

Course Intro Essay – September 25, 2018

Name:

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Using your soundscape journal and the first three (3) completed online discussions as a guide (Our best practices, Music and the brain, Musical educations and the education of music), you will outline or sketch a response to **one** of the essay prompts below.

1. In Mu 101, you're learning how to be a musicologist. Why do you think you'll be a good musicologist? Why is becoming an amateur musicologist a worthwhile thing to do?
2. What's the point of a soundscape journal? Why is it a valuable process?
3. Imagine you're arguing with someone who says that Mu 101 is a waste of time. How would you convince them that they're mistaken?

You won't write a complete essay in class today. Instead, you'll outline what you *would* say in a polished essay.

You can take these questions in a lot of different directions—they're open-ended and broadly framed on purpose. Think especially about your identity (who you are in terms of personality, past experiences, or cultural/social groups), your career (your past academic challenges, your academic and professional goals, your strengths), and how both of those inform, relate to, and will draw upon your experience in Mu 101.

**1. Thesis.** What is your chosen prompt question? Rephrase it here as an affirmative statement instead of a question (i.e., a thesis statement, or the point you're going to make and support in your essay).

## 2. Brainstorming: Arguments + support

Arguments	Support
List as many major points you could make in this essay. They don't need to be good, and they don't need to be in complete sentences (and it's often a more efficient writing process if they're not!).	For each argument in the column on the left, list at least 3 specific supporting details that you could use to support each major point. These should include quotations from your online discussion participation, quotations or ideas from your soundscape journal experience, or specific anecdotes from your life.

Arguments

Support

### **3. Refining: Selecting and ordering**

Reread your brainstorming and decide which of your arguments are the strongest.

In the left margin of step #2, number your arguments in the order you would want them to appear in your essay. You don't have to (and probably wouldn't!) use everything you came up with in your brainstorming.

**4. Conclusion.** A good conclusion isn't a restatement or summary of everything you've said so far. Instead, it shows how your ideas are relevant *beyond* the scope of your essay—what's the point of your ideas beyond just responding to the prompt? Good conclusions show how the ideas you've outlined above are controversial, rebut potential criticism of your ideas, or show how your ideas connect to other experiences, disciplines, or knowledge outside of this class.

Jot down at least one idea that you could mention in your conclusion here.