I. CATALOG INFORMATION

A. Discipline: MUSIC

B. Subject Code and Number: MUS M03

C. Course Title: Introduction to Music Technology

D. Credit Course units:

Units: 3

Lecture Hours per week: 2

Lab Hours per week : 3

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 35 - 35

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5

Total Combined Hours in a 17.5 week term: 87.5 - 87.5

F. Non-Credit Course hours per week

G. May be taken a total of: [X] 1 [ ] 2 [ ] 3 [ ] 4 time(s) for credit

H. Is the course co-designated (same as) another course: No [X] Yes [ ]
If YES, designate course Subject Code & Number:

I. Course Description:

Introduces the concepts, techniques, terminology and uses of music technology. Addresses ethical, aesthetic, economic, and social problems in technology applications. Includes the use of current hardware and software for music notation, sequencing, synthesis, digital audio, and music performance and practice.

J. Entrance Skills

*Prerequisite: No [X] Yes [ ] Course(s)

*Corequisite: No [X] Yes [ ] Course(s)

Limitation on Enrollment: No [X] Yes [ ]

Recommended Preparation: No [ ] Yes [X] Course(s)
MUS M01 and

Other: No [X] Yes [ ]

K. Other Catalog Information:

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	articulate the theories and concepts behind a variety of music technologies.	short-essay assignments, discussion posts, tests, classroom discussion, projects
2	explain the relationship between various music technologies and current economic, ethical, and social issues in music.	short-essay assignments, discussion posts, class participation, projects
3	discuss the effect of technology on music-making from the early 20th century to the present day.	short-essay assignments, discussion posts, class participation, projects
4	describe the historical periods in which various technologies were developed and identify works that exemplify these approaches.	short-essay assignments, discussion posts, class participation, projects
5	create a moderately sophisticated musical score using computer notation software and electronic sound-producing devices.	composition projects, classroom participation
6	create a moderately sophisticated electronic performance using MIDI (Musical Instrument Digital Interface) sequencing software and electronic sound-producing devices (synthesizers).	composition projects, classroom participation
7	create a finished recording of a performance using digital audio editing and processing techniques.	composition projects, classroom participation
8	create a moderately sophisticated software instrument using computer programming software coupled with a hardware interface (such as QWERTY keyboard, mouse, digital camera, mobile phone, or game controller).	projects, class participation, group projects

III. COURSE CONTENT

Estimated %	**Topic**	**Learning Outcomes**
Lecture (must total 100%)		

4.00%	Basics of Computer Hardware and Software	1, 2
4.00%	Basics of Computer Network Hardware and Software	1, 2
4.00%	MIDI Hardware and Software	1, 2, 3, 4, 6
4.00%	Sequencing Concepts and Techniques	5, 6, 7
4.00%	Physical Principles of Sound	1, 2, 3
4.00%	Digital Audio Hardware and Software	1, 2, 3, 4, 5, 7
4.00%	Techniques of Synthesis and Sampling	1, 7, 8
4.00%	Early Electric Instruments	3, 4
2.00%	Early Synthesizers	3, 4
2.00%	Early Computer Music	3, 4
30.00%	MIDI Sequencing and Digital Audio Projects	6, 7
10.00%	Final Project	5, 6, 7, 8
7.00%	Signal Flow and Input-to-Sound Mapping Techniques	8
2.00%	Music on Tape	3, 4
15.00%	Music Notation Projects	5
Lab (must total 100%)		
20.00%	Computer Notation Software Projects	5
30.00%	MIDI Sequencing Projects	6
30.00%	Audio Editing Projects	7
20.00%	Computer Programming and Mapping Projects	8

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	short-essay response posts to discussions about relevant topics in the music industry, such as: professional networking, monetizing music, online marketing strategies, and web presence and branding.
2	short-essay response discussions about music technology history and its accompanying periods.
3	summarize reviews of Music Notation Software, MIDI Sequencing Software, or Digital Audio Editing Software.
4	interview three practicing musicians about their use of technology.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	generate an original composition using music notation software.
2	research current conference proceedings and selecting articles for presentation to the class.
3	use MIDI Sequencing software to arrange an existing piece of music and create a performance of a short piece of music.

4	use notation software to re-create a lead-sheet and a short score.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	using audio editing software, produce and edit a radio interview that demonstrates an ability to juxtapose separate audio clips in a seamless manner, in such a way that the editor does not draw attention to his/her own work.
2	create a musique concete composition derived from a single, relatively brief, sound source; such sound sources and the techniques used to produce this composition should embrace the spirit of the tradition.
3	generate a software-plus-hardware musical instrument using computer programming software and a variety of hardware input devices.
4	generate music for a commercial video, adding musical events to visuals, demonstrating an awareness of timing, mood, and orchestration.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

[X] Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

[X] Lecture/Discussion

[X] Laboratory/Activity

[X] Other (Specify)
Video conference guest lectures, tutorial videos, group quiz review sessions

[ ] Optional Field Trips

[ ] Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

[X] Essay Exam	[X] Classroom Discussion	[X] Skill Demonstration
[X] Problem Solving Exam	[ ] Reports/Papers/ Journals	[X] Participation
[X] Objective Exams	[X] Projects	[X] Other (specify)

Providing individual feedback for each composition project, grading projects based on preset rubrics, peer-evaluation of group work

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Williams, David B., and Peter Webster. Experiencing Music Technology. 3rd updated ed. Cengage, 2008.

Hosken, Dan. An Introduction to Music Technology. Routledge, 2011.

Ballora, Mark. Essentials of Music Technology. Pearson, 2002.

Huber, David M., and Ruben Runstein. Modern Recording Techniques. 8th ed. Focal Press, 2013.

VIII. STUDENT MATERIALS FEES

[X] No [ ] Yes

IX. PARALLEL COURSES

College	*Course Number*	*Course Title*	*Units*
UC Irvine	MUSIC 51	Music Technology & Computers	4
CSU Bakersfield	MUS 111	Introduction to Music Technology	3
CSU Fresno	MUSIC 47	Introduction to Music Technology	2
CSU Chico	MUSC 109	Introduction to Music Technology	3
CSU Northridge	MUS 191 & 191l	Fundamentals of Music Techonoloy	2 & 1

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master's degree in music OR bachelor's degree in music AND master's degree in humanities OR the equivalent.
Courses in Disciplines in which Masters Degrees are not expected:
Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

   [ ] Pass/No Pass only (no letter grade possible); or
   [X] Letter grade (P/NP possible at student option)

2. Degree status:
   Either [X] Associate Degree Applicable; or [ ] Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?
   Yes: [ ] No: [X] If YES, what section(s)?

   [ ] A1 - Natural Sciences - Biological Science
   [ ] A2 - Natural Sciences - Physical Science
   [ ] B1 - Social and Behavioral Sciences - American History/Institutions
   [ ] B2 - Social and Behavioral Sciences - Other Social Behavioral Science
   [ ] C1 - Humanities - Fine or Performing Arts
   [ ] C2 - Humanities - Other Humanities
   [ ] D1 - Language and Rationality - English Composition
   [ ] D2 - Language and Rationality - Communication and Analytical Thinking
   [ ]

- [ ] E1 - Health/Physical Education
- [ ] E2 - PE or Dance
- [ ] F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: [X] No: [ ]
2. If YES do you recommend this course for inclusion on the CSU General Education list?
   Yes: [ ] No: [X] If YES, which area(s)?

A1 [ ] A2 [ ] A3 [ ] B1 [ ] B2 [ ] B3 [ ] B4 [ ]

C1 [ ] C2 [ ] D1 [ ] D2 [ ] D3 [ ] D4 [ ] D5 [ ]

D6 [ ] D7 [ ] D8 [ ] D9 [ ] D10 [ ] E [ ]

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: [X] No: [ ]
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: [ ] No: [X]

IGETC Area 1: English Communication

- [ ] English Composition
- [ ] Critical Thinking-English Composition
- [ ] Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- [ ] Mathematical Concepts

IGETC Area 3: Arts and Humanities

- [ ] Arts
- [ ] Humanities

IGETC Area 4: Social and Behavioral Sciences

- [ ] Anthropology and Archaeology
- [ ] Economics
- [ ] Ethnic Studies
- [ ] Gender Studies
- [ ] Geography
- [ ] History
- [ ] Interdisciplinary, Social & Behavioral Sciences
- [ ] Political Science, Government & Legal Institutions
- [ ] Psychology

☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (none-sequence)
☐ Physical Science Lecture only (non-sequence)
☐ Biological Science
☐ Physical Science Courses
☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
☐ Biological Science Courses
☐ Biological Science Lab course
☐ First Science course in a Special sequence
☐ Second Science course in a Special Sequence
☐ Laboratory Activity
☐ Physical Sciences

IGETC Area 6: Language other than English

☐ Languages other than English (UC Requirement Only)
☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:
Background research in the area of music technology history and accompanying periods using the Library's print and online resources.

B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

MUS M03: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm)

The course will address the SCANS competency areas:

1. Resources: the students will allocate time commensurate with the depth of the project, deal with financial issues, and make reservations to insure the availability of space and equipment to complete the assignment.

2. Interpersonal: the students will work in groups on two of the semester's projects, instruct each other about those areas in which they are proficient, assess each other's skills in order to build a successful team.

3. Information: the students will acquire information, organize information, interpret and communicate that information.

4. Systems: the students will understand the systems, monitor and correct performance.

5. Technology: the students will choose procedures, and understand intent and proper procedures for the set-up and operation of equipment.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will read documents, and textbooks, listen and speak clearly.

2. Thinking Skills: the students will generate creative ideas, make decisions, and reason through and solve problems.

3. Personal Qualities: the students will be responsible, sociable, self-disciplined, honest, and will maintain integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

   ☐ Online (course will be delivered 100% online)

   ☐ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

   ☒ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)

      ☒ Lab activities will be conducted onsite

   ☐ Televideo (Examinations and an orientation will be held onsite)

   ☐ Teleconference

   ☐ Other

2. Need/Justification

   Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

   Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums

or chat room topics. Instructors may also meet with students for study sessions and online office hours using an online communication tool. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

4. Describe how instructors teaching this course will involve students in active learning.

   Instructors may involve students in active learning with the following activities: students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

   The following represent the methods by which content may be provided for learning: instructional videos; textbook and professional journals; links to online resources that may include videos, quizzes, text explanations and extensions, and primary documents, and homework assignments.

6. Describe how instructors teaching this course will evaluate student performance.

   Students may take objective and essay exams in an online teaching environment. Students may be required to do the following assignments: complete reflective writing assignments focused on application of course content; develop, implement, and evaluate projects; complete regular online quizzes; complete written assignments related to key course concepts; participate in online discussion forums.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

MUS M03: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

MUS M03: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

MUS M03: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: MUSIC

Discipline Code and Number: MUS M03

Course Revision Category: Substantial Course Revision

Course Proposed By:

Originating Faculty Nathan Bowen 01/29/2018

Faculty Peer: Brandon Elliott 01/29/2018

Curriculum Rep: Robert Salas 01/30/2018

Department Chair: John Loprieno 01/30/2018

Division Dean: Jennifer Goetz 01/30/2018

Approved By:

Curriculum Chair: Jerry Mansfield 04/23/2018

Executive Vice President: _____

Articulation Officer: Jodi Dickey 03/07/2018

Librarian: Mary LaBarge 03/01/2018

Implementation Term and Year: Fall 2018

Approval Dates:

Approved by Moorpark College Curriculum Committee: 03/06/2018

Approved by Board of Trustees (if applicable): 04/10/2018

Approved by State (if applicable): 04/19/2018