



Ethical Issues and Perspectives in Music

	<p>MUSC 355 (Section 900), Spring 2024 Department of Music Towson University</p>	
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Instructor	Dr. Terry B. Ewell [he/his/him]	Office Phone	410-704-2824 (during office hour)
E-mail	tewell@towson.edu	Office	CA 2102
Office hours	Tues. 10-10:50 am, and online if requested	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

Issues, dilemmas, and legalities encountered in defining, creating, distributing, and accessing music with special attention given to digital formats. Prerequisites: sophomore standing and ENGL 102. Core: Ethical Issues & Perspectives.

Further Explanation

As a musician or one who enjoys music, you may be confused about copyrights or other ethical issues in the music profession. Ignorance of the laws, however, does not excuse a person from penalties. The fees for copyright violation are quite extreme: \$100,000 per copy! In past decades, college students have forfeit bank accounts and personal possessions as penalties for copyright infringement. As you progress in the course you will also learn about copyright enforcement, workplace issues for musicians, and even performance enhancing drugs. By successfully completing this course, you will be able to make informed choices about ethical issues in music.

Course Learning Goals and Outcomes

This is a life skills and academic competencies course that uses music as the subject matter. The life skills emphasized in this course are turning in work on time, using technology effectively, developing efficient and healthy study habits, and well-organized thought processes. The academic competencies developed in this course include deep reading, viewing and processing written or online materials, writing with academic prose, avoiding personal references, alphabetizing, quotations of other’s work, and proper citations.

This course fulfills the TU Core Curriculum for 14. Ethical Issues and Perspectives.

Applicable Learning Goals:

- G3. (Goal 3) Students will use inquiry and critical judgment to make decisions by:
 - a. Reflecting and evaluating claims and evidence (rather than merely reporting information).
 - 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 (Must address all)

Students will be able to:

O1. (Outcome 1) Gather and analyze evidence from a variety of sources pertinent to the issue under study, including materials that might support opposing points of view.

O2. Evaluate the logic of persuasive rhetoric in arguments for all major positions on a topic and formulate cogent counter-arguments to each one.

O3. Articulate an understanding of the ethical dimensions of significant issues or dilemmas under study.

O4. Construct and assess possible solutions to problems or dilemmas within an informed ethical and societal context.

O5. Communicate arguments and conclusions effectively and clearly.

Further Explanation

Students will apply their understanding of

- intellectual property rights and in particular copyrights for music.
- ethical and aesthetic issues connected with the creation, performance, and use of music.
- ethical issues connected with digital distribution and access of music.

Course Materials

Required Materials

Required Lecture and Reading Materials:

The course home page is available at: www.terryewell.com/m355. 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. Several readings will be available through the Cook Library e-Reserves. Some 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/m355/w_keys.html.

Please note that phones and tablets will not be able to complete all of the required assignments in the course.

Required Software:

The following free, 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) <https://get.adobe.com/reader/>

Privacy notice: <http://www.adobe.com/privacy.html>. I suggest that you uncheck the additional offers before downloading the reader.

Blackboard. (Privacy notice: https://help.blackboard.com/Privacy_Statement).

Dropbox. (Privacy notice: <https://www.dropbox.com/privacy>). You will be receiving invitations to this later in the course.

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.

In addition:

At least two media players (PC): Flash (free; PC, Mac, Linux); QuickTime Player (free; PC, MAC); RealPlayer (free; PC, MAC, Linux); Windows Media Player (probably already installed); or VLC Media Player (free; PC, Mac, my new favorite)

At least two media players (MAC): iTunes (probably already installed); QuickTime Player (free; PC, MAC); RealPlayer (free; PC, MAC, Linux); VLC Media Player (free; PC, MAC, my new favorite)

At least two web browsers (such as Google Chrome, Internet Explorer, Safari).

Screencasting software. Jing (free, Windows, Mac) www.techsmith.com/jing or Screencast-o-matic (web utility) <http://www.screencast-o-matic.com> (or other software)

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

Items	Percentage each item	Total %
Introductory Quiz (may be repeated)	1	1
Introduction Paper	1	1
Journals (14)	3	42
Online Tests (4) First Attempt only	2	8
Examinations (3) First Attempt only	3	9
Ethical Research Participation	3	3
Ethical Paper	10	10
Website Research Participation	2	2
Scenarios (Final) Participation	2	2
Final Paper (Scenarios)	20	20
Student Survey	2	2
TOTAL		100

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.

Here is an overview of the major types of assignments in this course:

- [Introductory Assignments](#)
- [Tests and Exams](#)
- [Journals](#) require students to answer select questions, provide reading notes, use impersonal academic language, and alphabetize citations.
- [Papers](#) require students to present academic papers. Students will complete their work in supplied templates.
- [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: labeling, posting, or the rubric was deleted.

Grade B- (82): The posting was mostly accurate with two items incomplete or inaccurate: labeling, posting, or the rubric was 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 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 Journals

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%
Indication by the student of hours studied for the week.	10			No indication	Less than 4	4 or more	5 or more	6 or more
Journal completion	20			Not included or incorrect	Not complete or incorrect information	Lacking details	Good, but more information was available	Complete with accurate information
Non-personal academic writing	30			Does not meet standards for a university 300-level course.	There are significant problems with language: spelling, personal references, grammar, etc.	More problems with language: spelling, personal references, grammar, etc.	A few problems with language: spelling, personal references, grammar, etc.	Excellent use of language

Criteria	Max mark	Your mark	Your grade	F grade (F)	D grade (D)	C grade (C)	B grade (B)	A grade (A)
Citations	10			Citations are not included	Citations are frequently missing and not in the correct style	Citations are occasionally missing or not in correct style	A few citations are occasionally missing or not in correct style	Citations are present and in correct style
Overall quality of the paper	30			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 Wrong Template or missing rubric -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

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 Criteria for Tests and Examinations

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.

Grading Criteria for Group Participation

Grade A: The student was an active participant, providing valuable information and insights for the group.

Grade B: The student’s participation was good, but with less activity or information provided to the group.

Grade C: The student’s participation was adequate, but with only little contributions to the group.

Grade D: The student’s participation was minimal.

Grade F: The student did not participate or the contributions were not noteworthy.

Rubric for Dilemma Paper

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 (for and against assigned position)	15			Not included or incorrect	Not complete or incorrect information	Lacking details	Good, but more information was available	Complete with accurate information
Arguments for assigned position.	15			Not included or incorrect	Not complete or incorrect information	Lacking details	Good, but more information was available; or lacking support for one assigned position	Complete with accurate information for both positions
Citations	10			Citations are not included	Frequently missing and/or not in correct style	Citations are occasionally missing and/or not in correct style	A few citations are occasionally missing /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 academic OR no academic citations indicated.	At least 8 references with 3 academic citations	At least 10 references with 4 academic citations.
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

Criteria	Max mark	Your mark	Your grade	F grade (F)	D grade (D)	C grade (C)	B grade (B)	A grade (A)
Mislabeled file -5 Wrong Template or missing rubric -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

Rubric for Scenarios Summary and Solutions (Final)

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 and Solutions	30			Not included or incorrect	Not complete or incorrect information	Lacking details	Good, but more information was available	Complete with accurate information
Citations	10			Citations are not included	Frequently missing and/or not in correct style	Citations are occasionally missing and/or not in correct style	A few citations are occasionally missing 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 academic OR no academic citations indicated.	At least 8 references with 3 academic citations	At least 10 references with 4 academic citations.
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

Criteria	Max mark	Your mark	Your grade	F grade (F)	D grade (D)	C grade (C)	B grade (B)	A grade (A)
Mislabeled file -5 Wrong Template or missing rubric -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

Grading Rubric for Student Survey

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

Grade F: The survey was not completed.

III. Course and University Policies

Course Expectations

“Faculty expect students to spend at least two hours reading, writing, and doing research outside of class for each hour spent in class. “(<https://catalog.towson.edu/undergraduate/academic-policies/definitions-terms/>). Thus, the expectation for this three-credit course is nine hours of work each week.

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.

AI Software, ChatGPT, Generative Software, and Online Resources

The use of AI software for corrective, enhanceive, summary, and generative uses are required in this course. Students must cite all enhanceive, summary, and generative uses. The use of all online, Internet resources are allowed in this course even during the taking of tests and examinations.

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>

Sexual Misconduct/Title IX Procedures Towson University (TU) is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence, Please see <http://towson.edu/titleix> and <https://www.towson.edu/about/administration/policies/06-01-20-policy-procedures-reporting-hate-crimes-bias-incidents.html>.

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 swillemin@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

Some activities in this course will require aural discernment of components of music. Students with hearing impairment should consult with Dr. Ewell to determine if the course will be appropriate.

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 355** in the email subject; write with correct grammar and use appropriate language.

Sharing materials. My lectures and course materials, including, but not limited to power point presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials they create. You may take notes and make copies of course materials for your own use; however, you may not, nor may you allow others to, reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

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. 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/m355. See Blackboard or Dr. Ewell’s start up messages for the password. This site has links to course lectures, readings, assignments, and other materials.

Blackboard

- Login to [Blackboard](#) to access course materials.
- Towson provides support through their [Blackboard Support site](#).
- 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

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 1st floor of Cook Library, room 35.

VI. Student Support Services & Resources

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 University 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.

Assignments in this course are due on Tuesdays except as noted below. A complete listing of lectures, readings, and other materials is provided on the course website.

Date	Day	Item Description
January		
29		Module 1, Unit 1 Course Start up
February		
1	Thursday	Intro Test, Introduction Paper
2		Module 2 History of Copyrights and Case studies Unit 2
6		Journal 1 Test 1, Copyright and Plagiarism
7		Unit 3
13		Journal 2 Test 2, Copyright Law and Case Studies
14		Module 3 Orientation to Group Projects and Research Units 4-5 One Section Assigned, One Student Choice 1. Ethics Regarding Drugs and Performance Enhancement; 2. Freedom of Expression vs. Morality; 3. Other Issues: Payola and Publicity, Racism and Sexism in Music
20		Journal 3 Exam. 1A, Assigned Module Group project
27		Journal 4 Exam 1B, Student Choice of Module
28		Unit 6 Ethical Paper Completion
March		
5		Journal 5 with Ethical Dilemma Paper Draft
6		Module 4 Artistic Integrity and Monetary Gain Unit 7
12		Ethical Dilemma Paper Final

13		Unit 8 Fair Use and Creative Commons
Spring Break		
26		Journal 6 Exam 2 (On materials for Units 7 and 8)
27		Module 5 Online Digital Technology Unit 9 Copyrights for online and digital media
April		
2		Journal 7
3		Unit 10 Further issues of Copyrights for online and digital media; The Wayback Machine
9		Journal 8
9		Exam 3 (On materials for Units 9 and 10)
9		Group Research
10		Module 6 Group Project Presentations Unit 11 Culmination of Research on Websites
16		Journal 9
16		Test 3 on Websites Research and Online Digital Materials
17		Module 7 The Musician's Ethical Workplace, Education, and First Amendment Rights Unit 12 Ethical issues of Music as Avocation or Vocation; Music Education
23		Journal 10
24		Unit 13 Ethical issues of Music as Avocation or Vocation continued
30		Journal 11 Test 4--Avocation and Vocation
May		
2	Thursday	Journal 12 Group research
3		Module 8 End of Course Units 14-15 Research on Assigned Ethical Scenarios
7		Journal 13 with Summary Paper
9	Thursday	Journal 14 with ReportF

VIII. Bibliography

Please see the course [Bibliography](#), which lists about 100 items in support of topics in this course.