Your Full Name

Professor Terry B. Ewell

MUSC 105

Date

**Journal 7 (Analysis 1)**

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

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

**B.** Using academic and non-personal language provide a short summary of the items listed below. Each summary must include **an in-text citation** and be **double-spaced**. Complete citations are given at the end of the journals. AI summaries are allowed with proper citations.

**LECTURE**: MuseScore Composition 1B Demonstration

**LECTURE**: Hearing a single instrument in Musescore

**C. Analysis 1. The instructions are provided below.**

­Student Name #1, Susan Brown

­Student Name #2, Melissa Kramer

­Student Name #3, Jason Ridge

Summary (Which is the preferred composition? )

**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.**

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:

**C. Instructions for Analysis Project 1**

Download Susan Brown's Composition, Melissa Kramer’s Composition, and Jason Ridge’s Composition. Examine the compositions in MuseScore.

Using the material from your prior postings and new observations for Jason Ridge’s composition, write your comments above for each student. Please note, that the critique is not on students in your course, in your group. Your analysis is on the student compositions referenced above.

Your critique for EACH composition should be at least 100 words in length in a narrative paragraph with double-spaced text. A summary statement must also be included.

Your essays 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. You will be judged not only on your correct assessment of the students but also on your use of the vocabulary given in the course.

Avoid personal statements (I, my) in analysis. The analysis is not about your feelings, rather it should center on whether the composition and the report meet the requirements.

In addition to the answers provided in the prior postings also comment on:

Did the student properly label the file?

What were the positive aspects of the composition—the students’ responses? What did the student do well in the saxophone part?

Did the student melody (saxophone) imitate the trumpet call?

Did the melody match the accompaniment in note length in the last measure? Was it tonic?

What could the student do to improve the composition—their responses?

Summary: Which of the compositions did you prefer the most? Why?

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

YourLastnameFirstname\_Journal7.docx. For instance: EwellTerry\_Journal7.docx. (Microsoft Word automatically adds “.docx”—Double check in Dropbox that the file name is correct.

Personal Folder:

|  |
| --- |
| 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 |  |  |  |  |  |