

UNIT STUDY EXTRA CREDIT ASSIGNMENT FAMOUS COMPOSER - BIO SHEET & PAPER

YOUR NAME: _____

USE TWO SOURCES OF INFORMATION!!!!

COMPOSER'S NAME: _____

DATE OF BIRTH: _____ DATE OF DEATH: _____

PLACE OF BIRTH: _____ PLACE OF DEATH: _____

OTHER IMPORTANT PLACES HE/SHE LIVED ARE: _____

List **three** things that surprised you or that you found really interesting or really amazing about this person's life or musical accomplishments. (USE COMPLETE SENTENCES!!)

1) _____

2) _____

3) _____

BIBLIOGRAPHY: List the **two sources** that you used in correct bibliographic form (If a book, include: Author (last, first - for first listing). Title. Place of Publication: Publisher, Copyright date. Page number used. If web site, include: Site name. Address. Author & date if known.)

SOURCE #1: _____

SOURCE #2: _____



The Paper...

- Step 1** - Complete the BIO SHEET. This will help you decide what you are interested in learning about:
- What time period is the composer from?
 - What was the composer's life like?
 - What kind of any how many contributions did the composer make to music? Be sure to make particular reference to the style of music that he/she wrote (i.e. "Classical," "Romantic," "Program Music," etc.)
- Step 2** - Draw a web or some other kind of graphic organizer & write down everything you already know about the composer. (It may be a good idea to use your completed bio sheet.
- Step 3** - Make a list of things you don't know.
- Step 4** - List any sources for information that you know right off the top of your head.
- Step 5** - Where can you look or whom can you ask about more sources? (You need at least two).
- Step 6** - Find your sources, read (or listen or watch), and add information to your web or graphic organizer - use a different color so you remember what you already knew versus what you just learned.
- Step 7** - Do your bibliography NOW while you have the book or source in hand & you have your information. It is a real pain to have to go back and find it!!!
- Step 8** - BEFORE you start writing your paper, read the rubric for grading. Make sure you know what an excellent paper will look like, and then read the incomplete column so you have an idea of common pit-falls.
- Step 10** - **TYPE** your paper.
- First paragraph (general information): when the composer was born, where he was born, what he did before writing music, what instrument(s) he/she played
 - Second paragraph (description of music): titles of some of the composers pieces, history behind the piece(s) you are describing, etc.
 - Third paragraph (conclusion): Did you listen to the piece? What did you find interesting? Did your sources have the same information or any conflicting information? When and how did the composer die?
- Step 11** - Proof read your paper and go over it with the grading rubric. See if you included everything in the excellent column and check for the pit-falls in the incomplete column. Take pride in your work, it is a reflection of YOU!
- Step 12** - Make sure your name is on your paper, attach the bibliography and turn in your work!

If you are feeling ambitious, you can create a poster board to go along with your paper. Lots of extra credit if you do!



The Bibliography...

Whenever you use information from any source, you have to credit that information to the book, magazine, Internet site, person or whatever, where you found the information. This is called a citation.

Notice

- The beginning of each citation in a bibliography sticks out and the rest of the citation is indented - this makes it easier to scan through a list to find a particular author's name (hanging indent format).
- The first author is listed last name, first name. If there are two or more authors, only the first is listed this way; others are listed first name followed by last name. It is done this way to make it easier to alphabetize the list by the primary author's last name. (Tomb, Eric and Paul Rail.) Sometimes there isn't an author, just a publisher; in that case, list the person's name, put in a comma and the word "editor". (Rennert, Richard, editor.)
- The title of the book or magazine is underlined.
- The name of an article is in "quotations".
- There is a colon (:) after the place of publication and a comma after the publisher's name (New York: Petrucci Books, Inc., 1995.) The three pieces of information about the publishing of the book go together as one section.
- There is a period between each section of the citation.

The Purdue University Online Writing Lab says that print sources should be cited in the following ways:

A book:

Author(s). Title of Book. Place of Publication: Publisher, Year of Publication. Page number(s).

A part of a book (such as an essay in a collection or an encyclopedia):

Author(s). "Title of Article." Title of Collection. Editor's Name(s), ed. Place of Publication: Publisher, Year. Pages.

If this were an article from an encyclopedia, you would add volume number after the title of the encyclopedia.

An article in a periodical (such as a newspaper or magazine)

Author(s). "Title of Article." Title of Source. Month / Day / Year. Volume & Number: pages.

For a website you may use:

Author (if available) (last, first). "Title of Page". Address of Page (http://www.etc.).
Date of creation or revision (if available).



WARNING!! - ATTENTION STUDENTS!!!!!!

Yes, I want you to use internet sites for your research on an this project, but use the web pages just like you would a book - you may not copy the information word for word or (worse yet!) just print out the web page!! Take the ideas and information from the page and put it into your own words. Don't forget the bibliographic entry! Write down the URL (address) of the site (that is the "http:_____ " at the top of the browser page) and be sure to include it along with the name of the site and (if you can find it) the author of the site and the date it was created. Look at the following page to see how to correctly write a bibliography.



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BIO SHEET & RESEARCH REPORT RUBRIC

Student Name: _____ Date: _____

CATEGORY	4	3	2	1
Bio Sheet	Thoughtful answers that show interesting things about this person's life.	Answers are correct but not very interesting. It may look like student only read a small amount of the information.	Short answers OR - some information misunderstood. OR- Not very interesting.	One word answers. OR - Information in the last question is a repeat of information above. OR - Incorrect information.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Amount of Information in Paper	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information in Paper	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Paragraph Construction in Paper	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is Illegible.

Comments: _____

Points Earned: _____ ÷ 36 possible points x 100 = Grade: _____

Teacher's Signature: _____

90-100 points – Exceeds Standard
 70-79 points – Rising to Meet Standard

80-89 points – Meets Standard
 69 and below – Below Standard