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	• 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.
Previous Value	
Content Topic List	• 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
Sought Concurrence	No

Attachments

- 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)

- Music 5591 14-Week Online Proposal - Post ASC Subcommittee Revised 04 12 24.docx: proposed revised syllabus

  (Syllabus. Owner: Banks,Eva-Marie)

- Music 5591 8-Week Online Proposal - Post ASC Subcommittee Revised syllabus 04 12 24.docx: prposed revised

  syllabus

  (Syllabus. Owner: Banks,Eva-Marie)

- MUSIC 5591 - Subcommittee Response 04 12 24.docx: response to committee recommendations

  (Other Supporting Documentation. Owner: Banks,Eva-Marie)

Comments

- Please see Subcommittee feedback email sent 04/10/2024. *(by Hilty,Michael on 04/10/2024 04:57 PM)*

- 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
Revision Requested	Hilty,Michael	04/10/2024 04:57 PM	ASCCAO Approval
Submitted	Banks,Eva-Marie	04/15/2024 11:51 AM	Submitted for Approval
Approved	COSTA-GIOMI,EUGENIA	04/15/2024 11:55 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/15/2024 11:57 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/15/2024 11:57 AM	ASCCAO Approval

MUSIC 5591
Online Modality Proposal, 8- and 14-week
Response to Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee

Music 5591
The Subcommittee unanimously approved the request with one comment, one contingency, and three recommendations:

- **Comment:** The Subcommittee would like to point out that, in their experience, a three hour, once a week Zoom session can be mentally taxing for students, and it may be more beneficial to student engagement if the synchronous course meetings for the 8 week session can take place over two meetings, twice a week instead. Of course, they understand that this may not be possible.

I tend to agree and I thought quite a while about this issue. The reason I opted for one 3-hour synchronous session has to do with the student population this course is primarily intended to serve. I am designing the 8-week version of MUSIC 5591 to be a part of the summer offerings for the music education master's degree program for students who are already in full-time teaching positions. I was informed that other courses offered to this population suggest that these students value the time compression of a once per week synchronous meeting. Since these are students who are already in professional educator roles, I think this will work better than it might with a more generalized student cohort.

- **Contingency:** The Subcommittee asks that the Religious Accommodation statement be updated within the course syllabus. On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. As a helpful reminder, the link at the end of the statement labeled "Policy: Religious Holidays, Holy Days and Observations" *is* a required part of the statement and must be included. While they note that the statement appears on page 18 of the 8-week syllabus and page 23 of the 14-week syllabus, it is not copied in its entirety. The newly updated statement can be found on the syllabus elements page of the ASC Curriculum and Assessment Services website.

Done and changes incorporated into the syllabus (revised copy attached)

- **Recommendation:** The Subcommittee notices that, on pages 3-4 of the syllabus of the 8-week syllabus and page 4 of the 14-week syllabus, Carmen data is going to be utilized as part of participation assessment. They recommend against utilizing this data, if possible, as the analytics features is known to be unreliable and an inaccurate representation of student engagement. Indeed, students may be shown as having many hours of engagement for simply logging into CarmenCanvas and leaving their browsers open without engaging with the course or its materials.

Point taken. What I meant--but didn't say--was that the submission of weekly projects and actual attendance (via Zoom) of lectures is the "data" I will use. I have adjusted the language in the syllabus to clarify how participation will be assessed.

- **Recommendation:** The Subcommittee recommends further breaking down the assignment category table, as found on page 7 of the 8-week syllabus and page 8 of the 14-week syllabus. Currently, especially given the nature of the assignment descriptions below and the varying point values of each assignment, they believe that students will find this chart to be confusing when attempting to determine how their final grade will be calculated.

Done and incorporated into both syllabi.

- **Recommendation:** The Subcommittee recommends further explaining the ungraded reflection, as found on page 7 of the 8-week syllabus and page 8 of the 14-week syllabus. They were unable to see what this reflection will be utilized for within the course and what students will be expected to reflect upon. Additionally, given that the reflection is ungraded, they wonder if it might be helpful to provide some incentive for a student to complete the assignment, to ensure that students are engaging in what is sure to be a pedagogically sound exercise.

This is a great point…part of the reason why I was not more specific is because, especially in the first offering of the 8-week, online version to a population of teaching professionals, is that I am not sure exactly what I will want to ask. But I could explain the general objectives of this self-reflection exercise and be transparent about its likely evolution throughout the semester. I've changed the language to reflect that.

I am reluctant, though, to incentivize participation in the self-reflection activity in any way, because I think doing so (via extra credit, for example) potentially skews the motivation and results. But, that said, perhaps if I emphasize the value of the assignment, and potential "takeaways" for working educators, that could help motivate participation.

I have adjusted the language accordingly.

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, primarily: logging into required synchronous sessions and completion of weekly projects/assignments.

Participating in online activities

As noted, students must engage with the course by logging in--to live stream sessions and by completing assignments every week. During most weeks you will probably log in numerous times. Additionally, your participation may be assessed by your active participation in synchronous 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, 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 1. Digital Content Platforms - 10 points 2. Performance Video - 15 points 3. Teaching Video - 15 points 4. Blog - 30 points 5. Podcast Interview, YouTube Reaction, Product Review, or Direct Sale Video - 15 points 6. Startup - 30 points	100
Reflection • 1 @ungraded	0
Total Points Possible	100

See 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.
- o   YouTube - music performances, music instruction, "reaction" videos
- o   Instagram - musical artist feeds, product/service recommendations
- o   Tik Tok - musical content and promotion
- o   A Music-Oriented Blog
- o   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 (as) 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 (as) 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
    o Compositions
    o Other Merch

  Services
    o Lessons

o 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.

- o 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.
- o Post developing work product (before 11:59 pm on Monday of Week 7)
  - o Basic project idea
  - o Planned division of labor among group members
  - o 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.

Reflection

This is an ungraded assignment designed to help you reflect on what you did well in the course, as well as what areas with room for improvement--if any--you recognized in your work in the course. In addition, you will have the opportunity to identify what you learned, how you think that may be transferrable to your further academic and professional studies. In addition, this will be an opportunity to talk about what is missing from the course that would make it more

valuable, as well as what could be omitted in terms of its educational and professional value to you.

Specific questions and prompts will be under development as the class unfolds. So, in a practical sense, the students and instructor will co-create this reflective exercise.

It is uncredited in order not to skew the results (answering only to earn "extra" credit for example), but I hope that as education professionals you will appreciate the potential value of a reflective exercise both for your own understanding and for the ongoing improvement of this course.

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) 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 (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

THE OHIO STATE UNIVERSITY

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.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student

to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Policy: Religious Holidays, Holy Days and Observances

THE OHIO STATE UNIVERSITY

Course Schedule

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

Week	Class Meetings	Resources	Topics	Assignments Due
1	Jun 3 Zoom Livestream (Z)	*Reading:* Syllabus & Schedule (Carmen) Bruenger, *Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music*, Introduction	**Making Music, Music Makers -** *Introduction & Lecture 1* • 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	*Reading:* Bruenger, *Artist Entrepreneur*, 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** *Digital Content Platforms* 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. o YouTube o Instagram o Tik Tok o Blog o Podcast Due no later than 11:59 pm on Sunday, Jun 9th	
2	Jun 10 Z	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 3 Berens, Copyrights for the Working Musician, http://timberens.com/essays/copyrightessay.htm	**Whose/Who's Music?** – *Lecture 3 & 4* • Ownership & Access o Concepts o Copyright Basics • Music and Identity o Individual, Social, Cultural o Scope of Mastery ▪ Discipline Specific ▪ Cultural Values ▪ Practice & Authenticity ▪ Musical & Cultural Hybridity: Collaboration, Appropriation, Crossover, Innovation o Advocacy o Global Markets, Global Culture	**Practical Project 1 - 10 points** *Digital Content Platforms*

			o Missionaries and Gatekeepers for Classical Music? *Discussion: Practical Project 1 - Social Media Platforms & Strategies*	
	Open	*No Reading*	Practical Project 2 Opens- 10 points *Performance Video* Style Options o Formal o Casual o Behind the Scenes Post on your platform(s) and explain your choice(s). 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 of choice. ● Paste the link into the Carmen assignment portal and explain why you chose the style that you did. Due no later than 11:59 pm on Wednesday, Jun 16th	

3	Jun 17
	Z
		Reading:
		Bruenger, *Artist Entrepreneur*, Chapter 5
		
		The Journey to Finding a Personal Hedgehog at: http://www.jimcollins.com/media_topics/hedgehog-concept.html
		
		Viewing:
		Good to Great Review https://youtube.com/watch?v=Yk7bzZjOXaM&feature=shares
		
		The X Factor of Truly Great Leadership
			Looking Inward – *Lecture 5*
			● Why are you in music?
			  o Mastery/Self-Efficacy
			  o Validation
			    ▪ Self
			    ▪ Family
			    ▪ Teacher
			    ▪ Peers
			  o Rewards
			    ▪ Recognition
			    ▪ Status
			    ▪ Financial
			● Vocation or Avocation?
			
			Discussion: Practical Project 2 - Performance Video
				Practical Project 2 - 10 points
				Performance Video

		https://youtube.com/watch?v=136nLhwBoSQ&feature=shares Secrets to Surviving and Thriving in Tough Times https://youtube.com/watch?v=IUQR2hyeKBg&feature=shares		
	Open	*Reading:* Teach Music Online in 2023, https://musicteachingbiz.com/teach-music-online-the-ultimate-guide/ Creating Good Student Setup for Online Lessons, https://www.musictutoronline.com/post/get-a-student-set-up-for-online-music-lessons Pike, RIsks And Rewards Of Individual Online Music Lessons: Teachers' Perspectives, https://onlineinnovationsjournal.com/streams/visual-and-performing-arts/1c27b59107b8a762.html	**Practical Project 3 Opens - 10 points** *Teaching Video* 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. • Post on your platform of choice. • Paste the link into the Carmen assignment Due no later than 11:59 pm on Sunday, Jun 23rd	

| 4 | Jun 24 Z | *Reading:* Bruenger, *Artist Entrepreneur*, Chapter 5

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

Viewing: Artist Identity, Vision, and Intention https://youtube.com/watch?v=8BPRJIDQcpA&feature=shares

Reading: Bruenger, *Artist Entrepreneur*, Chapter 5

Viewing: Simon Sinek, "Start With Why" https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

Discussion of Sinek's Golden Circle https://medium.com/@rafavinnce/start-with-why-creating-a-value-proposition-with-the-golden-circle-mode-5dbfa7b7efda

Simon Sinek, Why for Artists and Creatives https://youtu.be/TxHgpWmav4I | Reaching Out – *Lecture 7 & 9*

• Internal Experience & Meaning → External Engagement
  o What, How, (Why)
• Identity, Image, and Brand
o Defining & Articulating Your Brand
  o The Elevator Pitch
  o The Sizzle Reel

Discussion: Project 3 - Teaching Video | Practical Project 3 - 10 points
Teaching Video |

	Open	<u>Reading:</u> How to Start a Music Blog That Fans Will Love, https://wordpress.com/go/content-blogging/how-to-start-a-music-blog/ 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.	**Practical Project 4 - 10 Points** *Blog* Using the blog platform you chose in Practical Assignment 1 (in Week 2) and do the following to develop your blog: o Pick a topic/title for your blog o 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. o Post the link to your blog (and this post) into the Carmen assignment o Pick a topic of interest to discuss and upload it as a post o Promote your podcast interview for Week 5 Due no later than 11:59 pm on Sunday, Jun 30th	
5	Jul 1 Z	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 6 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 Pearls Before Breakfast, Reprised https://nieman.harvard.edu/stories/pearls-before-breakfast-reprised/	**The Work of Music I** – *Lecture 10* • The Anatomy of a Gig • The Critical Importance of Context Control **The Work of Music II** – *Lecture 11* • The Evolution of Groups and Ventures • Understanding the Pivot • Tools for Startups • Mission Statements & Charters • Managing, Contracting, & Communicating *Discussion: Project 4 - Blog*	**Practical Project 4 -10 Points** *Blog*
	Open		**Practical Project 5 Opens - 15 points** *Choose 1 video format:* *Podcast Interview* *YouTube Reaction* *Product Review* *Direct Sales* *See Syllabus or Carmen assignments for detailed instructions for these project options.*	

			Due no later than 11:59 pm on Sunday, Jul 7th	
6	Jul 8 Z	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 8, revisited Tsioulcas, Conducting Business: Crowdfunding Classical Music http://www.npr.org/sections/deceptivecadence/2012/06/12/154835249/conducting-business-crowdfunding-classical-music 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/	**Grants & Crowdfunding** – *Lecture 15* • Granting Organizations o Finding Them o Matching Your Mission to Theirs o Writing Proposals o Creating Budgets o Measurable Outcomes & Reporting • Crowdfunding o Intersection of Funding, Promotion, & Social Connectivity o Analysis of a Failure	**Practical Project 5** *Podcast Interview*

	Open		**Practical Project 6 Opens**
			Startup
			
			Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of a musical ensemble or event.
			 o Post developing work product
			 o Engagement with other groups in process
			 o 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
			
			• Post on your platform of choice.
			• Paste the link into the Carmen	

			assignment Due no later than 11:59 pm on Sunday, Jul 21st	

7	Jul 15
	Z
		Reading:
		Bruenger, *Artist Entrepreneur*, Chapter 9
			Managing Money – Lecture 13
			• ROI
			• Budgeting
			  o Project
			  o Personal
			• Funding
			• Taxes
				None

	Open	*None*	***Project Feedback by Appointment***	
8	Jul 22 Z	*Reading:* Bruenger, *Artist Entrepreneur*, 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 21st-centure Arts Landscape *Discussion: Project 7 - Startup*	Practical Project 6 *Startup*
	Open	*None*	*Ongoing Project 7 Discussion and Review as Needed*	
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, primarily: logging into required synchronous sessions and completion of weekly projects/assignments.

Participating in online activities

As noted, students must engage with the course by logging in--to live stream sessions and by completing assignments every week. During most weeks you will probably log in numerous times. Additionally, your participation may be assessed by your active participation in synchronous 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, 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, 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 1. Digital Content Platforms - 10 points 2. Performance Video - 15 points 3. Teaching Video - 15 points 4. Blog - 30 points 5. Performance Live Stream - 15 points 6. Podcast Interview - 15 points 7. YouTube Reaction - 15 points 8. Short Promotional Video - 15 points 9. Product Review - 15 points 10. Direct Sales - 15 points 11. Startup - 40 points	200
Reflection • 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.
- o YouTube - music performances, music instruction, "reaction" videos
- o Instagram - musical artist feeds, product/service recommendations
- o Tik Tok - musical content and promotion
- o A Music-Oriented Blog
- o 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 - 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

Week 4 - 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

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:

- o Begin consecutive weekly posts (3)
- o Topic(s) that emphasize who you are, what you do, what's important to you
- o Cross-promote live stream performance in Week 6
- o 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 - 15 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 - 15 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 (as) 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 - 15 points

<u>YouTube Reaction</u>
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.

- 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 - 15 points

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.

- 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 - 15 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 - 15 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
    o Compositions
    o Other Merch

  Services
    o Lessons

o 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.

o 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.

- o Post developing work product (before 11:59 pm on Monday of Week 7)
  - o Basic project idea
  - o Planned division of labor among group members
  - o 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."
- o Final Project Submission (before 11:59 pm on Monday of Week 8)
  - o Grant proposal or Pitch deck (powerpoint or an infographic) for capitalization
  - o 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;s

- 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.

Reflection

This is an ungraded assignment designed to help you reflect on what you did well in the course, as well as what areas with room for improvement--if any--you recognized in your work in the course. In addition, you will have the opportunity to identify what you learned, how you think that may be transferrable to your further academic and professional studies. In addition, this will be an opportunity to talk about what is missing from the course that would make it more valuable, as well as what could be omitted in terms of its educational and professional value to you.

Specific questions and prompts will be under development as the class unfolds. So, in a practical sense, the students and instructor will co-create this reflective exercise.

It is uncredited in order not to skew the results (answering only to earn "extra" credit for example), but I hope that as education professionals you will appreciate the potential value of a reflective exercise both for your own understanding and for the ongoing improvement of this course.

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.

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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) 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 (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.

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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

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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.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Policy: Religious Holidays, Holy Days and Observances

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	*Reading:* Syllabus & Schedule (Carmen) Bruenger, *Artist Entrepreneur: Creating Artistic, Social, and Economic Value with Music*, Introduction	**Making Music, Music Makers -** *Introduction* - From Personal to Social - Creating Value Through Music - Shifting Cultural Frameworks - Anecdote, Practice, Principle - Expertise: Definition, Cultivation, Application - Course Structure	None
	Jan 11 Zoom	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 1	**Valuing Music** – *Lecture 1* - Forms of Value - Economic Offerings - Economic Behavior of Music	None
2	Jan 16 IP	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 2	**Economic Concepts** – *Lecture 2* - Patrons and Customers - Subsidy and Sales - Economic Offerings - Commodities, Services, Goods, and Experiences	None
	Jan 18 Z	*Reading:* 7 Best Social Media Platforms for Music - https://middermusic.com/best-social-media-platforms-for-musicians/	*Live Discussion: Social Media Platforms & Strategies*	None

		Social Media for Musicians: 14 Key Tips - https://www.dk-mba.com/blog/social-media-for-musicians	**Practical Project 1 Opens - 10 points** *Digital Content Platforms* 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. o YouTube o Instagram o Tik Tok o Blog o Podcast **Due no later than 11:59 pm on Wednesday, Jan 24th**	
3	Jan 23 IP			**Connecting Artist/Teacher/Producer to Audience/Student/Consumer** - *Lecture 2* • Roles, Offerings, Relationships, Modalities • Live to Mediation • Broadcasting to Streaming	None
	Jan 25 Z	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 3 Berens, Copyrights for the Working Musician, http://timberens.com/essays/copyrightessay.htm	**Access and Ownership** – *Lecture 3* • Concepts • Copyright Basics • Copyright issues that live performers need to consider. • Performance rights • Arrangements • Copyright issues that impact music buyers	**Practical Project 1 - 10 points** *Digital Content Platforms*
				Practical Project 2 Opens- 10 points *Performance Video* Style Options o Formal o Casual o Behind the Scenes Post on your platform(s) and explain your choice(s). 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 of choice.	

			• Paste the link into the Carmen assignment portal and explain why you chose the style that you did. Due no later than 11:59 pm on Wednesday, Jan 31st	
4	Jan 30 IP	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 4	**Whose/Who's Music?** – *Lecture 4* • Music and Identity ○ Individual ○ Social ○ Cultural • Performer as Producer ○ Scope of Mastery ▪ Discipline Specific ▪ Cultural Values ○ Expansion ▪ Deeper or Wider? ▪ Practice & Authenticity ▪ Musical & Cultural Hybridity ◇ Collaboration ◇ Appropriation ◇ Crossover ◇ Innovation • Consumption ○ Performer as Consumer ○ Educator as Student ○ Personal, Social, and Cultural Growth • Advocacy ○ Global Markets, Global Culture ○ Missionary for Classical Music?	None
	Feb 1 Z		*Live Discussion: Project 2 - Performance Video* **Practical Project 3 Opens - 10 points** *Teaching Video* 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. • Post on your platform of choice. • Paste the link into the Carmen assignment	**Practical Project 2 - 10 points** *Performance Video*

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			Due no later than 11:59 pm on Wednesday, Feb 7th	

5	Feb 6 IP	*Reading:*
		
		Bruenger, *Artist Entrepreneur*, Chapter 5
		
		The Journey to Finding a Personal Hedgehog at:
		http://www.jimcollins.com/media_topics/hedgehog-concept.html
		
		Viewing:
		
		Good to Great Review https://youtube.com/watch?v=Yk7bzZjOXaM&feature=shares
		
		The X Factor of Truly Great Leadership https://youtube.com/watch?v=136nLhwBoSQ&feature=shares
		
		Secrets to Surviving and Thriving in Tough Times https://youtube.com/watch?v=IUQR2hyeKBg&feature=shares
			Looking Inward – *Lecture 5*
			
			• Why are you in music?
			  o Mastery/Self-Efficacy
			  o Validation
			    ▪ Self
			    ▪ Family
			    ▪ Teacher
			    ▪ Peers
			  o Rewards
			    ▪ Recognition
			    ▪ Status
			    ▪ Financial
			• Vocation or Avocation?
				None

	Feb 8 Z		*Discussion: Project 3 - Teaching Video*
			
			Practical Project 4 - Weeks 5, 6, & 7 - 30 Points
			Blog
			o 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
				Practical Project 3 - 10 points
				
				Teaching Video

			Cross-promote podcast interview in Week 7	
	Feb 13 IP	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 5 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 *Viewing:* Artist Identity, Vision, and Intention https://youtube.com/watch?v=8BPRJIDQcpA&feature=shares	**Reaching Out** – *Lecture 7* • Internal Experience & Meaning → External Engagement o What, How, (Why) • Identity, Image, and Brand	None
6	Feb 15 Z		*Live Discussion: Project 4 (Week 5) - Blog Intro* **Practical Project 5 Opens - 20 points** *Live Stream Performance* 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 (as) be interesting in and of itself and (b) demonstrate your musical and interpersonal/communication skill sets. • Post on your platform of choice. • Paste the link into the Carmen assignment Due no later than 11:59 pm on Wednesday, Feb 21st	**Practical Project 4 (Week 5) - 30 Points** *Blog*

7	Feb 20
	IP
		Reading:
		Bruenger, *Artist Entrepreneur*, Chapter 5
		
		Viewing:
		Simon Sinek, "Start With Why"
		https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en
		
		Discussion of Sinek's Golden Circle
		https://medium.com/@rafavinnce/start-with-why-creating-a-value-proposition-with-the-golden-circle-mode-5dbfa7b7efda
		
		Simon Sinek, Why for Artists and Creatives
		https://youtu.be/TxHgpWmav4I
			Defining & Articulating Your Brand –
			Lecture 9
			
			    o The Elevator Pitch
			    o The Sizzle Reel
				None

	Feb 22
	Z
			Live Discussion:
			  ▪ *Project 4 (Week 6) - Topic 1 + Live Stream Promo*
			  ▪ *Project 5 - Live Stream Performance*
			
			Practical Project 6 Opens- 20 points
			Podcast Interview
			
			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 and (b) expand/underscore the definition of your musical and interpersonal/communication skill sets.
			
			  • Post on your platform of choice.
			  • Paste the link into the Carmen assignment
				Practical Project 4 (Week 6) - 10/30 points
				Blog Topic 1 + Live Stream Promo
				
				Practical Project 5 - 20 points
				Live Stream Performance

			Due no later than 11:59 pm on Monday, Feb 26th	
8	Feb 27 IP	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 6 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 Pearls Before Breakfast, Reprised https://nieman.harvard.edu/stories/pearls-before-breakfast-reprised/	**The Work of Music I**– *Lecture 10* • The Anatomy of a Gig • The Critical Importance of Context Control	None
	Feb 29 Z		*Live Discussion:* ▪ *Project 4 (Week 7) - Topic 2 + Podcast Promo* ▪ *Project 6 - Podcast Interview* ○ **Practical Project 7 Opens - 15 points** *YouTube Reaction Video* 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. • Post on your platform of choice.	**Practical Project 4 (Week 7) - 10/30 points** *Blog Topic 2 + Podcast Interview Promo* **Practical Project 6- 20 points** *Podcast Interview*

			• Paste the link into the Carmen assignment Due no later than 11:59 pm on Wednesday, Mar 6th	
9	Mar 5 IP	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 6 continued	**The Work of Music II** – *Lecture 11* • The Evolution of Groups and Ventures • Understanding the Pivot • Tools for Startups • Mission Statements & Charters • Managing, Contracting, & Communicating	None
	Mar 7 Z		*Live Discussion: Project 7 - YouTube Reaction Video* **Practical Project 8 Opens- 15 points** *Promo Reel* 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. • Post on your platform of choice. • Paste the link into the Carmen assignment Due no later than 11:59 pm on Wed, Mar 20th	**Practical Project 7 - 15 points** *YouTube Reaction Video*
10	Mar 12	SPRING BREAK		
	Mar 14			

11	Mar 19 IP	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 7 *Viewing:* How Music Can Help You Find Peace After Loss https://youtube.com/watch?v=_KpRZNOSwBg&feature=shares	**Wellness** – *Lecture 12* • Hearing • Overuse • Mental and Emotional Health • Benefits to Others • Art, Work, Life Harmony	None
	Mar 21 Z	*Reading:* Bruenger, *Artist Entrepreneur*, Chapter 8 How to Take Charge of Your Finances as a Musician, https://www.icareifyoulisten.com/2014/11/musician-finances-part-1/	*Live Discussion: Project 8 - Promo Reel* **Practical Project 9 Opens- 15 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. Extra credit for using Instagram and connecting with influencers on the same or similar product/service/. • Post on your platform of choice. • Paste the link into the Carmen assignment Due no later than 11:59 pm on Wednesday, Mar 27th	**Practical Project 8 - 15 points** *Promo Reel*

12	Mar 26
	IP
		Reading:
		Bruenger, *Artist Entrepreneur*, Chapter 9
			Managing Money – Lecture 13
			
			• ROI
			• Budgeting
			  ○ Project
			  ○ Personal
			• Funding
			• Taxes
				None

Mar 28 Z		*Live Discussion: Project 9 - Product Review*	Practical Project 9 - 15 points
			Product Review
		Practical Project 10 Opens - 15 points Direct Sales	
		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* o Compositions o Other Merch *Services* o Lessons o 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 your platform of choice. • Paste the link into the Carmen assignment	
		Due no later than 11:59 pm on Wednesday, Apr 3rd	

| 13 | Apr 2
IP | *Reading:*
• Bruenger, *Artist Entrepreneur*, Chapter 9 continued

Viewing:
The Piano Guys
• http://thepianoguys.com
• https://www.youtube.com/user/ThePianoGuys
• https://youtube.com/watch?v=xXtVBJDPs6k&feature=shares

Reading/Viewing:
Pomplamoose
• 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 | **Networks & Media** - *Lecture 14*

• Theories
• Making Music Online
  o Performance and Promotion
  o Principles of Virality
• Examples & Case Studies | |
| | Apr 4
Z | | *Live Discussion: Project 10 - Direct Sales*

Practical Project 11 Opens - Weeks 13, 14, & 15 - 40 points
Startup

Explore collaborative idea development and implementation through a group research & development project that culminates in a conceptual prototype of a musical ensemble or event.
o Post developing work product
o Engagement with other groups in process
o Submit
  ▪ Grant proposal
  ▪ Pitch deck for capitalization
  ▪ Written description, rationale, budget
  ▪ Video presentation of the proposal/pitch | **Practical Project 10 - 15 points**
Direct Sales |

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			▪ 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 Wednesday, Apr 17th	

14	Apr 9
	IP
		Reading:
		Bruenger, *Artist Entrepreneur*, Chapter 8, revisited
		
		Tsioulcas, Conducting Business: Crowdfunding Classical Music
		http://www.npr.org/sections/deceptivecadence/2012/06/12/154835249/conducting-business-crowdfunding-classical-music
		
		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/
			Grants & Crowdfunding – *Lecture 15*
			
			• Granting Organizations
			  ○ Finding Them
			  ○ Matching Your Mission to Theirs
			  ○ Writing Proposals
			  ○ Creating Budgets
			  ○ Measurable Outcomes & Reporting
			• Crowdfunding
			  ○ Intersection of Funding, Promotion, & Social Connectivity
			  ○ Analysis of a Failure
				None

	Apr 11 Z	*Reading:* Bruenger, *Artist Entrepreneur*, 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 21st-centure Arts Landscape	None

15	Apr 16 IP	**Review and Follow-up Meetings for Practical Project 11** *To be scheduled in-person and via Zoom, TBD*	**Practical Project 11 - 40 points** *Startup*
	Apr 18 Z		
Finals	Apr 24 – 30	**No Final Exam**	

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 an 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.

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☐ 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):

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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.

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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.

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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.

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☐ 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.

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