



# Songwriting — Basic Music Composition for Non-Majors

	<p>MUSC 116 (Section 900), Fall 2022 Department of Music Towson University</p>	
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Office hours	Tues. 9-9:50 am, and online as needed	Credit Hours	3
Classroom	Online	Meeting Days/Time	Online, no assigned meeting times.

**The instructor reserves the right to change the website or syllabus if needed.**

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## I. Course Overview

### Course Description

Develop techniques of basic music composition utilizing software that supports songwriting and audio production. Soundtrack, Pop, folk, hip hop and R&B songwriting genres.

### Course Learning Goals and Outcomes

This is a Creativity and Creative Development Course (Category 4)

Applicable Learning Goals:

- G2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.
  - a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
  - b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
  - c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.
- G3. Students will use inquiry and critical judgment to make decisions by:
  - b. Thinking in complex terms that move beyond an either/or binary approach.
- G4. Students will identify, interpret, evaluate, and integrate human values by:
  - a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
  - b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.

Course Outcomes. Students will be able to:

- O1. (Outcome 1) Apply in practice a range of expression within a specific art while exhibiting rigorous standards of technique.
- O2. Demonstrate content knowledge through an analysis and synthesis of representative examples, ideas and skills.
- O3. Articulate by means appropriate to the discipline the ways in which theory and practice meet in the creation of the specific art form. These means may include verbal, written and observable products and or presentations.
- O4. Show how history, aesthetics, form and composition, techniques and/or pedagogy contribute to the process of creative development

### Further Explanation

This course introduces techniques of basic music composition by exploring discrete musical parameters and isolated musical forms. Diverse software tools are employed to explore a range of musical styles and forms. Fundamental concepts of musical parameters, forms, and aesthetics, as well as the basics of MIDI and digital audio, will be studied. Listening examples will illustrate concepts of musical form and compositional

aesthetics. Students are not expected to have any formal music education; knowledge of Western musical notation or theory is not required. Materials, tests, and projects will be exchanged or delivered entirely online by the instructor and students.

### **Course Objectives**

(1) To demonstrate mastery of basic musical vocabulary, parameters, forms, and compositional aesthetics (O2; G3) (2) To study and practice diverse approaches to creating songs in various audio formats (O3, O4; G1; G4). (3) To create music using software (O1, O4). (4) To develop critical listening and writing skills for describing music (O2; G2, G3). (5) To demonstrate appropriate citation and usage of musical intellectual property. (O4)

## **Course Materials**

### **Required Materials**

#### **Required Lecture and Reading Materials:**

The course home page is available at: [www.terryewell.com/m116](http://www.terryewell.com/m116). You will be supplied with the login information by email or you may find it on Blackboard. Required readings and assignments are directly linked to the course webpages. Materials for part of the course will be drawn from OpenStax also known as Connexions (cnx.org), a website operated by Rice University under a Creative Commons license. These materials are provided without cost.

#### **Required Hardware:**

Multimedia capable computer with Internet connection. Check for compatibility with the software below. MAC or PC computers. See the information given at “Online Course Requirements & Keys to Success” at [http://www.terryewell.com/m116/w\\_keys.html](http://www.terryewell.com/m116/w_keys.html).

Headset or ear buds (for critical listening)

#### **Required Software:**

The following cross-platform, stand-alone or web-based applications will be used in this course. Substitutions may be used with the instructor's permission:

Adobe Acrobat Reader (free, PC, Mac, Linux) <<http://www.adobe.com/products/acrobat/>Privacy notice: <http://www.adobe.com/privacy.html>.

Aria Maestosa (free, PC, Mac, Linux) <<http://ariamaestosa.sourceforge.net/>Privacy notice: released under GNU GPL 2 license.

Blackboard. (Privacy notice: [https://help.blackboard.com/Privacy\\_Statement](https://help.blackboard.com/Privacy_Statement)).

Dropbox. (Privacy notice: <https://www.dropbox.com/privacy>).

Microsoft Word (PC, Mac). TU students have access to this software. Privacy notice: <https://www.microsoft.com/en-us/privacystatement/>. You must use this software for grading rubrics to function with your papers.

VLC Media Player (free; PC, Mac) <http://www.vlc-player-download.com/>

Also, this Digital Audio Workstation:

Audacity (free; PC, Mac, Linux). <http://www.audacityteam.org/>. Distribution/Privacy notice: <http://www.audacityteam.org/contact/privacy-policy/>

In addition:

At least one other media player (PC): Flash (free; PC, Mac, Linux) ; QuickTime Player (free; PC, Mac); RealPlayer (free; PC, Mac, Linux); or Windows Media Player (probably already installed)

At least one other media player (Mac): iTunes (probably already installed); QuickTime Player (free; PC, Mac); or RealPlayer (free; PC, Mac, Linux);

At least two web browsers

Movie making software (to integrate audio with movie) such as Windows Movie Maker (PC) or iMovie (Mac) Unzip. You will need to unzip files. You are free to use whatever works.

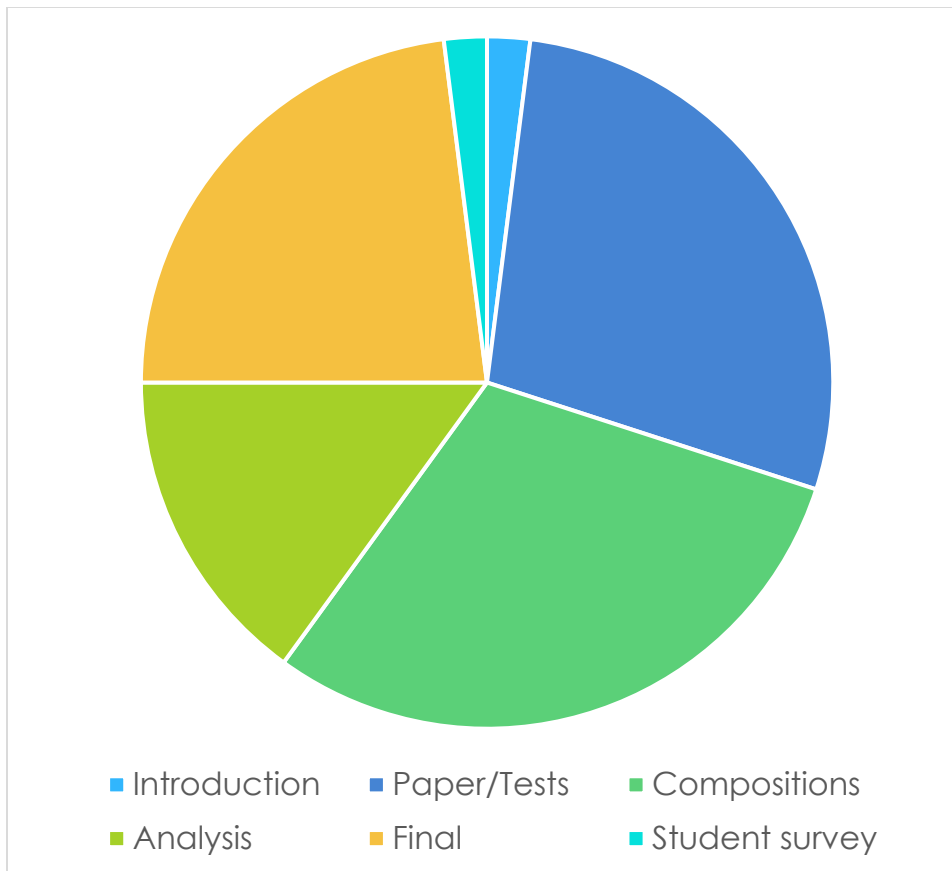
## Course Mode

There are no face to face meetings for the course. Course delivery and reception is asynchronous, that is, students are not required to view course materials at any particular hour of the day.

## II. Course Requirements, Grading, and Evaluation

### Grades

<b>Items</b>	<b>Percentage each item</b>	<b>Total Percent of Grade</b>
<b>Introductory Test (1)</b>	<b>1</b>	<b>1</b>
<b>Introduction Paper (1)</b>	<b>1</b>	<b>1</b>
<b>MIDI Paper</b>	<b>2</b>	<b>2</b>
<b>MIDI (Test 2)</b>	<b>6</b>	<b>6</b>
<b>Online Tests (1, 3-6)</b>	<b>4</b>	<b>20</b>
<b>Compositions (5)</b>	<b>6</b>	<b>30</b>
<b>Analysis (3)</b>	<b>5</b>	<b>15</b>
<b>Final Project (Paper and Soundtrack)— Demonstration of research, criteria, and critical judgment</b>	<b>11</b>	<b>11</b>
<b>Final Project (Soundtrack)— Demonstration of aesthetic and technical competencies</b>	<b>12</b>	<b>12</b>
<b>Student Survey</b>	<b>2</b>	<b>2</b>
<b>TOTAL</b>		<b>100</b>



**The quizzes may be repeated** to improve the quiz results and further mastery of the materials. Quizzes are not graded but serve as preparation for Tests and Projects in the course.

**Tests may be taken only once (Except for the Introductory Test).**

**A mislabeled file is penalized 5 grade points except as noted below (Grade of 90 becomes 85). A returned paper missing the grading rubric is penalized 5 grade points except as noted below (Grade of 90 becomes 85).**

**Incorrectly submitted assignments (for instance, placed in the wrong folder) will receive a grade of “0.”**

**Grading Scale:** 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 70-76 = C; 67-69 = D+; 60-66 = D; 59 and below = F

**Students are responsible for checking the online gradebook at least once a week. Appeals to errors in the grade book or aspects of grading must be done in a timely manner, within two weeks of the due date of the assignment and except for the final assignment within the last day of class.**

## Graded Components

Please see the course website for complete details on lectures, readings, and projects. Written papers will be presented with academic prose (not speaking style) with correct grammar and spelling. The major graded components of the course are:

- Introductory Assignments
- Tests
- Analysis projects require students to critique supplied examples or the creative work of their colleagues in the course.

- Composition projects require students to create music with a variety of software. Each project will have special instructions and restrictions which the student must observe. The last assignments afford students greatest creative freedom. Compositions require a brief report by the student in which materials are identified, software tools and settings are detailed, and the compositional approach is explained.
- Student Survey (Fall and Spring Semesters only). These provided required feedback on the course for Towson University assessments.

Please see the rubrics below for the complete listing of all components of the course.

## Grading Criteria\Rubrics

### Grading Rubric for Introduction Paper

**Grade A+ (100):** The posting was accurate—in the two locations, complete, the file was properly labeled.

**Grade B+ (88):** The posting was mostly accurate with one item incomplete or inaccurate. The labeling or posting may be inaccurate, or the rubric may have been deleted.

**Grade B- (82):** The posting was mostly accurate with two items incomplete or inaccurate. The labeling or posting may be inaccurate, or the rubric may have been deleted.

**Grade C:** There were multiple errors in the posting and file.

**Grade F:** (No Grade D) The assignment was not properly submitted, or the file was not readable.

### Grading Rubric for MIDI Paper

**Grade A+ (100):** The MIDI paper was properly submitted and completed fully.

**Grade C:** The MIDI paper was properly submitted however, it was not completed fully.

**Grade F:** The MIDI paper was not properly submitted.

### Grading Rubric for Introductory Test (may be taken repeated times)

**Grade A+ (100):** The Test was completed with a passing grade.

**Grade F: (0)** The assignment was incomplete or a passing grade was not achieved.

### Grading Rubric for Practice Quizzes (may be taken repeated times)

Quizzes are provided for practice in this course and do not receive a grade.

### Grading Rubric for Tests

**Grade A:** The student has full command of the content, answering questions accurately.

**Grade B:** The student has good command of the content, answering almost all questions accurately.

**Grade C:** The student has satisfactory command of the content, answering most of the questions accurately.

**Grade D:** The student has poor command of the content, answering a portion of the questions accurately.

**Grade F:** The student did not complete the examination or does not have command of the content.

### Composition 1 Rubric

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 - 4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
"Stomp, stomp, clap, rest" rhythmic figure in the MIDI file.	20			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Second rhythmic figure in the MIDI file.	20			Not accurate or not included	Not accurate, but indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Properly created and saved MIDI file in Aria Maestosa.	20			Not submitted or not produced	XXX	Submitted, but with problems	XXX	Completed accurately
Report	40			The report was not submitted or incorrectly completed.	The report has serious errors.	The report has errors but indicates some understanding of the materials.	The report contains minor errors.	The report was accurate.
Mislabeled file(s) -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

## Composition 2 Rubric

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 -4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Chart	20			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Properly created and saved MIDI file in Aria Maestosa.	20			Not submitted or not produced	XXX	Submitted, but with problems in production.	Submitted, but does not accurately represent the chart	Completed accurately
Audio file (.ogg) produced	20			Not submitted or not produced	XXX	Submitted, but with problems	XXX	Properly submitted as .ogg
Audio file sound balance and other issues	20			Not submitted or not produced	XXX	Submitted, but with significant problems	Slight balance problems	Properly balanced and created with appropriate methods
Report	20			The report was not submitted or incorrectly completed.	The report has serious errors.	The report has errors but indicates some understanding of the materials.	The report contains minor errors.	The report was accurate.
Mislabeled file(s) -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					



## Composition 3 Rubric

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 -4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Bass line	15			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Chords	15			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Percussion	15			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
AABA coda song form correct	15			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Audio file (.ogg) sound balance and other issues	15			Not submitted or not produced	XXX	Submitted, but with significant problems	Slight issues of balance, fade, trimming or other problems	Properly balanced and created with appropriate methods
Report	25			The report was not submitted or incorrectly completed.	The report has serious errors.	The report has errors but indicates some understanding of the materials.	The report contains minor errors.	The report was accurate.
Mislabeled file(s) -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

## Composition 4 Rubric

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 - 4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Rhythmic background	20			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Presentation of the poetry	20			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Creativity	20			Not included	Poor approach and or poor planning.	Average conception	Good conception.	Outstanding conception, Excellent composition with text, sounds, percussion.
Audio file (.ogg) sound balance and other issues	20			Not submitted or not produced	XXX	Submitted, but with significant problems	Slight balance, panning, fading, trimming or other problems	Well produced sound file.
Report	20			The report was not submitted or incorrectly completed.	The report has serious errors.	The report has errors but indicates some understanding of the materials.	The report contains minor errors.	The report was accurate.
Mislabeled file(s) -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

## Composition 5 Rubric

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 - 4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Appropriate AABABA form	22			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Blending of A to B sections	7			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Use of plug in (fx)	7			Not included	Poor approach and or poor planning.	Average use.	Good use.	Appropriate use.
One other item (voice over, sound file, etc.)	7			Not submitted or not produced	XXX	Submitted, but with significant problems	Slight balance, panning, or fading problems	Well produced sound file.
Audio file (.ogg) sound balance and other issues	7			Not submitted or not produced	XXX	Submitted, but with significant problems	Slight balance, panning, or fading problems	Well produced sound file.
Creativity of Composition	20			Not included	Poor approach and or poor planning.	Average conception	Good conception.	Outstanding conception.
Report (with accurate references)	30			The report was not submitted or incorrectly completed.	The report has serious errors.	The report has errors but indicates some understanding of the materials.	The report contains minor errors.	The report was accurate.
Mislabeled file(s)		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

### Final Composition Rubrics

#### Rubric 1. Paper and Soundtrack—Demonstration of research, inquiry, and critical judgment (U7.5, 7).

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 - 4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Demonstration of research methods and inquiry	30			Not accurate or not included	Not accurate, but with an indication of appropriate approach	There were errors in the approach to inquiry and/or presentation of the materials.	Good, but less rigorous than an "A" grade	The report demonstrates rigorous research inquiry and accurate presentation of the materials.
Appropriate selection of sound files, critical judgment.	30			Not completed.	The sound files do not appropriately support the movie trailer.	Some problems with choice of sound files. These may include judgments that do not match cultural or historic aspects of the movie trailer.	Exhibits good critical judgment	Exhibits excellent critical judgment that takes into account cultural or historic aspects presented in the movie trailer.
Report (with timeline and references)	40			The report was not submitted or incorrectly completed.	The report has serious errors with its presentation, academic rigor, or correlation to the movie trailer.	The report has errors but indicates understanding of the assignment requirements.	The report contains minor errors in academic rigor, language, presentation, or correlation to the movie trailer.	The report was accurate, well presented with appropriate documentation and academic rigor, and correlates well to the movie trailer.
Mislabeled file(s) -5		-0						
Used original sound track or inappropriate sound materials -10		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

## Rubric 2. Soundtrack—Demonstration of aesthetic and technical competencies (U7.5, 6)

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 - 4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Use of MIDI file	10			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Three sound clips	10			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Two musically varied tracks	10			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Use of plug in (fx)	10			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Voice over	10			Not accurate or not included	Not accurate, but with an indication of appropriate approach	Several errors	Good, but with minor errors	Accurately presented
Creativity of the sound track with the movie trailer	50			Not included	Poor approach and or poor planning.	Average conception, less rigorous execution that may include fewer sound materials.	Good conception, however, the sound track could better support the "on screen" action.	Outstanding conception. Excellent use of sound to enhance the visual aspects of the movie trailer.
Mislabeled file(s) -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

## Analysis Rubric

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 - 4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
The analysis properly assessed whether the composition and report completed all aspects of the assignment.	25			Not accurate or not included	The analysis has significant flaws or demonstrates misunderstandings of the requirements of the assignment.	The comments have some flaws in presentation, critical thinking, or rigor.	Good, but with minor errors	Accurately presented
The analysis demonstrated critical thinking about the qualities of the composition.	25			Not accurate or not included. The document may not have been of the proper length.	The analysis has significant flaws or demonstrates misunderstandings of the requirements of the assignment.	The comments have some flaws in presentation, critical thinking, or rigor.	The comments are less cohesive in crucial thinking than that of an "A" document.	The comments reveal critical thinking in the application of principles presented in the readings, online texts, and online videos.
The analysis accurately presented musical terms and concepts presented in the course.	25			Not accurate or not included	The analysis has significant flaws or demonstrates misunderstandings of the requirements of the assignment.	The comments have some flaws in presentation, critical thinking, or rigor.	Good, but with minor errors	Accurately presented
The analysis provided appropriate suggestions for improvement. Comments exhibited appropriate academic etiquette.	25			No comments submitted or the analysis contains inappropriate academic etiquette.	The analysis has significant flaws or demonstrates misunderstandings of the requirements of the assignment.	The comments have some flaws in presentation, critical thinking, or rigor.	The student has accurately assessed the work of colleagues and provided good feedback.	The student has accurately assessed the work of colleagues and provided insightful feedback.
Mislabeled file(s) - 5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

## **Grading Rubric for Student Survey (regular semesters only)**

**Grade A+ (100):** The survey was completed.

**Grade F:** The survey was not completed.

## III. Course and University Policies

### **Attendance and Absence Policy**

There are no required times of attendance in the course.

### **Late Work Policy**

Late submissions are given a grade of “0” except for medical emergencies or prior approval by Dr. Ewell. Upon furnishing of medical excuse or other circumstances that meet with the instructor's approval, the penalty will be waived.

### **“Rule of 2” Policy**

Students are expected to have a back-up plan (“Rule of 2”) and complete assignments in enough time to overcome technological problems such as computer or Internet failure, software malfunctions, and lost files.

### **Academic Integrity and Campus Safety Policies**

This is an academic course: students will refrain from plagiarism.

Although this course is online, aspects of the TU Class attendance policy may be applicable.

<http://www.towson.edu/cofac/documents/CLASSATTENDANCE.pdf>

Civility – Students are responsible for complying with the TU Student Affairs ‘Civility Code’

<http://www.towson.edu/cofac/documents/CIVILITYCODE.pdf>.

Students are responsible for remaining in good academic standing and must comply with the TU ‘Student Academic Integrity Policy’ (<http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf>).

Emergency Text Alerts: All students must sign up for the Campus Emergency Alert Text Message Notification System. Go to the following link for instructions to do so:

<http://www.towson.edu/adminfinance/facilities/police/campusemergency/> and watch the emergency preparedness video and print out the pocket guide by clicking on this link:

<http://www.towson.edu/adminfinance/facilities/police/campussafety/emergencyprep.asp>.

Inclusion and Equity. <https://www.towson.edu/inclusionequity/documents/recommended-syllabus-statement.pdf>

Weapons Policy: To promote a safe and secure campus, Towson University prohibits the possession or control of any weapon while on University property. The term weapon includes any potentially dangerous object or substance or replica thereof. The full policy can be found at this link:

<http://inside.towson.edu/generalcampus/tupolicies/documents/06-01.11%20Weapons%20Prohibited.pdf>.

### **Course Repeat Policy**

Course repeat policy: “Students may not repeat a course more than once without prior permission of the Academic Standards Committee.” (if course can be repeated for credit, provide a statement such as “May be repeated for a maximum of X credits.”)

### **Students with Disabilities Policy**

Students with Special Needs/Disabilities should contact me at the beginning of the semester to discuss necessary accommodations for learning and testing. Accommodations are available for students with disabilities. If you need an accommodation, contact Disability Support Services (DSS) by phone at 410-704-2638 (voice) or 410-704-4423 (TDD), or by email to the director at [swillem@towson.edu](mailto:swillem@towson.edu), preferably 4-6 weeks before classes start. Also visit <http://www.towson.edu/dss> for more information. A memo from DSS authorizing your accommodation is needed before any accommodation can be made."

Please note that accommodations needed for an online class may be different than those needed for a traditional classroom setting, so it is important that you work with DSS to determine appropriate accommodations for this course as early as possible, preferably 4-6 weeks before classes start.

Communication Guidelines

This is not an appropriate course for hearing impaired students. Activities in this course will require aural discernment of pitch, rhythm, dynamics, and other components of music.

## IV. Communication Guidelines

### Instructor Responses

Prof. Ewell tries to respond to email requests daily (week days), but in all cases you should have an email response from me within 48 hours during regular week days. Typically, he has the assignments graded within 72 hours from the due date and time.

Prof. Ewell makes use of the "digital handoff." If you were in a face to face class, you would hand me your assignment and see me receive it. Since we are online, however, sometimes assignments aren't delivered. I will reply to every email attachment acknowledging its receipt, so you will know that I have it. Assignments placed in Dropbox folders, however, will not need a reply since both you and I can check for their placement there.

Prof. Ewell uses a "segregated workflow" model:

- Communication from students to me: via email or by phone. Email will receive the quickest response. Phone messages will only be accessed during office hours.
- Communication from me to students: Blackboard announcements, email, or by phone.
- Submission of student work: via Dropbox
- Return of student work with grade: via Dropbox.

### General Guidelines

**Log into our Blackboard course regularly and check your TU email during each weekday.** Proactively respond to instructor and peer discussion posts/emails in a timely manner.

**Email the instructor with personal matters** (e.g., academic concerns, study conflicts, planned absence) **and follow the given email format.** Include our course number **MUSC 116** in the email subject; write in clear logic with correct grammar and use appropriate language.

### Online Etiquette Expectations

As you may have already experienced, communications in text or writing are easily misinterpreted, and to avoid such difficulties, our class will abide by the following guidelines for all communications:

- Use standard professional language.
- Be sensitive to cultural differences.
- Avoid slang and never use profanity.
- Feel free to disagree, but never disrespect
- Avoid text message acronyms (e.g., LOL).
- Avoid caps lock.



- Use appropriate grammar and spelling.

## V. Technology Use & Requirements

### Required Technical Skills

Basic computer literacy is required for this course in one of the computer formats (Windows, Macintosh, or Linux). For instance, students are expected to be able to create, save, and forward MS Word and other documents. At times these documents will be shared by Dropbox folders or as email attachments.

Students must have TU email and Blackboard for the course. (Blackboard Privacy notice: <http://www.blackboard.com/footer/privacy-center.aspx>). Students must check their email accounts every weekday during the course. In addition, students will use Dropbox.

Some assignments will involve using digital media or intellectual property produced by others. Students are expected to follow all relevant laws in regard to copyright and intellectual property.

Further details for required skills and minimum competencies are provided at the “Computer Fundamentals” and “Keys to Success & Online Course Requirements” links which are on the course “[Start Here](#)” page.

You will learn many new technical skills in the course and I hope that you adopt the best practices I recommend throughout your course instruction.

### Course Website

The most important site for the course is the course website: [www.terryewell.com/m116](http://www.terryewell.com/m116). See Blackboard or Dr. Ewell’s start up messages for the password. This site that has links to course lectures, readings, assignments, and other materials.

### Blackboard

- Login to [Blackboard](#) to access course materials.
- Run the [Blackboard browser check](#) to ensure your computer will be compatible with all Blackboard tools:
- As needed, use Towson's [Blackboard help resources](#) (e.g., tutorials).
- If you attempt to access Blackboard and it is unavailable beyond a scheduled maintenance, please view [OTS Alerts](#) to see if the system is available.

### Technical Support

Towson provides 24/7 phone and chat support through their [Blackboard Support site](#).

Student Computing Services (SCS) is your campus resource for Blackboard and other technology questions. [Email SCS](#) or call them at 410-704-5151. You may also visit the Student Computing Services lab on the 1<sup>st</sup> floor of Cook Library, room 35.

## VI. Student Support Services & Resources

### Academic Support

The mission of the [Undergraduate Academic Advising Center \(UAAC\)](#) is to ensure that informed, effective, and easily accessible academic advising, which addresses individual needs and interests, is available to every undergraduate student at Towson University.

## Research Help

[Cook library](#) offers a range of services related to research, including book/article finding and/or borrowing, copyright issues, e-reserve, writing style consultation, searching strategies, etc.

## Writing Services

Towson offers a range of writing support services for undergraduate students, graduate students and international students, including the [Writing Center](#), [Online Writing Support](#) and [English Language Center](#).

## VII. Course Schedule

All assignments must be submitted by 11:59 p.m. EST on the date due. Please contact Dr. Ewell if there is a discrepancy between dates in this calendar and on the unit pages.

Most assignments in this course are due on Tuesdays with exceptions noted below. A complete listing of lectures, readings, and other materials is provided on the course website.

Date	Day	Item Description
<b>August</b>		
29		<b>Unit 1</b> Course Start up. Introduction to Pitch Recognition
<b>September</b>		
1	Thursday	Intro Test, Introduction Paper
6		Test 1
7		<b>Unit 2 MIDI</b>
12	Monday	MIDI Paper
13		Test 2: MIDI
20		Composition 1
21		<b>Unit 3 Further work with MIDI, Introduction to Audacity</b>
27		Test 3
<b>October</b>		
4		Composition 2
5		<b>Unit 4 More work with Audacity, musical terms and concepts</b>
11		Test 4
18		Composition 3
19		<b>Unit 5 Concepts about Creativity, more work with Audacity, Analysis compositions</b>
25		Analysis 1
<b>November</b>		
1		Composition 4
2		<b>Unit 6 Concepts about creativity, analysis of peer compositions, musical collage</b>
8		Test 5
15		Analysis 2
22		Composition 5

<b>December</b>	<b>28</b>	<b>Unit 7 Musical textures and meter, final composition—sound track</b>
	<b>1 Thursday</b>	Test 6
	6	Analysis 3
	<b>16 Friday</b>	Final Composition
	<b>16 Friday</b>	Student Survey

## VIII. Supplemental Resources

Archive.org <<http://www.archive.org>> (about/privacy: <https://archive.org/about/>)  
 Ccmixer.org. <<http://ccmixter.org>> (privacy notice: <http://ccmixter.org/privacy>)  
 Classical MIDI Collection <<http://www.classicalmidiconnection.com/cmc/>> (privacy notice: <http://www.classicalarchives.com/privacy.html>)  
 Creative Commons Music Content Directory  
 <[http://wiki.creativecommons.org/Category:Content\\_Directory](http://wiki.creativecommons.org/Category:Content_Directory)> (privacy notice: [https://wiki.creativecommons.org/wiki/CC-inspired\\_projects\\_for\\_Terms\\_of\\_Service\\_and\\_Privacy\\_policies](https://wiki.creativecommons.org/wiki/CC-inspired_projects_for_Terms_of_Service_and_Privacy_policies))  
 The Freesound Project <<http://freesound.iaa.upf.edu>> (privacy notice: [https://www.freesound.org/help/tos\\_web/](https://www.freesound.org/help/tos_web/))  
 Indabamusic <<http://www.indabamusic.com/>> (privacy notice: <https://www.indabamusic.com/legal>)  
 JamStudio.com (subscription; Web) <<http://www.jamstudio.com>> (privacy notice: <http://www.jamstudio.com/Studio/Privacy.htm>)  
 MIDI World <<http://www.midiworld.com/midifile.htm>> (privacy notice: none given)  
 Youtube <<http://www.youtube.com>> (privacy notice: [https://www.youtube.com/static?template=privacy\\_guidelines](https://www.youtube.com/static?template=privacy_guidelines))