

Music Department WAC Plan August 27, 2018

Expectations:

“Music writing” in our department consists of two specific types of writing—research and analysis. Both kinds of essays should focus clearly and consistently on a specific idea, develop that idea thoroughly, accurately, and in detail, be easy to follow, and contain few/no errors in grammar or mechanics. If it is a research essay, it should also gracefully incorporate and accurately cite sources that are appropriate, relevant, and persuasive.

The assessment of the research paper is based on the student’s ability to organize thoughts around a central theme, while presenting a paper that is sophisticated in its word usage and grammar.

The assessment of analysis papers is based upon the student’s ability to develop a thesis statement, present supporting points, develop a paper that is organized/coherent, and demonstrate appropriate grammar and style. The analysis paper does not include citation.

Music Classes Focused on Writing:

Music 2600: Survey of Music Literature: 5 pages of writing; 10% of course grade (Dr. Dippre)

Music 3110: Music History: Ancient through Baroque: 22 pages of writing, 45% of course grade (Dr. Marosek)

Music 3130: Music History: Classic through Romantic: 19 pages of writing, 45% of course grade (Dr. Marosek)

Rubrics

Rubrics used in the abovelisted classes can be found under “Rubrics” on the WAC Plan page.

Writing Across the Curriculum Rubric for Music Department Research Writing (**used in Music 2600, 3110, and 3130**)

	4	3	2	1
Thesis Statement	Thesis statement relates to assignment and clearly summarizes the author's position on the topic	Thesis statement relates to assignment.	Thesis statement does not fully relate to assignment.	No thesis statement.
Supporting Points/ Accuracy	Main points support thesis statement.	Main points are related to topic, but may not fully support topic.	Main points do not fully support thesis statement and are not clearly developed.	Material discussed does not relate to assignment. No clearly developed main points.
Organization/ Coherence	Effective transitions between points. Effective introduction and conclusion.	Relatively well organized. Includes an introduction and conclusion, but these may not adequately present the author's thesis statement and supporting points.	Unclear transitions between points. Introduction and conclusion do not relate to the rest of the document.	No clear organization. No introduction and conclusion.
Grammar/ Style	Uses terminology properly. No mechanical, grammatical, or spelling errors.	Usually uses appropriate terminology. Infrequent errors in Mechanics, grammar, and spelling which do not detract from the paper as a whole	Accurate, but simplistic, sentences. Mechanical, grammatical, or spelling errors are a detriment to the clarity of the paper as a whole.	Poor.limited word usage. Major mechanical, grammatical, or spelling errors.
Sources/ Citation	All source material cited properly. Use of all required sources.	Most sources cited properly. Use of all required sources.	Inconsistent citation of sources. Only some required sources used.	No citation of sources. Any plagiarized paper will receive an automatic grade of "0".

Writing Across the Curriculum Rubric for Music Department Analytical Writing (**used in Music 3130**)

	4	3	2	1
Thesis Statement	Thesis statement relates to assignment and clearly summarizes the author's position on the topic	Thesis statement relates to assignment.	Thesis statement does not fully relate to assignment.	No thesis statement.
Supporting Points/ Accuracy	Main points support thesis statement.	Main points are related to topic, but may not fully support topic.	Main points do not fully support thesis statement and are not clearly developed.	Material discussed does not relate to assignment. No clearly developed main points.
Organization/ Coherence	Effective transitions between points. Effective introduction and conclusion.	Relatively well organized. Includes an introduction and conclusion, but these may not adequately present the author's thesis statement and supporting points.	Unclear transitions between points. Introduction and conclusion do not relate to the rest of the document.	No clear organization. No introduction and conclusion.
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