

## Term Information

Effective Term Autumn 2021  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Adding Hybrid (HY) and Distance Learning (DL) as mode of instruction options.

**What is the rationale for the proposed change(s)?**

Please see attached rationale and replies to committee questions

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area Music  
Fiscal Unit/Academic Org School Of Music - D0262  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2271  
Course Title Introduction to Music Enterprise  
Transcript Abbreviation Music Enterprise  
Course Description An introductory survey of the patterns and practices associated with the intersection of music, commerce, and society from the early 19th century to the present.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Greater or equal to 50% at a distance  
Less than 50% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never

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Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 271.

Electronically Enforced

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code

50.0901

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes

- Identify key individuals, institutions, laws, policies, places, and events in music and correctly locate them in relationship to cultural, social, and economic history, including current events;
- Describe and interpret selected concepts drawn from music, business, communication, cultural studies, and law as they apply to enterprise in music;
- Independently discover and interpret data in relationship to music enterprise;
- Apply historical knowledge and basic theoretical principles to critically analyze—at a basic level—how musical, cultural, social and economic value is created by individuals and organizations.

[Previous Value](#)

Content Topic List

- The patterns and practices associated with music
- Music's role in commerce
- Music's influence on commerce and society from the 19th century to the present

Sought Concurrence

No

**COURSE CHANGE REQUEST**  
2271 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
08/10/2021

**Attachments**

- Music 2271 Online course review.docx: Distance Learning Technical Review  
*(Other Supporting Documentation. Owner: Banks,Eva-Marie)*
- Music 2271 Hybrid course review.docx: Hybrid Learning Technical Review  
*(Other Supporting Documentation. Owner: Banks,Eva-Marie)*
- Bruenger - 2271 A2021 In-Person Syllabus.docx: In Person Instruction  
*(Syllabus. Owner: Banks,Eva-Marie)*
- Bruenger - 2271 A2021 Hybrid Syllabus pdf updated 7 2021.pdf: syllabus  
*(Syllabus. Owner: Banks,Eva-Marie)*
- Bruenger - 2271 A2021 Online Syllabus pdf updated 7 2021.pdf: syllabus  
*(Syllabus. Owner: Banks,Eva-Marie)*
- Panel Questions and Responses for Music 2271 pdf 7 13 21.pdf: rationale  
*(Other Supporting Documentation. Owner: Banks,Eva-Marie)*

**Comments**

- Please see Panel feedback email sent 05/21/21. *(by Hilty,Michael on 05/21/2021 02:55 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	04/29/2021 11:50 AM	Submitted for Approval
Approved	Hedgecoth,David McKinley	04/29/2021 11:56 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/03/2021 11:00 AM	College Approval
Revision Requested	Hilty,Michael	05/21/2021 02:55 PM	ASCCAO Approval
Submitted	Banks,Eva-Marie	07/13/2021 03:00 PM	Submitted for Approval
Approved	Hedgecoth,David McKinley	07/13/2021 03:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/10/2021 01:09 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/10/2021 01:09 PM	ASCCAO Approval

# *Introduction to Music Enterprise Syllabus*

MUSIC 2271 Autumn 2021

## Course Information

- **Course times and location:** Tuesdays and Thursdays 9:35 am-10:55 am in Zoom
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** David Bruenger
- **Email:** bruenger.1@osu.edu
- **Office location:** Mershon Auditorium 401B
- **Office hours:** In Zoom - Wednesdays and Thursdays from 11:00 am-Noon and by appointment.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in Carmen Canvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites

None

## Course Description

*Introduction to Music Enterprise* (MUS 2271) is the first course in the Music, Media, and Enterprise curriculum. It begins an exploration of the spaces where music, audiences, and economic opportunity come together. Along the way it looks at the people, institutions, places, and processes that have defined creativity and commerce in music from the 19th through the 21st centuries. In addition, concepts from business, communication, cultural studies, economics, and the law will be introduced as they apply to value creation in music

This course is a required component of the Music, Media, and Enterprise minor and of the Enterprise Track of the Bachelor of Science in Music. It is open to all students, regardless of major. No prerequisites. 3 credits.



## Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify key individuals, institutions, laws, policies, places, and events in music and correctly locate them in relationship to cultural, social, and economic history, including current events;
- Describe and interpret selected concepts drawn from music, business, communication, cultural studies, and law as they apply to enterprise in music;
- Independently discover and interpret data in relationship to music enterprise;
- Apply historical knowledge and basic theoretical principles to critically analyze—*at a basic level*--how musical, cultural, social and economic value is created by individuals and organizations.

## How This Online Course Works

**Mode of delivery:** This course is 100% online. There are synchronous (real-time) sessions in Zoom each week on Tuesdays and Thursdays from 9:35am – 10:55am. The rest of your work is found in Carmen and can be completed around your own schedule during the week. The synchronous sessions will also be recorded. It is required that you participate in at least one real-time Zoom session a week, but you can view the lecture recordings as necessary. Failure to participate in a real-time session at least once per week will lead to a grade percentage reduction. See *Grades and Faculty Response* below.

**Pace of activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.ohio-state.edu/credit-hours/) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C on average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

**Participating in online activities for attendance: at least once per week**

You are expected to log in to the course in Carmen every week. During most weeks you will probably log in numerous times. If you have a situation that might cause you to miss an entire week of class activities, discuss it with me *as soon as possible*.

**Zoom office hours: optional, but recommended**

My live, scheduled office hours are optional. Additional times may be available upon request.

**Participating in discussion forums: two or more times per week**

As part of your participation, each week you can expect to post at least twice (one original and at least

one response) as part of our substantive class discussion on the week's topics.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- **Textbook:** David Bruenger, *Making Money, Making Music: History and Core Concepts*, University of California Press, 2016

## Required Equipment

**Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

**Webcam:** built-in or external webcam, fully installed and tested

**Microphone:** built-in laptop or tablet mic or external microphone

**Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## Carmen Canvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)



- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Academic Support Services

The university offers a variety of academic support services and resources to help learners succeed in the course. You can access them here: <http://advising.osu.edu>.

## Student Support Services

The university also offers a variety of student services and resources to help learners succeed. These can be accessed here: <https://contactbuckeyelink.osu.edu/>.



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Weekly Ponderable Discussions: 10 @ 1 point each	10
Major Discussions: 3 @ 10 points each	30
Written Exams: 3 @ 10 points each	30
Research and Analysis Project	15
Synchronous Zoom Class Attendance and Participation @ 1 point per class per week	15
<b>Total Points Possible</b>	<b>100</b>

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Weekly Ponderable Discussions

**Description:** These are shorter posts based on a posted question or “ponderable” for the week. Topics will usually expand upon a topic from the week’s work and/or explore current events relevant to the course.

### Major Discussions

**Description:** For assigned topics students must research and write an original post of approximately 300-500 words and a substantive response post to at least one other student’s original post. Responses are substantive when they specifically address how the post challenges your own analysis of the topic, changes your mind, or if you can politely refute the post on the basis of substantive information.

### Written Exams

**Description:** These are open book and open Internet exams. They consist of essay questions, some of which draw on course materials and some that draw on additional, reading and/or



viewing as described for each question. The purpose of the exams is to challenge students to apply concepts being studied to circumstances not studied in class.

## Research and Analysis Project

**Description:** This is a small group project designed to support exploration of topics of shared interest using tools and techniques discussed in the course.

- Step one: form a group and sign up
- Step two: agree on a topic to research and analyze
- Step three: decide who is doing what - everyone doing everything and pulling together your ideas at the end, or a division of labor along the way - your choice.
- Step four: write your analysis and post it in Carmen.
- Your work must be a minimum of 1000 words and reflect the efforts of everyone in the group. Feel free to include media and to use graphics (flowcharts, infographics, etc.) to present your ideas. You must also provide references for any work you cite or use to significantly inform your submitted work. A reference page (using whatever style guide you know best) will be sufficient.
- Grades will be based on thoroughness of research, completeness of information provided, and clarity of your application of principles we have covered in class.
- Detailed grading rubric is available in Carmen.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the citation style with which you are most familiar to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Due to the collaborative nature of major and weekly discussions, I am not able to grade posts submitted after the final deadline for this assignment type.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you should call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.



- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E



# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably and constructively. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a title and a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. The same advice applies to all submitted work.
- **Synchronous sessions:** During our synchronous Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."



The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.



To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.



# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))





# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

**Note:** In the Autumn Semester, all times listed are Eastern Daylight Time (GMT -4) prior to November 7, 2021 and Eastern Standard Time (GMT -5) after November 7, 2021.





Week	Opens	Points	Topics, Readings, Assignments, Due Dates
1	8/24	1	<ul style="list-style-type: none"> <li>• Introduction to the Course, How Music Enterprise Works, Musical Experience As Transaction</li> <li>• Textbook: Introduction &amp; Chapter 1</li> <li>• <i>Weekly Discussion/Ponderable 1, Due –8/29, 11:59pm</i></li> </ul>
2	8/30	10	<ul style="list-style-type: none"> <li>• Creating Value, Changing the World</li> <li>• Textbook: Chapter 1 continued; Assigned media viewing</li> <li>• <i>Major Discussion 1, Due –9/5, 11:59pm</i></li> </ul>
3	9/7	10	<ul style="list-style-type: none"> <li>• Goods and Services, Foundations of Copyright Law</li> <li>• Textbook: Chapter 2; Bruenger – <i>Copyright Basics</i> (in Carmen)</li> <li>• <i>Major Discussion 2, Due –9/12, 11:59pm</i></li> </ul>
4	9/13	1	<ul style="list-style-type: none"> <li>• Making Money and Changing Culture, Rise of Commercial Performance Markets</li> <li>• Textbook: Chapter 2 continued; begin Chapter 3</li> <li>• <i>Weekly Discussion/Ponderable 2, Due – 9-19, 11:59pm</i></li> </ul>
5	9/20	1	<ul style="list-style-type: none"> <li>• Performance Markets Evolve, Brief History of Copyright Infringement</li> <li>• Textbook: Chapter 3 continued; external reading/viewing as assigned</li> <li>• <i>Weekly Discussion/Ponderable 3, Due – 9-26, 11:59pm</i></li> </ul>
6	9/27	10	<ul style="list-style-type: none"> <li>• Media Revolutions: Sound Recording, Broadcasting; Invention, Optimization, Aggregation, Diffusion</li> <li>• Textbook: Chapter 4</li> <li>• <i>Exam 1, Due – 10/3, 11:59pm</i></li> </ul>
7	10/4	10	<ul style="list-style-type: none"> <li>• Convergence &amp; Crossover, Music Scenes, Measuring Music Identities</li> <li>• Textbook: Chapter 5</li> <li>• <i>Major Discussion 3, Due – 10/10, 11:59pm</i></li> </ul>
8	10/11	1	<ul style="list-style-type: none"> <li>• Music Modernization Act, Intro to Mass Production and Consumption of Music</li> <li>• Textbook: Chapter 6</li> <li>• <i>Weekly Discussion/Ponderable 4, Due – 10/17, 11:59pm</i></li> </ul>
9	10/18	10	<ul style="list-style-type: none"> <li>• Record Label as Process, Record Labels &amp; Radio</li> <li>• Textbook: Chapter 6 continues</li> <li>• <i>Exam 2, Due – 10/24, 11:59pm</i></li> </ul>



10	10/25	10	<ul style="list-style-type: none"> <li>• Record Label Culture, Live Concerts</li> <li>• Textbook: Chapter 7; external reading as assigned</li> <li>• <i>Weekly Discussion/Ponderable 5, Due – 10/31, 11:59pm</i></li> </ul>
11	11/1	10	<ul style="list-style-type: none"> <li>• Rock Concert Promotion in the Rock Era</li> <li>• Textbook: Chapter 7 continued; begin Chapter 8</li> <li>• <i>Weekly Discussion/Ponderable 6, Due – 11/7, 11:59pm</i></li> <li>• <i>Research &amp; Analysis Project Opens, Due – 11/28, 11:59pm</i></li> </ul>
12	11/8	11	<ul style="list-style-type: none"> <li>• Music and Visual Media</li> <li>• Textbook: Chapter 8 continued</li> <li>• <i>Weekly Discussion/Ponderable 7, Due – 11/14, 11:59pm</i></li> </ul>
13	11/15	1	<ul style="list-style-type: none"> <li>• Artists, Audiences, and Brands; Digital Media</li> <li>• Textbook: Chapters 9 &amp; 10</li> <li>• <i>Weekly Discussion/Ponderable 8, Due – 11/21, 11:59pm</i></li> </ul>
14	11/22	21	<ul style="list-style-type: none"> <li>• Disruption and Aggregation, A Brief History of Streaming</li> <li>• Textbook: Chapter 11</li> <li>• <i>Weekly Discussion/Ponderable 9, Due – 11/28, 11:59pm</i></li> <li>• <i>Research &amp; Analysis Project, Due – 11/28, 11:59pm</i></li> </ul>
15	11/29 - 12/7	11	<ul style="list-style-type: none"> <li>• Art &amp; Artists in the Post-Digital Era</li> <li>• Textbook: Chapter 12</li> <li>• <i>Weekly Discussion/Ponderable 10, Due – 12/5, 11:59pm</i></li> <li>• <i>Exam 3, Due – 12/7, 11:59pm</i></li> </ul>



# *Introduction to Music Enterprise Syllabus*

MUSIC 2271 Autumn 2021

## Course Information

- **Course times and location:** Tuesdays 9:35 am-10:55 am In-Person, TBA; Thursdays 9:35-10:55 am in Zoom
- **Credit hours:** 3
- **Mode of delivery:** Hybrid

## Instructor

- **Name:** David Bruenger
- **Email:** bruenger.1@osu.edu
- **Office location:** Mershon Auditorium 401B
- **Office hours:** In Zoom - Wednesdays and Thursdays from 11:00 am-Noon and by appointment; In person – Tuesdays 11 am-Noon, TBA
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in Carmen Canvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites

None

## Course Description

*Introduction to Music Enterprise* (MUS 2271) is the first course in the Music, Media, and Enterprise curriculum. It begins an exploration of the spaces where music, audiences, and economic opportunity come together. Along the way it looks at the people, institutions, places, and processes that have defined creativity and commerce in music from the 19th through the 21st centuries. In addition, concepts from business, communication, cultural studies, economics, and the law will be introduced as they apply to value creation in music

This course is a required component of the Music, Media, and Enterprise minor and of the Enterprise Track of the Bachelor of Science in Music. It is open to all students, regardless of major. No prerequisites. 3 credits.



## Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify key individuals, institutions, laws, policies, places, and events in music and correctly locate them in relationship to cultural, social, and economic history, including current events;
- Describe and interpret selected concepts drawn from music, business, communication, cultural studies, and law as they apply to enterprise in music;
- Independently discover and interpret data in relationship to music enterprise;
- Apply historical knowledge and basic theoretical principles to critically analyze—*at a basic level*—how musical, cultural, social and economic value are created by individuals and organizations.

## How This Hybrid Course Works

**Mode of delivery:** This course is 50% in-person and 50% online. There is 1 required in-person class meeting each week on Tuesdays and 1 synchronous (real-time) session in Zoom each week on Thursdays from 9:35 am-10:55 am. The rest of your work is found in Carmen and can be completed around your own schedule during the week. The synchronous Zoom sessions will be recorded. So, while it is recommended that you log in to the weekly Zoom sessions in real time, you can view those lecture recordings as necessary. The in-person sessions are required and failure to attend will lead to a one-point grade percentage reduction per absence. See *Grading and Faculty Response*, below.

**Pace of activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame—with the exception of the in-person meetings, which are required.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.ohio-state.edu/credit-hours/) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C on average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

**Participating in in-person and online activities for attendance: at least two times per week.**

As noted above, in-person session attendance is required. In addition, it is recommended that you attend and participate in the synchronous Zoom session each week. At minimum, you must view the recording of that session. Overall, you are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class activities, discuss it with me *as soon as possible*.

**Zoom office hours: optional, but recommended**

My live, scheduled office hours are optional. Additional times are available upon request.

**Participating in discussion forums: two or more times per week**

As part of your participation, each week you can expect to post at least twice (one original and at least one response) as part of our substantive class discussion on the week's topics.

## Course Materials, Fees and Technologies

### Required Materials and/or Technologies

- **Textbook:** David Bruenger, *Making Money, Making Music: History and Core Concepts*, University of California Press, 2016

### Required Equipment

**Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

**Webcam:** built-in or external webcam, fully installed and tested

**Microphone:** built-in laptop or tablet mic or external microphone

**Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

### Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

### Carmen Canvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.



## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Academic Support Services

The university offers a variety of academic support services and resources to help learners succeed in the course. You can access them here: <http://advising.osu.edu>.

## Student Support Services

The university also offers a variety of student services and resources to help learners succeed. These can be accessed here: <https://contactbuckeyelink.osu.edu/>.



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Weekly Ponderable Discussions: 10 @ 1 point each	10
Major Discussions: 3 @ 10 points each	30
Written Exams: 3 @ 10 points each	30
Research and Analysis Project	15
In-Person Class Attendance and Participation @ 1 point per class	15
<b>Total Points Possible</b>	<b>100</b>

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Weekly Ponderable Discussions

**Description:** These are shorter posts based on a posted question or “ponderable” for the week. Topics will usually expand upon a topic from the week’s work and/or explore current events relevant to the course.

### Major Discussions

**Description:** For assigned topics students must research and write an original post of approximately 300-500 words and a substantive response post to at least one other student’s original post. Responses are substantive when they specifically address how the post challenges your own analysis of the topic, changes your mind, or if you can politely refute the post on the basis of substantive information.

### Written Exams

**Description:** These are open book and open Internet exams. They consist of essay questions, some of which draw on course materials and some that draw on additional, reading and/or

viewing as described for each question. The purpose of the exams is to challenge you to apply concepts being studied to circumstances not studied in class.

## Research and Analysis Project

**Description:** This is a small group project designed to support exploration of topics of shared interest using tools and techniques discussed in the course.

- Step one: form a group and sign up
- Step two: agree on a topic to research and analyze
- Step three: decide who is doing what - everyone doing everything and pulling together your ideas at the end, or a division of labor along the way - your choice.
- Step four: write your analysis and post it in Carmen.
- Your work must be a minimum of 1000 words and reflect the efforts of everyone in the group. Feel free to include media and to use graphics (flowcharts, infographics, etc.) to present your ideas. You must also provide references for any work you cite or use to significantly inform your submitted work. A reference page (using whatever style guide you know best) will be sufficient.
- Grades will be based on thoroughness of research, completeness of information provided, and clarity of your application of principles we have covered in class.
- Detailed grading rubric is available in Carmen.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the citation style with which you are most familiar to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Due to the collaborative nature of major and weekly discussions, I am not able to grade posts submitted after the final deadline for this assignment type.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you should call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.



- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably and constructively. Remember that sarcasm, in particular, doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a title and a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. The same advice applies to all submitted work.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are exactly like our shared physical classroom space where respectful interactions are expected.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."



The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance, hybrid, or in-person learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.



# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.



Tuesday			
Week	Meetings	Points	Topics, Readings, Assignments, Due Dates
1	8/24	1	<ul style="list-style-type: none"> <li>• Introduction to the Course, How Music Enterprise Works, Musical Experience As Transaction</li> <li>• Textbook: Introduction &amp; Chapter 1</li> <li>• <i>Weekly Discussion/Ponderable 1, Due – 8/29, 11:59pm</i></li> </ul>
2	8/31	10	<ul style="list-style-type: none"> <li>• Creating Value, Changing the World</li> <li>• Textbook: Chapter 1 continued; Assigned media viewing</li> <li>• <i>Major Discussion 1, Due – 9/5, 11:59pm</i></li> </ul>
3	9/7	10	<ul style="list-style-type: none"> <li>• Goods and Services, Foundations of Copyright Law</li> <li>• Textbook: Chapter 2; Bruenger – <i>Copyright Basics</i> (in Carmen)</li> <li>• <i>Major Discussion 2, Due – 9/12, 11:59pm</i></li> </ul>
4	9/14	1	<ul style="list-style-type: none"> <li>• Making Money and Changing Culture, Rise of Commercial Performance Markets</li> <li>• Textbook: Chapter 2 continued; begin Chapter 3</li> <li>• <i>Weekly Discussion/Ponderable 2, Due – 9/19, 11:59pm</i></li> </ul>
5	9/21	1	<ul style="list-style-type: none"> <li>• Performance Markets Evolve, Brief History of Copyright Infringement</li> <li>• Textbook: Chapter 3 continued; external reading/viewing as assigned</li> <li>• <i>Weekly Discussion/Ponderable 3, Due – 9/26, 11:59pm</i></li> </ul>
6	9/28	10	<ul style="list-style-type: none"> <li>• Media Revolutions: Sound Recording, Broadcasting; Invention, Optimization, Aggregation, Diffusion</li> <li>• Textbook: Chapter 4</li> <li>• <i>Exam 1, Due – 10/3, 11:59pm</i></li> </ul>
7	10/5	10	<ul style="list-style-type: none"> <li>• Convergence &amp; Crossover, Music Scenes, Measuring Music Identities</li> <li>• Textbook: Chapter 5</li> <li>• <i>Major Discussion 3, Due – 10/10, 11:59pm</i></li> </ul>
8	10/12	1	<ul style="list-style-type: none"> <li>• Music Modernization Act, Intro to Mass Production and Consumption of Music</li> <li>• Textbook: Chapter 6</li> <li>• <i>Weekly Discussion/Ponderable 4, Due – 10/17, 11:59pm</i></li> </ul>
9	10/19	10	<ul style="list-style-type: none"> <li>• Record Label as Process, Record Labels &amp; Radio</li> <li>• Textbook: Chapter 6 continues</li> <li>• <i>Exam 2, Due – 10/24, 11:59pm</i></li> </ul>



10	10/26	10	<ul style="list-style-type: none"> <li>• Record Label Culture, Live Concerts</li> <li>• Textbook: Chapter 7; external reading as assigned</li> <li>• <i>Weekly Discussion/Ponderable 5, Due – 10/31, 11:59pm</i></li> </ul>
11	11/2	10	<ul style="list-style-type: none"> <li>• Concert Promotion in the Rock Era</li> <li>• Textbook: Chapter 7 continued; begin Chapter 8</li> <li>• <i>Weekly Discussion/Ponderable 6, Due – 11/7, 11:59pm</i></li> <li>• <i>Research &amp; Analysis Project Opens, Due – 11/28, 11:59pm</i></li> </ul>
12	11/9	11	<ul style="list-style-type: none"> <li>• Music and Visual Media</li> <li>• Textbook: Chapter 8 continued</li> <li>• <i>Weekly Discussion/Ponderable 7, Due – 11/14, 11:59pm</i></li> </ul>
13	11/16	1	<ul style="list-style-type: none"> <li>• Artists, Audiences, and Brands; Digital Media</li> <li>• Textbook: Chapters 9 &amp; 10</li> <li>• <i>Weekly Discussion/Ponderable 8, Due – 11/21, 11:59pm</i></li> </ul>
14	11/23	21	<ul style="list-style-type: none"> <li>• Disruption and Aggregation, A Brief History of Streaming</li> <li>• Textbook: Chapter 11</li> <li>• <i>Weekly Discussion/Ponderable 9, Due – 11/28, 11:59pm</i></li> <li>• <i>Research &amp; Analysis Project, Due – 11/28, 11:59pm</i></li> </ul>
15	11/30	11	<ul style="list-style-type: none"> <li>• Art &amp; Artists in the Post-Digital Era</li> <li>• Textbook: Chapter 12</li> <li>• <i>Weekly Discussion/Ponderable 10, Due – 12/5, 11:59pm</i></li> <li>• <i>Exam 3, Due – 12/7, 11/28, 11:59pm</i></li> </ul>





# *Introduction to Music Enterprise Syllabus*

MUSIC 2271 Autumn 2021

## Course Information

- **Course times and location:** Tuesdays and Thursdays 9:35 am-10:55 am, TBA
- **Credit hours:** 3
- **Mode of delivery:** In-Person

## Instructor

- **Name:** David Bruenger
- **Email:** bruenger.1@osu.edu
- **Office location:** Mershon Auditorium 401B
- **Office hours:** In Zoom - Wednesdays and Thursdays from 11:00 am-Noon and by appointment; In person – Tuesdays 11 am-Noon, TBA
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in Carmen Canvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites

None

## Course Description

*Introduction to Music Enterprise* (MUS 2271) is the first course in the Music, Media, and Enterprise curriculum. It begins an exploration of the spaces where music, audiences, and economic opportunity come together. Along the way it looks at the people, institutions, places, and processes that have defined creativity and commerce in music from the 19th through the 21st centuries. In addition, concepts from business, communication, cultural studies, economics, and the law will be introduced as they apply to value creation in music

This course is a required component of the Music, Media, and Enterprise minor and of the Enterprise Track of the Bachelor of Science in Music. It is open to all students, regardless of major. No prerequisites. 3 credits.



## Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify key individuals, institutions, laws, policies, places, and events in music and correctly locate them in relationship to cultural, social, and economic history, including current events;
- Describe and interpret selected concepts drawn from music, business, communication, cultural studies, and law as they apply to enterprise in music;
- Independently discover and interpret data in relationship to music enterprise;
- Apply historical knowledge and basic theoretical principles to critically analyze—*at a basic level*--how musical, cultural, social and economic value is created by individuals and organizations.

## How This In-Person Course Works

**Mode of delivery:** This course is 100% in-person, although there is also a substantial supplemental online component. The two in-person meetings each week on Tuesdays and Thursdays from 9:35 am-10:55 am are highly recommended. While lecture slide decks and/or outlines are often posted, there are in-class discussion topics that are not replicated in Carmen. Individual and group assigned work is found in Carmen and is scheduled to be completed following the calendar posted in Carmen.

**Pace of activities:** This course is divided into **weekly modules** that are released up to one week ahead of time. Students are expected to prepare assigned material in advance of scheduled class meetings and to keep pace with assignment deadlines.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.ohio-state.edu/credit-hours/) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C on average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

**Participating in in-person class meetings for attendance: twice per week whenever possible.** You are also expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

**Zoom office hours: optional, but recommended**

My livestreamed, scheduled office hours are optional. In-person and additional Zoom times may be available upon request.

**Participating in class discussion and online Discussion forums: 1-2 times per week**

Sometimes this will take the form of making a contribution in-class, other times there will be online ponderable questions related to that week's topics, and finally, there will be three formal discussion

assignments

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- **Textbook:** David Bruenger, *Making Money, Making Music: History and Core Concepts*, University of California Press, 2016

## Required Equipment

**Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

**Webcam:** built-in or external webcam, fully installed and tested

**Microphone:** built-in laptop or tablet mic or external microphone

**Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## Carmen Canvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)



THE OHIO STATE UNIVERSITY

Arts & Sciences  
School of Music

- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Academic Support Services

The university offers a variety of academic support services and resources to help learners succeed in the course. You can access them here: <http://advising.osu.edu>.

## Student Support Services

The university also offers a variety of student services and resources to help learners succeed. These can be accessed here: <https://contactbuckeyelink.osu.edu/>.

# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Weekly Ponderable Discussions: 10 @ 1 point each	10
Major Discussions: 3 @ 10 points each	30
Written Exams: 3 @ 10 points each	30
Research and Analysis Project	30
<b>Total Points Possible</b>	<b>100</b>

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Weekly Ponderable Discussions

**Description:** These are shorter posts based on a posted question or “ponderable” for the week. Topics will usually expand upon a topic from the week’s work and/or explore current events relevant to the course.

### Major Discussions

**Description:** For assigned topics students must research and write an original post of approximately 300-500 words and a substantive response post to at least one other student’s original post. Responses are substantive when they specifically address how the post challenges your own analysis of the topic, changes your mind, or if you can politely refute the post on the basis of substantive information.

### Written Exams

**Description:** These are open book and open Internet exams. They consist of essay questions, some of which draw on course materials and some that draw on additional, reading and/or viewing as described for each question. The purpose of the exams is to challenge students to apply concepts being studied to circumstances not studied in class.

## Research and Analysis Project

**Description:** This is a small group project designed to support exploration of topics of shared interest using tools and techniques discussed in the course.

Grades will be based on thoroughness of research, completeness of information provided, and clarity of your application of principles we have covered in class.

- Step one: form a group and sign up
- Step two: agree on a topic to research and analyze
- Step three: decide who is doing what - everyone doing everything and pulling together your ideas at the end, or a division of labor along the way - your choice.
- Step four: write your analysis and post it in Carmen.
- Your work must be a minimum of 1000 words and reflect the efforts of everyone in the group. Feel free to include media and to use graphics (flowcharts, infographics, etc.) to present your ideas. You must also provide references for any work you cite or use to significantly inform your submitted work. A reference page (using whatever style guide you know best) will be sufficient.
- Grades will be based on thoroughness of research, completeness of information provided, and clarity of your application of principles we have covered in class.
- Detailed grading rubric is available in Carmen.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the citation style with which you are most familiar to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Due to the collaborative nature of major and weekly discussions, I am not able to grade posts submitted after the final deadline for this assignment type.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you should call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university.**



- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E



# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a title and a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. The same advice applies to all submitted work.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic





misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.



# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))





# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.



Week	Meetings	Points	Topics, Readings, Assignments, Due Dates
1	8/24 & 8/26	1	<ul style="list-style-type: none"> <li>• Introduction to the Course, How Music Enterprise Works, Musical Experience As Transaction</li> <li>• Textbook: Introduction &amp; Chapter 1</li> <li>• <i>Weekly Discussion/Ponderable 1</i>, Due – end of week</li> </ul>
2	8/31 & 9/2	10	<ul style="list-style-type: none"> <li>• Creating Value, Changing the World</li> <li>• Textbook: Chapter 1 continued; Assigned media viewing</li> <li>• <i>Major Discussion 1</i>, Due – end of week</li> </ul>
3	9/7 & 9/9	10	<ul style="list-style-type: none"> <li>• Goods and Services, Foundations of Copyright Law</li> <li>• Textbook: Chapter 2; Bruenger – <i>Copyright Basics</i> (in Carmen)</li> <li>• <i>Major Discussion 2</i>, Due – end of week</li> </ul>
4	9/14 & 9/16	1	<ul style="list-style-type: none"> <li>• Making Money and Changing Culture, Rise of Commercial Performance Markets</li> <li>• Textbook: Chapter 2 continued; begin Chapter 3</li> <li>• <i>Weekly Discussion/Ponderable 2</i>, Due – end of week</li> </ul>
5	9/21 & 9/23	1	<ul style="list-style-type: none"> <li>• Performance Markets Evolve, Brief History of Copyright Infringement</li> <li>• Textbook: Chapter 3 continued; external reading/viewing as assigned</li> <li>• <i>Weekly Discussion/Ponderable 3</i>, Due – end of week</li> </ul>
6	9/28 & 9/30	10	<ul style="list-style-type: none"> <li>• Media Revolutions: Sound Recording, Broadcasting; Invention, Optimization, Aggregation, Diffusion</li> <li>• Textbook: Chapter 4</li> <li>• <i>Exam 1</i>, Due – end of week</li> </ul>
7	10/5 & 10/7	10	<ul style="list-style-type: none"> <li>• Convergence &amp; Crossover, Music Scenes, Measuring Music Identities</li> <li>• Textbook: Chapter 5</li> <li>• <i>Major Discussion 3</i>, Due – end of week</li> </ul>
8	10/12 & 10/14	1	<ul style="list-style-type: none"> <li>• Music Modernization Act, Intro to Mass Production and Consumption of Music</li> <li>• Textbook: Chapter 6</li> <li>• <i>Weekly Discussion/Ponderable 4</i>, Due – end of week</li> </ul>
9	10/19 & 10/21	10	<ul style="list-style-type: none"> <li>• Record Label as Process, Record Labels &amp; Radio</li> <li>• Textbook: Chapter 6 continues</li> <li>• <i>Exam 2</i>, Due – end of week</li> </ul>



10	10/26 & 10/28	10	<ul style="list-style-type: none"> <li>• Record Label Culture, Live Concerts</li> <li>• Textbook: Chapter 7; external reading as assigned</li> <li>• <i>Weekly Discussion/Ponderable 5</i>, Due – end of week</li> </ul>
11	11/2 & 11/4	10	<ul style="list-style-type: none"> <li>• Rock Concert Promotion in the Rock Era</li> <li>• Textbook: Chapter 7 continued; begin Chapter 8</li> <li>• <i>Weekly Discussion/Ponderable 6</i>, Due – end of week</li> <li>• <i>Research &amp; Analysis Project Opens</i>, Due – end of Week 14</li> </ul>
12	11/9 & 11/11	11	<ul style="list-style-type: none"> <li>• Music and Visual Media</li> <li>• Textbook: Chapter 8 continued</li> <li>• <i>Weekly Discussion/Ponderable 7</i>, Due – end of week</li> </ul>
13	11/16 & 11/18	1	<ul style="list-style-type: none"> <li>• Artists, Audiences, and Brands; Digital Media</li> <li>• Textbook: Chapters 9 &amp; 10</li> <li>• <i>Weekly Discussion/Ponderable 8</i>, Due – end of week</li> </ul>
14	11/23	21	<ul style="list-style-type: none"> <li>• Disruption and Aggregation, A Brief History of Streaming</li> <li>• Textbook: Chapter 11</li> <li>• <i>Weekly Discussion/Ponderable 9</i>, Due – end of week</li> <li>• <i>Research &amp; Analysis Project Opens</i>, Due – end of week</li> </ul>
15	11/30, 12/2 & 12/7	11	<ul style="list-style-type: none"> <li>• Art &amp; Artists in the Post-Digital Era</li> <li>• Textbook: Chapter 12</li> <li>• <i>Weekly Discussion/Ponderable 10</i>, Due – end of week</li> <li>• <i>Exam 3</i>, Due – end of week</li> </ul>



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Music 2271 Online**

**Instructor: David Bruenger**

**Summary: Introduction to Music Enterprise Syllabus**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom synchronous lectures</li> <li>• Additional asynchronous activities</li> <li>• Carmen Discussion Forums</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and



				access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

**Reviewer Information**

- Date reviewed: 3/11/21
- Reviewed by: Ian Anderson

**Notes: Add dates to the weekly breakdown.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Music 2271 Hybrid**

**Instructor: David Bruenger**

**Summary: Introduction to Music Enterprise Syllabus**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom synchronous lectures</li> <li>• In person lectures</li> <li>• Additional asynchronous activities</li> <li>• Carmen Discussion Forums</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience

				in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

**Reviewer Information**

- Date reviewed: 3/11/21
- Reviewed by: Ian Anderson

**Notes: Add dates to the weekly breakdown.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>

## Panel Questions and Responses/Rationales for Music 2271 change request

- QUESTION: The Panel asks for clarification on whether these three syllabi are to be offered simultaneously within a single semester, or if one iteration will be offered per semester.

It is unlikely that all three modalities would ever be offered in a single semester. The most likely scenario is for the hybrid modality to be the default version of Music 2271. This is based on several factors. First, student feedback about the hybrid version offered last Autumn semester was extremely positive. Student performance and completion rates were extremely high, as always. This aligns well with research about the instructional effectiveness of hybrid classes.

In addition, both hybrid and online modalities are a good fit for the media focus of this required course in the Music, Media, and Enterprise Minor (see answer to the second question, below, for more detail). Beyond these considerations, since the course (and the MME minor that it is part of) have become extremely popular with students from China, Korea, as well as with other international students, it is conceivable that an online section could be offered concurrently with the hybrid version from time to time to facilitate the international student community.

- The Panel asks for a rationale for request for hybrid and distance-learning delivery, as they are unsure of why the department is considering offering this course in a distance-learning format.

The courses in the Music, Media, and Enterprise Minor, including Music 2271, Introduction to Music Enterprise, are consistently wait-listed and have been so for more than a decade. One thing that distance learning options afford is the ability to allow for larger enrollments per section without over-stressing classroom resources in the School of Music. More critically, distance learning options—both hybrid and online—give students who have scheduling demands driven by disparate majors, greater flexibility in scheduling these minor courses, which are typically offered only one semester per year. It is vital not to create impediments to completion—either of the MME minor or the major—due to restricted availability.

In terms of the learning experience—as already noted—the subject matter of Music 2271 is heavily media-oriented. As such, both hybrid and online delivery approaches align well with the many online resources that are central to instructional content. Whether the course is offered in-person, hybrid, or fully online, students spend a great deal of time, reading, viewing, analyzing, and discussing online-based content. If we have learned anything during the previous year's pandemic in terms of production, reception, and monetization, it is that online-based content, both "live" and recorded, are central to the

present and likely future of the music business. One benefit of the adjustments made to course delivery in 2020-21 was how smoothly and effectively Zoom-based sessions can incorporate multi-media content. This was a frequent point of positive comment from students in the past year.

Further, Carmen-based (and other online) tools used for individual and collaborative assignments in the course are directly relevant to the development of media expertise for students in the MME Minor. In the case of some projects, students create content using presentation tools native to the Internet. This is particularly important for those with an interest in careers in the music and entertainment industry, but likely relevant to most others as well. Graduates of the MME program with such careers have commented positively about this aspect of the MME course experience. Expanding online, multi-media fluency in content, modality, and student learning will be critically important to keeping the curriculum, current, relevant to student experience, and valuable to post graduate study and professional life.

To sum up, in most semesters offering Music 2271 as a hybrid will provide the optimal balance of in-person instruction and on-campus social connectivity with mediated communication, collaboration, learning, and flexibility of scheduling. Should emerging circumstances—such as the continued growth of an interested international student population, changes to the university's economic delivery model, or even additional public-health related disruptions—require it, Music 2271 must also be fully capable of moving to an entirely distance-learning based platform, without compromising the student experience or educational "take-away." Planned development and review of a fully online version is an important step toward making this flexibility a reality.

- Additionally, and to the above point, they are concerned about the attendance policy in the hybrid and in-person offering, as it does not offer incentive for students to attend any synchronous/in-person offering. The Panel would like to offer the friendly suggestion of attaching points and/or a grade percentage to attendance to ensure students attend the course in the appropriate format they have selected.

Good point and friendly suggestion taken. The syllabi have been amended (see attached) to reflect participation points earned from attending synchronous sessions—whether in-person or online, depending on the modality being offered.

- Additionally, students should not have the option to attend or not attend the in-person sessions in a hybrid course, as once they enroll in a hybrid course, the in-person sessions should not be an added, optional component.

Agreed. As noted above, attendance at in-person sessions of a hybrid course will be required, with participation points attached. Students who fail to attend the in-person component of a hybrid session will lose points and potentially incur a significant grade reduction for the semester.

Thanks to the panel for this thoughtful review and constructive feedback of these proposals.