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Fax

To: Todd Bitters **From:** Leta Hendricks
First-Year Seminar Program **Pages:** 18
Phone: Bitters.4 **Date:** 02/27/2017
Re: First-Year Seminar Proposal **cc:**
 Urgent **X For Review** Please Comment Please Reply Please Recycle

Comments:

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a sample syllabus that includes the following. (Sample syllabi can be found at <http://freshmanseminars.osu.edu>).
 - the course goals
 - a brief description of the content
 - the distribution of meeting times
 - a weekly topical outline
 - a listing of assignments
 - grade assessment information (A-E or S/U)
 - required textbooks and/or reading list
 - the academic misconduct and disability services statements (sample statements can be found at <http://asccas.osu.edu/curriculum/asc-syllabus-elements>)

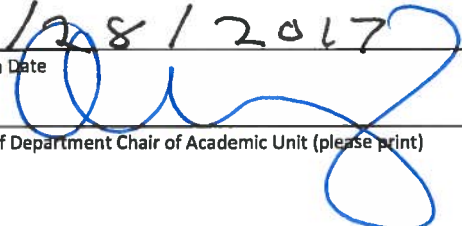
2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

Leta Hendricks University Libraries
Proposer's Name and Primary Academic Unit (please print)

JAY - Z: In Tha' Mix
Proposer's Title

hendricks.l3 614.688.7478
Proposer's e-mail Address Contact Phone Number

2/28/2017
Submission Date

 Alison Armstrong
Approval of Department Chair of Academic Unit (please print) University Libraries

Please indicate the semester you would like to offer the seminar: AU' SP'

This form and any attachments should be mailed to First-Year Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, ATTN: Todd Bitters or e-mailed to bitters.4@osu.edu.

Leta Hendricks, MA, MS

Assistant Professor

African American and African Studies Librarian

Human Sciences Librarian

University Libraries Research Services

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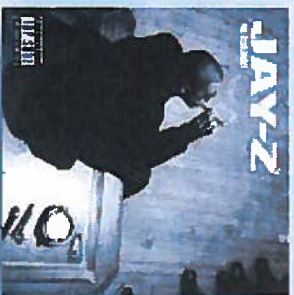
Leta Hendricks is the Human Sciences Librarian and African American & African Studies Librarian at The Ohio State University. She provides general and specialized research services; library and information literacy instruction courses; conducts specialized instruction and; develops and manages subject collections. As a 21st century Librarian she utilizes technology to create, store, teach, and disseminate knowledge. In 2007, she developed "Droppin' Science" a virtual world in Second Life. "Droppin' Science" commemorates significant cultural events of the non-virtual world and honors the spectacular vernacular of rap music and hip hop culture (<http://droppinscience.wikifoundry.com/>). Research interests include French Rap Music, Gaming and Teaching, Hip Hop Culture, and Robert Johnson. She has taught courses on African American and Women Studies topics at The Ohio State University, Knox College, and Carl Sandburg College. Leta Hendricks holds an M.S. in Library and Information Science from the University of Illinois, an M.A. in Afro-American Studies from Atlanta University and a B.A. in Afro-American Studies from Western Illinois University.

Affiliated Faculty: Department of French and Italian at The Ohio State University.

Areas of Expertise: French Rap Music, Gaming and Teaching, Hip Hop Culture, and Robert Johnson.

Subject Guides: Africana Studies [<http://guides.osu.edu/Africana>], The Black Panther Party [<http://guides.osu.edu/blackpantherparty>], and Hip Hop Culture [<http://guides.osu.edu/hiphop>].

JAY-Z: IN THA' MIX ASC 1138. CREDIT HOURS 1



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Tel: 614-688-7478
Classroom – Room 150A Thompson Library
Class Meeting – Fridays – 2:00 – 2:50 p.m. August 25 – November 30, 2017
Office Hours – Tuesday – 9:00 – NOON and by appointment
Twitter – [DroppinScience](https://twitter.com/DroppinScience) <http://twitter.com/DroppinScience>

SYLLABUS

COURSE DESCRIPTION

JAY-Z is an entrepreneurial phenomenon of the last two decades. This seminar examines JAY-Z from different perspectives as an artist and as a businessman. The seminar will discuss perspectives and beliefs about rap music and popular culture. JAY-Z is currently one of the most influential iconic figures of Global Pop Culture. His music embodies the quintessentially "African American" genre of music, we will study his musical roots, trace the development of his career and connect JAY-Z with his culture. An analysis of his business empire will include his drug-marked youth, musical achievements, and urban-informed business savvy. The Seminar will discuss his lyrics and their meanings which reveal JAY-Z's art and life. JAY-Z heavily borrows from American musical and literary traditions through an examination of select recordings, autobiography, film, essays and criticism, this Seminar will provide students the opportunity to discover the significance of JAY-Z's contributions to lyric writing, popular music, and beyond.

COURSE OBJECTIVES

Upon the course's completion, students should:
Find, identify, and evaluate information resources.
Understand the value of using multiple media formats in learning.
Identify JAY-Z's contributions to community, culture, and commerce.
Appreciate the lives, careers, and influences of significant rap artists.
Recognize Rap Music as an art and business.

JAY-Z DECODED

METHODS OF INSTRUCTION

The following methods of instruction will be used:

- Assigned Readings
- Assigned Listening's
- Digital Media
- Discussions
- Droppin' Beats
- Short Essay
- Subject Projects

COURSE MANAGEMENT

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. 614 – 292 – 3307, TDD 614 – 292 – 0901 (<http://www.ods.ohiostate.edu/>).

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. As obligated by university rules (Faculty Rule 3335-5-487), the instructor will report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

OSU Counseling and Consultation Service (CCS)

Free counseling services are available to help undergraduate and graduate students and their spouses/partners to address personal, academic, and career concerns. 614 – 292 – 5766 (<http://csc-server.ccs.ohio-state.edu/>).



COURSE MANAGEMENT (CONTINUED)

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the University Community. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Copyright and Fair Use

Fair use allows limited use of copyrighted material without permission from the copyright holder for purposes such as criticism, parody, news reporting, research and scholarship, and teaching. Educational institutions and governmental agencies are also authorized by a separate copyright statute to publicly display and perform others' works in the course of face-to-face teaching activities, and to a lesser degree, in digital distance education. These rights are described in Sections 110 (1) and (2), respectively, of the Copyright Act. (http://www.law.cornell.edu/uscode/html/uscode17/uscode17_00000110----000-.html) More information about the recent expansion of Section 110(2)'s rights for digital distance education may be found in The TEACH Act (<http://www.utsystem.edu/ogc/intellectualproperty/teachact.htm>).

ATTENDANCE POLICY

Class attendance and participation is crucial in the understanding of materials and concepts for this seminar. This is a discussion-based course and all students are expected to participate in discussions.

GRADING

1. Class Attendance is mandatory. **Absence Deductions –5%**
2. Class Participation. 10%
3. 3-Minute Rapier and Discussion Board 20%
4. Complete Project # 1 based on discussions, readings, and library sources. 30%
4. Complete Project # 2 scholarly resource annotations. 40%

Course Grading:

93 -100 A (4.0)	83 - 86 B (3.0)	73 - 76 C (2.0)	63 - 66 D (1.0)
90 - 92 A- (3.7)	80 - 82 B- (2.7)	70 - 72 C- (1.7)	60 - 62 D- (0.7)
87 - 89 B+ (3.3)	77 - 79 C+ (2.3)	67 - 69 D+ (1.3)	59 and below E (0.0)

Please check the Course Calendar within CARMEN (available from the seminar home page) for assignment due dates.



RESOURCES

- Textbooks

JAY-Z. *Decoded*. New York: Spiegel & Grau, 2010.

Greenburg, Zack O. M. *Empire State of Mind: How JAY-Z Went from Street Corner to Corner Office*. New York: Portfolio/Penguin, 2011.

***Choosing & Using Sources: A Guide to Academic Research*. Columbus: Ohio State University, 2016.
<https://osu.pb.unizin.org/choosingsources/>**

- Assigned Readings

All Music Guide to Hip-Hop

Free online music resource containing data on music: genres, artists, productions and ratings. Available online at Online AMG • All Music (<http://www.allmusic.com/>)

Price, Emmett G. *Hip Hop Culture*. Santa Barbara: ABC-CLIO, 2006.

All inclusive reference resource on the history of Hip Hop culture including: fashion, language, lifestyle, business, and music. (<http://library.ohio-state.edu/record=b6202128~S7>)

- Seminar Folder

Syllabus
Student Information Sheet
Guide to Library Resources and Services
TOSU LibGuides
Elements of an MC
Rap Elements
Rap Poetry 101



RESOURCES (CONTINUED)

•Suggested Readings

- Bailey, Julius. *JAY-Z: Essays on Hip Hop's Philosopher King*. Jefferson, NC: McFarland, 2011.
- Beaumont, Mark. *Jay-Z The King of America*. New York: Omnibus Press, 2012.
- Bradley, Adam and Andrew DuBois. *The Anthology of Rap*. New Haven: Yale University Press, 2010.
- Charnas, Dan. *The Big Payback: The History of the Business of Hip-Hop*. New York: New American Library, 2010.
- Edwards, Paul. *The Concise Guide to Hip-Hop Music: A Fresh Look at the Art of Hip-Hop, from Old-School Beats to Freestyle Rap*. New York: St. Martin's Griffin, 2015.
- Orejuela, Fernando. *Rap and Hip Hop Culture*. New York: Oxford University Press, 2015.
- Williams, Justin A. *The Cambridge Companion to Hip-Hop*. Cambridge: Cambridge University Press, 2015.
- Young, Kevin. *The Grey Album: On the Blackness of Blackness*. Minneapolis: Graywolf Press, 2012.

•Streaming Services

Spotify

Free music streaming.

<http://www.spotify.com/>

Last.fm

Free streaming audios, videos, concerts, statistics, and pictures music site.

<http://www.last.fm/>

iTunes

Digital media device and services.

<http://www.apple.com/itunes/>



ASSIGNMENTS (Subject to Change)

Week One: INTRODUCTION

Introduction to The Ohio State University Libraries

Video: Rap is Poetry

Discussion: Introductions

Week Two: SPIT READINGS

JAY-Z. Decoded:

PART 1 **One Eye Open**

1

Empire State of Mind: 1. A Hard Knock Life

1.1

All Music Guide to Hip-Hop

Rap

Old School Rap

Golden Age

Hip Hop Culture

Chapter 2. The Elements

glossary

LISTEN UP

Sugarhill Gang - Rapper's Delight

The Message - Grand Master Flash

Afrika Bambaataa - "Planet Rock"

Boogie Down Productions - My Philosophy

Kurtis Blow - The Breaks

Discussion: Rap Elements

3-Minute Rapper: Reasonable Doubt/American Gangster

STUDIO RECORDINGS

Reasonable Doubt
-'96

In My Lifetime,
Vol. 1 -'97

Vol. 2... Hard Knock
Life - '98

Vol. 3... Life and
Times of S. Carter
-'99

The Dynasty:
Roc La Familia-'00

The Blueprint-'01

The Blueprint 2:
The Gift &
The Curse - '02

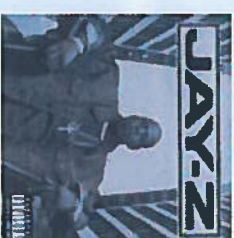
The Black Album-
'03

Kingdom Come-'06

American Gangster
-'07

The Blueprint 3-'09

Magna Carta... Holy
Grail - '13



ASSIGNMENTS (CONTINUED)

Week Three: SPIT READINGS & LISTEN UP

JAY-Z. Decoded:

The Revolutionary T-Shirt

- Public Service Announcement (The Black Album) 20
- American Dreamin' (American Gangster) 28
- Early This Morning (unreleased) 32
- 34

Honor Among Predators

- Coming of Age (Reasonable Doubt) 44
- Coming of Age (Da Sequel) (Vol.2 ... Hard Knock Life) 48
- D'Evils (Reasonable Doubt) 50

Negative Space

- 99 Problems (The Black Album) 52
- Ignorant Shit (American Gangster) 60
- 62

- Discussion: Old School
- Dropin' Beats: Grand Master Flash

Week Four: DROPPIN' SCIENCE

Choosing & Using Sources: 2-Types of Sources

4-Precision Searching

6-Evaluating Sources

- The Three Rs
- Connection Tools
- Bibliographic Styles
- Evaluation
- Library Research
- Library Catalogs
- Full Text Resources
- Research Management

GRAMMYS

'11 Best Rap Performance

"Otis" JAY-Z & Kanye West, artists

'10 Best Rap Performance By A Duo Or Group

"On To The Next One" JAY-Z & Swizz Beatz, artists

'10 Best Rap/Sung Collaboration

"Empire State Of Mind" Alicia Keys & JAY-Z, artists

'09 Best Rap Solo Performance

"D.O.A. (Death Of Auto-Tune)"

'09 Best Rap/Sung Collaboration

"Run This Town" JAY-Z, Kanye West & Rihanna, artists

'08 Best Rap Performance By A Duo Or Group

"Swagga Like Us" JAY-Z, Kanye West, Lil Wayne & T.I., artists

'04 Best Rap Solo Performance

"99 Problems"

'03 Best R&B Song

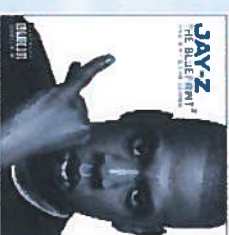
"Crazy In Love" Beyoncé Knowles, JAY-Z & Rich Harrison, songwriters

'03 Best Rap/Sung Collaboration

"Crazy In Love" Beyoncé Knowles & JAY-Z, artists

'98 Best Rap Album

"Vol. 2...Hard Knock Life" JAY-Z, artist. Joe Quinde, engineer/mixer



ASSIGNMENTS (CONTINUED)

Week Five: SPIT READINGS & LISTEN UP

JAY-Z. Decoded:

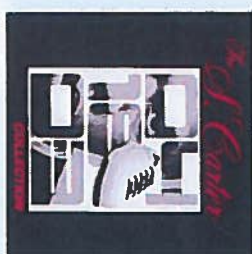
PART 2 I Will Not Lose	64
Portrait of the Artist as a Young Star	91
Most Kings (unreleased)	98
Success (American Gangster)	102
Renegade (The Blueprint)	104
Can I Live? (Reasonable Doubt)	106
Balling and Falling	109
Fallin' (American Gangster)	116
Big Pimpin' (Vol. 3 ... Life and Times of S. Carter)	120
Streets is Watching (In My Lifetime, Vol. 1)	122
Beat the System Before It Beats You	127
Operation Corporate Takeover (Mix Tape Freestyle)	132
Moment of Clarity (The Black Album)	134
A Stern Discipline	139
Breathe Easy (Lyrical Exercise) (The Blueprint)	144
My 1st Song (The Black Album)	148

Discussion: Tha' Streets
 3-Minute Rapper: The Black Album/ The Blueprint Vol. 3 ...

Week Six: REMIX READINGS

Empire State of Mind: 2. The Roc-a-Fella Dynasty	31
3. Building a Notorious Brand	51
6. Def Jam Takeover	97

Discussion: Roc-a-Fella
 Droppin' Beats: Grandmaster Flash & The Furious Five feat. Melle Mel & Duke Bootee - "The Message"
 Afrika Bambaataa and The Soul Sonic Force - "Planet Rock"



TIMELINE
 Born December 4, 1970 Shawn Corey Carter in Brooklyn, NY
 1999 JAY-Z and DMX donate concert night profits to Columbine families and victims
 2004 JAY-Z's bio-documentary "Fade to Black" is released

1986 JAY-Z joins "Hi Potent"
 1999 JAY-Z arrested for the stabbing of Lance "Un" Rivera
 2005 JAY-Z performs at the Live 8 Concerts

1995 JAY-Z drops first solo single "In My Lifetime"
 1999 JAY-Z and Damon Dash create Rocawear Clothing
 April 4, 2008 JAY-Z and Beyoncé get married

1996 JAY-Z, Damon Dash, and Kareem Burke start Roc-A-Fella Records
 2001 JAY-Z sentenced to 3 years for stabbing Lance "Un" Rivera
 2009 JAY-Z leaves Def Jam

1998 JAY-Z's earliest music video appears in "Streets Is Watching"
 2004 JAY-Z appointed Def Jam President
 January 7, 2012 Born Baby Blue Ivy Carter

2004 JAY-Z removes R. Kelly from the "Unfinished Business Tour"



ASSIGNMENTS (CONTINUED)

Week Seven: REMIX

READINGS

Choosing & Using Sources: 10-Writing Tips

Discussion Board: Art vs. Money
 Droppin' Beats: Jay-Z feat. Pharrell - "Change Clothes" vs. 2Pac -
 "All Eyez on Me" and Vanilla Ice - "Ice Ice Baby" vs. MC Hammer -
 "U Can't Touch This"

Week Eight: Autumn Break

Week Eight: In Tha' Mix.

Project #1 Presentations

Week Ten: In Tha' Mix.

Project #1 Presentations

Week Eleven: SPIT

READINGS & LISTEN UP

JAY-Z. Decoded:

PART 3 Politics as Usual

White America

Young Gifted and Black (S. Carter Collection)

Hell Yeah (Pimp the System)

(Revolutionary But Gangsta)

Ears Wide Open

Beware (JAY-Z Remix) (Beware)

Blue Magic (American Gangster)

Cautionary Tales

This Life Forever (Black Gangster)

Meet the Parents

(The Blueprint 2: The Gift & the Curse)

Where I'm From (In My Lifetime, Vol. 1)

Funeral Parade

Minority Report (Kingdom Come)

Dynasty (Intro) (The Dynasty: Roc La Familia)

My President is Black (unreleased)

Discussion: Street Meets Wall Street
 3-Minute Rapper: Hell Yeah (Pimp the System)

150
 175
 184
 186
 189
 194
 198
 201
 206
 210
 212
 217
 224
 228
 230

VIDEOGRAPHY

Streets Is Watching
 1998

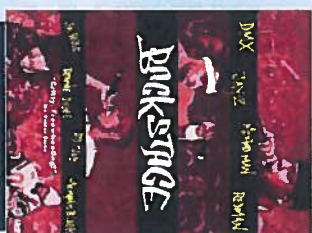
Backstage
 2000

Paper Soldiers
 2003

State Property
 2002

Fade to Black
 2004

REASONABLE DOUBT
(CLASSIC ALBUMS)



ASSIGNMENTS (CONTINUED)

Week Twelve: Veteran's Day

Week Thirteen: REMIX

READINGS

Empire State of Mind: 5. Early Retirement

8. To Infinity and Beyond

11. Reinventing The Roc

12. History and Beyond

83
135
185
203

Discussion: Transcending Rap

Droppin' Beats: Jay-Z - "Izzo (H.O.V.A.)" Vs. Jackson 5 - "I Want

You Back" Droppin' Beats: Jay-Z - "Izzo (H.O.V.A.)" vs. Eminem -

"My Name Is"

Week Fourteen: Thanksgiving

Week Fifteen: SPIT

READINGS

JAY-Z, Decoded:

PART 4 Come and Get me

The Voice in Your Head Is Right

Regrets (Reasonable Doubt)

This Can't Be Life (The Dynasty: Roc La Familia)

Soon You'll Understand

(The Dynasty: Roc La Familia)

Instant Karma

Beach Chair (Kingdom Come)

Lucifer (The Black Album)

Our Life

December 4th (The Black Album)

History (unreleased)

Epilogue

232
259
264
270
272
275
282
286
290
298
304
307

Discussion: BEY and BLUE

3-Minute Rapper: Kanye and Kingdom Come

Project #2 Due



DJ HERO RENEGADE: JAY-Z

"Ain't No N****" (featuring Foxy Brown)

"Where I'm From"

"Hard Knock Life (Ghetto Anthem)"

"Jigga My N****" (featuring Ruff Ryders)

"I Just Wanna Love U (Give it 2 Me)"

"Izzo (H.O.V.A.)"

"03' Bonnie & Clyde" (featuring Beyoncé Knowles)

"Dirt Off Your Shoulder"

"Show Me What You Got"

"Roc Boys (And the Winner Is...)"

"Brooklyn Go Hard (Featuring Santigold)"

"D.O.A. (Death of Auto Tune)"



ACTIVITIES

Discussion:	Demonstrate knowledge of assigned readings through class participation.	Every Class Session
Discussion:	Analyze Rap Music Culture theories.	Remix Friday
3-Minute Rapper:	Explain JAY-Z's lyrical ideas, concepts, and aesthetics.	Spit Friday
Droppin' Beats:	Group activity to interact and collaborate with a key object in Rap Music.	Remix Class Session

Class attendance and participation is crucial in the understanding of materials and concepts for this seminar. This is a discussion-based course all students are expected to participate in class discussions. Classroom time is limited, additional discussions will be continued by the **3-Minute Rapper**.

Projects

Students will have the opportunity to present material to the class relating to JAY-Z through a podcast; presentation software or other technology. Use the *MLA Handbook for Writers of Research Papers, Seventh Edition* for bibliographic format for in-text citation and references.

3-Minute Rapper

Typographical, grammatical, and spelling errors will detract from your grade. If you need help with your paper, visit the Writing Center. All written assignments must be submitted by email, a minimum requirement of 2 paragraphs. Subject line must include in the following format: Subject: 3-Minute Rapper: Topic. The bi-weekly written assignment is due the following Wednesday by 11:59 pm on the date specified on the course schedule. Late assignments will not be accepted. Early submitted assignments are welcomed.

Droppin' Beats

DJ Hero allows students to take risks in a safe environment. Students feel no discomfort or burden to perform individually. The playfulness of DJ Hero encourages embodied learning experiences, allowing engagement through the music art form.



ACTIVITIES (CONTINUED)

Project #1

The first project is an oral presentation (rapper flow down) comparing the aesthetics and flow of JAY-Z vs. a significant rap artist or group.

The Project #1 will demonstrate your understanding of JAY-Z's MCing style: you should aim to find the best resources (representations) on your subject.

The oral presentation must contain:

1. At least ten minutes length.
2. Discussion on the research process.
3. Oral report should include a written bibliography of at least five resources.
4. The citations should be in correct MLA citation format.
5. The sources chosen should be, overall, appropriate to the subject: relevant, timely, and authoritative.

Project #2

The final project is an annotated bibliography due at the last class session. The bibliography continues Project #1 topic.

The bibliography will demonstrate your research skills: you should aim to find the best research on your topic. Any reader should be able to use your bibliography as a pathfinder for your topic.

The bibliography must contain:

1. At least ten annotated citations.
2. At least two citations or more from discussed resources.
3. Each annotation should use evaluation criteria discussed in week two.
4. Citations should be in correct MLA citation format.
5. The sources chosen should be appropriate to the topic.



OBJECTIVE	EXCELLENT	GOOD	ADEQUATE	WEAK
Find, identify, and evaluate information resources.				
Student develops a research strategy.	Student develops a search strategy with keywords and synonyms for chosen keywords	Student develops a search strategy with keywords	Student develops a search strategy	Student did not develop a search strategy at all
Student knows how to find sources.	Student selects 5+ information sources	Student selects 4 information sources	Student selects 3 information sources	Student selects 2 or less information sources
Student properly records bibliographic data.	Student records all bibliographic data correctly	Student records all but one bibliographic data correctly	Student records all but two bibliographic data correctly	Student records all but three or more bibliographic data correctly
Student can define primary and secondary sources.	Student can define 5+ tenets for selected sources	Student can define 4 tenets for selected sources	Student can define 3 tenets for selected sources	Student can define 2 or less tenets and cannot define source
Understand the value of using multiple media formats in learning.				
Student can define media formats.	Student can define 5+ media formats	Student can define 4 media formats	Student can define 3 media formats	Student can only define 2 or less media formats
Student employs digital media content.	Student selects 5+ dissimilar media formats information sources	Student selects 4 dissimilar media formats information sources	Student selects 3 dissimilar media formats information sources	Student selects 2 or less dissimilar media formats information sources
Student knows how to assemble dissimilar media formats.	Student combines 5+ dissimilar media formats	Student combines 4 dissimilar media formats	Student combines 3 dissimilar media formats	Student combines 2 or less dissimilar media formats
Student understands multiple media formats provide diverse facts.	Student records all multiple media formats correctly	Student records all but one multiple media format correctly	Student records all but two multiple media formats correctly	Student records all but three or more multiple media formats correctly

OBJECTIVE	EXCELLENT	GOOD	ADEQUATE	WEAK
Identify JAY-Z's contributions to community, culture, and commerce.				
Student lists JAY-Z's contributions to community.	Student identifies 5+ contributions to community	Student identifies 4 contributions to community	Student identifies 3 contributions to community	Student identifies 2 or less contributions to community
Student describes JAY-Z's Beefs.	Student describes 5+ Beefs	Student describes 4 Beefs	Student describes 3 Beefs	Student can only describe 2 or less Beefs
Student understands JAY-Z's use of "Street Knowledge" in business enterprises.	Student records all "Street Knowledge" tenants correctly	Student records all but one "Street Knowledge" tenants correctly	Student records all but two "Street Knowledge" tenants correctly	Student records all but three or more "Street Knowledge" tenants correctly
Student recognizes JAY-Z's significant recordings	Student identifies 5+ significant recordings	Student identifies 4 significant recordings	Student can identify 3 significant recordings	Student can only identify 2 or less significant recordings
Appreciate the lives, careers, and influences of significant rap artists.				
Student identifies significant rap artists who influenced Jay-Z.	Student identifies 5+ rap artists who influenced Jay-Z	Student identifies 4 rap artists who influenced Jay-Z	Student identifies 3 rap artists who influenced Jay-Z	Student identifies 2 or no rap artists who influenced Jay-Z
Student identifies significant rap artists influenced by Jay-Z.	Student identifies 5+ significant rap artists influenced by Jay-Z	Student identifies 4 significant rap artists influenced by Jay-Z	Student identifies 3 significant rap artists influenced by Jay-Z	Student identifies 2 or no significant rap artists influenced by Jay-Z
Student has knowledge of Djing techniques	Student explains all Djing techniques	Student explains all but one Djing technique	Student explains all but two Djing techniques.	Student explains less than three Djing techniques.
Student defines rap music elements.	Student defines rap music elements correctly	Student defines all but one rap music elements correctly	Student defines all but two rap music elements correctly	Student defines less than three rap music elements correctly

OBJECTIVE	EXCELLENT	GOOD	ADEQUATE	WEAK
Recognize Rap Music as an art and business.				
Student lists Global Rap artists and groups.	Student can define 4+ tenets for selected sources	Student can define 3 tenets for selected sources	Student can define 2 tenets for selected sources	Student can only define one or no tenet and cannot define source
Student knows who, what, where, when, and why Rap Music began.	Student records all Rap Music development tenants correctly	Student records all but one Rap Music development tenant correctly	Student records all but two Rap Music development tenant correctly	Student records less than three Rap Music development tenant correctly
Student knows how to detect Rap related products.	Student records 4+ products correctly	Student records 3 products correctly	Student records 2 products correctly	Student records 1 or no products correctly
Student names significant Rap Music producers	Student names ten significant Rap Music producers	Student names nine significant Rap Music producers	Student names eight significant Rap Music producers	Student names seven or less significant Rap Music producers



LETA HENDRICKS 02/21/2017