Course Outline

COURSE: MUS 7  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2019  CURRICULUM APPROVAL DATE: 05/14/2019

SHORT TITLE: SONGWRITING AND COMPOSITION

LONG TITLE: Songwriting and Composition

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>Lecture: 54</td>
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<td></td>
<td></td>
<td>Lab: 0</td>
<td>Lab: 0</td>
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<td></td>
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<td>Other: 0</td>
<td>Other: 0</td>
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<td></td>
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<td>Total: 3</td>
<td>Total: 54</td>
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COURSE DESCRIPTION:

This course is an introduction to modern song writing techniques. Students will learn to create their own musical compositions. Approaches to contemporary issues in song writing including development of melodic, lyrical, and rhythmic ideas will be studied. In addition, students will learn strategies for promoting their songs in the contemporary music marketplace as well as basic concepts of intellectual property right protection. While recommended, no prior formal musical education is required.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
   L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
   02 - Lecture and/or discussion
   05 - Hybrid
   72 - Dist. Ed Internet Delayed
STUDENT LEARNING OUTCOMES:

1. Through listening, be able to diagram the basic structure of a song.
   Measure of assessment: Aural (listening) exams, text book reading, journal entries and in-class exercises.
   Semester/Year assessed, or planned Semester/Year of assessment: 2012

2. Compose a complete song (and/or composition).
   Measure of assessment: Terminal project, in-class demonstrations, and weekly assignments.

3. Articulate the differences and similarities among different musical cultures.
   Measure of assessment: Written report, and class discussion

4. Students will express constructive criticism towards other students' work, and therefore students will employ it within their work.
   Measure of assessment: Class interaction/discussion and oral reports.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/14/2019

6 Hours
Content: Developing successful song structures
Student Performance Objectives (SPO): Identifying components of a song
Out-of-Class
Assignments: Text book reading on the covered topic, listening assignments, and exercises in identifying components.

6 Hours
Content: Developing successful song structures
Student Performance Objectives (SPO): Building a successful song
Out-of-Class Assignments: Text book reading on the covered topic, structural analysis of a song, and constructing the form of a hypothetical song.

3 Hours
Content: Composing memorable melodies
Student Performance Objectives (SPO): Learning effective melodic writing skills
Out-of-Class Assignments: Text book reading on the covered topic, melodic homework

3 Hours
Content: Composing memorable melodies
Student Performance Objectives (SPO): Using repetition effectively
Out-of-Class Assignments: Text book reading on the covered topic, melodic homework

3 Hours
Content: Additional melodic and structural techniques
Student Performance Objectives (SPO): Using fresh rhythms and trying different notes
Out-of-Class Assignments: Text book reading on the covered topic(s), exercises in "breaking the lines and assigning different notes."
3 Hours
Content: Additional melodic and structural techniques
Student Performance Objectives (SPO): Learning the power of sequential intervals, ascending notes, and descending notes.
Out-of-Class Assignments: Text book reading, exercises in incorporating sequential intervals, ascending notes, and descending notes.

3 Hours
Content: Additional melodic and structural techniques
Student Performance Objectives (SPO): Finding those “magic moments: the unexpected note or chord” and “signature licks.”
Out-of-Class Assignments: Text book reading, exercises in incorporating “magic moments” and composing “signature licks.”

3 Hours
Content: Writing effective lyrics
Student Performance Objectives (SPO): Developing great song ideas and catchy titles
Out-of-Class Assignments: Text book reading, exercises in finding original titles

3 Hours
Content: Writing effective lyrics
Student Performance Objectives (SPO): Using the Three-Step Lyric-Focusing Technique
Out-of-Class Assignments: Text book reading, and practicing the Three-Step Lyric-Focusing Technique

3 Hours
Content: Writing effective lyrics
Student Performance Objectives (SPO): Acquiring the tools for successful lyric writing
Out-of-Class Assignments: Text book reading, and writing strong opening lines.

3 Hours
Content: Writing effective lyrics
Student Performance Objectives (SPO): Writing lyrics to existing melody
Out-of-Class Assignments: Text book reading, and exercises in writing lyrics to existing melody

3 Hours
Content: Producing a successful demo
Student Performance Objectives (SPO): Learning how and when to record a demo
Out-of-Class Assignments: Text book reading and planning to record a demo.
3 Hours
Content: Learning where the money comes from
Student Performance Objectives
(SPO): Learn about mechanical royalties, performance royalties, print sales, synchronization licenses, writing jingles, works for hire, etc.
Out-of-Class Assignments: Text book reading

2 Hours
Content: Final: fully written song
Student Performance Objectives (SPO): Have a completed song either recorded or ready for performance in class during Finals.
Out-of-Class Assignments:

METHODS OF INSTRUCTION:
1. Lecture and demonstration
2. Multimedia demonstrations
3. Video and audio recordings
4. In-class group exercises and musical analysis

OUT OF CLASS ASSIGNMENTS:
Required Outside Hours: 28
Assignment Description: Students will read and study from the required assigned textbook
Required Outside Hours: 20
Assignment Description: Students will write weekly reading and listening summaries in the discussion board and will also write a final research paper.
Required Outside Hours: 24
Assignment Description: Students will engage in the creative and historical process relevant to the artistic era being studies i.e. attending and participating in live concert performances.

METHODS OF EVALUATION:
Writing assignments
Percent of total grade: 30.00 %
Percent range of total grade: 30 % to 40 % Written Homework
Problem-solving assignments
Percent of total grade: 20.00 %
Percent range of total grade: 20 % to 30 % Homework Problems; Quizzes; Other: Listening comprehension
Skill demonstrations
Percent of total grade: 10.00 %
Percent range of total grade: 10 % to 20 % Class Performance/s
Objective examinations
Percent of total grade: 20.00 %
Percent range of total grade: 20 % to 30 % Multiple Choice; Completion
Other methods of evaluation
Percent of total grade: 10.00 %
REPRESENTATIVE TEXTBOOKS:
Required:
Reading level of text, Grade: 14 Verified by: G. Curtis

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
  CSU A1, effective 201970
  CSU A2, effective 201970
  CSU C1, effective 201970
  CSU C2, effective 201970
IGETC:
CSU TRANSFER:
  Transferable CSU, effective 201130
UC TRANSFER:
  Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: MUS
CSU Crosswalk Course Number: 7
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 3
Minimum Hours: 3
Course Control Number: CCC000523142
Sports/Physical Education Course: N
Taxonomy of Program: 100400