

COURSE SYLLABUS



COURSE TITLE: MUSC-143: Introduction to Songwriting

CLASS SECTION: D01

TERM: 2023W

COURSE CREDITS: 2

DELIVERY METHOD(S): In-class

Camosun College campuses are located on the traditional territories of the Lək'wəḡən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Wynn Gogol

EMAIL: vcm.wgogol@gmail.com

OFFICE: NA

HOURS: Friday: 10:00am - 11:50am, Rm. 319

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will learn compositional techniques of writing music for solo vocals with instrumental accompaniment, including creating melodies and lyrics over instrumental accompaniments supplied by the instructor. Emphasis will be placed on creativity, performance and collaboration. Students will be expected to create up to 3 original songs. Students will demonstrate individual songwriting progress during informal in-class performances, supported by the instructor and/or fellow students. Some instructor-mentored collaborative work will be expected.

PREREQUISITE(S):

One of:

- C in English 11
- C in Camosun Alternative
- C in ELD 072
- C in ENGL 050 (if taken prior to September 2020)

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

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

1. Develop a central hook and simple verse song form as the basis for creating a compelling original song;
2. Write original lyrics that expand upon a theme and focus on a specific emotional outcome for the listener;
3. Create an original melody that underscores and enhances the narrative message in the lyric;
4. Demonstrate rudimentary knowledge of contemporary music theory and history;
5. Work with fellow students as part of a collaborative singer-songwriting process.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. Text book: *The Artful Songwriter* (available through The Bookstore)
2. Loose leaf paper, pencil and eraser
3. Your instrument (eg. guitar, keyboard, laptop)
4. Recording device (eg. cell phone voice memo app)

Please familiarize yourself with <https://www.rhymezone.com>

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

- Pillar 1: Generating song ideas (starting and finishing)
- Pillar 2: Emotion: Lyrics and melody
- Pillar 3: Artist studies
- Pillar 4: Setting useful goals
- Pillar 5: Intro to popular harmony

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1	<i>Introduction to MUSC 143</i> - Where do song ideas come from? - What's a first idea? - Top-line exercise	Reading assignment: <i>The Artful Songwriter</i> , pp. 14-25

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 2	<i>Writing Creative Lyrics 1</i> <ul style="list-style-type: none"> - RanDOM: iDea geNerAtion - Sensory writing - Toggling - Top-line exercise 	Reading: TAS, pp. 67-68
Week 3	<i>Writing Creative Lyrics 2</i> <ul style="list-style-type: none"> - Story Arc - Rule of 3 - Specific is universal - Top-line exercise 	Reading: TAS, pp. 87-109
Week 4	<i>Writing Creative Lyrics 3</i> <ul style="list-style-type: none"> - Songwriting perspectives - Rhythm in language - Common meter - Top-line exercise 	Reading: TAS, pp. 111-119
Week 5	<i>Finishing Songs</i> <ul style="list-style-type: none"> - When is it a hook - Repetition - The scaffold: verse, chorus/refrain - Top-line exercise 	Reading: TAS, pp. 26-41
Week 6	<i>The Singer's Approach to Songwriting</i> <ul style="list-style-type: none"> - The vocalist as songwriter - Singer as the sun - Creating exciting moments in performance - Top-line exercise 	
Week 7	<i>The Guitar Player's Approach to Songwriting</i> <ul style="list-style-type: none"> - The instrumentalist as songwriter - The cool guitar part - Creating exciting moments in performance - Top-line exercise 	
Week 8	<i>Intro to Popular Harmony 1</i> <ul style="list-style-type: none"> - The basics: I, IV & V chords - Starting and stopping - The diatonic colour palette - Top-line exercise 	Reading: TAS, pp. 135-150
Week 9	<i>Intro to Popular Harmony 2</i> <ul style="list-style-type: none"> - Using harmony to paint emotion - Intro to modes: The dark side - Chord loops - Top-line exercise 	Reading: TAS, pp. 151-53
Week 10	<i>Artist Focus: DJ & MC</i> <ul style="list-style-type: none"> - What's hip hop culture? - Authenticity - Public domain vs appropriation - Top-line exercise 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 11	<i>Writing Melody</i> - The three elements - Rhythm - Chords and melody - Top-line exercise	Reading: TAS, pp. 42-50
Week 12	Course review	
Week 13	1) In-class oral presentations (Song Exploder topics) 2) Two original songs are due (see evals)	
Week 14	FINAL EXAM	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
In-class attendance and participation - Based on attendance and participation in in-class creative assignments	15%

DESCRIPTION	WEIGHTING
<p>1500-word argument essay (3000 words max)</p> <p>Topics (choose one):</p> <ol style="list-style-type: none"> 1. Spotify has had an overall positive impact on popular music and creative songwriting <u>OR</u> 2. Spotify has had an overall negative impact on popular music and creative songwriting <p>* Write a well-researched essay that argues a single coherent view point</p> <ol style="list-style-type: none"> a. Create an opening paragraph with a hook and a thesis statement b. Body - outline one point per paragraph c. Summary - draw an interesting conclusion, write a strong closing statement <ul style="list-style-type: none"> - Use a clear, neutral tone - Avoid personal anecdotes - Your argument must be supported by well-researched facts - Chicago Style endnotes 	<p>20%</p>
<p>10-minute oral presentation (Song Exploder)</p> <ul style="list-style-type: none"> - Choose one Song Exploder episode and present a summary to the class - Include your own thoughts and opinions - Power point, visuals and audio clips welcome - Our smart board can access Google Drive 	<p>20%</p>

DESCRIPTION	WEIGHTING
<p>Two new original songs</p> <p>a. An emotional song using verse/chorus/bridge form</p> <ul style="list-style-type: none"> - The central emotion of your song should be clear, both to you and your listener - Demonstrate an understanding of chorus and bridge function/contrast <p>b. Simple verse with a refrain, in a minor key</p> <ul style="list-style-type: none"> - Demonstrate an understanding of how a refrain functions as a central song hook - There should be no chorus (a refrain completes each verse) <p>Submission requirements:</p> <p>c. In an email:</p> <p>d. Attach each song as a separate recording (eg. phone voice memo recording)</p> <p>e. Each song should be accompanied by a Word .docx that includes: typed lyrics, song form, theme and chord progression(s)</p> <p>DUE DATE: Oral presentations day</p>	25%
<p>Final exam (3 parts)</p> <p>a. Short answer</p> <p>b. Aural (listening and identifying)</p> <p>c. Short essay</p>	20%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.