

## **MUCO 237A: Composition I**

**T Private Lessons TBD, MUS 201; Th Lecture 12:00-1:50, MUS 319**

**Fall 2015**

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### **Course Materials**

Provided by the professor.

### **Course Description**

Designed for sophomores in the Composition major, MUCO 237AB focuses on familiarizing students with a wide range of contemporary music and honing students' compositional technique. The course is broadly divided into two halves: private lessons and lecture.

In private lessons, students receive instruction on their own compositional work (45 minutes every other week) – while this work may occasionally overlap with the composition exercises given the lecture portion of the class, it is generally expected that students will be working on different music for the private lessons. Students are expected to complete at least one significant composition per semester.

In lecture, sessions will alternate between score analysis/discussion and presentation of targeted composition exercises by the students based upon the scores we have analyzed. These exercises will typically involve significant constraints (for example: compose an exercise using only monophony, or an additive process, or one that deemphasizes melody and harmony in favor of texture, etc.) In all cases, the goal of these exercises is to use compositional constraints to help students focus on aspects of composition they have likely not dealt with before.

### **Assignments**

Weekly assignments will alternate between listening/score study in preparation for class and composition exercises. They (along with all other course announcements) will be distributed through Blackboard – please make sure that you are receiving emails from it and/or checking it regularly.

### **Reading Sessions**

A reading/recording session for a TBD chamber ensemble will be scheduled for the end of the semester. Each student will write a short work (c. 5 minutes).

### **Grading**

Attendance/Participation	40%
Composition Exercises	35%
Private composition work	25%

## **Statement on Academic Conduct and Support Systems**

### **Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

### **Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali> which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academic-support/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academic-support/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.