce sexual risk behavior and sexual regret. Intervention possibilities include reaching out to parents of adolescents, to teens, and to the recording industry."

II Play with Fun Blast (15 min)

- A. Loop and create for ten minutes at: http://funschool.kaboose.com/fun-blaster/games/game_boomthang.html.
- B. Questions: Was it easy? What did you learn about looping sounds, what sounded good together, what didn't?
- C. Is this really music creation?
- D. **Key Question:** Is hip hop really about the creation of new sounds, or the recycling of the old?

IV Peer Review (30 min)

- A. Go over what a movie of the mind is, with sample paper.
- B. Have them do it, plus their questions—using the sheet and emailing it to peer.

V Further Research (20 min)

- A. Show them <http://www.library.ucsb.edu/eresources/databases/data-frames.html>.
- B. Show them the following:
 - a. [Music Index Online](#)
 - b. [SAGE Full-Text Collections](#)
 - c. [JSTOR](#)
- C. Have them find and save one piece to their desktop.

VI Citing What You Have and Have Found (10 min)

- A. Go to noodletools and create an APA and MLA citation for **one of your sources**.
- B. Take questions.

Wednesday: 5/9/07

- Reading: Selections from Nelson George's *Hip Hop America*. (**The piece is in our course reader**). Also, if you're interested in writing about Hip Hop, then read Roni's Sarig's "Dungeon Family Tree" (about the Atlanta hip hop scene) and **definitely read** "Hip Hop's Founding Fathers Speak the Truth" (an interview with the originators of NYC hip hop).
- Class Activities: Debate: Is hip hop worth the trouble? Student led discussion of dueling hip hop pieces. **Chosen in Previous class. Roundtable discussion of popular music.**

Lesson for Wednesday: 5/9/07

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I Common Errors Work: Grammar Race (20 min)

- A. Break up into teams of three or four.
- B. Give them overheads with some common errors, anonymous.
- C. Go through the following:
 - a. FANBOYS
 - b. Intro clauses
 - c. Citation problems
 - d. Word order
 - e. Sentence agreement
 - f. Simplifying
- D. Take questions.

II Debate Prep (15 min)

- A. Come up with question.
- B. Go over rules, and have them do sheets individually.
- C. Get them into two sides.

III Debate itself (20 min)

IV Writing Exercise: How does an idea come together? (20-25 min)

- A. Put up the thesis to Bradley Noel Paper: Just how far Sublime could have gone will never be known, but Noel's talent was rivaled only by his heroin addition, which leads me to ask this: is there a link between Bradley's heroin addiction and his talent?
- B. Give them the sheet, and large paper, scissors, and pens.
- C. Create the best possible paragraph that discusses this aspect of the thesis: Did his addiction have a causal connection to the success of his music?

V What is Science Exercise (20 min)

- A. Ask them to define it, in journals.
- B. Ask them to do the following, in groups: to define “love” from one of the following perspectives:
 - a. As a scientist.
 - b. As a musician.
 - c. As a poet.
 - d. As a psychologist.
 - e. As an anthropologist.
- C. Talk about differences.
- D. Do pre-reading work.

Week Seven

Unit Three: The iPod and Hearing Loss (Writing For the Sciences)

Monday: 5/14/07 (Computer Lab)

- Reading: “The iPod and the Fury” by Gregory Mott, “Apple Sued Over Hearing Loss in iPod Buyers” by Dan Goodin, and “Apple Hears Complaints, Offers Volume Controls.” (**These pieces are in our course reader, and they are only six pages in length**). Also, bring in your **handbook** for editing and reference work.
- Assignments: **Turn in final draft of paper two. Start to prepare midterm portfolio and make sure your blog is up to date (should have 5 blog entries by now, if not more).**
- Class Activities: Discussion of texts. Questionnaire design workshop. Prep for scientific reading.

Wednesday: 5/16/07

- Reading: “Poll of Popular Technology Usage” (read first three pages and skim rest). (**The piece is in our course reader**) and “Hearing Loss and the Invention of the Phonograph: The Story of Thomas Alva Edison” (**The piece is in our course reader**).
- Assignments: **Turn in Midterm Portfolio. Proposal for third paper, due 5/22/06.**
- Class Activities: Discussion of poll. In-class writing on third paper. Preliminary research on your topic. **Work on dictionary of terms.**