STEP 4 : Processing (WP)

→ Time to actually start writing. Read your research plan again to remind yourself what exactly is expected from you (list of sources, paper, vocabulary list and oral presentation). **Write your essay between 3 and 10 February 2014 and hand in by 12 March 2014**

1. Tips for the essay :

- o It is useful to draw up a structure of the text that you wish to write.

- o Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

- o The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a build-up of the issue, a stage of bringing your reader into the essay's argument

- o Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. Pay attention to linking words (*because, therefore, in order to, moreover, etc*).

- o Conclusion: end your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation or an interesting twist of logic.

- o Respect the rules of punctuation. You need to add capitals, commas, full stops.

- o When you have finished writing your text, reflect on your language: correct yourself, have your text proofread and enrich it. Use spell checker (British English!), dictionaries and thesauri.

- o Don't be satisfied with what you have written! Your language is probably too basic.

- o Mind the grammar and check whether you have applied the rules correctly in your text.

2. Making a bibliographical list

You need to write down the **bibliographical address** with each source that you consulted, according to strict rules. A list of such addresses of consulted sources is called a bibliography. There are many ways of writing a bibliographical list.

A **bibliography** is a "user-friendly" list of the sources used in your essay – for any direct quotations, or any facts or opinions not generally known and accepted. It should be easy for the reader to locate your references.

Whatever the type of source, you need similar **basic identifying information:**
• names of authors, editors or composers, in full: use the UT Library catalogue as a format guide
• titles and subtitles in full
• for a book: city, publisher and year of publication from the front or back of the title page
• for a journal article: article and journal titles, volume/issue number, year, and inclusive paging
• for sound recordings: performers, identifying label numbers, and year from the disc or insert.
• for internet resources: the URL and the particular date on which you took your notes.

Format this information in entries with a **consistent** typographic style and list the entries alphabetically. Sound recordings can be included, or grouped in a similar list called a **discography**.

Basic entry formats
● A book:
Author's last name, first name. *Book Title*. **City: Publisher, Year. [Indent lines after the first one]**
Campbell, Patricia Shehan. *Teaching Music Globally: Experiencing Music, Expressing Culture*. New York: Oxford University Press, 2004.

● An article in a journal:
Author's last name, first name. "Article Title." *Journal Title* **volume/issue number (Year): pages**
Tomlinson, Gary. "The Web of Culture: a Context for Musicology." *19th century music* 7/3 (1998): 350-62.

● A book by more than one author:
Hutcheon, Linda, and Michael Hutcheon. *Opera: the Art of Dying*. Cambridge, Mass.: Harvard University Press, 2004.
● A book edited by one or more editors:
Crist, Stephen A., and Roberta Montemorra Marvin, eds. *Historical Musicology: Sources, Methods, Interpretations*. Rochester, N.Y.: University of Rochester Press, 2004.
● An edition of a book later than the original one:

Phelps, Roger P., et al. *A Guide to Research in Music Education*. 5th ed. Lanham, Md.: Scarecrow Press, 2005.
● A chapter from a collection by various authors:
Harris, Ellen. "Harmonic Patterns in Handel's Operas." In *Eighteenth-century Music in Theory and Practice: Essays in Honor of Alfred Mann,* edited by Mary Ann Parker. Stuyvesant, N.Y.: Pendragon Press, 1994.

● Internet resources:
The University of Toronto Libraries, Memorial University Libraries and the Bibliothèque de l'Université Laval. *Labrador Inuit Through Moravian Eyes*. http://link.library.utoronto.ca /inuitmoravian/index.cfm (Accessed 30 October 2006)

Do not hand in your work yet. Check your group members' work first and reflect on the work you have done.

3. Peer evaluation of your group members' text

- Read your group members' text while he/she reads yours.

- Number the paragraphs.

- Highlight the main ideas in the text.

- Check whether every new idea gets a new paragraph.

- Look at the structure of the text: is there an introduction and a conclusion? Is there a logical sequence of thoughts or arguments? (what, where, when, who, why, arguments pro, arguments contra, own opinion)?

- Check the grammar.

- Check the spelling. Has your neighbour used his spell checker?

- Has he/she expressed his/her opinion in an objective way?

- Is there enough variation in the vocabulary? And in the linking words?

Reading and evaluating each other's essay:

CATEGORY	4	2.5	1	0

Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.

Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.

→ **change your work if necessary.**