

## **Expectations for Writing in Music** **Clarion University of Pennsylvania**

At graduation, Music majors will demonstrate the following abilities to produce language-based texts.

### **Critical Literacy and Analysis**

Students' ability to analyze and interact with course material in written documents.

#### Student comprehends and follows directions.

Benchmark indicators:

- ❖ Student accurately follows directions for the particular writing assignment.
- ❖ Student clearly addresses question posed.

#### Student demonstrates in writing critical thinking about key subjects in the music field.

Benchmark indicators:

- ❖ Student identifies historically important genres, techniques, innovations, composers, literature.
- ❖ Student reports on significant musical styles.
- ❖ Student reports on composers.
- ❖ Student discusses compositional techniques.
- ❖ Student discusses representative compositions from various periods.
- ❖ Student explains historical significance of composers and compositions.
- ❖ Student connects music from specific periods to various disciplines (i.e., visual arts, philosophy, performing arts)
- ❖ Student connects music to artistic, social, political, and/or economic conditions of a given period.
- ❖ Student demonstrates competency in auditory literacy by recognizing various compositional styles and their historical periods.
- ❖ Student demonstrates competency in reading musical notation by appropriately identifying the compositional style of a given musical score.

#### Students apply learned terminology.

Benchmark indicators:

- ❖ Student defines terminology.
- ❖ Student correctly applies specific terminology in discussion of course subjects.

#### Student identifies and accurately interprets appropriate scholarly sources.

Benchmark indicators:

- ❖ Student discriminates between relevant and irrelevant information for a given project.
- ❖ Student incorporates relevant information to support written assertions.
- ❖ Student cites external sources in paper.

### **Rhetorical Awareness**

Students' ability to produce various types of writing appropriate to the field of music.

Students understand the rhetorical rules that govern conventional form and content in documents produced in the field of music.

Benchmark indicators:

- ❖ Student writes a research paper.
- ❖ Student writes program notes.
- ❖ Student creates a discography.
- ❖ Student writes liner notes for recordings.
- ❖ Student writes a grant proposal.
- ❖ Student writes an abstract.
- ❖ Student writes informative articles.
- ❖ Student writes reviews.
- ❖ Student writes a description of a theoretical analysis of a music composition.
- ❖ Student creates a resume/vita

Student makes connections among diverse sources, such as scholarly literature, class content and various musical compositions.

Benchmark indicators:

- ❖ Student presents information relevant to the topic.
- ❖ Student presents information relevant to the audience.
- ❖ Student selectively chooses among information on topic to address thesis or purpose.
- ❖ Student establishes connections among a variety of materials and concepts.

### **Professional Style for Writing about Music**

Students write in accordance with the professional style of the Music discipline.

Benchmark indicators:

- ❖ Writer uses appropriate tone, voice, and formality expected of Music scholars
- ❖ Student correctly uses an accepted documentation style (i.e., Turabian).
- ❖ Student never uses contractions.
- ❖ Student italicizes or underlines proper titles of major works.
- ❖ Student uses quotation marks to indicate movements or sections of a composition.
- ❖ Student italicizes or underlines all foreign (non-English) words.

### **Written Language Use & Competency**

Student approaches writing as a process in which ideas and clarity of expression develop over time.

Benchmark indicators:

- ❖ Student plans and organizes writing projects.
- ❖ Student engages in prewriting activities such as outlining.
- ❖ Student arranges concepts and facts in a meaningful order.
- ❖ Student produces multiple drafts.

- ❖ Student improves content and style from draft to draft.

Student integrates own ideas with external sources.

Benchmark indicators:

- ❖ Student uses quotations where appropriate.
- ❖ Student correctly paraphrases and summarizes scholarly literature/outside sources.
- ❖ Student correctly uses in-text citations and footnotes.
- ❖ Student produces correct bibliography citations.

Student writes in accordance with conventions of standard written English.

Benchmark indicators:

- ❖ Student demonstrates control of grammar, punctuation and spelling.
- ❖ Student controls sentence boundaries and structure.
- ❖ Student controls paragraph boundaries and structure.

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