

Term Information

Effective Term Summer 2024
Previous Value Summer 2012

Course Change Information

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

Add Distance Learning as a mode of instruction for the 14 week course.

Add an 8 week offering as an additional course length.

Add Distance Learning as a mode of instruction for the 8 week course.

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

The rationale for all requests is to add additional flexibility in offering the course.

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)?

None.

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 Graduate, Undergraduate
Course Number/Catalog 5591
Course Title Career Development in Music
Transcript Abbreviation Career Dev Mus
Course Description Survey of music marketplace, opportunities, and career strategies.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week
Previous Value 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
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
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Open to Music majors only.
Exclusions	
Previous Value	Not open to students with credit for 591.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	50.0904
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Describe and understand historical patterns and practices in music entrepreneurship of all kinds.• Describe and understand current and emerging opportunities for creative entrepreneurship in music.• Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development.• Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.• Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of an ensemble or event.
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• To introduce the student to a general, working knowledge of several aspects of the music industry and its career opportunities• To provide the student with an introduction to some of the legal aspects of the music business and outline means of protecting one's best interests• To sensitize students to the ever changing cultural, economic and social landscape globally that will challenge as well as inspire their career aspirations• To acquaint the student with practical issues that they will encounter in pursuing a career in music as a performer or provider
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Sought Concurrence	No
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Attachments

- Music 5591 14-Week Online Proposal pdf 03 26 24.pdf: proposed syllabus
(Syllabus. Owner: Banks, Eva-Marie)
- Music 5591 8-Week Online Proposal pdf 03 26 24.pdf: proposed syllabus
(Syllabus. Owner: Banks, Eva-Marie)
- Music 5591 - Response to DL review pdf 03 26 24.pdf: response to DL assessment
(Other Supporting Documentation. Owner: Banks, Eva-Marie)
- Music 5591 - asc-distance-approval-cover-sheet-fillable_3 03 15 24(1).pdf: DL Approval cover sheet
(Other Supporting Documentation. Owner: Banks, Eva-Marie)
- Music 5591 Existing 14 Week Hybrid Syllabus pdf 03 15 24.pdf: current syllabus
(Syllabus. Owner: Banks, Eva-Marie)

Comments

- Please upload the in-person syllabus as well. *(by Vankeerbergen, Bernadette Chantal on 03/26/2024 04:48 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	03/26/2024 02:22 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	03/26/2024 03:59 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/26/2024 04:48 PM	College Approval
Submitted	Banks, Eva-Marie	03/27/2024 07:11 AM	Submitted for Approval
Approved	COSTA- GIOMI, EUGENIA	03/27/2024 08:44 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/27/2024 09:14 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/27/2024 09:14 AM	ASCCAO Approval

Syllabus

Career Management in Music

8 Weeks - Online

MUSIC 5591

Spring 2024

3 Credit Hours

Online

Course overview

Instructor

- David Bruenger
- bruenger.1@osu.edu
- (614) 247-6521
- Course Zoom Link - TBD
- Office Hours
 - Tuesdays 10 - 11am; 2-3pm
 - Thursdays 10-11am; 2-3pm
 - Other times by appointment
 - Zoom Link - TBD

Note: My preferred method of contact is email at bruenger.1@osu.edu

Course Description

Catalog description

Survey of music marketplace, opportunities, and career strategies. Fulfills the Enterprise requirement for the Bachelor of Music in Performance – Brass, Harp, Percussion, Strings, or Woodwinds. Elective for selected graduate programs in performance and education.

Expanded description

This project-driven course explores how traditional musical activities--performance, composition, and teaching—have been and are being used to create value.

Examines the fundamental structures, processes, and practices of music markets: the places—both physical and mediated—where musicians, audiences, and opportunities converge. Demonstrates how every successful and sustainable musical venture must create multiple forms of value: aesthetic, cultural, social, and economic.

Topics include the commercial and not-for-profit arts sectors; audiences and audience behavior; the impact of digital technologies and media on music creation and consumption; developing a professional brand, and promotional strategies; copyright issues for performers, composers, and teachers; project funding and financial planning; educational outreach, community engagement, and music as advocacy.

The course balances learning concepts and theoretical perspectives with projects designed to apply this learning to practical scenarios.

Learning Outcomes

Upon successful completion of this course, students should be able to:

- Describe and understand historical patterns and practices in music entrepreneurship of all kinds;
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of an ensemble or event.

How this online course works

Mode of delivery

This course is 100% online. There are 8 required sessions when you must be logged in to Carmen Zoom at a scheduled time.

Pace of online activities

This course is divided into weekly modules that are released one or more weeks in advance. There will be required synchronous live stream every week. In addition to required live stream attendance, 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 policy (go.osu.edu/credithours), for 8-week summer sessions, students should expect around 5.25 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 10.5 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

The approximate average weekly workload for this course will be distributed as follows:

- Synchronous lecture attendance - 3 hours
- Asynchronous video lectures and Carmen activities - 2 hours
- Reading/Viewing assignments - 5 hours
- Project preparation - 5 hours

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Students must engage with the course by logging in--to live stream sessions and to complete assignments every week. During most weeks you will probably log in numerous times. Participation will be assessed using Carmen data, by taking

attendance at live stream sessions, and your participation in live stream and online discussion activities.

If you have a situation that might cause you to miss any scheduled class activities or deadlines, discuss it with the instructor as soon as possible.

Office hours and live sessions

All live stream, scheduled events for the course are required. Office hours and/or open Q&A online sessions are optional.

Course communication guidelines

The following are the 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 and ironic humor rarely come across online and are often read as confrontational.

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 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 (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Course materials and technologies

Textbooks

Required

- Bruenger, *Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music* (2023)

Other

- Text and supplemental readings available via Carmen

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- 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.
- Download the Duo Mobile application to 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) and IT support staff will work out a solution with you.

Grading and instructor response

How Your Grade is Calculated

Assignment Category	Points
Practical Projects <ul style="list-style-type: none"> • 6 @10 - 40 points each 	100
Reflection <ul style="list-style-type: none"> • 1 @ungraded 	0
Total Points Possible	100

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

Description of major course assignments

Practical Projects

1) Digital Content Platforms - 10 points

Familiarize yourself with the platforms and content types listed below.

- YouTube - music performances, music instruction, “reaction” videos
 - Instagram - musical artist feeds, product/service recommendations
 - Tik Tok - musical content and promotion
 - A Music-Oriented Blog
 - A Music-Oriented Podcast
- In an approximately 300-word post to Carmen, compare/contrast each platform’s utility and purpose(s).
 - Share at least one example of each kind of platform you like and why you like it.

NOTE: if you already have accounts on any/all of these platforms, you are welcome to use them for the assignments below. If you do not have accounts, and prefer not to create any, you will be able to use program options inside of Carmen and/or supported by OSU to post your project assignments. See each project, below, for specifics.

Student Learning Goals:

- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

2) Performance Video - 15 points

This project focuses on your music performance skills. You will record a 3-minute video in which you perform, demonstrating what you do as a musician. Think of it as a brief introduction for people who do not already know you or who are not familiar with your work. Consider how you wish to present yourself: formally or casually. Do you wish to provide any “behind the scenes” component, for example, walking into the camera frame before you play, speaking to the viewers, and so on.

- Post on your platform of choice. If you have outside accounts, either YouTube or TikTok would work well. Alternatively, create a Zoom video and post the link on the assignment page.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

3) Teaching Video - 15 points

Create a 3 to 5 min video in which you demonstrate what you do as a music teacher. This can be a video lesson directed to the viewers of the video--a tutorial for a specific technique, musical style, or even a particular piece of music. Alternatively, it can be a coaching session with someone playing the role of the student in the video.

- Chose a style of presentation and a narrowly focused topic that engages the viewer, provides valuable info, and illustrates your approach/style as a teacher.
- Post on your platform of choice. If you have outside accounts, either YouTube or TikTok would work well. Alternatively, create a Zoom video and post the link on the assignment page.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

4) Blog - 15 points

Using a blog platform (outside possibilities include WordPress or Wix, for example; the OSU-based platform is u.osu.edu) and do the following to develop your blog:

- Pick a topic/title for your blog
- Create an “introduction to the blog” post that provides some information about you and what topic(s) of interest your blog will cover, and why.
- Post the link to your blog (and this post) into the Carmen assignment

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

5) Podcast Interview, YouTube Reaction, Product Review, or Direct Sale Video - 15 points

In this week's project, you have the option of choosing one of four possible social-media based activities to support/extend your brand and open pathways to more "followers" and potential revenue streams.

Podcast Interview Option

Using an outside podcasting utility or the Discussions tool inside Carmen, set up a podcast, using the name and branding from your blog (and other assignments). Find a guest and identify a topic to discuss--related to your area of performance, digital music, or other musical topics relevant to performers, listeners, teachers, and/or students. This should be designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.

- Post on your chosen podcast platform.
- Paste the link into the Carmen assignment

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

YouTube Reaction Option

Identify a music video that you wish to discuss/analyze and prepare a 10-minute video that incorporates your comments with the video you are commenting on/analyzing.. This should be designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.

- Post on your platform of choice, either existing YouTube account or by posting a link to a CarmenZoom recording .
- Paste the link into the Carmen assignment page.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Describe and understand historical patterns and practices in music entrepreneurship of all kinds.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

Product Review Option

This is an opportunity to review a product, service, or media content relevant and/or interesting to you work as a musician. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.

- Post on an external platform or using CarmenZoom inside Carmen.
- Paste the link into the Carmen assignment

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Describe and understand historical patterns and practices in music entrepreneurship of all kinds.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

Direct Sale Option

This is an opportunity to review a product, service, or media content relevant and/or interesting to you work as a musician. Create something that is between 3 and 6 minutes

that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.

Possibilities include:

Products

- Compositions
- Other Merch

Services

- Lessons
- Advice – how to set up home practice space/studio

Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.

- Post on an external platform or using CarmenZoom inside Carmen.
- Paste the link into the Carmen assignment

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Describe and understand historical patterns and practices in music entrepreneurship of all kinds.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

6) Startup - 30 points

Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of a musical ensemble or event.

- Identify a group of 1 to 2 other students with whom you will be working on this project. Sign up together in the Carmen Groups tool.
- Post developing work product (before 11:59 pm on Monday of Week 7)

- Basic project idea
 - Planned division of labor among group members
 - Funding Plan
 - Grant:
 - list granting agencies,
 - grant timelines, and
 - how your proposal will align with the goals of the grantor.
 - Capital investment:
 - list prospective sources and
 - the rationale for your financial “ask.”
 - Final Project Submission (before 11:59 pm on Monday of Week 8)
 - Grant proposal or Pitch deck (powerpoint or an infographic) for capitalization
 - Either a grant proposal or pitch must include:
 - Written description, rationale, budget
 - Video presentation of the proposal/pitch
- *Post the final project written description and video link (Zoom is preferred) to the Carmen page for this assignment.*

Student Learning Goals:

- Describe and understand historical patterns and practices in music entrepreneurship of all kinds;
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities;
- Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of an ensemble or event.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with collaborators and others for discussion and feedback prior to submission, but the work of every collaborator should be their own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

Academic integrity and collaboration:

Your written assignments, including commentary on projects, 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. If you are going to miss a deadline and need extra time, contact the instructor as soon as possible to make arrangements.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

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 (bruenger.1@osu.edu). 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 Carmen Canvas. 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 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.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

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 web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

<i>Week</i>	<i>Class Meetings</i>	<i>Resources</i>	<i>Topics</i>	<i>Assignments Due</i>
1	Jun 3 Zoom Livestream (Z)	<u>Reading:</u> Syllabus & Schedule (Carmen) Bruenger, <i>Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music</i> , Introduction	Making Music, Music Makers - Introduction & Lecture 1 <ul style="list-style-type: none"> • Course Structure • Creating Value Through Music • From Personal to Social • Forms of Value • Roles, Offerings, Relationships, Modalities • Live to Mediation • Broadcasting to Streaming 	None
	Open	<u>Reading:</u> Bruenger, <i>Artist Entrepreneur</i> , Chapter 1, 2 7 Best Social Media Platforms for Music - https://middermusic.com/best-social-media-platforms-for-musicians/ Social Media for Musicians: 14 Key Tips - https://www.dk-mba.com/blog/social-media-for-musicians	Practical Project 1 Opens - 10 points <i>Digital Content Platforms</i> Create accounts on platforms listed below. Compare/contrast each platform's utility and purpose (s). Share examples of existing platforms you like. Discuss content possibilities. <ul style="list-style-type: none"> o YouTube o Instagram o Tik Tok o Blog o Podcast <p>Due no later than 11:59 pm on Sunday, Jun 9th</p>	
2	Jun 10 Z	<u>Reading:</u> Bruenger, <i>Artist Entrepreneur</i> , Chapter 3 Berens, Copyrights for the Working Musician, http://timberens.com/essays/copyrighessay.htm	Whose/Who's Music? – Lecture 3 & 4 <ul style="list-style-type: none"> • Ownership & Access <ul style="list-style-type: none"> o Concepts o Copyright Basics • Music and Identity <ul style="list-style-type: none"> o Individual, Social, Cultural o Scope of Mastery <ul style="list-style-type: none"> ▪ Discipline Specific ▪ Cultural Values ▪ Practice & Authenticity ▪ Musical & Cultural Hybridity: Collaboration, Appropriation, Crossover, Innovation o Advocacy <ul style="list-style-type: none"> o Global Markets, Global Culture o Missionaries and Gatekeepers for Classical Music? 	Practical Project 1 - 10 points <i>Digital Content Platforms</i>

			<i>Discussion: Practical Project 1 - Social Media Platforms & Strategies</i>	
	Open	No Reading	<p>Practical Project 2 Opens- 10 points</p> <p><i>Performance Video</i></p> <p>Style Options</p> <ul style="list-style-type: none"> ○ Formal ○ Casual ○ Behind the Scenes <p>Post on your platform(s) and explain your choice(s).</p> <p>Create a 3-min video demonstrating what you do as a musician. Think of it as a brief introduction for people who do not already know you or who are not familiar with your work.</p> <ul style="list-style-type: none"> ● Post on your platform of choice. ● Paste the link into the Carmen assignment portal and explain why you chose the style that you did. <p>Due no later than 11:59 pm on Wednesday, Jun 16th</p>	
3	Jun 17 Z	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p>The Journey to Finding a Personal Hedgehog at: http://www.jimcollins.com/media_topics/hedgehog-concept.html</p> <p><i>Viewing:</i> Good to Great Review https://youtube.com/watch?v=Yk7bzZjOXaM&feature=shares</p> <p>The X Factor of Truly Great Leadership https://youtube.com/watch?v=136nLhwBoSQ&feature=shares</p>	<p>Looking Inward – Lecture 5</p> <ul style="list-style-type: none"> ● Why are you in music? <ul style="list-style-type: none"> ○ Mastery/Self-Efficacy ○ Validation <ul style="list-style-type: none"> ▪ Self ▪ Family ▪ Teacher ▪ Peers ○ Rewards <ul style="list-style-type: none"> ▪ Recognition ▪ Status ▪ Financial ● Vocation or Avocation? <p><i>Discussion: Practical Project 2 - Performance Video</i></p>	Practical Project 2 - 10 points <i>Performance Video</i>

		<p>Secrets to Surviving and Thriving in Tough Times https://youtube.com/watch?v=IUQR2hYeKbg&feature=shares</p>	
	<p>Open</p>	<p><i>Reading:</i> Teach Music Online in 2023, https://musicteachingbiz.com/teach-music-online-the-ultimate-guide/</p> <p>Creating Good Student Setup for Online Lessons, https://www.musictutoronline.com/post/get-a-student-set-up-for-online-music-lessons</p> <p>Pike, Risks And Rewards Of Individual Online Music Lessons: Teachers' Perspectives, https://onlineinnovationsjournal.com/streams/visual-and-performing-arts/1c27b59107b8a762.html</p>	<p>Practical Project 3 Opens - 10 points <i>Teaching Video</i></p> <p>Create a 3 to 5 min video demonstrating what you do as a music teacher. This can be a video lesson directed to the viewers of the video--a tutorial in some aspect of what you do. Alternatively, it can be a coaching session with someone playing the role of the student.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Sunday, Jun 23rd</p>

<p>4</p>	<p>Jun 24 Z</p>	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p>The Four Components Of A Successful Personal Brand https://www.forbes.com/sites/forbesagencycouncil/2018/04/20/the-four-components-of-a-successful-personal-brand/#89965a747cdc</p> <p><i>Viewing:</i> Artist Identity, Vision, and Intention https://youtube.com/watch?v=8BPRJIDQcpA&feature=share_s</p> <p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p><i>Viewing:</i> Simon Sinek, “Start With Why” https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en</p> <p>Discussion of Sinek’s Golden Circle https://medium.com/@rafavinnce/start-with-why-creating-a-value-proposition-with-the-golden-circle-mode-5dbfa7b7efda</p> <p>Simon Sinek, Why for Artists and Creatives https://youtu.be/TxHgpWmav4I</p>	<p>Reaching Out – Lecture 7 & 9</p> <ul style="list-style-type: none"> • Internal Experience & Meaning → External Engagement <ul style="list-style-type: none"> ○ What, How, (Why) • Identity, Image, and Brand <ul style="list-style-type: none"> ○ Defining & Articulating Your Brand <ul style="list-style-type: none"> ○ The Elevator Pitch ○ The Sizzle Reel <p><i>Discussion: Project 3 - Teaching Video</i></p>	<p>Practical Project 3 - 10 points <i>Teaching Video</i></p>
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	Open	<p>Reading: How to Start a Music Blog That Fans Will Love, https://wordpress.com/go/content-blogging/how-to-start-a-music-blog/</p> <p>How to Start a Music Blog in 2024 and Make Money, https://www.authorityhacker.com/how-to-start-music-blog/#:~:text=In%20our%20opinion%2C%20affiliate%20marketing,musical%20instrument%2C%20or%20something%20else.</p>	<p>Practical Project 4 - 10 Points <i>Blog</i></p> <p>Using the blog platform you chose in Practical Assignment 1 (in Week 2) and do the following to develop your blog:</p> <ul style="list-style-type: none"> ○ Pick a topic/title for your blog ○ Create an “introduction to the blog” post that provides some information about you and what topic(s) of interest your blog will cover, and why. ○ Post the link to your blog (and this post) into the Carmen assignment ○ Pick a topic of interest to discuss and upload it as a post ○ Promote your podcast interview for Week 5 <p>Due no later than 11:59 pm on Sunday, Jun 30th</p>	
5	Jul 1 Z	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 6</p> <p>Pearls Before Breakfast https://www.washingtonpost.com/lifestyle/magazine/pearls-before-breakfast-can-one-of-the-nations-great-musicians-cut-through-the-fog-of-a-dc-rush-hour-lets-find-out/2014/09/23/8a6d46da-4331-11e4-b47c-f5889e061e5f_story.html?utm_term=.982dd2a8f5c3</p> <p>Pearls Before Breakfast, Reprised https://nieman.harvard.edu/stories/pearls-before-breakfast-reprised/</p>	<p>The Work of Music I – Lecture 10</p> <ul style="list-style-type: none"> • The Anatomy of a Gig • The Critical Importance of Context Control <p>The Work of Music II – Lecture 11</p> <ul style="list-style-type: none"> • The Evolution of Groups and Ventures • Understanding the Pivot • Tools for Startups • Mission Statements & Charters • Managing, Contracting, & Communicating <p><i>Discussion: Project 4 - Blog</i></p>	Practical Project 4 -10 Points <i>Blog</i>
	Open		<p>Practical Project 5 Opens - 15 points <i>Choose 1 video format:</i> <i>Podcast Interview</i> <i>YouTube Reaction</i> <i>Product Review</i> <i>Direct Sales</i></p> <p><i>See Syllabus or Carmen assignments for detailed instructions for these project options.</i></p>	

			Due no later than 11:59 pm on Sunday, Jul 7 th	
6	Jul 8 Z	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 8, revisited</p> <p>Tsioulcas, <i>Conducting Business: Crowdfunding Classical Music</i> http://www.npr.org/sections/deceptivecadence/2012/06/12/154835249/conducting-business-crowdfunding-classical-music</p> <p>Meyer, <i>The Failures of Crowdfunding: No, Kickstarter Cannot Support an Opera Company</i> http://www.theatlantic.com/technology/archive/2013/09/the-failures-of-crowdfunding-no-kickstarter-cannot-support-an-opera-company/280118/</p>	<p>Grants & Crowdfunding – Lecture 15</p> <ul style="list-style-type: none"> • Granting Organizations <ul style="list-style-type: none"> ○ Finding Them ○ Matching Your Mission to Theirs ○ Writing Proposals ○ Creating Budgets ○ Measurable Outcomes & Reporting • Crowdfunding <ul style="list-style-type: none"> ○ Intersection of Funding, Promotion, & Social Connectivity ○ Analysis of a Failure 	Practical Project 5 <i>Podcast Interview</i>
	Open		<p>Practical Project 6 Opens <i>Startup</i></p> <p>Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of a musical ensemble or event.</p> <ul style="list-style-type: none"> ○ Post developing work product ○ Engagement with other groups in process ○ Submit <ul style="list-style-type: none"> ▪ Grant proposal ▪ Pitch deck for capitalization ▪ Written description, rationale, budget ▪ Video presentation of the proposal/pitch ▪ Extra credit for live/via Zoom presentation Thu Apr 19th • Post on your platform of choice. • Paste the link into the Carmen assignment 	

			Due no later than 11:59 pm on Sunday, Jul 21 st	
7	Jul 15 Z	<i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i> , Chapter 9	Managing Money – Lecture 13 <ul style="list-style-type: none"> • ROI • Budgeting <ul style="list-style-type: none"> ◦ Project ◦ Personal • Funding • Taxes 	None
	Open	<i>None</i>	<i>Project Feedback by Appointment</i>	
8	Jul 22 Z	<i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i> , Chapter 10 William Deresiewicz, “The Death of the Artist—and the Birth of the Creative Entrepreneur” https://www.theatlantic.com/magazine/archive/2015/01/the-death-of-the-artist-and-the-birth-of-the-creative-entrepreneur/383497/	From Arts Institutions in Crisis to the Death of the Artist – <i>Lecture 16</i> <ul style="list-style-type: none"> • Shifting Contexts in the 21st-centure Arts Landscape <p><i>Discussion: Project 7 - Startup</i></p>	Practical Project 6 <i>Startup</i>
	Open	<i>None</i>	<i>Ongoing Project 7 Discussion and Review as Needed</i>	
Finals	July 29-31	No Final Exam		

Syllabus

Career Management in Music

MUSIC 5591

Spring 2024

3 Credit Hours

Online

Course overview

Instructor

- David Bruenger
- bruenger.1@osu.edu
- (614) 247-6521
- Course Zoom Link - TBD
- Office Hours
 - Tuesdays 10 - 11am; 2-3pm
 - Thursdays 10-11am; 2-3pm
 - Other times by appointment
 - Zoom Link - TBD

Note: My preferred method of contact is email at bruenger.1@osu.edu

Course Description

Catalog description

Survey of music marketplace, opportunities, and career strategies. Fulfills the Enterprise requirement for the Bachelor of Music in Performance – Brass, Harp, Percussion, Strings, or Woodwinds. Elective for selected graduate programs in performance and education.

Expanded description

This project-driven course explores how traditional musical activities--performance, composition, and teaching—have been and are being used to create value.

Examines the fundamental structures, processes, and practices of music markets: the places—both physical and mediated—where musicians, audiences, and opportunities converge. Demonstrates how every successful and sustainable musical venture must create multiple forms of value: aesthetic, cultural, social, and economic.

Topics include the commercial and not-for-profit arts sectors; audiences and audience behavior; the impact of digital technologies and media on music creation and consumption; developing a professional brand, and promotional strategies; copyright issues for performers, composers, and teachers; project funding and financial planning; educational outreach, community engagement, and music as advocacy.

The course balances learning concepts and theoretical perspectives with projects designed to apply this learning to practical scenarios.

Learning Outcomes

Upon successful completion of this course, students should be able to:

- Describe and understand historical patterns and practices in music entrepreneurship of all kinds;
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of an ensemble or event.

How this online course works

Mode of delivery

This course is 100% online. There are between 15 and 20 required sessions when you must be logged in to Carmen at a scheduled time. Every Tuesday meeting is a required Carmen Zoom live stream lectures. Some Thursdays are required live stream lectures, while others will involve assignments and/or activities to be completed independently, without a scheduled time.

Pace of online activities

This course is divided into weekly modules that are released one or more weeks in advance. There will be at least one required synchronous live stream every week. In addition required live stream attendance, 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 policy (go.osu.edu/credithours), 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) average.

The approximate average weekly workload will be distributed as follows:

- Synchronous lecture attendance - 2 hours
- Asynchronous content (reading, viewing) - 3 hours
- Ongoing project work (research, interviews, writing) – 3 hours

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Students must engage with the course by logging in--to live stream sessions and to complete assignments--at least twice per week. During most weeks you will probably log in numerous times. Participation will be assessed using Carmen data, by taking attendance at live stream sessions, and your participation in live and online discussion platforms.

If you have a situation that might cause you to miss any scheduled class activities or deadlines, discuss it with the instructor as soon as possible.

Office hours and live sessions

All live, scheduled events for the course are required. Office hours and/or open Q&A online sessions are optional.

Course communication guidelines

The following are the 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 and ironic humor rarely come across online and are often read as confrontational.

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 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 (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Course materials and technologies

Textbooks

Required

- Bruenger, *Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music* (2014)

Other

- Text and supplemental readings available via Carmen

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- 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.
- Download the Duo Mobile application to 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) and IT support staff will work out a solution with you.

Grading and instructor response

How Your Grade is Calculated

Assignment Category	Points
Practical Projects <ul style="list-style-type: none"> • 11 @10 - 40 points each 	200
Reflection <ul style="list-style-type: none"> • 1 @ungraded 	0
Total Points Possible	200

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

Description of major course assignments

Practical Projects

1) Digital Content Platforms

10 points

Familiarize yourself with the platforms and content types listed below.

- YouTube - music performances, music instruction, “reaction” videos
 - Instagram - musical artist feeds, product/service recommendations
 - Tik Tok - musical content and promotion
 - A Music-Oriented Blog
 - A Music-Oriented Podcast
- In an approximately 300-word post to Carmen, compare/contrast each platform’s utility and purpose(s).
 - Share at least one example of each kind of platform you like and why you like it.

NOTE: if you already have accounts on any/all of these platforms, you are welcome to use them for the assignments below. If you do not have accounts, and prefer not to create any, you will be able to use program

options inside of Carmen and/or supported by OSU to post your project assignments. See each project, below, for specifics.

Student Learning Goals:

- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

2) Performance Video

Week 3 - 10 points

This project focuses on your music performance skills. You will record a 3-minute video in which you perform, demonstrating what you do as a musician. Think of it as a brief introduction for people who do not already know you or who are not familiar with your work. Consider how you wish to present yourself: formally or casually. Do you wish to provide any “behind the scenes” component, for example, walking into the camera frame before you play, speaking to the viewers, and so on.

- Post on your platform of choice. If you have outside accounts, either YouTube or TikTok would work well. Alternatively, create a Zoom video and post the link on the assignment page.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.

- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

3) Teaching Video

Week 4 - 10 points

Create a 3 to 5 min video in which you demonstrate what you do as a music teacher. This can be a video lesson directed to the viewers of the video--a tutorial for a specific technique, musical style, or even a particular piece of music. Alternatively, it can be a coaching session with someone playing the role of the student in the video.

- Chose a style of presentation and a narrowly focused topic that engages the viewer, provides valuable info, and illustrates your approach/style as a teacher.
- Post on your platform of choice. If you have outside accounts, either YouTube or TikTok would work well. Alternatively, create a Zoom video and post the link on the assignment page.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

4) Blog

Week 5, 6, 7 - 30 points

Using a blog platform (outside possibilities include WordPress or Wix, for example; the OSU-based platform is u.osu.edu) and do the following to develop your blog:

- Begin consecutive weekly posts (3)
- Topic(s) that emphasize who you are, what you do, what's important to you
- Cross-promote live stream performance in Week 6
- Cross-promote podcast interview in Week 7

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

5) Performance Live Stream

Week 6 - 10 points

Using an external tool like YouTube, or CarmenZoom, plan and schedule a live performance that demonstrates your musical talents, focus, and personality in line with the brand identity we have been developing in the assignments up to now. Use your blog to promote this event and send an email announcement to the other members of the class in advance of the scheduled time.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

6) Podcast Interview

Week 7 - 10 points

Podcast Interview

Using an outside podcasting utility or the Discussions tool inside Carmen, set up a podcast, using the name and branding from your blog (and other assignments). Find a guest and identify a topic to discuss--related to your area of performance, digital music, or other musical topics relevant to performers, listeners, teachers, and/or students. This should be designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.

- Post on your chosen podcast platform.
- Paste the link into the Carmen assignment

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.

- Describe and understand current and emerging opportunities for creative entrepreneurship in music;

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

7) YouTube Reaction Video

Week 8 - 10 points

YouTube Reaction

Identify a music video that you wish to discuss/analyze and prepare a 10-minute video that incorporates your comments with the video you are commenting on/analyzing.. This should be designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.

- Post on your platform of choice, either existing YouTube account or by posting a link to a CarmenZoom recording .
- Paste the link into the Carmen assignment page.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Describe and understand historical patterns and practices in music entrepreneurship of all kinds.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

8) Short Promotional Video

Week 9 - 10 points

Think of this as a promotional video or “reel” for your musical venture(s). Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identity you have been establishing on the first seven practical projects. Be sure to cross promote any other activities or platforms on which you have created/posted content.

- Post on your platform of choice. If you have outside accounts, either YouTube or TikTok would work well. Alternatively, create a Zoom video and post the link on the assignment page.

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

9) Product Review

Week 10 - 10 points

Product Review

This is an opportunity to review a product, service, or media content relevant and/or interesting to you work as a musician. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.

- Post on an external platform or using CarmenZoom inside Carmen.
- Paste the link into the Carmen assignment

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Describe and understand historical patterns and practices in music entrepreneurship of all kinds.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

10) Direct Sales

Week 11 - 10 points

Direct Sale Option

This is an opportunity to review a product, service, or media content relevant and/or interesting to you work as a musician. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.

Possibilities include:

Products

- Compositions
- Other Merch

Services

- Lessons
- Advice – how to set up home practice space/studio

Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.

- Post on an external platform or using CarmenZoom inside Carmen.
- Paste the link into the Carmen assignment

Student Learning Goals:

- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Describe and understand historical patterns and practices in music entrepreneurship of all kinds.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with others for feedback prior to submission, but your work should be your own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

11) Startup

Weeks 12, 13, 14 - 40 points

Explore collaborative idea development and implementation through a group research &

development project that culminates in a conceptual prototype of a musical ensemble or event.

- Identify a group of 1 to 2 other students with whom you will be working on this project. Sign up together in the Carmen Groups tool.
- Post developing work product (before 11:59 pm on Monday of Week 7)
 - Basic project idea
 - Planned division of labor among group members
 - Funding Plan
 - Grant:
 - list granting agencies,
 - grant timelines, and
 - how your proposal will align with the goals of the grantor.
 - Capital investment:
 - list prospective sources and
 - the rationale for your financial “ask.”
- Final Project Submission (before 11:59 pm on Monday of Week 8)
 - Grant proposal or Pitch deck (powerpoint or an infographic) for capitalization
 - Either a grant proposal or pitch must include:
 - Written description, rationale, budget
 - Video presentation of the proposal/pitch

*Post the final project written description and video link (Zoom is preferred) to the Carmen page for this assignment. **Student Learning Goals:***

- Describe and understand historical patterns and practices in music entrepreneurship of all kinds;
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Identify professional and personal strengths and weaknesses and use that insight to optimize professional brand and career development;
- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities;
- Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of an ensemble or event.

Academic integrity and collaboration guidelines:

- You are encouraged to share your work with collaborators and others for discussion and feedback prior to submission, but the work of every collaborator should be their own. If you choose to quote or adapt the work of others, you must cite the source, using the style guide with which you are most familiar.

Academic integrity and collaboration:

Your written assignments, including commentary on projects, 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. If you are going to miss a deadline and need extra time, contact the instructor as soon as possible to make arrangements.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

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 (bruenger.1@osu.edu). 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 Carmen Canvas. 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 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.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the

committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

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 web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and

10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Class Meetings	Resources	Topics	Assignments Due
1	Jan 9 In Person	<i>Reading:</i> Syllabus & Schedule (Carmen) Bruenger, <i>Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music</i> , Introduction	Making Music, Music Makers - Introduction <ul style="list-style-type: none"> • From Personal to Social • Creating Value Through Music • Shifting Cultural Frameworks • Anecdote, Practice, Principle • Expertise: Definition, Cultivation, Application • Course Structure 	None
	Jan 11 Zoom	<i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i> , Chapter 1	Valuing Music – Lecture 1 <ul style="list-style-type: none"> • Forms of Value • Economic Offerings • Economic Behavior of Music 	None
2	Jan 16 IP	<i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i> , Chapter 2	Economic Concepts – Lecture 2 <ul style="list-style-type: none"> • Patrons and Customers • Subsidy and Sales • Economic Offerings <ul style="list-style-type: none"> ○ Commodities, Services, Goods, and Experiences 	None
	Jan 18 Z	<i>Reading:</i> 7 Best Social Media Platforms for Music - https://middermusic.com/best-social-media-platforms-for-musicians/ Social Media for Musicians: 14 Key Tips - https://www.dk-mba.com/blog/social-media-for-musicians	<i>Live Discussion: Social Media Platforms & Strategies</i> Practical Project 1 Opens - 10 points <i>Digital Content Platforms</i> Create accounts on platforms listed below. Compare/contrast each platform's utility and purpose (s). Share examples of existing platforms you like. Discuss content possibilities. <ul style="list-style-type: none"> ○ YouTube ○ Instagram ○ Tik Tok ○ Blog 	None

			<ul style="list-style-type: none"> o Podcast <p>Due no later than 11:59 pm on Wednesday, Jan 24th</p>	
3	Jan 23 IP		<p>Connecting Artist/Teacher/Producer to Audience/Student/Consumer - Lecture 2</p> <ul style="list-style-type: none"> • Roles, Offerings, Relationships, Modalities • Live to Mediation • Broadcasting to Streaming 	None
	Jan 25 Z	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 3 Berens, Copyrights for the Working Musician, http://timberens.com/essays/copyrightessay.htm</p>	<p>Access and Ownership – Lecture 3</p> <ul style="list-style-type: none"> • Concepts • Copyright Basics • Copyright issues that live performers need to consider. • Performance rights • Arrangements • Copyright issues that impact music buyers <hr/> <p>Practical Project 2 Opens- 10 points <i>Performance Video</i></p> <p>Style Options</p> <ul style="list-style-type: none"> o Formal o Casual o Behind the Scenes <p>Post on your platform(s) and explain your choice(s).</p> <p>Create a 3-min video demonstrating what you do as a musician. Think of it as a brief introduction for people who do not already know you or who are not familiar with your work.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment portal and explain why you chose the style that you did. <p>Due no later than 11:59 pm on Wednesday, Jan 31st</p>	<p>Practical Project 1 - 10 points <i>Digital Content Platforms</i></p>

4	Jan 30 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 4</p>	<p>Whose/Who's Music? – Lecture 4</p> <ul style="list-style-type: none"> • Music and Identity <ul style="list-style-type: none"> ○ Individual ○ Social ○ Cultural • Performer as Producer <ul style="list-style-type: none"> ○ Scope of Mastery <ul style="list-style-type: none"> ▪ Discipline Specific ▪ Cultural Values ○ Expansion <ul style="list-style-type: none"> ▪ Deeper or Wider? ▪ Practice & Authenticity ▪ Musical & Cultural Hybridity <ul style="list-style-type: none"> ◇ Collaboration ◇ Appropriation ◇ Crossover ◇ Innovation • Consumption <ul style="list-style-type: none"> ○ Performer as Consumer ○ Educator as Student ○ Personal, Social, and Cultural Growth • Advocacy <ul style="list-style-type: none"> ○ Global Markets, Global Culture ○ Missionary for Classical Music? 	None
	Feb 1 Z		<p><i>Live Discussion: Project 2 - Performance Video</i></p> <hr/> <p>Practical Project 3 Opens - 10 points <i>Teaching Video</i></p> <p>Create a 3 to 5 min video demonstrating what you do as a music teacher. This can be a video lesson directed to the viewers of the video--a tutorial in some aspect of what you do. Alternatively, it can be a coaching session with someone playing the role of the student.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Wednesday, Feb 7th</p>	<p>Practical Project 2 - 10 points</p> <p><i>Performance Video</i></p>

5	Feb 6 IP	<p><i>Reading:</i></p> <p>Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p><u>The Journey to Finding a Personal Hedgehog</u> at: http://www.jimcollins.com/media_topics/hedgehog-concept.html</p> <p><i>Viewing:</i></p> <p>Good to Great Review https://youtube.com/watch?v=Yk7bzZjOXaM&feature=shares</p> <p>The X Factor of Truly Great Leadership https://youtube.com/watch?v=136nLhwBoSQ&feature=shares</p> <p>Secrets to Surviving and Thriving in Tough Times https://youtube.com/watch?v=IUQR2hyeKBg&feature=shares</p>	<p>Looking Inward – Lecture 5</p> <ul style="list-style-type: none"> • Why are you in music? <ul style="list-style-type: none"> ○ Mastery/Self-Efficacy ○ Validation <ul style="list-style-type: none"> ▪ Self ▪ Family ▪ Teacher ▪ Peers ○ Rewards <ul style="list-style-type: none"> ▪ Recognition ▪ Status ▪ Financial • Vocation or Avocation? 	None
	Feb 8 Z		<p><i>Discussion: Project 3 - Teaching Video</i></p> <p>Practical Project 4 - Weeks 5, 6, & 7 - 30 Points</p> <p><i>Blog</i></p> <ul style="list-style-type: none"> ○ Begin consecutive weekly posts (3) ○ Week 5 (Due no later than 11:59 pm on Mon Feb 12th) <ul style="list-style-type: none"> ▪ Pick a topic/title for your blog ▪ Create an “introduction to the blog” post ○ Week 6: (Due no later than 11:59 pm on Mon Feb 19th) <ul style="list-style-type: none"> ▪ Pick a topic of interest to discuss ▪ Promote your livestream performance for Week 6 ○ Week 7: (Due no later than 11:59 pm on Mon Feb 26th) <ul style="list-style-type: none"> ▪ Pick a second topic of interest to discuss ▪ Cross-promote podcast interview in Week 7 	<p>Practical Project 3 - 10 points</p> <p><i>Teaching Video</i></p>
6	Feb 13 IP	<p><i>Reading:</i></p> <p>Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p>	<p>Reaching Out – Lecture 7</p> <ul style="list-style-type: none"> • Internal Experience & Meaning → External Engagement <ul style="list-style-type: none"> ○ What, How, (Why) 	None

		<p>The Four Components Of A Successful Personal Brand</p> <p>https://www.forbes.com/sites/forbesagencycouncil/2018/04/20/the-four-components-of-a-successful-personal-brand/#89965a747cdc</p> <p>Viewing:</p> <p>Artist Identity, Vision, and Intention</p> <p>https://youtube.com/watch?v=8BPRJIDQcpA&feature=shares</p>	<ul style="list-style-type: none"> • Identity, Image, and Brand 	
	<p>Feb 15 Z</p>		<p><i>Live Discussion: Project 4 (Week 5) - Blog Intro</i></p> <hr/> <p>Practical Project 5 Opens - 20 points <i>Live Stream Performance</i></p> <ul style="list-style-type: none"> ○ Choose style ○ Choose platform ○ Schedule and promote using your platform(s). <p>Prepare a 10 min performance suitable for you to livestream on the web. This should be designed to (as) be interesting in and of itself and (b) demonstrate your musical and interpersonal/communication skill sets.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Wednesday, Feb 21st</p>	<p>Practical Project 4 (Week 5) - 30 Points <i>Blog</i></p>

	<p>Feb 20 IP</p>	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p><i>Viewing:</i> Simon Sinek, "Start With Why" https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en</p> <p>Discussion of Sinek's Golden Circle https://medium.com/@rafavinnce/start-with-why-creating-a-value-proposition-with-the-golden-circle-mode-5dbfa7b7efda</p> <p>Simon Sinek, Why for Artists and Creatives https://youtu.be/TxHgpWmav4I</p>	<p>Defining & Articulating Your Brand – Lecture 9</p> <ul style="list-style-type: none"> o The Elevator Pitch o The Sizzle Reel 	<p>None</p>
<p>7</p>	<p>Feb 22 Z</p>		<p><i>Live Discussion:</i></p> <ul style="list-style-type: none"> ▪ <i>Project 4 (Week 6) - Topic 1 + Live Stream Promo</i> ▪ <i>Project 5 - Live Stream Performance</i> <hr/> <p>Practical Project 6 Opens- 20 points <i>Podcast Interview</i></p> <p>Find a guest and identify a topic to discuss--related to your area of performance, digital music, or other musical topics relevant to performers, listeners, teachers, and/or students. 0 min performance suitable for you to livestream on the web. This should be designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Feb 26th</p>	<p>Practical Project 4 (Week 6) - 10/30 points <i>Blog Topic 1 + Live Stream Promo</i></p> <p>Practical Project 5 - 20 points <i>Live Stream Performance</i></p>

8	Feb 27 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 6</p> <p>Pearls Before Breakfast https://www.washingtonpost.com/lifestyle/magazine/pearls-before-breakfast-can-one-of-the-nations-great-musicians-cut-through-the-fog-of-a-dc-rush-hour-lets-find-out/2014/09/23/8a6d46da-4331-11e4-b47c-f5889e061e5f_story.html?utm_term=.982dd2a8f5c3</p> <p>Pearls Before Breakfast, Reprised https://nieman.harvard.edu/stories/pearls-before-breakfast-reprised/</p>	<p>The Work of Music I– Lecture 10</p> <ul style="list-style-type: none"> • The Anatomy of a Gig • The Critical Importance of Context Control 	None
	Feb 29 Z		<p><i>Live Discussion:</i></p> <ul style="list-style-type: none"> ▪ <i>Project 4 (Week 7) - Topic 2 + Podcast Promo</i> ▪ <i>Project 6 - Podcast Interview</i> <p style="text-align: center;">○</p> <p>Practical Project 7 Opens - 15 points <i>YouTube Reaction Video</i></p> <p>Identify a music video that you wish to discuss/analyze and prepare a 10-minute video that incorporates your comments with the video you are commenting on/analyzing.. This should be designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Wednesday, Mar 6th</p>	<p>Practical Project 4 (Week 7) - 10/30 points <i>Blog Topic 2 + Podcast Interview Promo</i></p> <p>Practical Project 6- 20 points <i>Podcast Interview</i></p>

9	Mar 5 IP	<i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i> , Chapter 6 continued	The Work of Music II – Lecture 11 <ul style="list-style-type: none"> • The Evolution of Groups and Ventures • Understanding the Pivot • Tools for Startups • Mission Statements & Charters • Managing, Contracting, & Communicating 	None
	Mar 7 Z		<i>Live Discussion: Project 7 - YouTube Reaction Video</i> Practical Project 8 Opens- 15 points <i>Promo Reel</i> Think of this as a promotional video or “reel” for you musical venture(s). Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects. Be sure to cross promote any other activities or platforms on which you have created/posted content. Extra credit for using Tik Tok and/or Instagram on this assignment. <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment Due no later than 11:59 pm on Wed, Mar 20 th	Practical Project 7 - 15 points <i>YouTube Reaction Video</i>
10	Mar 12 Mar 14	SPRING BREAK		
11	Mar 19 IP	<i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i> , Chapter 7 <i>Viewing:</i> How Music Can Help You Find Peace After Loss https://youtube.com/watch?v= KpRZNOSwBg&feature=shares	Wellness – Lecture 12 <ul style="list-style-type: none"> • Hearing • Overuse • Mental and Emotional Health • Benefits to Others • Art, Work, Life Harmony 	None

	Mar 21 Z	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 8</p> <p>How to Take Charge of Your Finances as a Musician, https://www.icareifyoulisten.com/2014/11/musician-finances-part-1/</p>	<p><i>Live Discussion: Project 8 - Promo Reel</i></p> <hr/> <p>Practical Project 9 Opens- 15 points <i>Product Review</i></p> <p>This is an opportunity to review a product, service, or media content relevant and/or interesting to you work as a musician. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.</p> <p>Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Wednesday, Mar 27th</p>	<p>Practical Project 8 - 15 points <i>Promo Reel</i></p>
12	Mar 26 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 9</p>	<p>Managing Money – Lecture 13</p> <ul style="list-style-type: none"> • ROI • Budgeting <ul style="list-style-type: none"> ○ Project ○ Personal • Funding • Taxes 	None
	Mar 28 Z		<p><i>Live Discussion: Project 9 - Product Review</i></p>	<p>Practical Project 9 - 15 points <i>Product Review</i></p>

			<p>Practical Project 10 Opens - 15 points Direct Sales</p> <p>This is an opportunity to promote your product, service, or media content to potential customers/listeners/users. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.</p> <p>Build for integration and cross-promotion with other platforms and activities.</p> <p><u>Possibilities:</u> <i>Products</i></p> <ul style="list-style-type: none"> ○ Compositions ○ Other Merch <p><i>Services</i></p> <ul style="list-style-type: none"> ○ Lessons ○ Advice – how to set up home practice space/studio <p>Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.</p> <ul style="list-style-type: none"> ● Post on your platform of choice. ● Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Wednesday, Apr 3rd</p>	
13	Apr 2 IP	<p><i>Reading:</i></p> <ul style="list-style-type: none"> ● Bruenger, <i>Artist Entrepreneur</i>, Chapter 9 continued <p><i>Viewing:</i> The Piano Guys</p> <ul style="list-style-type: none"> ● http://thepianoguys.com ● https://www.youtube.com/user/ThePianoGuys ● https://youtube.com/watch?v=xXtVBJDPs6k&feature=shares <p><i>Reading/Viewing:</i> Pomplamoose</p> <ul style="list-style-type: none"> ● www.pomplamoose.com 	<p>Networks & Media - Lecture 14</p> <ul style="list-style-type: none"> ● Theories ● Making Music Online <ul style="list-style-type: none"> ○ Performance and Promotion ○ Principles of Virality ● Examples & Case Studies 	

		<ul style="list-style-type: none"> NPR Interview, "Pomplamoose: Making A Living On YouTube" (4-9-2010) at http://www.npr.org/templates/story/story.php?storyId=125783271 		
	Apr 4 Z		<p><i>Live Discussion: Project 10 - Direct Sales</i></p> <p>Practical Project 11 Opens - Weeks 13, 14, & 15 - 40 points <i>Startup</i></p> <p>Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of a musical ensemble or event.</p> <ul style="list-style-type: none"> Post developing work product Engagement with other groups in process Submit <ul style="list-style-type: none"> Grant proposal Pitch deck for capitalization Written description, rationale, budget Video presentation of the proposal/pitch Extra credit for live/via Zoom presentation Thu Apr 19th Post on your platform of choice. Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Wednesday, Apr 17th</p>	<p>Practical Project 10 - 15 points Direct Sales</p>
14	Apr 9 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 8, revisited</p>	<p>Grants & Crowdfunding – Lecture 15</p> <ul style="list-style-type: none"> Granting Organizations <ul style="list-style-type: none"> Finding Them Matching Your Mission to Theirs 	None

		<p>Tsioulcas, Conducting Business: Crowdfunding Classical Music http://www.npr.org/sections/deceptivecadence/2012/06/12/154835249/conducting-business-crowdfunding-classical-music</p> <p>Meyer, The Failures of Crowdfunding: No, Kickstarter Cannot Support an Opera Company http://www.theatlantic.com/technology/archive/2013/09/the-failures-of-crowdfunding-no-kickstarter-cannot-support-an-opera-company/280118/</p>	<ul style="list-style-type: none"> ○ Writing Proposals ○ Creating Budgets ○ Measurable Outcomes & Reporting ● Crowdfunding <ul style="list-style-type: none"> ○ Intersection of Funding, Promotion, & Social Connectivity ○ Analysis of a Failure 	
	Apr 11 Z	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 10</p> <p>William Deresiewicz, "The Death of the Artist—and the Birth of the Creative Entrepreneur" https://www.theatlantic.com/magazine/archive/2015/01/the-death-of-the-artist-and-the-birth-of-the-creative-entrepreneur/383497/</p>	<p>From Arts Institutions in Crisis to the Death of the Artist – Lecture 16</p> <ul style="list-style-type: none"> ● Shifting Contexts in the 21st-century Arts Landscape 	None
15	Apr 16 IP Apr 18 Z	<p>Review and Follow-up Meetings for Practical Project 11 <i>To be scheduled in-person and via Zoom, TBD</i></p>		Practical Project 11 - 40 points <i>Startup</i>
Finals	Apr 24 – 30	No Final Exam		

Career Management in Music

Syllabus

MUSIC 5591

Spring 2024

HYBRID

Course Information

- Course times and location: 9:10 am-10:05 am; Tuesdays in person (Timashev N120) and Thursdays via Zoom (links posted in Carmen)
- Credit hours: 3
- Mode of delivery: Hybrid

Instructor

- Name: David Bruenger
- Email: bruenger.1@osu.edu
- Office location: Timashev N472
- Office hours:
 - In- Person: Tuesdays from 1-2:30 pm and by appointment
 - Via Zoom: By appointment
- Preferred means of communication:
 - Preferred method of communication for questions: before, during, or after in-person classes, or by email.
 - Class-wide communications will be sent through the Announcements in Carmen Canvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

None

Course Description

Catalog description:

Survey of music marketplace, opportunities, and career strategies. Fulfills the Enterprise requirement for the Bachelor of Music in Performance – Brass, Harp, Percussion, Strings, or Woodwinds. Elective for selected graduate programs in performance and education.

Expanded description:

This project-driven course explores how traditional musical activities—performance, composition, and teaching—have been and are being used to create value. Examines the fundamental structures, processes, and practices of music markets: the places—both physical and mediated—where musicians, audiences, and opportunities converge. Demonstrates how every successful and sustainable musical venture must create multiple forms of value: aesthetic, cultural, social, and economic.

Topics include the commercial and not-for-profit arts sectors; audiences and audience behavior; the impact of digital technologies and media on music creation and consumption; developing a professional brand, and promotional strategies; copyright issues for performers, composers, and teachers; project funding and financial planning; educational outreach, community engagement, and music as advocacy.

The course balances learning concepts and theoretical perspectives with projects designed to apply this learning to practical scenarios.

Learning Outcomes

Upon successful completion of this course, students should be able to:

- Describe and understand historical patterns and practices in music entrepreneurship of all kinds;
- Describe and understand current and emerging opportunities for creative entrepreneurship in music;
- Use self-assessment tools to identify strengths and weaknesses and use that insight to optimize professional brand and career development;
- Demonstrate applied value creation through practical projects that enhance and extend traditional performing, composing, and teaching activities using social media and other online opportunities.
- Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of an ensemble or event.

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) and recorded session in Zoom each week on several Thursdays at the scheduled class time—see schedule for specifics. The rest of your work is found in Carmen and can be completed around your own schedule during the week. Since the synchronous Zoom sessions will be recorded, you can either log in for the live session or you can view those lecture recordings as necessary. The in-person sessions are required and failure to attend may 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 at least one week ahead of time. Students are expected to keep pace with weekly (and longer-term) deadlines but may schedule their efforts freely within these time frames.

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

Attendance and participation requirements: Research shows that 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.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- Text: Bruenger, *Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music* (2014)
- Text and supplemental readings available via Carmen

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.

Required Software

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

Carmen Canvas Access

You will need to use [BuckeyePass](https://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](https://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](https://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
- Phone: [614-688-4357 \(HELP\)](tel:614-688-4357)
- Email: servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Practical Projects <ul style="list-style-type: none"> • 11 @10 - 40 points each 	200
Reflection <ul style="list-style-type: none"> • 1 @ungraded 	0
Total Points Possible	200

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

Descriptions of Major Course Assignments

Practical Projects

1) Digital Content Platforms

Week 2 - 10 points

Create accounts on platforms listed below. Compare/contrast each platform's utility and purpose (s). Share examples of existing platforms you like. Make a post (discussion board for this project) and discuss content possibilities for

- YouTube
- Instagram
- Tik Tok
- Blog
- Podcast

2) Performance Video

Week 3 - 10 points

Style Options

- Formal
- Casual
- Behind the Scenes

Create a 3-min video demonstrating what you do as a musician. Think of it as a brief introduction for people who do not already know you or who are not familiar with your work. Post on your platform(s) and explain your choice(s).



3) Teaching Video

Week 4 - 10 points

- o Demo
- o Coaching

Create a 3 to 5 min video demonstrating what you do as a music teacher. This can be a video lesson directed to the viewers of the video--a tutorial in some aspect of what you do.

Alternatively, it can be a coaching session with someone playing the role of the student.

4) Blog

Week 5, 6, 7 - 30 points

Begin consecutive weekly posts (3)

- o Week 5 (Due no later than 11:59 pm on Mon Feb 12th)
 - Pick a topic/title for your blog
 - Create an "introduction to the blog" post
 - o Week 6: (Due no later than 11:59 pm on Mon Feb 19th)
 - Pick a topic of interest to discuss
 - Promote your livestream performance for Week 6
 - o Week 7: (Due no later than 11:59 pm on Mon Feb 26th)
 - Pick a second topic of interest to discuss
- Cross-promote podcast interview in Week

5) Performance Live Stream

Week 6 - 20 points

- o Choose style
- o Choose platform
- o Schedule and promote using your platform(s).

Prepare a 10 min performance suitable for you to livestream on the web. This should be designed to (a) be interesting in and of itself and (b) demonstrate your musical and interpersonal/communication skill sets.

6) Podcast Interview

Week 7 - 20 points

Find a guest and identify a topic to discuss--related to your area of performance, digital music, or other musical topics relevant to performers, listeners, teachers, and/or students. 0 min performance suitable for you to livestream on the web. This should be designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.

7) YouTube Reaction Video

Week 8 - 15 points

Identify a music video that you wish to discuss/analyze and prepare a 10-minute video that incorporates your comments with the video you are commenting on/analyzing.. This should be



designed to (a) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.

8) Promo Reel

Week 9 - 15 points

Think of this as a promotional video or “reel” for your musical venture(s). Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects. Be sure to cross promote any other activities or platforms on which you have created/posted content.

Extra credit for using Tik Tok and/or Instagram on this assignment.

9) Product Review

Week 11 - 15 points

This is an opportunity to review a product, service, or media content relevant and/or interesting to you work as a musician. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.

Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.

10) Direct Sales

Week 12 - 15 points

This is an opportunity to promote your product, service, or media content to potential customers/listeners/users. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.

Build for integration and cross-promotion with other platforms and activities.

Possibilities:

Products

- Compositions
- Other Merch

Services

- Lessons
- Advice – how to set up home practice space/studio

Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.

11) Startup

Weeks 13, 14, 15 - 40 points

Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of a musical ensemble or event.

- Post developing work product
- Engagement with other groups in process
- Submit
 - Grant proposal
 - Pitch deck for capitalization
 - Written description, rationale, budget
 - Video presentation of the proposal/pitch
 - Extra credit for live/via Zoom presentation Thu Apr 19th

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 Carmen Canvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- 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."

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email 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://suicidpreventionlifeline.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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: 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)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)



Course Schedule

MUSIC 5591 Spring 2024

See Carmen for Updates

Week	Class Meetings	Topics, Resources, & Assignments	
1	Jan 9 In Person	<p><i>Reading:</i> Syllabus & Schedule (Carmen)</p> <p>Bruenger, <i>Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music</i>, Introduction</p>	<p>Making Music, Music Makers - Introduction</p> <ul style="list-style-type: none"> • From Personal to Social • Creating Value Through Music • Shifting Cultural Frameworks • Anecdote, Practice, Principle • Expertise: Definition, Cultivation, Application • Course Structure
	Jan 11 Zoom	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 1</p>	<p>Valuing Music – Lecture 1</p> <ul style="list-style-type: none"> • Forms of Value • Economic Offerings • Economic Behavior of Music
2	Jan 16 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 2</p>	<p>Economic Concepts – Lecture 2</p> <ul style="list-style-type: none"> • Patrons and Customers • Subsidy and Sales • Economic Offerings <ul style="list-style-type: none"> ◦ Commodities, Services, Goods, and Experiences
	Jan 18 Z	<p><i>Reading:</i> 7 Best Social Media Platforms for Music - https://middermusic.com/best-social-media-platforms-for-musicians/</p> <p>Social Media for Musicians: 14 Key Tips - https://www.dk-mba.com/blog/social-media-for-musicians</p>	<p><i>Live Discussion: Social Media Platforms & Strategies</i></p> <p>Practical Project 1 Opens - 10 points <i>Digital Content Platforms</i></p> <p>Create accounts on platforms listed below. Compare/contrast each platform's utility and purpose (s). Share examples of existing platforms you like. Discuss content possibilities.</p> <ul style="list-style-type: none"> ◦ YouTube ◦ Instagram ◦ Tik Tok ◦ Blog ◦ Podcast <p>Due no later than 11:59 pm on Wednesday, Jan 24th</p>
3	Jan 23 IP		<p>Connecting Artist/Teacher/Producer to Audience/Student/Consumer - Lecture 2</p> <ul style="list-style-type: none"> • Roles, Offerings, Relationships, Modalities • Live to Mediation • Broadcasting to Streaming
	Jan 25 Z	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 3</p> <p>Berens, <i>Copyrights for the Working Musician</i>,</p>	<p>Access and Ownership – Lecture 3</p> <ul style="list-style-type: none"> • Concepts • Copyright Basics • Copyright issues that live performers need to consider. • Performance rights • Arrangements

		http://timberens.com/essays/copyrightessay.htm	<ul style="list-style-type: none"> • Copyright issues that impact music buyers <p>Practical Project 2 Opens- 10 points <i>Performance Video</i></p> <p>Style Options</p> <ul style="list-style-type: none"> ○ Formal ○ Casual ○ Behind the Scenes <p>Post on your platform(s) and explain your choice(s).</p> <p>Create a 3-min video demonstrating what you do as a musician. Think of it as a brief introduction for people who do not already know you or who are not familiar with your work.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment portal and explain why you chose the style that you did. <p>Due no later than 11:59 pm on Monday, Jan 29th</p>
4	Jan 30 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 4</p>	<p>Whose/Who's Music? – Lecture 4</p> <ul style="list-style-type: none"> • Music and Identity <ul style="list-style-type: none"> ○ Individual ○ Social ○ Cultural • Performer as Producer <ul style="list-style-type: none"> ○ Scope of Mastery <ul style="list-style-type: none"> ▪ Discipline Specific ▪ Cultural Values ○ Expansion <ul style="list-style-type: none"> ▪ Deeper or Wider? ▪ Practice & Authenticity ▪ Musical & Cultural Hybridity <ul style="list-style-type: none"> ◇ Collaboration ◇ Appropriation ◇ Crossover ◇ Innovation • Consumption <ul style="list-style-type: none"> ○ Performer as Consumer ○ Educator as Student ○ Personal, Social, and Cultural Growth • Advocacy <ul style="list-style-type: none"> ○ Global Markets, Global Culture ○ Missionary for Classical Music?
	Feb 1 Z		<p><i>Live Discussion: Project 2 - Performance Video</i></p> <p>Practical Project 3 Opens - 10 points <i>Teaching Video</i></p> <p>Create a 3 to 5 min video demonstrating what you do as a music teacher. This can be a video lesson directed to the viewers of the video--a tutorial in some aspect of what you do. Alternatively, it can be a coaching session with someone playing the role of the student.</p>

			<ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Feb 5th</p>
5	Feb 6 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p>The Journey to Finding a Personal Hedgehog at: http://www.jimcollins.com/media_topics/hedgehog-concept.html</p> <p><i>Viewing:</i> Good to Great Review https://youtube.com/watch?v=Yk7bzZjOXaM&feature=shares</p> <p>The X Factor of Truly Great Leadership https://youtube.com/watch?v=136nLhwBoSQ&feature=shares</p> <p>Secrets to Surviving and Thriving in Tough Times https://youtube.com/watch?v=IUQR2hyeKBg&feature=shares</p>	<p>Looking Inward – Lecture 5</p> <ul style="list-style-type: none"> • Why are you in music? <ul style="list-style-type: none"> ○ Mastery/Self-Efficacy ○ Validation <ul style="list-style-type: none"> ▪ Self ▪ Family ▪ Teacher ▪ Peers ○ Rewards <ul style="list-style-type: none"> ▪ Recognition ▪ Status ▪ Financial • Vocation or Avocation?
	Feb 8 Z		<p><i>Live Discussion: Project 3 - Teaching Video</i></p> <hr/> <p>Practical Project 4 - Weeks 5, 6, & 7 - 30 Points</p> <p>Blog</p> <ul style="list-style-type: none"> ○ Begin consecutive weekly posts (3) ○ Week 5 (Due no later than 11:59 pm on Mon Feb 12th) <ul style="list-style-type: none"> ▪ Pick a topic/title for your blog ▪ Create an “introduction to the blog” post ○ Week 6: (Due no later than 11:59 pm on Mon Feb 19th) <ul style="list-style-type: none"> ▪ Pick a topic of interest to discuss ▪ Promote your livestream performance for Week 6 ○ Week 7: (Due no later than 11:59 pm on Mon Feb 26th) <ul style="list-style-type: none"> ▪ Pick a second topic of interest to discuss ▪ Cross-promote podcast interview in Week 7
6	Feb 13 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p>The Four Components Of A Successful Personal Brand https://www.forbes.com/sites/forbesagencycouncil/2018/04/20/the-four-components-of-a-successful-personal-brand/#89965a747cdc</p> <p><i>Viewing:</i> Artist Identity, Vision, and Intention</p>	<p>Reaching Out – Lecture 7</p> <ul style="list-style-type: none"> • Internal Experience & Meaning → External Engagement <ul style="list-style-type: none"> ○ What, How, (Why) • Identity, Image, and Brand

		https://youtube.com/watch?v=8BPRJIDQcpA&feature=shares	
	Feb 15 Z		<p><i>Live Discussion: Project 4 (Week 5) - Blog Intro</i></p> <p>Practical Project 5 - 20 points <i>Live Stream Performance</i></p> <ul style="list-style-type: none"> ○ Choose style ○ Choose platform ○ Schedule and promote using your platform(s). <p>Prepare a 10 min performance suitable for you to livestream on the web. This should be designed to (as) be interesting in and of itself and (b) demonstrate your musical and interpersonal/communication skill sets.</p> <ul style="list-style-type: none"> ● Post on your platform of choice. ● Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Feb 19th</p>
7	Feb 20 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 5</p> <p><i>Viewing:</i> Simon Sinek, "Start With Why" https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en</p> <p>Discussion of Sinek's Golden Circle https://medium.com/@rafavinncce/start-with-why-creating-a-value-proposition-with-the-golden-circle-mode-5dbfa7b7efda</p> <p>Simon Sinek, Why for Artists and Creatives https://youtu.be/TxHgpWmav4I</p>	<p>Defining & Articulating Your Brand – Lecture 9</p> <ul style="list-style-type: none"> ○ The Elevator Pitch ○ The Sizzle Reel
	Feb 22 Z		<p><i>Live Discussion:</i></p> <ul style="list-style-type: none"> ▪ <i>Project 4 (Week 6) - Topic 1 + Live Stream Promo</i> ▪ <i>Project 5 - Live Stream Performance</i> <p>Practical Project 6 - 20 points <i>Podcast Interview</i></p> <p>Find a guest and identify a topic to discuss--related to your area of performance, digital music, or other musical topics relevant to performers, listeners, teachers, and/or students. 0 min performance suitable for you to livestream on the web. This should be designed to (as) be interesting in and of itself</p>

			<p>and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Feb 26th</p>
8	Feb 27 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 6</p> <p>Pearls Before Breakfast https://www.washingtonpost.com/lifestyle/magazine/pearls-before-breakfast-can-one-of-the-nations-great-musicians-cut-through-the-fog-of-a-dc-rush-hour-lets-find-out/2014/09/23/8a6d46da-4331-11e4-b47c-f5889e061e5f_story.html?utm_term=.982dd2a8f5c3</p> <p>Pearls Before Breakfast, Reprised https://nieman.harvard.edu/stories/pearls-before-breakfast-reprised/</p>	<p>The Work of Music I – Lecture 10</p> <ul style="list-style-type: none"> • The Anatomy of a Gig • The Critical Importance of Context Control
	Feb 29 Z		<p><i>Live Discussion:</i></p> <ul style="list-style-type: none"> ▪ <i>Project 4 (Week 7) - Topic 2 + Podcast Promo</i> ▪ <i>Project 6 - Podcast Interview</i> <p>Practical Project 7 - 15 points <i>YouTube Reaction Video</i></p> <p>Identify a music video that you wish to discuss/analyze and prepare a 10-minute video that incorporates your comments with the video you are commenting on/analyzing.. This should be designed to (as) be interesting in and of itself and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Mar 5th</p>
9	Mar 5 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 6 continued</p>	<p>The Work of Music II – Lecture 11</p> <ul style="list-style-type: none"> • The Evolution of Groups and Ventures • Understanding the Pivot • Tools for Startups • Mission Statements & Charters • Managing, Contracting, & Communicating
	Mar 7 Z		<p><i>Live Discussion: Project 7 - YouTube Reaction Video</i></p>

			<p>Practical Project 8 - 15 points <i>Promo Reel</i></p> <p>Think of this as a promotional video or “reel” for you musical venture(s). Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects. Be sure to cross promote any other activities or platforms on which you have created/posted content.</p> <p>Extra credit for using Tik Tok and/or Instagram on this assignment.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Mar 19th</p>
10	<p>Mar 12</p> <p>Mar 14</p>	SPRING BREAK	
11	<p>Mar 19 IP</p>	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 7</p> <p><i>Viewing:</i> How Music Can Help You Find Peace After Loss https://youtube.com/watch?v= KpRZN OSwBg&feature=shares</p>	<p>Wellness – Lecture 12</p> <ul style="list-style-type: none"> • Hearing • Overuse • Mental and Emotional Health • Benefits to Others • Art, Work, Life Harmony
	<p>Mar 21 Z</p>	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 8</p> <p>How to Take Charge of Your Finances as a Musician, https://www.icareifyoulisten.com/2014/11/musician-finances-part-1/</p>	<p><i>Live Discussion: Project 8 - Promo Reel</i></p> <p>Practical Project 9 - 15 points <i>Product Review</i></p> <p>This is an opportunity to review a product, service, or media content relevant and/or interesting to you work as a musician. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.</p> <p>Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Mar 26th</p>

12	Mar 26 IP	<p><i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i>, Chapter 9</p>	<p>Managing Money – Lecture 13</p> <ul style="list-style-type: none"> • ROI • Budgeting <ul style="list-style-type: none"> ○ Project ○ Personal • Funding • Taxes
	Mar 28 Z		<p><i>Live Discussion: Project 9 - Product Review</i></p> <hr/> <p>Practical Project 10 - 15 points</p> <p>Direct Sales</p> <p>This is an opportunity to promote your product, service, or media content to potential customers/listeners/users. Create something that is between 3 and 6 minutes that is designed to grab viewer attention, optimize engagement, and emphasize the brand identify you have been establishing on the first seven practical projects.</p> <p>Build for integration and cross-promotion with other platforms and activities.</p> <p>Possibilities:</p> <p>Products</p> <ul style="list-style-type: none"> ○ Compositions ○ Other Merch <p>Services</p> <ul style="list-style-type: none"> ○ Lessons ○ Advice – how to set up home practice space/studio <p>Extra credit for using Instagram and connecting with influencers on the same or similar product/service/.</p> <ul style="list-style-type: none"> • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Monday, Apr 2nd</p>

13	Apr 2 IP	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Bruenger, <i>Artist Entrepreneur</i>, Chapter 9 continued <p><i>Viewing:</i></p> <p>The Piano Guys</p> <ul style="list-style-type: none"> • http://thepianoguys.com • https://www.youtube.com/user/ThePianoGuys • https://youtube.com/watch?v=xXtVBJDPs6k&feature=shares <p><i>Reading/Viewing:</i></p> <p>Pomplamoose</p> <ul style="list-style-type: none"> • www.pomplamoose.com • NPR Interview, “Pomplamoose: Making A Living On YouTube” (4-9-2010) at http://www.npr.org/templates/story/story.php?storyId=125783271 	<p>Networks & Media - Lecture 14</p> <ul style="list-style-type: none"> • Theories • Making Music Online <ul style="list-style-type: none"> ○ Performance and Promotion ○ Principles of Virality • Examples & Case Studies
	Apr 4 Z		<p><i>Live Discussion: Project 10 - Direct Sales</i></p> <p>Practical Project 11 - Weeks 13, 14, & 15 - 40 points Startup</p> <p>Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of a musical ensemble or event.</p> <ul style="list-style-type: none"> ○ Post developing work product ○ Engagement with other groups in process ○ Submit <ul style="list-style-type: none"> ▪ Grant proposal ▪ Pitch deck for capitalization ▪ Written description, rationale, budget ▪ Video presentation of the proposal/pitch ▪ Extra credit for live/via Zoom presentation Thu Apr 19th • Post on your platform of choice. • Paste the link into the Carmen assignment <p>Due no later than 11:59 pm on Wednesday, Apr 16th</p>
14	Apr 9 IP	<p><i>Reading:</i></p> <p>Bruenger, <i>Artist Entrepreneur</i>, Chapter 8, revisited</p> <p>Tsioulcas, <i>Conducting Business: Crowdfunding Classical Music</i></p> <p>http://www.npr.org/sections/deceptivecadence/2012/06/12/154835249/conducting-business-crowdfunding-classical-music</p>	<p>Grants & Crowdfunding – Lecture 15</p> <ul style="list-style-type: none"> • Granting Organizations <ul style="list-style-type: none"> ○ Finding Them ○ Matching Your Mission to Theirs ○ Writing Proposals ○ Creating Budgets ○ Measurable Outcomes & Reporting • Crowdfunding <ul style="list-style-type: none"> ○ Intersection of Funding, Promotion, & Social Connectivity ○ Analysis of a Failure

		Meyer, The Failures of Crowdfunding: No, Kickstarter Cannot Support an Opera Company http://www.theatlantic.com/technology/archive/2013/09/the-failures-of-crowdfunding-no-kickstarter-cannot-support-an-opera-company/280118/	
	Apr 11 Z	<i>Reading:</i> Bruenger, <i>Artist Entrepreneur</i> , Chapter 10 William Deresiewicz, “The Death of the Artist—and the Birth of the Creative Entrepreneur” https://www.theatlantic.com/magazine/archive/2015/01/the-death-of-the-artist-and-the-birth-of-the-creative-entrepreneur/383497/	From Arts Institutions in Crisis to the Death of the Artist – Lecture 16 • Shifting Contexts in the 21 st -centure Arts Landscape
15	Apr 16 IP Apr 18 Z	Review and Follow-up Meetings for Practical Project 11 <i>To be scheduled in-person and via Zoom, TBD</i>	
Finals	Apr 24 – 30	No Final Exam	



5591 Online Proposal - Bruenger Revisions in response to Jeremie Smith Review

JS Point 1

The course requires students to establish accounts with several third-party cloud computing tools and social media platforms that are not supported by the University. These accounts require students to agree to terms and conditions that I do not believe we are legally allowed to require as a condition for the class. There has been a [renewed emphasis on this policy in the past year amid growing concerns about student data and privacy](#) and it seems clear to me that this course would be in violation of this policy. I recommend meeting with an instructional designer to identify supported tools that meet the learning objectives for the course.

NOTES:

The “third party platforms” in question--particularly YouTube, TikTok, and Instagram--were chosen because they have a specific relevance and importance to the distribution and monetization of musical content today. These are the platforms necessary to compete effectively in the contemporary marketplace for music performance, composition, production, and education.

Consequently, the learning outcomes are only partially about creating content that would hypothetically be worthwhile on such platforms, it is familiarity with the social networking and utilities such platforms provide. Using university-supported alternatives will not achieve the same learning outcomes or offer take-aways from the course with direct professional benefits.

That said, I understand concerns about student data and privacy that may be raised by the terms and conditions of third-party entities. The best workaround will be to use the current music industry-relevant social media platforms in this way:

1. Students will explore content on platforms per each project so that they can understand--if they do not already--what YouTube live “reaction” videos, short form promotional videos (TikTok), and the integrated visual/audio/social/recommendation/endorsement connectivity afforded by Instagram look like, sound like, and the social responses they produce.
2. No one will be required to create an account on a third-party site in order to participate in the class. Projects will have two options for completion:
 - a. Students may use existing accounts they have--particularly if they are using YouTube, TikTok, Instagram, others for professional purposes already--for the assignments.
 - b. Students who do not have such accounts can complete assignments inside of Carmen using Zoom for live stream and recorded video projects, u.osu.edu for the blog assignments, and the Discussions tool to create podcast feeds.

JS Point 2

The workload estimation section may be confusing to the curriculum panel because it is not clear whether this is referencing the 8- or 14-week version of the course. I recommend anticipating the concern of the faculty panel that the estimated workload is appropriate for the credit hours and length of offering by adding an estimated workload breakdown in the “How this Online Course Works” section of the 2 syllabi. This will support transparency of student expectations and student metacognition while also making the weekly workload differences between the 2 versions of the course clearer to the faculty panel that reviews the course.

Done for both 8-week and 14-week syllabi. Proposal Workload Estimation section amended as follows:

14-Week Semester:

Synchronous lecture attendance - 2 hours
Asynchronous video lectures and Carmen activities - 1 hour
Assigned reading/viewing - 3 hours
Project preparation - 3 hours

8-Week Semester:

Synchronous lecture attendance - 3 hours
Asynchronous video lectures and Carmen activities - 2 hours
Assigned reading/viewing - 5 hours
Project preparation - 5 hours

JS Point 3

There was a very recent update to the required Religious Accommodations Statement. You can find the revised statement here: <https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements>

Done.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **Music 5591 Career Management in Music**

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.