Response Suggestions, Grading Guidelines
(Based on first paper submissions, and your questions)
Music 7, Spring 2015, UC Santa Cruz
Polansky
4/20/15

Suggestions
• focus more on your own thoughts and observations
• when you find something interesting or amazing explain WHY
• pay attention to how good your writing is (that’s a main point of the class)
  o edit your writing, structure it writing clearly
    ▪ have clear structure to the paper, which enables you to support at least one or two of your own ideas
  o read your work after you write it out (it helps to print it out); get rid of embarrassing typos, Spellcheck bursts (“Carol Padden was “death”; I was “stunted by Carol Padden’s lecture,” etc.
• engage with the lecture, make connections to other sources
  o the response is not about “you,” it’s about the lecture, the ideas
  o support your argument with reference to the class materials outside of the guest lecture (other lectures and textbook)
• organize your thoughts around multiple points (multiple paragraphs may help)
  o in general, keep your sentences focused around a single idea, the paragraph focused around the next larger idea
  o periods and paragraph breaks are your friends

Some (rough) guidelines as to how these are graded
6
• really poor writing
• under word count

7
• mainly summary
• poorly written
• steam of consciousness / no organized structure
• mainly observations of what happened in lecture

7.5
• more than just summary, but thoughts are somewhat vague and unsupported

8
• well-written summary
• highlights specific points of the lecture for commentary
• organized into multiple points (paragraphs)
• unqualified statements: it was "incredible" or "amazing" but no WHY
8.5
• more than just summary
• thoughts are supported but not much, or any, connection outside of the guest lecture

9, 9.5
• statements qualified and supported
• connections to the class material outside of the guess lecture
• (other lecture and text)

10
• brilliant beyond all imagination