

Student Sample

Professor Terry B. Ewell

MUSC 355

Group Number: 1

Date: March 17, 2018

### The Danger of Butterflies

One might scarcely believe that a beautiful and delicate creature could pose significant dangers to people throughout the world. Collectors with lightly webbed nets catch the little creatures. Children delight in the summer sight of acrobatic butterflies dancing in the air. Even gardeners seek to draw them into their little paradises with special plant varieties. Yet, the butterflies hide a hidden menace, that may portend disastrous consequences for humans.

**Commented [TE1]:** Gives an interesting title.

**Commented [TE2]:** The first paragraph presents the material in a way that encourages the reader to continue.

**Commented [TE3]:** Thesis sentence.

1. The “Butterfly Effect” (Butterfly Effect)
  - a. Theorized by Edward Lorenz (Lorenz, 1963)
  - b. Mathematical models (Boeing, 2016)
  - c. Chaos theory (Gutzwiller, 1990)
  - d. Weather examples (Orel, 2001; Orel 2002)
2. Butterfly diseases (Altizer, 2010; Tanada, 1993)
  - a. Dangers at Weddings, mail order issues (Federer, 2008)
3. Population declines result in lower crop yields (Hurst, 2002)
  - a. Butterfly pollination (United States Department of Agriculture)
  - b. Butterfly pollination at risk (Watanabe, 2014)

**Commented [TE4]:** Every point in the paper is supported with one or more citations.

Conclusion.

Sample 2

End Notes from Paper (Not Required)

## Works Cited

(Print publications must be identified. All items here must appear as citations above.)

Altizer, Sonia and de Roode, Japp. "When Butterflies get Bugs: The ABCs of Lepidopteran Disease." *American Butterflies* (Summer 2010): 16-27.

[http://www.naba.org/pubs/ab182/ab182diseases\\_of\\_monarchs\\_and\\_other\\_butterflies.pdf](http://www.naba.org/pubs/ab182/ab182diseases_of_monarchs_and_other_butterflies.pdf).

Retrieved 2018 March 17. Print.

**Commented [TE5]:** Every citation given here is provided as a reference above in the text of the paper.

Boeing, G. (2016). "Visual Analysis of Nonlinear Dynamical Systems: Chaos, Fractals, Self-Similarity and the Limits of Prediction." *Systems*. 4 (4): 37. doi:10.3390/systems4040037. Retrieved 2016-12-02. Print.

**Commented [TE6]:** At least four in print citations. Print citations are those publications that appear in books, journals, or newspapers.

"Butterfly effect." [https://en.wikipedia.org/wiki/Butterfly\\_effect](https://en.wikipedia.org/wiki/Butterfly_effect). Retrieved 2018 March 17.

Federman, A. 2008. All aflutter: The flap over the mail order butterfly industry. *Earth Island Journal*, Fall 2008. [http://www.earthisland.org/journal/index.php/eij/article/all\\_aflutter/](http://www.earthisland.org/journal/index.php/eij/article/all_aflutter/)

Gutzwiller, Martin C. (1990). *Chaos in Classical and Quantum Mechanics*. New York: Springer-Verlag. ISBN 0-387-97173-4. Print.

Hurst, L.D. and Randerson, J. 2002. Parasitic sex puppeteers. *Scientific American* (April 2002): 56-61. Print.

Lorenz, Edward N. (March 1963). "Deterministic Nonperiodic Flow." *Journal of the Atmospheric Sciences*. 20 (2): 130–141. Bibcode:1963JAAtS...20..130L. doi:10.1175/1520-0469(1963)020<0130:dnf>2.0.co;2. Print.

Orrell, David; Smith, Leonard; Barkmeijer, Jan; Palmer, Tim (2001). "Model error in weather forecasting." *Nonlinear Processes in Geophysics*. 9: 357–371. Print.

Orrell, David (2002). "Role of the metric in forecast error growth: How chaotic is the weather?". *Tellus*. 54A: 350–362. doi:10.3402/tellusa.v54i4.12159. Print.

Tanada, Y., and H.K. Kaya (1993). *Insect Pathology*. Academic Press, San Diego, California. Print.

United States Department of Agriculture, Forest Service. "Butterfly Pollination." <https://www.fs.fed.us/wildflowers/pollinators/animals/butterflies.shtml>. Retrieved 2018 March 17.

Watanabe, Myrna E. (January 2014) "Pollinators at Risk: Human activities threaten key species." *BioScience*, Volume 64, Issue 1, pp.5–10, <https://doi.org/10.1093/biosci/bit012>.

Do not Delete:

### Instructions

The assignment for the paper is below, assigned by group number. For your papers in the course, be sure to draw on all of the information presented in the module and then you will need to add more references. Make use of ideas and references supplied by your group. Also, don't neglect the course bibliography! The search function on this website could further assist you. From this new body of knowledge, you will then present the positions (for and against) and then persuasively argue for the position assigned to your group.

Each student individually completes a paper (minimum 1,000, maximum 2,000 words, apart from the citations and references) addressing the assignment.

You must use the proper method of citations. Observe carefully the format of the sample paper and match it. Also review the materials on the [paper](#) webpage.

An abstract is not required for the papers in this course.

**Post your finished paper to your personal Dropbox folder. Label this paper: "LastnameFirstname\_Dilemma" (Example: EwellTerry\_Dilemma).**

## Dilemma for Module 2 (Groups 1, 3, and 5)

Provide a summary for and against the unlimited freedom of expression in music as contained in the various readings and lectures in this course (Engelke, Ewell, Macintyre, Smith, Barnet, and Southall). Evaluate the strength of their arguments for and against unlimited freedom of expression in music.

You are expected to research and provide citations and references for additional materials that pertain to the issue.

### Group 1

Finally, then provide arguments **for** the unlimited freedom of expression in music.

### Groups 3 and 5

Finally, then provide arguments **against** the unlimited freedom of expression in music.

**Further explanation:** Note carefully the wording here: **unlimited** freedom of expression.

## Dilemma for Module 3 (Groups 2 and 4)

Provide a summary for and against the continuation of musical ensembles identified with a particular race and/or gender as contained in the various readings and lectures in this course (ExplorePAhistory.com, Thomas, Barnett, and Osborne). Evaluate the strength of each argument for and against the continuation of these kinds of ensembles.

You are expected to research and provide citations and references for additional materials that pertain to the issue.

### Group 2

Finally, then provide arguments **for** the continuation of musical ensembles identified with a particular race and/or gender.

### Group 4

Finally, then provide arguments **against** the continuation of musical ensembles identified with a particular race and/or gender.

**Further explanation:** Be sure to consider carefully reasons for identification of **both** racial and gender musical ensembles.

## Rubric for Dilemma Paper (Unit 8)

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade (F)	D grade (D)	C grade (C)	B grade (B)	A grade (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Summary of Dilemma	15			Not included or incorrect	Not complete or incorrect information	Lacking details	Good, but more information was available	Complete with accurate information
Arguments for or against	15			Not included or incorrect	Not complete or incorrect information	Lacking details	Good, but more information was available	Complete with accurate information
Proper Template, Citations	10			Citations are not included	Frequently missing and/or not in correct style	Citations are occasionally missing and/or not in correct style or grading rubric missing	A few citations are occasionally and/or not in correct style	Citations are present for all key points and in correct style
Works Cited	10			Not included or incorrect	Less than 6 references or incorrect information or none in print.	At least 6 references with 2 in print OR No print citations indicated.	At least 8 references with 3 in print	At least 10 references with 4 in print

Sample 7

Criteria	Max mark	Your mark	Your grade	F grade (F)	D grade (D)	C grade (C)	B grade (B)	A grade (A)
Overall quality of the paper	50			The document is not submitted or does not meet the level expected for 300-level work at Towson University.	The document has serious flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. Only some of the goals and objectives are met in the document.	The document has some significant flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. It barely meets the required goals and objectives.	The document is less cohesive in critical thinking than that of an "A" document. The document is well written, and goals are accomplished, but with less rigor, sophistication, or creativity than in an "A" document. There may be some mechanical errors.	The document reveals critical thinking in the application of principles presented in online lectures, discussions, and readings, as well as the student's own research on the topic. Goals and objectives are clear and are clearly met in the final product
Mislabeled file -5		-0						
Wrong Template -5								
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					