MUS 781: Introduction to Music Bibliography
University of South Dakota, College of Fine Arts, Department of Music
SUBJECT TO CHANGE

Instructor: David V. Moskowitz, Ph. D.
Office: 124 CFA
Course Number: MUS 781
Class Time: online
Semester: Summer 2017
Credit Hours: 2
Office Hours: by appointment
Office Phone: 677-5716
E-mail: dmoskowi@usd.edu
Pre-requisite: Graduate music status

Do not contact the Department of Music office, contact me directly.

Required Materials:
Turabian, Kate L. *A Manual for Writers of Term Papers, Thesis, and Dissertations*,

Reference Materials:

Course Description:
MUS 781: Introduction to Music Bibliography (2):
Surveys of music bibliography with appropriate research assignments.

Specifically, after completing this course students will be able to:
- identify all of the various types of research sources in music
- understand all aspects of the Chicago Manual of Style
- illustrate correct use of the Chicago Style in music research writing
- execute in-depth music research resulting in a detailed research paper

Course Rationale:
This course has three main objectives: first, to acquaint students with the major sources for the study of music (i.e. dictionaries, biographies, histories, periodicals, bibliographies, monuments, collected editions, on-line resources and manuscripts). The second purpose is to acquaint students with basic techniques of music research. The third is to assist students with the development of formal writing skills.
Instructor’s Statement:
Contained here you will find the essential information for this course. Included in the syllabus are statements about course expectations, modes of communications, types of activities (assignments), and a schedule for each day of the course. Please remember that the learning environment of this course is Desire2Learn. A direct link to D2L is (http://d2l.sdbor.edu) and you will typically access D2L through your USD Portal login (http://my.usd.edu).

The easiest way to contact me is via the email address listed above. If you have a question, concern, or comment on the course please email and I will respond within 24 hours. Also, please treat email correspondence with the appropriate care; only email me as the professor in your course. For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook (http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies. Further assistance is available at the IT Student Help Desk: http://www.usd.edu/technology

Course Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Personal Biographical Sketch</td>
<td>50</td>
</tr>
<tr>
<td>Music Periodicals Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Program Notes</td>
<td>50</td>
</tr>
<tr>
<td>Curriculum Vita</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
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</table>

Grading:
Grades will be calculated on a straight percentage (100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D) and will be determined through written assignments, presentations, and class participation (that is through the posts that each student will make throughout the course of the term). The assignments will be judged in two key areas: 1) Quality and content of materials and 2) Mechanics of writing. For most assignments, the instructor will provide students with graded evaluation within one week. For the research paper, the instructor will provide graded feedback within two weeks.

Course Expectations
This is a two credit hour, graduate-level course. As such, your consistent commitment to learning the course material is expected. The South Dakota Board of Regents defines a credit hour as one hour of in-class activity, and two hours of out-of-class work. To that end, you should expect to invest around 15 hours per week reading the textbook, taking notes, reading the chapter outlines posted on D2L, and studying for the exams.
Method of Delivery:
This course is delivered through the online medium. That being said, it is essential that every student have access to a university quality library. Several of the assignments for the course require library access and the research paper also requires access to a university quality library (ideally, a library housed in a university which has a College of Fine Arts). The best way to interact with me is through email. I will respond within 24 hours to all emails sent to: dave.moskowitz@usd.edu.

Attendance
Attendance is of the utmost importance. Attendance in the course is taken through D2L log in frequency. I require you to log in and work on course content at least once every 48 hours. Inconsistent log ins will result in the loss of attendance points for the course. Additionally, failure to log in for four consecutive days will result in instructor initiated drop from the course. Full attendance points are earned by logging in at least once every 48 hours and exhibiting engagement with the course material by reading the posted chapter outlines.

Email Etiquette:
When emailing professors or TAs, please remember to present yourself professionally at all times. Always include a proper greeting (Dear Dr. Simmons) and Salutation (Sincerely, Alicia). From the OWL Writing Lab:
There are a few important points to remember when composing email, particularly when the email's recipient is a superior and/or someone who does not know you.

• Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email
• Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Dear Ms. Smith:
• Use standard spelling, punctuation, and capitalization. THERE’S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS. [Or an email written as if it is a text message.]
• Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Don't write unnecessarily long emails or otherwise waste the recipient's time

Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off.

Freedom in Learning Policy:
Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
Assignments for this Course:
There will be several “library assignments” which involve exploring the following type of library resource:

Topics to be explored include:
Dictionaries and encyclopedias, Bibliographies, Histories of Music, Monuments of Music, and Manuscripts (facsimiles and modern editions)

There will also be several written assignments that will relate to use of the library.

1) Research paper (10 pages in length, excluding illustrations and appendixes, on an approved topic that will reflect a complete bibliographic search of the library holdings) Paper=200 points

2) Curriculum Vita
likely single page-font, size, and spacing varies
this should be a full and descriptive recounting of your academic work (often both as a student and a teacher) Vita=100 points

3) Program notes (which include proper annotation, composer information, and dates)—this can be a mockup of a program that you “could” perform Notes=50 points

4) Personal Biographical Sketch
- single page-12 point Times New Roman font-double spaced typed
- this is meant to be a short sketch of your accomplishments for use with grant applications Personal Biography=50 points

5) Music Periodical Assignment
- for assigned journals search ID Weeks for holdings/run
- check publisher’s website to learn total run/content/publication info Music Periodicals Assignment=50 points

Students with Disabilities
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605)677-6389
www.usd.edu/ds; dservices@usd.edu.
Basic Grading Rubric for Assignments in MUS 781: Introduction to Music

<table>
<thead>
<tr>
<th>GRADING CRITERA</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responds fully to the assignment</td>
<td>Excellent</td>
<td>Very Good</td>
<td>Adequate</td>
<td>Weak</td>
<td>POOR</td>
</tr>
<tr>
<td>2. Presents a clear statement of topic, thesis or dominant impression</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>3. Exercises good critical thinking</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
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<tr>
<td>4. Expresses its purpose clearly and persuasively throughout</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>5. Invokes and uses relevant facts correctly</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
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<tr>
<td>6. Provides adequate supporting arguments with reasons, evidence and/or examples</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>7. Is focused, well organized, and unified</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>8. Uses direct language appropriate for the audience</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>9. Identifies and evaluates sources as appropriate</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>10. Correctly documents and cites sources</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
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<tr>
<td>11. Is free of errors in grammar, punctuation, spelling and format</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>12. Displays originality and creativity</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
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Policy on Plagiarism, Cheating, or Academic Dishonesty

According to USD’s student handbook, cheating is defined in part as “use or giving of any unauthorized assistance in taking quizzes, tests, or examinations; use of sources beyond those authorized by the instructor; or acquisition, without permission, of texts or other academic material belonging to a member of the institutional faculty, staff or other student.” Plagiarism is defined as “the use, by paraphrase or direct quote, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline; or use of materials prepared by another person or agency (taken from the Student Conduct Code). Cheating or plagiarism on any assignment will not be tolerated and will result in an “F” in the course. Additional action will be taken through the student judiciary committee.
Schedule—SUBJECT TO CHANGE

Week 1
-introduction to the course, syllabus, materials, and expectations
-post your introduction on the “Discuss” tab
-review of assignments
-tutorial in music library holdings
-approaches to library research in music
-various types of music research materials
-building a bibliography and annotating bibliographies
-performing comprehensive searches of music topics
-exploration of music periodicals
-Introductions by Wednesday—you must post an introduction in the “Discuss” tab

-Proposed Research Paper Topic (emailed to instructor by 5/21)

Week 2
-Library of Congress Catalog numbers in music
-Music Reference Materials
-General, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century, New Grove Masters

-Music Periodicals Assignment—list of assigned music periodicals sent by instructor

Week 3
-Chicago/Turabian Style
-Other bibliographic styles
-Monuments of Music and Bibliographical Sources
-Collected Editions and Denkmälers

-Music Periodicals Due Wednesday – 5/31

Week 4
-Resume writing vs. Curriculum Vita
-Cover letter writing
-Abstracts
-Professional Bios

-Biographical Sketch assignment (see Assignment Sheet)
-Curriculum Vita assignment (see Assignment Sheet)

Week 5
-Writing Programs and Program Notes
-Program formats, inserts, and additional information

-Program Notes Assignment (see Assignment Sheet)
-Personal Biosketch Due by Sunday -- 6/18
-CV due by Sunday – 6/18

Week 6
-Manuscripts, Facsimiles, Modern Editions, Primary and Secondary Sources
-Music Index, Electronic Resources, Issues of Access

-Program Notes Due by Sunday – 6/25

Week 7
-research/writing: feel free to contact me to discuss dave.moskowitz@usd.edu

Week 8
-Final Research Papers Due – 7/7