Technology for Music Educators (MUS1331)
Fall 2017 Syllabus

Dear Musicians,

No matter what music field in which you find yourself, you have a better chance accomplishing your purpose if you can confidently and effectively use technology … daily. As technology advances, your supervisors and colleagues will continue to inadvertently fabricate assumptions that *you* instinctually know how to use technologies vital to the fulfillment of *their* organizations' missions. Today's musicians (performers, teachers, composers, etc.) simply cannot be neo-luddites or label themselves as "not a tech person". This course will provide hands-on experiences with the aim to shed technological hinderances, build technological confidence, and provide a foundation for lifelong technological self-directed learning. My aim is that you leave this course excited about new technologies and relabeled as a "21st century" person … *and you will be more hirable and successful as a result.*

Below is the syllabus for MUS1331, Technology for Music Educators. I will soon add the semester schedule and my office hours. Please email me (B_Johansen) if you have any questions or would like to set up a time to meet to get assistance with an assignment or assessment. I can often be available between 8 and noon Monday-Thursday. My office is 233 in the McCrary Music Building.

Sincerely,
Dr. Ben Johansen
Composition and Computer Music

[Prerequisites and course materials]
There are **no** course prerequisites and **no** technological skill prerequisites; AND I will not assume you have any technology skills or knowledge … so there's the baseline. This course is for music majors only; instructor consent is required for non-music majors to register for this course. It is important (but also negotiable in rare cases) that students do know how to read music notation and play a musical keyboard. Additionally, there are no required course materials (textbooks, equipment, supplies, etc.) for you to purchase for this course: all resources, materials, and equipment for participating in class and completing assignments will be supplied for you.

[Schedule]

Section2	Section1	Location	Topic
Mon8/21	Tue8/22	META	lecture
Wed8/23	Thu8/24	Alinea	lab
Mon8/28	Tue8/29	Alinea	lecture
Wed8/30	Thu8/31	META	hour of code
Mon9/04	**Tue9/05**	**NO CLASS**	
Wed09/06	Thu09/07	Alinea	copyright/licensing presentation - Clayton
Mon09/11	Tue09/12	Alinea	recording audio
Wed09/13…………………..Roxy Grove Hall			record audio
	Thu09/14…..Recital Hall 2		record audio
Mon09/18	Tue09/19	Alinea	edit audio
Wed09/20	Thu09/21	META	edit audio (stereo and mono)
Mon09/25	Tue09/26	Alinea	recording video (single and multi-cam)
Wed09/27	Thu09/28	Roxy Grove Hall	recording video (single and multi-cam)
Mon10/02	Tue10/03	Alinea	editing single & multi-cam video + live streaming
Wed10/04	Thu10/05	META	edit video (single and multi-cam)
Mon10/09	Tue10/10	Alinea	design: graphics & photos + free stock media
Wed10/11	Thu10/12	META	create graphics and edit photos
Mon10/16	Tue10/17	Alinea	keeping current + assign presentation project
Wed10/18	Thu10/19	META	work on presentation projects
Mon10/23	Tue10/24	VizStudio (GRC)	"presentation project" presentations
Wed10/25	**Thu10/26**	**NO CLASS DUE TO BAYLOR PRESIDENT INAUGURATION**	
Mon10/30	Tue10/31	Alinea	guest speaker online from Charms
Wed11/01	**Thu11/02**	**CLASS ONLINE ON YOUR OWN TIME! = CLICK HERE**	
			web presence/design + social media + email
Mon11/06	Tue11/07	META	midi sequencing + intro to notation apps
Wed11/08	Thu11/09	META	Finale
Mon11/13	Tue11/14	META	Finale project + web design project
Wed11/15	Thu11/16	Alinea	ipad + smartmusic + band-in-a-box
Mon11/20	Tue11/21	Alinea	interview lesson by Nick Haynes
Wed11/22	**Thu11/23**	**NO CLASS**	
Mon11/27	Tue11/28	Sid Rich. 100	interviews
Wed11/29	Thu11/30	Sid Rich. 100	interviews
Mon12/04		**NO CLASS**	

[Course Objective]
As a requirement for music education and music composition majors, this course's objective is to **empower future music educators and composers with digital and media literacy**.
- Literacy is defined by the Oxford English Dictionary as "The quality, condition, or state of being literate; the ability to read and write."[1]
- Digital literacy has been defined by a 2013 American Library Association (ALA) task force as "the ability to use information and communication technologies to find, understand, evaluate, create, and communicate digital information, an ability that requires both cognitive and technical skills."[2]
- Media Literacy is defined by the Center for Media Literacy (CML) as "[providing] a framework to access, analyze, evaluate, create and participate with messages in a variety of forms – from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy."[3]

The following quotes are from William I. Bauer's book, *A Conceptual Framework for Technology-Assisted Music Learning.*

> "Like every other facet of life, music too has been greatly affected by technology. Technology is an integral part of the way much music in today's world is created, performed, preserved, and consumed, and it can be an authentic aspect of the expression of individual musicianship. Performing musicians use instruments, both digital and otherwise, that have been enhanced through technology. Popular musicians in particular have taken advantage of digital technologies to utilize unique sounds and effects in their concerts. Performances are recorded using sophisticated software and hardware that enable the captured sound to be easily mixed and edited. Composers and arrangers use sequencing and notation software to create printed notation and compositions. Some of these applications have experienced a remarkable transformation; as they grow more and more powerful, they also become easier to use–for example, professional-sounding recordings can now be created in basement music studios."[4] - LINK

> "Today, teachers in all disciplines are actively making technology an integral aspect of their students' learning."[5] - LINK

> "Being able to use technology effectively requires not only an understanding of technology itself, but also of effective pedagogical approaches for utilizing that technology in a particular content area."[6] - LINK

> "Technology can also help to facilitate the critique process, performance of compositions, and sharing of works with others."[7] - LINK

---

[1] "literacy, n.". OED Online. March 2017. Oxford University Press, available at: http://www.oed.com/view/Entry/109054?redirectedFrom=literacy (accessed May 04, 2017).

[2] American Library Association (ALA) (2013), Digital Literacy, Libraries, and Public Policy, Report of the Office for Information Technology Policy's Digital Literacy Task Force, available at: http://www.districtdispatch.org/wp-content/uploads/2013/01/2012_OITP_digilitreport_1_22_13.pdf (accessed 4 May 2017).

[3] Center for Media Literacy (CML), Media Literacy: A Definition and More, available at: http://www.medialit.org/media-literacy-definition-and-more (accessed 4 May 2017)

[4] Bauer, William I. "A Conceptual Framework for Technology-Assisted Music Learning." In *Music Learning Today: Digital Pedagogy for Creating, Performing, and Responding to Music*. New York: Oxford University Press, 2014. Oxford Scholarship Online, 2014. doi: 10.1093/acprof:oso/9780199890590.003.0001. Chapter 1, pg. 6.

[5] Bauer - Ch. 1, pg. 6

[6] Bauer - Ch. 1, pg. 11

[7] Bauer - Ch. 3, pg. 66

[Learning Objectives]
So, by the end of this course you will be able to:
- Identify computer hardware parts, explain their purpose, and describe how they work together with software and peripherals.
- Demonstrate basic computer literacies
- Write/build/edit code and learn new programming languages
- Understand that information [including art] has value
- Capture a variety of different types of media arts and digital content digitally
- Edit a variety of different types of media arts and digital content
- Create a variety of different types of media arts and digital content
- Share media arts and digital content and participate in interactive communications
- Discover trends in incorporating technology in your field.
- Synthesize how your technological skills are marketable and how you plan to continue developing them
- Problem solve.

[Course Format]
We will meet as a class for 75 minutes, twice a week. The first meeting of each week (Monday or Tuesday) will be a lecture/demonstration day. I will talk a great deal and you will be expected to take very detailed notes.

The second meeting of each week (Wednesday or Thursday) will be a class lab. My aim is not to address the class as a hole on lab days to encourage 100% active learning on those days.

We will meet in a variety of places around campus as listed on the schedule:
- Crouch META lab or Seminar Rooms (3rd floor of Moody Library)
- Alinea Lab (Marrs McLean Science Building Room 330)
- VizStudio (Graduate Research Center - Poage Library)

[Attendance]
The following is straight from the School of Music Undergraduate Handbook (I made the last sentence red):

> School of Music policy requires that to earn credit in a course a student must be officially enrolled by the end of the second full week of the semester and attend at least 75% of all class meetings. Faculty members may establish additional attendance requirements as outlined in course syllabi. Any student who is not present for at least 75% of the scheduled class sessions for any course will automatically receive a grade of "F" in the course. Any University-related activity necessitating an absence from class **will count** as an absence when determining whether a student has attended the required 75% of class meetings.

We will meet 27 times total; so you must attend at least 21 classes to be eligible to pass the course. (If you miss 7 classes you fail the course). If you miss more than 20min of a class, you will receive a 1/2 absence.

[Grading]

Engage with the material.

Take risks with the technology.

Search and be curious.

25% Attendance

25% Minute papers at the end of each class

- What was the most important thing you learned today?
- What is one question you still have? (What is still not clear or what did you fail to grasp?)

50% Projects

```
A  = 90-100    C+ = 77-79
B+ = 87-89     C  = 73-76
B  = 83-86     C- = 70-72
B- = 80-82.    F  =  0-69
```

[Academic Success]

We as faculty members have high academic expectations of you and believe every student who has been admitted to Baylor can be successful. I am a vigilant professor and will notice if you are struggling in my course. If your academic performance in this class is substandard, I will submit an Academic Progress Report to the Success Center during the sixth week of the semester. I will work to help you get the help you need to learn more fully, and I can assist you in finding the resources you need beyond my course. Familiarize yourself with the culture of success we have at Baylor by stopping by the Paul L. Foster Success Center in Sid Richardson or by going to: http://www.baylor.edu/successcenter/. Even if you don't need help, you can get involved by tutoring other students in the future or by telling a hall mate how and where to get help.

[Academic Integrity]

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student, I expect you to be intimately familiar with the Honor Code at: http://www.baylor.edu/honorcode/

[Students Needing Accommodations]

Any student who needs academic accommodations related to a documented disability should inform me immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: (254) 710-3605 - Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson.

[Title IX Office – Title IX Coordinator, Kristan Tucker]

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these type of prohibited conduct, please contact the Title IX Office at (254)710-8454 or report online at www.baylor.edu/titleix.

The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological   services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.** For more information on the Title IX Office, the *Sexual and Gender-Based Harassment and Interpersonal Violence policy*, reporting, and resources available, please visit the website provided above.

[Military Student Advisory]
Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the VETS Program Office with any questions at (254) 710-7264.

Appendix

Must-Have Tech Skills for Every College Student

1. Security
   - Use a password manager such as 1Password or LastPass ([Wirecutter review article](#))
   - Use a router between a modem and a device
   - Understand phishing, personal information, etc.
2. Backing up data
   - When you start any project in any program, save the file the moment you began and continue to save as frequently as possible as you work
   - Box, Dropbox, Google Drive, One Drive, Crashplan, external drives
3. Typing
   - Keyboard shortcuts
     - select all, undo, cut, copy, paste, bold, italics, underline, find, save, (quit), logout, print
     - Select group
       - Click on one item, hold down shift, click on last item in group
     - Select one at a time
       - Mac: command click
       - PC:
     - Screen shot
       - Mac: command+shift+3 (or 4 … or 4 then space bar)
       - PC: press "print screen" button OR windows button + "print screen"
     - Switch between open programs
       - Mac: command+tab
       - PC: alt+tab
     - shift+tab (tabs backwards)
     - Zoom
4. Email Etiquette
5. Copyright/Licensing (citing sources)
6. File Management
   - File naming conventions
     - lowercase only, numbers, underscores, dashes, no symbols, no spaces
     - Name changing software
   - Create folders to organize files
   - Understand file extensions and file properties
   - How to compress files
   - Search to find files
   - Re-associate files to a different program
7. Hardware basics
8. Internet basics
   - Tiny URLs
   - public/private URLS
   - [Refine web searches](#)

9. Networking basics
    - Set up a home network (modem and router)
10. Presenting using multimedia
11. Find information
12. Office documents
    - Understand tab delimited values (TDV) and comma separated values (CVS)
    - Plain text vs rich text …. vs. PDF
13. File sizes (all a factor of 1000 than the previous)
    - bit
    - byte
    - kilobyte
    - megabyte
    - gigabyte
    - terabyte (trillion bytes)
14. Coding basics
    - scratch.mit.edu
    - Hour of Code = Processing, HTML/CSS, Javascript

Required Assignment Before 9/06-07 class:
1) Read all = Copyright Basics provided by The Copyright Society of the USA
2) Study = Cornell chart "Copyright Term and the Public Domain" – especially:
    - Works Registered or First Published in the U.S.
    - Sound Recordings Published in the United States
3) Read the following definitions from On the Terms page of the CSUSA site:
    - License = http://www.csusa.org/?page=Definitions#license
    - Master Use License = www.csusa.org/?page=Definitions#masteruselicense
    - Synchronization License = www.csusa.org/?page=Definitions#synchronizationlicense
4) Watch = intro video for Creative Commons Licenses
5) Study = different license types at the bottom of this page