



CAMOSUN COLLEGE
School of Arts & Science
Department of Music

MUSC-241-X01
Composing as Singer-Songwriter
2018W

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/musc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Wynn Gogol
(b) Office hours	TBC
(c) Location	Room 319
(d) Phone	Email preferred _____ Alternative: _____
(e) E-mail	wgogol@gmail.com
(f) Website	http://www.wynngogol.com/

2. Intended Learning Outcomes

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

1. Identify a poetic or prosaic text which is ripe for musical development, and spontaneously construct or improvise a melody which fits the meter and cadence of the text.
2. Analyse a written text for cadence, meter, rhyme scheme, and symbolic meaning, and propose a musical structure or style to which the text could be set compellingly.
3. Recognize in pre-existing composition traits of individual contemporary song styles and debate the merits of a chosen style for a specific text.
4. Prepare a finished print or sound score of an original song.
5. Work collaboratively with a fellow musician in the creation of an original song for vocals and single instrument.

3. Required Materials

- (a) *The Artful Songwriter* by Wynn Gogol
- (b) Materials: manuscript paper, loose leaf paper, pencil and eraser, your instrument (acoustic guitar, keyboard or banjo)

4. Course Content and Schedule

- Pillar 1: Song form
- Pillar 2: Melody
- Pillar 3: Lyrics
- Pillar 4: Harmony
- Pillar 5: Genre

Week 1: Introduction to songwriting

- Introduction of basic of basic terms and symbols
- The nature of creativity
- The creative process in songwriting
- Intro to sectional song forms
- Intro to song forum format, group songwriting exercise

Week 2: Song form

- The power of song forms
- Simple forms, contrasting verse chorus forms, AABA forms
- A quick history of song form
- Song forum

Week 3: Melodic songwriting I

- The elements of melody
- Writing a killer hook
- Melodic phrasing
- Making repetition work for you
- Song forum

Week 4: Melodic songwriting II

- Developing a melodic contour
- The rhythmic melody
- Developing a bass line for your melody
- Song forum

Week 5: Lyric writing I

- The narrator
- Telling a story
- How does emotion fit in?
- Creating a strong lyric hook
- Using a variety of rhyming approaches
- Song forum

Week 6: Lyric writing II

- The power of associative language
- Action vs relection
- Your intended audience
- Literary borrowing
- Minimalism
- Song forum

Week 7: Rhythm in songwriting

- Crooked Time
- Groove and the singer-songwriter
- Using syncopation to create interest
- Straight time, swing and shuffle
- Song forum

Week 8: Popular harmony I

- Overview: The harmonic colour field

- The tension release cycle
- Chord archetypes and how to use them
- One-chord song, two-chord songs,
- Creating a riff-based song
- Song forum

Week 9: Popular harmony II

- Introduction to modal harmony, history of the modal sound
- Understanding harmonic gravity, circle of 4ths/5ths
- Modal colours in popular music: How different modes sound, common uses
- Cycling progressions
- Song forum

Week 10: Popular harmony III

- Modal harmony review, questions
- Using modulation to create effects
- Chord substitutions, major/minor borrowing
- Using colour tones
- Writing charts for your songs
- Song forum

Week 11: Fusion and Genre

- A quick history of fusion
- Writing an anthem
- Incorporating world music techniques into your songwriting
- Folk/roots music
- Song forum

Week 12: The Blues I

- Blues history: Why the Blues is important
- Blue mode, the blue note
- Minor blues vs. major blues
- Song forum

Week 13: The Blues II

- Writing down the blues: song forms
- Famous blues progressions
- Traditional blues vs blues in popular music, Song forum

Week 14: Pluckers & Bangers

- Discussion of various writing instruments and their effect on the song(writer)
- Reviw of course material
- Class discussion, questions
- Song forum

Final concert performance (TBA)

5. Basis of Student Assessment (Weighting)

- (a) A fifteen hundred word paper: 20%
- (b) Three original songs: 15% per song
 - 1. A song based on stomp/clap, rhythm bed supplied by instructor
 - 2. A song with a strong emotional emphasis
 - 3. A self-directed song
- (c) Concert performance: 20%
- (d) In-class participation: 15%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

N/A

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.