Your Full Name

Professor Terry B. Ewell

MUSC 105

Date

**Journal 2 (Post 1)**

**A. This week I studied this number of hours for the course:**

1\_\_\_, 2\_\_\_, 3 \_\_\_ , 4 \_\_, 5 \_\_\_, 6 or more \_\_\_\_

**B. Using non-personal academic language, complete this Post below. Refer to the composition, not the person. The instructions are provided below.**

In these assignments, the student only adds notes in the top line, the saxophone part. All the other notes and all of the chord names are given by the teacher. The observations below refer to the composition by Susan Brown.

How well did the composition’s first response (measures 5-8) imitate the call with:

1) Melodic contour?

2) Types of notes (i.e. 8th notes, 16th notes?

3) Steps and leaps?

How well did the composition’s first response (mm. 5-8) match the given harmonies?

How well did the composition’s second response (mm. 13-17) imitate the call with:

1) Melodic contour?

2) Types of notes?

3) Steps and leaps?

How well did the composition’s second response (mm. 13-17) match the given harmonies?

Did the composition’s last note match the length of the other notes in the last measure?

**C. Practice with in-text citations and full citations for these items. Provide at least a paragraph for each example.**

**Sample. GUEST LECTURES:** MuseScore with Dr. Hess. 3) Note Input (4 1/2 min.) [Link](https://musescore.org/en/tutorials) | [Copy (mp4)](https://www.terryewell.com/theory/MuseScoreTutorials/MuseScoreTutorial3.mp4)

This is the first sentence in the paragraph on Dr. Hess’s video “3) Note Input” (Hess, “3) Note Input.”) Notice that this paragraph is double-spaced, and the first sentence of the paragraph has an indentation. The citation occurs after the first sentence where the item is mentioned. The full citation is included below in “Works Cited.”

**GUEST LECTURE:** MuseScore with Katie W.
3) Note Entry Basics (4 1/2 min.) [YouTube](https://www.youtube.com/watch?v=uGZgeZApBgE) | [Copy (mp4)](https://www.terryewell.com/theory/MuseScoreTutorials/MuseScore1.mp4)

**LECTURE**: MuseScore Composition 1A Demonstration (14 1/2 min.) [player (cc, searchable)](https://www.terryewell.com/theory/MuseScoreComp1A/MuseScoreComp1A.html) | [mp4](https://www.terryewell.com/theory/MuseScoreComp1A/MuseScoreComp1A.mp4) | [wmv (cc)](https://www.terryewell.com/theory/MuseScoreComp1A/MuseScoreComp1A.wmv) | [Transcript](https://www.terryewell.com/m105/Transcripts/MuseScoreComp1A_transcript.html)

**Works Cited**

**Citations must be presented in alphabetical order. Identify academic (in print or peer-reviewed) works with “Academic” at the end. Citations are single-spaced here.**

Hess. “3) Note Input.” <https://musescore.org/en/tutorials>. Accessed [Date].

Templates:

Website or Video Author. “Website or Video Title.” URL. Accessed [Date].

*AI.* “Title.” Prompts: . URL. Accessed [Date]. Example: *Bing Copilot.* “Ledger Line.” Prompt: Ledger lines in music. https://www.bing.com/. Accessed 12 Jan. 2024.

Do not Delete:

**Instructions for B. Post**

Download [Susan Brown's Composition](http://www.terryewell.com/m105/Project0/BrownSusan_Comp0.mscz) and examine it in MuseScore. Be sure to answer all the questions given above.

Comments should make use of musical and technical terms learned in this course. Don't just use informal descriptions such as "it was good." Be specific with answers such as, “In measure 9, the note E4 did not match the harmony of ...”

Avoid personal statements (I, my) in analysis. The analysis is not about feelings, rather it should center on whether the composition and the report meet the requirements. The Post will be judged on the correct assessment of the students and accurate use of the vocabulary given in the course.

Post your file in your **Group** Dropbox folder as follows:

YourLastnameFirstname\_Journal2.docx. For instance: EwellTerry\_Journal2.docx. (Microsoft Word automatically adds “.docx”—Double check in Dropbox that the file name is correct.

|  |
| --- |
| Comments on your assignment: |
|  |

| Criteria  | Max mark | Your mark | Yourgrade | F grade(F) | D grade(D) | C grade(C) | B grade(B) | A grade(A) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 0% to 59%  | 60% to 69%  | 70% to 79%  | 80% to 89%  | 90% to 100%  |
| Indication by the student of hours studied for the week. | 10 |  |  | No indication | Less than 4  | 4 or more  | 5 or more | 6 or more  |
| Journal completion  | 20  |  |  | Not included or incorrect | Not complete or incorrect information  | Lacking details  | Good, but more information was available | Complete with accurate information  |
| Non-personal academic writing | 30 |  |  | Does not meet standards for a university course.  | Significant problems with language: spelling, personal references, grammar, etc. | More problems with language: spelling, personal references, grammar, etc. | A few problems with language: spelling, personal references, grammar, etc. | Excellent use of language |
| Citations | 10 |  |  | Citations are not included  | Citations are frequently missing and not in the correct style  | Citations are occasionally missing or not in correct style  | A few citations are occasionally missing or not in correct style | Citations are present and in correct style |
| Overall quality of the paper  | 30  |  |  | The document is not submitted or does not meet the level expected for 300-level work at Towson University. | The document has serious flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. Only some of the goals and objectives are met in the document. | The document has some significant flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. It barely meets the required goals and objectives. | The document is less cohesive in critical thinking than that of an “A” document. The document is well written, and goals are accomplished, but with less rigor, sophistication, or creativity than in an “A” document. There may be some mechanical errors. | The document reveals critical thinking in the application of principles presented in online lectures, discussions, and readings, as well as the student’s own research on the topic. Goals and objectives are clear and are clearly met in the final product |
| Mislabeled file -5 Wrong Template or missing rubric -5 |  | -0 |  |  |  |  |  |  |
| Total | 100 | F8 |  |  |  |  |  |  |
| Percentage | 100% | F8 |  |  |  |  |  |  |
|  | 0 | F8 |  |  |  |  |  |  |
| Grade for this assignment |  |  | F8 |  |  |  |  |  |