Music Bibliography!!
(Music 6010; 2 credits)
Fall 2017

Instructor: Lisa Chaufty
Office: DGH 100 (McKay Music Library)
E-mail: lisa.chaufty@utah.edu. Please communicate with me through e-mail, in person, or through Canvas.
Office hours: Tuesdays, 2:00–3:30 PM and by appointment
Class meeting time and place: Tuesdays, 4:35-6:15 PM, DGH 306

Note: This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

Course Description
This course enables students to develop valuable research skills that will lead to success in graduate-level and professional music endeavors. Students learn how to locate, use, and evaluate information resources and explore the reference materials and literature in their specific areas of study. Additionally, this course assists students in gaining fluency in the language and conventions of effective scholarly writing.

Course Objectives
At the conclusion of this course you should have:
1) Become familiar with research libraries (physically and online) and their method of organization.
2) Explored various print and digital research tools available for music scholarship, including encyclopedias, indexes, catalogues, etc.
3) Developed strategies for gauging the quality of print and digital source materials.
4) Learned when and how to cite sources using a recognized style.
5) Refined your knowledge of the research process.
6) Improved the facility of your writing.
7) Further developed your critical thinking skills.

In this course, the teaching and learning methods will be lectures, discussions, group activities; and reading, research, and writing assignments.

Required Texts
• Gordon Harvey, Writing with Sources: A Guide for Students, 2nd ed. (Indianapolis: Hackett, 2008)
• Additional required readings are available on the course’s Canvas site.

Note: Copies of each of these books are on Textbook Reserve in the McKay Music Library.
Evaluation

Your final grade will be calculated based on the following criteria:

- Written assignments (including term paper topic, thesis, and introduction — there are six assignments in this category, each of which is worth 5% of your final grade): 30%
- Annotated bibliography: 10%
- Term paper: 30%
- Program notes: 10%
- Exam: 20%

Total: 100%

Final letter grades will be assigned according to the following scale:

- A 93–100%
- A- 90–92%
- B+ 88–89%
- B 83–87%
- B- 80–82%
- C+ 78–79%
- C 73–77%
- C- 70–72%
- D+ 68–69%
- D 63–67%
- D- 60–62%
- E: below 60%

Assignments are due in class on the date due.

- Please note that I may elect to use a plagiarism and collaboration detection service in this course.

- The exam will be comprehensive and will consist of short-answer questions.

- If you have any concerns about your achievement in this course, please meet with me at your earliest convenience.

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building,
Student Responsibilities

- **All students are expected to maintain professional behavior** in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know that they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

- **Please refrain from using your cell phone or computer for personal use in class.** If you use a smart phone or laptop to take notes or to participate in class, please silence the ringer, refrain from checking your e-mail, logging on to social media, etc. This is both discourteous to me and distracting to your classmates. You may bring beverages to class, but please do not bring food unless you bring enough to share with everyone. If you need to eat a snack (since this is an evening class), we will be taking a 10-minute break mid-class session.

- **Regular attendance is expected.** Please be aware that the lecture material and in-class activities overlap with but do not duplicate your reading and writing assignments, and you are responsible for all of this information; repeated absences will have a significant adverse effect on your final grade, especially since this class meets only once each week. In addition, you are expected to come to class having completed all assignments and prepared to discuss what you’ve learned and to ask questions.

- **Some of the material in this course may conflict with the core beliefs** of some students. Students are advised to make themselves familiar with the University of Utah’s Accommodations Policy (http://admin.utah.edu/facdev/pdf/accommodations-policy.pdf) and to bring any concerns to my attention as soon as possible.

- **Wellness:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc. can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources, contact the Center for Student Wellness: www.wellness.utah.edu; 801-581-7776.

**LGBT Resource Center:** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building (Hours: M-F 8am- 5pm). You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

**Learners of English as an Additional/Second Language**
If you are an English language learner, please be aware of several resources on campus that I
will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

The Writing Center: We will be writing program notes and a research paper in this course. The Writing Center is a valuable resource when it comes to academic writing projects. www.writingcenter.utah.edu

Tentative Course Schedule

**All readings should be read and prepared for class discussion**

**AUGUST 22:**
1. Course introduction
2. Research topics: the Library of Congress classification system; primary and secondary sources
3. Writing topic: elements of good writing

**AUGUST 29:** **MEET in the MUSIC STACKS of the Marriott Library**
1. Research topics: searching the library catalog effectively; orientation to the Marriott Library’s music resources
2. Homework due:
   - Read Sampsel, chapters 1 and 3, and pp. 245–51 (Digitized and uploaded to CANVAS in case you do not yet have the Sampsel book.)

**SEPTEMBER 5**
1. Research topics: WorldCat; Interlibrary Loan; from manuscript to printed edition (a short history of music printing and publishing)
2. Writing topic: close reading of an academic article
3. Homework due:
   - Read Gottlieb, chapter 8, pp. 175–76, 185–200 (ON CANVAS)
   - Submit written assignment no. 1 in class

**SEPTEMBER 12**
1. Research topic: from manuscript to printed edition (different types of editions and the process of editing)
2. Writing topic: finding something to write about
3. Homework due:
   - Read Gottlieb, chapter 8, pp. 200–15 (CANVAS)
   - Read Cioffi, chapter 3 (CANVAS)
   - Read Wayne C. Booth, The Craft of Research, 3rd ed. (2009; online access through lib.utah.edu), pp. 31–50

**SEPTEMBER 19**
1. Research topics: complete works, monuments of music, historical sets (and their indexes)
2. Writing topic: the thesis statement
3. Homework due:
   - Read Sampsel, chapter 7
   - Read Cioffi, chapters 4 and 5 (CANVAS)
   - Read Wayne C. Booth, The Craft of Research, 3rd ed. (2009; online access
through lib.utah.edu), pp. 51–67
  • Submit written assignment no. 2 in class

SEPTEMBER 26
1. Research topic: thematic catalogs
2. Writing topic: writing about music (dealing with music-specific terminology)
3. Homework due:
   • Read Sampsel, chapter 6
   • Skim Holoman, Writing About Music, in order to become familiar with the type
     of information it contains
   • Submit your term paper topic
   • Submit written assignment no. 3

OCTOBER 3
1. Research topic: music dictionaries and encyclopedias
2. Writing topic: program notes
3. Homework due:
   • Read Sampsel, chapter 2
   • Read Wingell, chapter 8 and Bellman, chapter 4

OCTOBER 10——FALL BREAK, NO CLASS

OCTOBER 17
1. Research topics: periodical indexes; bibliographies of music and music literature
2. Writing topic: introductions
3. Homework due:
   • Read Sampsel, chapters 4 and 9
   • Read Wayne C. Booth, The Craft of Research, 3rd ed. (2009; online access),
     chapter 16, pp. 232–44 and 245–46
   • Submit the thesis statement of your term paper

OCTOBER 24
1. Research topics: dissertations, Festschriften, and conference proceedings
2. Writing topics: quotations and paraphrases—when and how
3. Homework due:
   • Read Sampsel, chapter 5
   • Read Harvey, Writing with Sources, chapters 1 and 2
   • Submit your program notes

OCTOBER 31
1. Research topics: evaluating sources; copyright
2. Writing topic: citing sources
3. Homework due:
   • Read Sherry L. Verlucci, “Down the Yellow Brick Road,” Fontes Artis Musicae
   • Read Gottlieb, chapter 8, pp. 215–18
   • Read Harvey, chapters 3 and 4
• Submit the introduction to your term paper

NOVEMBER 7: EXAM

NOVEMBER 14
1. Writing topic: planning and structuring a research paper
2. Homework due:
   • Read Cioffi, chapter 7
   • Submit the annotated bibliography for your term paper

NOVEMBER 21
1. Writing topic: paragraph structure, transitions, conclusion
2. Homework due:
   • Read Cioffi, chapter 6
   • Read Wayne C. Booth, The Craft of Research, 3rd ed. (2009; online access), chapter 16, pp. 244–45 and 247

NOVEMBER 29
1. Writing topic: workshop for drafts of term papers (peer review and discussion)
2. Homework due:
   • Submit the complete draft of your term paper (for peer review in class)

DECEMBER 5
I will meet with you each individually in lieu of class and return the draft of your term paper to you with my comments and suggestions.

Term paper due Tuesday, December 12, 2017 by noon. Please upload to CANVAS.