

MUS 447, Intermediate Music Education Technology

Syllabus for summer 2010

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This summer, MUS 447 is focused on the artistic creation of media projects, with ISYM serving as the locale for the project.

A few important aspects to keep in mind:

- We will not function under an individualistic paradigm with regards to copyright and intellectual property. Everything that you record and contribute may be used by other people in the course, and vice versa. The idea here is that we will create better products if we share, are inspired by each other, and feel free to mix and match to create. If anyone makes a million dollars on this stuff, you owe us each a brand new Cadillac.
- Although this work will resemble research or journalism, we will be guided more by artistic principles. We will study some of the work of media guru Tony Schwartz, as well as listen to and read about Youth Radio, Radio Lab, This American Life, et cetera. Throughout, we'll look for opportunities to create stories via audio that inspire, challenge, and enlighten listeners with regards to music education.
- You will be expected to spend 2-4 hours each day outside of class engaged in a mix of listening, recording, editing, etc. Sometimes less, maybe once more. Editing is time consuming but pleasurable.
- For most of the first week we will be focused on recording audio and doing very basic editing and cataloging. For most of the weekend and the second week we will work on editing these creations into finished products of varying lengths.
- In addition to what will be very much an "boots on the ground" effort, we will also review and read theoretical work that grounds these efforts in a larger vision of sound studies, media studies, collegial pedagogy, and narrative inquiry.
- Our work has an advocacy dimension. We don't merely want to create advertisements for the summer camp, but some of the materials that we create may be of use to the summer program, and if any valuable materials emerge as ancillary products that can be shared with the school of music, we have been invited to do so.
- There may be a possibility to share some of our finished work as part of an online journal devoted to performance studies. I will give you more information about this, but those who may be interested need to identify themselves to me so that we can work together to propose an investigate whether our work would be acceptable and appropriate.

In order to make use of our recorded material, each time you record you will need to provide the following:

1. Create a folder, using the naming scheme [your name+#]. In other words, my folders would be named Matt T. 1, Matt T. 2, Matt T. 3, etc. All the files within the folder should be given the same name as this folder.

2. Include a FLAC file of the entire recording.
3. Create a Word document that briefly introduces where and when the recording was made, and then roughly outlines the content of the recording with reference to the overall time code. This will allow others to quickly determine whether they may wish to use some of the material you recorded.
4. Create a subfolder called clips. Place into this folder any edited clips you create. Retain the folder name, and add a short descriptive title for each clip. Make sure that your clips are in FLAC format.
5. We will likely create a few other folders for dropping in some of your favorite clips, a central repository more easily accessible than searching through many subfolders. If and when we do this, make sure that you only create a copy into the sub clip folder, rather than moving the file out of your original folder.

The above represents an attempt to make sure that we keep track of all our original material, that we impose organization upon what will become a sprawling media empire, and that we make sure we work with full quality audio throughout the creation process (although we can and will output in high-quality MP3 format later on in the process).

Assessment and Evaluation

Summer students tend to be problem-free. You're hard workers, you care about the material, and you often know what you're here to learn and what you'll do with it as soon as the school year starts. I'll focus more on comments than specific grades for many assignments, and there will be assignments where you get no formal feedback (save comments during an in-class critique). If you're bothered by not having constant grades, know that you'll hear from me if your work is problematic, and you should assume you're doing fine unless you hear otherwise.

You will receive a grade based on the quality of work for your final project (audio story + written or recorded reflection). You'll get both preliminary and final grade for that project (the initial project will be due Tuesday, the final revision on Thursday).

Calendar

As this is a project-based course and a new area for me (and most of you), we'll be flexible regarding what we do when in order to maximize our learning and allow for filling in of areas of curiosity, etc. Expect to read something every night, and to listen to a 1-hour podcast every few days, as well as to submit something regularly.

Two fixed due dates: an initial media project due on Tuesday, with a revised draft on Thursday.