



CAMOSUN COLLEGE
School of Arts & Science
Department of Music

MUSC-143-D01
Introduction to Songwriting
Fall 2020

COURSE OUTLINE

The course description is online @ <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:	Friday: 10:00-11:50am
(c)	Location:	Online (Zoom link)
(d)	Phone Number:	N/A
(e)	Email:	Wynn Gogol <gogolw@camosun.bc.ca>
(f)	Website:	N/A

2. Intended Learning Outcomes:

Upon completion of this course the 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.

3. Required Materials:

1. Text book: *The Artful Songwriter* (available through The Bookstore)
2. Loose leaf paper, pencil and eraser

3. Your instrument (guitar, keyboard, laptop or banjo)
4. Ear buds with in-line mic
5. Speakers for Soundcloud playback (on-line song examples, creative exercises)

4. Course Content and Schedule:

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 1: *Introduction to MUSC 143*

- Where do song ideas come from?
- What's a first idea?
- Top-line exercise

Reading assignment: *The Artful Songwriter*, pp.14-25

Week 2: *Writing Creative Lyrics 1*

- RanDOM: iDea geNeRAtion
- Sensory writing
- Toggling
- Top-line exercise

Reading: *TAS*, pp.67-86

Week 3: *Writing Creative Lyrics 2*

- Story arc
- Rule of three
- Specific is universal
- Top-line exercise

Reading: *TAS*, pp.87-109

Week 4: *Writing Creative Lyrics 3*

- Songwriting perspectives
- Rhythm in language
- Common meter
- Top-line exercise

Reading: *TAS*, pp.111-119

Week 5: *Finishing Songs*

- When is it a hook?
- Repetition
- The scaffold: verse, chorus/refrain
- Top-line exercise

Reading: *TAS*, pp.26-41

Week 6: *The Singer's Approach to Songwriting*

- The vocalist as songwriter
- Orbiting around the singer
- Creating exciting moments in performance
- Top-line exercise

Week 7: *The Guitar Player's Approach to Songwriting*

- The guitar-centric songwriter
- The cool guitar part
- Creating exciting moments in performance
- Top-line exercise

Week 8: *Intro to Popular Harmony 1*

Reading: *TAS*, pp.135-50

- The basics: I,IV & V chords
- Starting and Stopping
- The diatonic colour palette
- Top-line exercise

Week 9: *Intro to Popular Harmony 2*

Reading: *TAS*, pp.151-153

- Using harmony to paint emotions
- Intro to modes: The dark side
- Chord loops
- Top-line exercise

Week 10: *Artist Focus: DJ & MC*

- What's hip hop culture?
- Authenticity
- Public domain vs appropriation
- Top-line exercise

Week 11: *Melodic Writing 1*

Reading: *TAS*, pp.42-50

- RanDOM: iDea geNeRAtion
- High vs. low
- Rhythm
- Top-line exercise

Week 12: *Melodic Writing 2*

Reading: *TAS*, pp.50-65

- Chords and melody
- Top-line exercise
- Song circle

Week 13: *Review Class*

Week 14: *Oral Presentations*

- Song Exploder topics

Final Exam - song performances (TBA)

5. Basis of Student Assessment:

(This section should be directly linked to the Intended Learning Outcomes.)

1. In-class participation: 15%
2. 1000-word essay: 25%
3. 10-minute oral presentation (Song Exploder): 20%
4. Two new original songs: 20%
 - a. A song with a strong emotional emphasis
 - b. A self-directed song
5. Final exam: 20%

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

<input checked="" type="checkbox"/>	Standard Grading System (GPA)
<input type="checkbox"/>	Competency Based Grading System

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

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.