

Call for Proposals for First Year Seminar

FSEM Goals

First year seminars will be distributed across the disciplines, yet they are structured around a set of common principles whose purpose is to introduce first year students to the pursuit of intellectual inquiry. Specific topics are determined by the instructor's background and interests. The objective of the first year seminar is to cultivate the intellectual skills necessary for liberal learning through the in-depth study of a topic and the provision of instruction on how to gather and analyze information for the purpose of formulating and defending an opinion. Seminars will be deep in terms of the critical approach employed, but will involve topics, which are accessible to first year students. In addition, first year seminars anticipate the experience of the senior seminar without the requisite background knowledge and skills that such seminars demand.

Although first year seminars will neither be part of the Writing/Speaking Intensive Program(s) nor be a replacement for a first year writing course, all first year seminars involve meaningful writing and speaking assignments in which students are given instruction and guidance on writing and speaking at the college level.

Every course should have the following basic components and new student learning outcomes, outlined in the QEP.

First-year seminars will:

- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic; and
- be capped at 15 students.

Student Learning Outcomes:

- Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- Improve development and organization of written arguments;
- Demonstrate the ability to edit and revise in the writing process;
- Apply the basic theories and principles of oral communication;
- Communicate effectively in a variety of settings, including public speaking and group discussion.

We are looking for seminars, which are not traditional courses, but illustrate the sort of intellectual inquiry higher education can offer. See, for instance, the sample syllabus appended to this document. In other words, you should not take an existing course and re-title and renumber it.

Deadline for FSEM proposals:

Monday, September 30th 2013 for courses to be offered in the **Spring 2014** course schedule.

Proposals must be **submitted electronically** to John P. Broome (jbroome@umw.edu) using the FSEM Course Proposal Form. An example of a completed proposal is attached.

Please address your questions to any member of the committee.

Sincerely,

First Year Seminar Committee

John P. Broome, Chair

Rosalyn Cooperman

Janie Lee

Will Mackintosh, Secretary

Dave Stahlman

FIRST YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	BALLADES, BEATS & BAND CAMP		
SUBMITTED BY:	Mark Snyder	DATE:	11/20/14
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			X

COURSE DESCRIPTION. In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

Students will learn how songs are written, produced and distributed through research, analysis and creation in this course. At the completion of the course, students will have produced their own EP (Extended Play).

RATIONALE. Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This course would provide students the opportunity to explore creativity, technology and business in the context of the music industry. Group discussion and projects will guide the explorations, but students will be free to exercise their own creativity in developing their projects. The main goal is to teach them to collect information, analyze it and find the best way to use it for their benefit while helping them to learn how to teach themselves. Students will use books, articles, youtube videos, manual tutorials and interaction with industry professionals for research. They will demonstrate the effectiveness of their research and analysis with the completion of two papers and two class presentations, each of which will be preceded by classroom discussions on proper development of writing and oral communication skill. Early visits to the Speaking Center and Writing Center, together with the newly developed on-line learning modules, will introduce students to the resources available to them. In the end, they will distribute a completed 3-4 song EP for critique.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document** to John P. Broome (jbroome@umw.edu). All submissions **must** be in electronic form.

Ballades, Beats & Band Camp

Instructor

Dr. Mark Snyder
msnyder@umw.edu
duPont 306
(540) 654-1959
Office Hours F 12-1, TR 10-11, 2-3 and by appointment

Course Goals

Students taking this course will learn how songs are written, produced and distributed through research, analysis and creation. This will be accomplished in the context of a liberal arts environment where the projects and activities will develop the students' critical thinking while cultivating the skills of a seasoned writer and communicator. Student will leave with a firm understanding of the music industry and a developed set of skills to prepare them for success in their future studies at UMW. In addition, students will have produced their own 3-4 song EP.

Content Sources

The course content will be driven by cutting-edge material produced and updated on an annual basis by Peach Pit Press, a leader in music (and, in general, *digital*) technology. The materials for this course are part of an area that is constantly evolving and textbooks are outdated as quickly as they appear. Our material will therefore be dynamically chosen to best meet the goals of the course. Many sources are available through Simpson Library's on-line databases and a visit with a librarian early in the semester will facilitate the students' ability to find these sources. Some examples include:

- Selected chapters from *Apple Pro Training Series: Logic Pro X: Professional Music Production*, an industry standard for teaching students the use of Logic Pro X.
- Selected chapters from *Modern Recording Techniques*, 8th Edition, another source for learning about modern techniques for recording.

More important than the books which we will use to learn basic techniques is the important exposure students will have to the actual software, equipment, artists, engineers and other music professionals, the true "primary sources" in this industry.

Student Learning Outcomes

Upon completion of this course, students will:

- Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- Improve development and organization of written arguments;
- Demonstrate the ability to edit and revise in the writing process;
- Apply the basic theories and principles of oral communication;
- Communicate effectively in a variety of settings, including public speaking and group discussion.

Additional Materials

- Memory Stick/Hard Drive or some sort of storage device.
- Headphones are required for working in the lab. Purchasing studio quality headphones is strongly encouraged. Below is a list of ones that I would recommend. They don't need to be from Sweetwater.

<http://www.sweetwater.com/store/detail/HD280Pro/>

<http://www.sweetwater.com/store/detail/SRH440/>

<http://www.sweetwater.com/store/detail/MDR7506/>

<http://www.sweetwater.com/store/detail/K240S/>

<http://www.sweetwater.com/store/detail/ATHM50/>

Class Participation & Attendance

Education is partially experiential and therefore class attendance is critical.

Absences and Excuses

Each student is directly responsible for absences and for making up missed work.

Assignment Descriptions

Homework

There are 8 graded homework assignments. These consist of song and project drafts, presentation abstracts and small assignments to demonstrate you have learned the skills necessary to complete the projects and presentations.

Students should expect to have homework assigned during every meeting of the course this semester. Homework will be due at the beginning of the next class period, unless otherwise announced.

Homework is graded on a five-tier system:

- 100 (perfect work, no mistakes at all)
- Check-plus (very good work, only a few errors; scored as a 93A)
- Check (more errors, a few blanks; scored as an 80B)
- Check-minus (lots of errors, more than a few blanks, low-quality work; scored as a 65D)
- Zero (Mostly blank, little to no evident effort, or did not turn in)

Class Discussion

Many class meetings will involve class discussion. Each student is expected to participate and contribute, and 20% of your grade is based on this. Most of these discussions should be based on out of class research and not based solely on opinions or previous experience.

Projects

There are 3 Projects that will demonstrate that you can effectively use your research and analysis skills to accomplish your goals. Project 1: Song writing, Project 2: Song production, Project 3: Distribution.

Writing Assignments

There will be significant writing in the course with assignments falling into two broad categories. First, students are expected to regularly contribute to a blog about their progress on the three projects which are naturally intertwined. These blog posts will be read by others in the class and students will comment. While blogging can tend to be rather informal, students are expected to adhere to the standards of proper grammar and tone. In addition, students will be writing two formal papers. Paper 1 is an analysis of a song. This paper will be completed in two stages with an editing and peer-review process completed before submitting the final version. Paper 2 is a summation of your work during the semester. Students will complete the on-line learning modules developed by the Writing Center as part of their preparation for writing their first drafts.

Presentations

In addition to the regular classroom discussions, students will be expected to deliver two formal presentations. The first presentation will be done individually and reflects the work completed in the first writing assignment concerning the analysis of a song. The second presentation will be a group effort with teams presenting their distribution plans for their EP. Prior to the first presentation, the class will complete the Communication Apprehension learning module and participate in a workshop on how to prepare a good presentation.

Critiques

Students are expected to participate in the critiques of the projects that occur in class. Failure to do so will lower the grade of your project up to 10%.

In addition to the above requirements, participation will be measured against the following criteria:

- Contribute original thoughts or ideas to the critiques.
- Give relevant reasons to validate points.
- Demonstrate openness to divergent points of view.
- Be respectful of the perceptions of others.
- Integrate material from previous units to formulate ideas and generate dialogue.

Assessments

Projects, papers and presentations will be graded by timeliness and the fulfillment of the requirements as well, but grades of A and B will be reserved for students going above and beyond the requirements and overall quality.

Grading

Projects	20%
Homework	20%
Presentations	20%
Papers	20%
Discussions	20%

Grading student work in the creative arts always involves subjectivity. In this course, project grades involve both subjective and objective components. In reaching a decision regarding the subjective components of any particular grade, I use the following system:

>90% = work exceeds my expectations throughout, with exceptional quality and attention to detail
80-89% = work frequently exceeds my expectations, with good quality and attention to detail

70-79% = work meets my expectations; may be of ordinary quality or lack attention to detail
60-69% = work sometimes does not meet expectations, is not complete, and/or is of poor quality
<60% = work frequently does not meet expectations, is not complete, and/or is of very poor quality

Expectations

Students will be expected to spend an average of 6 hours per week working on materials for this class. All work will be completed and turned in on time.

Schedule

UNIT 1: Ballades *Weeks 1-4*

Song structure, lyrics, chord progressions and terminology. 3-4 song sketches and song analysis due.

UNIT 2: Beats *Weeks 5-10*

Garageband, audio interfaces, microphones, production, mixing and export of final product.

UNIT 3: Bandcamp *Weeks 11 & 12*

Artwork, web presence & distribution

Final Presentations *Weeks 13-15*

The above schedule is approximate. We may be ahead or behind a day or two.

Disability Resources

The Office of Disability Services has been designated by the college as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.

Honor Code

Please conduct yourself in accordance with the Mary Washington honor code for this class and write and sign the pledge, (or an abbreviation of it), on all written work. If you are unsure if what you are doing or want to do is a violation of the honor code, ask. Appropriate actions in accordance with the Honor code will be taken as warranted.