



GEORGETOWN
COLLEGE

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Department of Music 319 (3 hours credit)

Computer Music and Classroom Technology, Syllabus, Fall 2008

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COURSE DESCRIPTION: Study of the fundamental components of MIDI computer music hardware/software, and applications of other classroom technologies used in disseminating information and stimulating learning. Prerequisites: MUS 111-112; Piano Proficiency requirement met, or by permission of the professor.

TEXTBOOK: Williams, David Brian; Webster, Peter Richard. *Experiencing Music Technology*, 2nd ed., (w/CD). Belmont, California: Wadsworth Group/Thomson Learning, 1999. (ISBN 0-02-865324-6) (*Text will be placed on Reserve.*)

Also refer to website for additional information, including test study guides.

REQUIRED MATERIALS: (1) 3.5" floppy disks for saving work, (2) optional cassette tape, (3) optional score paper, (4) optional three-ring notebook, should you desire to print study guides and other website information (see web address in **bold** above).

COURSE OBJECTIVES: At the conclusion of the course, the student should be able to: (1) define common computer-music/digital terminology, (2) describe and demonstrate the functions of a digital synthesizer and sequencer, (3) record multi-track music works, (4) edit digitally-recorded multi-track music works, (5) save recorded data to disk or cassette tape, (6) demonstrate the ability to correctly interface MIDI hardware with connecting cables to create a functioning MIDI lab station, (7) demonstrate basic knowledge of computer music sequencing using Cakewalk software, and computer music notation using Finale software.

Additionally, relating to New Teacher Standard (NTS) IX, the student should be able to: (1) install a variety of software and operate a multimedia computer, (2) define and use common computer technology terms, (3) demonstrate knowledge of use of technology in a global society, (4) identify computer/peripheral parts and make connections and installations, (5) make multimedia presentations using scanners and digital cameras, (6) use the computer for word processing, databases, spreadsheets; access e-mail and the Internet, (7) use technologies such as interactive instruction and distance learning applications to enhance productivity, (8) request assistive and adaptive devices for students with special needs, (9) using technology, design lessons for diverse student needs, (10) have knowledge of equitable/legal practices in computer technology, (11) facilitate lifelong technology learning, (12) explore, use and evaluate technology resources, (13) apply research-based instructional practices that use technology, (14) use technology in group learning activities, (15) use technology to support multiple assessments of student learning, (16) instruct and supervise students in the ethical/legal use of technology.

REQUIREMENTS OF THE COURSE [and New Teacher Standards IX met]: (1) reading assignments [NTS 1-16], (2) four Written Tests [NTS 2,3,4,], (3) Multi-track Music Recording Project [3-5'] [NTS 1,2,3,6,9,10,16], (4) Radio Commercial Project [30-60"] [NTS 1,2,3,7,10,16], (5) Finale Notation Project [NTS 1,3,6,9,10,12,14,16], (6) Internet Research Projects [NTS 6,7,9,10,16], (7) Educational Lesson Design Project [NTS 9,11,13,14,15], (8) Educational Software Review Project [NTS 12], (9) PowerPoint Multimedia Presentation Project [NTS 1,2,3,5,6,7,9,10,13,14,16].

COURSE OUTLINE:

WEEK ONE: *Read Historical Perspective, pp. xxvi-xxx, and Module 10, pp. 163-172*
Monday, August 25: Overview of MIDI technology
Wednesday, August 27: Familiarization with Roland patches (User, A, B, C, GM)
Friday, August 29: Roland synth functions keys / Cakewalk menu options

WEEK TWO: *Read Module 19, pp. 349-383*
Monday, September 1: **Labor Day: NO CLASS**
Wednesday, September 3: Sequencing: Haydn symphony excerpt
Friday, September 5: Haydn continued / Editing

WEEK THREE: *Read Module 20, pp. 384-406*
Monday, September 8: Sequencing: Hodgepodge page, Step Recording,
Quantization, (Effects, Panning)
Wednesday, September 10: **TEST 1**
Friday, September 12: Multi-track Recording Project

WEEK FOUR:
Monday, September 15: Multi-track Recording Project continued
Wednesday, September 17: Multi-track Recording Project continued
Friday, September 19: Multi-track Recording Project continued

WEEK FIVE:
Monday, September 22: Conclude Multi-track Recording Project / **Presentations**
Wednesday, September 24: Finale Notation Project
Friday, September 26: Finale Notation Project

WEEK SIX: *Read Module 16, pp. 275-309*
Monday, September 29: Conclude Finale Notation Project / **Presentations**
Wednesday, October 1: **TEST 2**
Friday, October 3: Intro to Using Multi-track Audio Software

WEEK SEVEN:
Monday, October 6: Radio Commercial Project
Wednesday, October 8: Radio Commercial Project
Friday, October 10: Radio Commercial Project

WEEK EIGHT: *Read Module 23, pp. 461-484*
Monday, October 13: **FALL BREAK – NO CLASS**
Wednesday, October 15: Conclude Radio Commercial Project / **Presentations**
Friday, October 17: **TEST 3**

WEEK NINE: *Read Modules 5-8, pp. 37-114; Module 13, pp. 213-237*
Monday, October 20: Sound file manipulation, copying CD files
Wednesday, October 22: Sound file manipulation, copying CD files cont'd
Friday, October 24: Computer hardware basics (components, ports, cables, drives,
MIDI, etc.)

WEEK TEN:

- Monday, October 27: Software basics (word processing, desktop publishing, spread sheets, e-mail & attachments, internet, search engines, IM)
 Wednesday, October 29: Software basics continued (including audio/video software)
 Friday, October 31: Internet Research Project No. 1: computer assistive and adaptive devices

WEEK ELEVEN:

- Monday, November 3: Internet Research Project No. 2: legal/ethical practices related to technology
 Wednesday, November 5: Installing/uninstalling software, hardware drivers, virus protection, updates
 Friday, November 7: Internet Research Project No. 3: using technology to support multiple assessments of student learning

WEEK TWELVE: *Read Module 28, pp. 592-612*

- Monday, November 10: Internet Research Project No. 4: using technology to address diverse student needs
 Wednesday, November 12: Web design basics
 Friday, November 14: Internet Research Project No. 5: Distance Learning

WEEK THIRTEEN: *Read Module 15, pp. 249-262*

- Monday, November 17: Digital cameras, scanners, data projectors
 Wednesday, November 19: Photo/graphic editing
 Friday, November 21: Audio/video conferencing

WEEK FOURTEEN:

- Monday, November 24: Educational Software Review Project No. 1: Evaluate sequencing and notation software
 Wednesday, November 26: **TEST 4**
 Friday, November 28: **THANKSGIVING – NO CLASS**

WEEK FIFTEEN: *Read Module 27, pp. 535-591*

- Monday, December 1: Educational Software Review Project No. 2: Evaluate other music (theory, e.g.) and education software
 Wednesday, December 3: Intro to PowerPoint
 Friday, December 5: PowerPoint project (devel. pres. outline, assess tech. needs)

WEEK SIXTEEN:

- Monday, December 8: PowerPoint project
 Wednesday, December 10: PowerPoint project **Presentations; Ed. Lesson Design Proj. due**

EVALUATION: The final course grade will be computed as follows:

- (Since this is a lab course, no final examination, much to everyone's chagrin, I'm sure. ;-)
 Four Written Tests = 48% (12% each)
 PowerPoint Multimedia Presentation Project = 10%
 Internet Research Projects = 10% (Nos. 1-5)
 Educational Lesson Design Project = 8% (*See Module 9, pp. 125-162*)
 Multi-track Music Recording Project = 6%

EVALUATION continued:

- Finale Notation Project = 6%
- Radio Commercial Project = 6%
- Educational Software Review Project = 6% (Nos. 1-2)

See web address (“Projects Guidelines”) for explanation of Projects.

Grading scale for the course is: A=93-100 A/B=88-92 B=83-87 B/C=78-82 C=70-77 D=60-69 F=0-59

In that project grades are somewhat subjective in nature, the following scale will be used in these areas in relation to the overall grading scale for the final course grade:

Superior = 95, Excellent = 85, Average = 75, Poor = 65, Incomplete = 0
I will be as fair as possible in assigning grades in these areas.

ATTENDANCE: You will be allowed four excused absences (approximately 10% of total class meetings). For *each additional absence*, three percentage points will be deducted from your *final grade point average*. The only exceptions are absences due to an academic field trip, or an extended illness, recognized by the college—please see that I am notified by the Dean of Students. (I recommend that you reserve these absences for bona fide illnesses, and for days before holidays if you wish to leave campus early. Classes will *not* be canceled prior to holidays.)

Make-up tests: It is to your advantage to be present on days when tests are given. Your first make-up test will be lowered by 10 points; a second will be lowered by 20 points, etc. This will apply regardless ... the only exclusions are: (1) no penalty if you are involved in an academic field trip, (2) no penalty if you are experiencing a serious, extended illness. Again, please see that I am notified by the Dean of Students.

BIBLIOGRAPHY

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- Bates, John. *The Synthesizer*. Suffolk, England: Oxford University Press, 1988.
- Boom, Michael. *Music Through MIDI*. Redmond, Washington: Microsoft Press, 1987.
- Brown, James W.; Harclerod, Fred F.; and Lewis, Richard B. *AV Instructions: Technology Media and Methods*. New York: McGraw-Hall, Inc., 1983.
- DeFuria, Steve. *The Secrets of Analog and Digital Synthesis*. Pompton Lakes, New Jersey: Third Earth Productions, 1988.
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- Muro, Don. *The Art of Sequencing: A Step by Step Approach*. Merrick, New York: Electronic Music Productions, 1993.
- Rathbone, Andy. *MP3 for Dummies*. Foster City, CA: IDG Books Worldwide, Inc., 1999.
- Robertson, Michael, and Simpson, Ron. *The Official MP3.com Guide to MP3*. San Diego: MP3.com, Inc., 1999.
- Rossing, Thomas D. *Music: Acoustics and Physics*. Reading, Massachusetts: Addison-Wesley, 1982.
- Rothstein, Joseph. *MIDI: A Comprehensive Introduction*. Madison, Wisconsin, 1992.
- Streit, Les D.; Teague, Fred A.; and Newhouse, Barbara S. *Media for Teachers and Trainers*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1984.

Teague, Fred A.; Streit, Les D.; Rogers, Doug; Tipling, Roger. *Media and Technology in the Classroom*. Dubuque, Iowa: Kendall/Hunt, 1989.

Williams, David Brian; Webster, Peter Richard. *Experiencing Music Technology*, 2nd edition, Belmont, California: Wadsworth Group/Thomson Learning, 1999.

OTHER HELPFUL REFERENCES

Armbruster, Greg, ed. *The Art of Electronic Music*. Cupertino, California: GPI Books, 1985.

Ceely, Robert. *Electronic Music Resource Book*. Denver, Colorado: Multi-media Publishing, 1981.

Dodge, Charles, and Jerse, Thomas A. *Computer Music*. New York, New York: Schirmer Books, 1985.

Keyboard Magazine Staff. *Synthesizer Basics*. Cupertino, California: GPI Books, 1984.

Krause, Bernhard. *The New Nonesuch Guide to Electronic Music*. New York, New York: Nonesuch Records NB-78007, 1980.

PERIODICALS

Computer Music Journal

Electronic Musician

Journal of Music Therapy

Musical Times

Music Educators Journal

Piano Quarterly

Other helpful periodicals not currently available at the Ensor LRC:

Byte

Keyboard