Short Essays

Science, Technology and Society 200
http://www.ualberta.ca/~graves1/index.html
Writing Across the Curriculum

Would you like to improve the writing of your students? Improve their learning of your lecture material? Are you looking for new ways to engage your students in your course materials? If this interests you, contact Roger Graves: or 492.2189

What can we do for individual instructors:

- meet to talk about ways to incorporate informal (short, impromptu) writing assignments into any class, small or large
- review via email any assignment you give students that has a writing component to help make it clearer for students and to help develop grading rubrics to improve the speed and accuracy of grading
- visit your class to help students get started on their writing assignments

What can we do for departments:

- hold workshops on creating good writing assignments
- host discussions of how to improve the writing of students in your programs
- conduct reviews of writing assignments in your departments courses to identify exactly what your students are being asked to write—and to ensure that they have access to resources on how to write (online and on-campus)

Upcoming Presentations and Workshops:

http://www.humanities.ualberta.ca/WAC/
Centre for Writers

Welcome to the Centre for Writers
We offer free one-on-one writing coaching and support to all students, instructors and staff at the University of Alberta - in any faculty or at any level of study.

Our writing coaches are available to assist clients with higher order concerns in their writing, such as thesis formation, organization and idea development, as well as more specific details, like grammar and documentation style. Clients can bring in any writing project at any stage of development: essays, lab reports, creative pieces, scholarly articles, thesis drafts, application letters - and more. Our coaches will also help students read instructor comments on already-graded papers. ESL and EAL students are welcome!

Request a class room visit by a tutor.

Welcome back for the Fall 2009 term! Tutoring hours will begin on Monday, September 14. The online appointment-booking schedule will be available to clients as soon as possible prior to this date. We look forward to working with you!

http://www.c4w.arts.ualberta.ca/
GRAM WOW!
1. “The phonograph was seen as a way to remove the roadblocks preventing America’s musical development” (Katz pg 51). **What** were the unique problems for the dissemination of classical music in America at the turn of the century? **What** were the qualities of recorded music that overcame these difficulties? Use one example from the text to **outline** and **define** each of these phonographic qualities.

“The benefits of the phonograph seemed limitless in the home and in the school” (Katz 54). Using examples from the book, **describe** how one of the qualities of the phonograph affected America’s musical development in the home and in the school.
Note the verbs

- Outline
- Define
- Describe

What do these terms mean to you?
Invention: Generate ideas

- **What** were the unique problems for the dissemination of classical music in America at the turn of the century?
- Brainstorm, idea maps, questions

- Affordability of live music
- Live music not transportable, into the home
- Personal preference hard to satisfy (few choices)
- Few concert halls in US didn’t stock black performers (choice/selection)
- Pg 53—unique problems comment
Invention

- **What** were the qualities of recorded music that overcame these difficulties?

- Reproducibility
- Mass production
- **Portability**
- Durability
- **Repeatability** (Ch. 2)
- Low cost
- Access
- Market = variety
- 3 qualities listed in text (Ch 2)
Invention

- Use one example from the text to outline and define each of these phonographic qualities.

- Examples (ch 2):
  1. How musicians shaped compositions to reflect technical limits of the time—Stravinsky
  2. Grown men ghost conducting
  3. Annie Greenwood educational subsidy
  4. Defy racism by providing greater access
  5. "Audiophile" as an idea develops
Thesis statement

Working thesis:

- The phonograph allowed music to cross racial barriers

- because it was affordable, reproducible, and portable. By playing records that Black people could afford on their low incomes, the phonograph enabled non-traditional populations to hear and perform this music. These phonographs were also relatively light—not iPod light, but portable nonetheless—and this allowed the records to move into the home.

- More than that, it hid racial identity—particularly in classical recordings, and that enabled Black people in the US to have access to this music.
Your argument

- Main claim
- Subsidiary claims
Organization

Introduction—

● leads up to thesis but in a short essay you might elect to just get started with it

● Identify the example you will use

● Identify the qualities you will outline and describe
Organization

- Intro
- 3 concepts—described in one paragraph—what they mean, how they operate
- Several following paragraphs that show those concepts at work in one example--Stravinsky
Outline
Subsidiary claim
Draft it

- Create a full draft
- Get a “trusted reader” to review it—from this class, someone who had taken the course before, a tutor at the Centre for Writers
- Rework your thesis or claims, add transitions, re-think the introduction and conclusion
- Make sure you’ve cited the text to provide evidence for your claims