COURSE:
MTC 527.501
3 semester hours
Scheduled weekly online meetings

INSTRUCTOR:
Dr. Stephen Lias  
Music Building, Office 252  
(936) 468-4056  
slias@sfasu.edu  
Office Hours: TBA or by appointment.

COURSE DESCRIPTION:
One hour of private instruction in composition each week. Each semester of composition will take the student on a progressive exploration of the materials, skills, styles, techniques, and aesthetics involved in composing original music. When appropriate, specific content may be included to assist individuals in achieving their creative and/or professional goals, or to rectify a deficiency in their technique. Students are expected to devote approximately 15 hours per week working on their compositions (over a 15-week semester). Prerequisite: none

TEXTBOOK/MATERIALS:

Essential Dictionary of Orchestration (Alfred)  
Essential Dictionary of Music Notation (Alfred)  
Handy Manual Fingering Charts by Clarence Hendrickson

All other materials will be provided by the instructor, placed online for download, or placed on reserve in the library or in the composition room.

GRADING:
45% - Lesson Average  
15% - Finished Works (2 or more)  
10% - Listening Quizzes  
10% - Readings/Performances (at least two)  
10% - Opportunity Submission (at least two)  
5% - Website (must be active and current)  
5% - Professional Membership (at least one)
### Detailed Descriptions:

#### Lesson Average – Grading Rubric for Composition Lessons

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
<td>25 points Exceeds expectations.</td>
<td>20 points Meets expectations.</td>
<td>15 points Acceptable, but a little less than expected.</td>
<td>10 points Considerably less than expected.</td>
<td>5 points Minimal or none. Falls far below expectations.</td>
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<tr>
<td><strong>Quality</strong>*</td>
<td>25 points Excellent for a student at this level.</td>
<td>20 points Admirable for a student at this level.</td>
<td>15 points Average for a student at this level.</td>
<td>10 points Weak for a student at this level.</td>
<td>5 points Unacceptable for a student at this level.</td>
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<tr>
<td><strong>Exploratory or Directed Learning</strong></td>
<td>20 points Profound discoveries made during multifaceted self-directed learning. Paradigm shifts in thinking.</td>
<td>18 points Reading and research on multiple planes that led to meaningful discovery.</td>
<td>16 points Acceptable amount of reading and/or listening that represents multiple levels.</td>
<td>13 points Cursory or minimal information gleaned. Tendency to gravitate to what you already know.</td>
<td>10 points Nothing to report.</td>
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<tr>
<td><strong>Attitude and Teachability</strong></td>
<td>20 points Student was receptive and eager to learn. The lesson was very productive.</td>
<td>17 points Lesson was productive and the student was interested.</td>
<td>14 points Lesson was generally positive, but student could have been more engaged.</td>
<td>10 points Student was apathetic or distracted and did not benefit a great deal from lesson.</td>
<td>5 points Student seemed uninterested in learning. Lesson was unproductive.</td>
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<tr>
<td><strong>Punctuality</strong></td>
<td>10 points Student was on time.</td>
<td>5 points Student was up to 5 minutes late.</td>
<td>2 points Student was between 5 and 10 minutes late.</td>
<td>1 point Student was between 10 and 20 minutes late.</td>
<td>0 points No show (zero for lesson).</td>
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*Assessment of quality includes the following: creativity, artistic merit, idiomatic use of instruments, correct notation, inclusion of expression and articulation, and how well it fulfills the goals of the assignment.

**Exploratory or Directed Learning:** Many weeks, you will receive a specific assignment – a score, composer, or article to absorb. In these cases, please come to the next lesson prepared to lead a brief discussion about this content. What interested you? What confused you? What questions, comments or objections do you have in response to it? If no other assignment was given, in preparation for their lessons, students should engage in exploratory learning in the following way:

- Start somewhere – it can be a website, a book, a recording, a score, etc. If in doubt, [www.newmusicbox.org](http://www.newmusicbox.org) is ALWAYS a great place to start.
- During your reading, you’ll encounter words, names, ideas, techniques, places, etc. that you are unfamiliar with. When you encounter them, go look them up. If it is a piece of music, go listen to it (preferably with a score).
• As you look things up, this will also lead to other places. Continue to follow the threads and build a web of interrelated knowledge as the materials leads you.
• In doing this, you are likely to learn about more than just music. As you work your way through this, keep some sort of record or diagram that shows the general shape of what you learned, and be prepared to describe all this to your professor at your lesson.

Completed Works – This requirement is designed to emulate the expectations that a publisher or competition would have in terms of the quality and content of a finished work. All students will be provided with an in-house style guide which clearly establishes expectations regarding layout, notation, and all editorial matters. This will include:

• Single PDF file of score including:
  o Professional-looking cover page
  o Program notes & any necessary explanatory notes to the performers
  o Complete transposed score which conforms to our area style guide

• Single PDF file containing all necessary parts for the work. These will also be carefully edited to conform to the area style guide.
• MP3 file with recording/mockup of composition. This must be better than merely an audio export from Finale/Sibelius/Dorico. It can be a recording with live players, done in a concert hall or studio, a mixture of live performers and samples (done in a DAW), or entirely done with samples in a DAW. In all cases, though, great care should be given to make the recording be the best possible representation of the piece.

Reading or Performance – All MTC 527 students are required to have at least two works read or performed each semester. More is better. You will receive the credit for this based on proof that it happened. In cases where the professor is present, that will constitute proof. In cases where he is not present, please arrange to make a video or audio for later review.

Opportunity Submission – All applied composition students enrolled in MTC 527 are required to apply at least twice per semester to one of the following:

• A competition
• A publisher
• A call for scores
• An ensemble or performer seeking new works
• A residency or summer program
• Other opportunities as approved by Dr. Lias

You must provide EVIDENCE that this has occurred in the form of copies of the forms you submitted, or email confirmation of your submission. Once you have shown this evidence to Dr. Lias, your grade will be entered immediately. It is always wise to keep a copy of your submission materials for your own records.

Professional Membership – Likewise, all composition majors are required to maintain a membership in some professional organization for composers. Options include SCI, NACUSA, ACF, ASCAP, BMI, etc. Once you provide proof of membership to your professor, the grade will be entered immediately.

ATTENDANCE:

Students are expected to attend all lessons and studio classes. If it is necessary to be absent, you must notify the instructor in advance. When notification occurs the day before the lesson, every effort will be made to reschedule the lesson for an alternate time. When notification happens the same day as
the lesson, the lesson may still be rescheduled, but 20 points will be deducted from the grade. Unexcused absences will be counted as a zero and cannot be made up. Students must attend at least 12 lessons and each semester.

ACADEMIC DISHONESTY:

Please familiarize yourself with the Academic Dishonesty policy as listed in the University Policies and Procedures Manual. As with any course, it is imperative that you do all your own work and not participate in cheating or any type. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

WITHHELD GRADES

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

OTHER IMPORTANT POLICY MATTERS:

Adding/Dropping: Students can add up until the 4th class day. Movement into and out of classes after the 4th class day requires approval of the Department Chair. Students can drop until mid-semester with a W. Drops after mid-semester require the approval of the Dean and will be assigned a WP or a WF. You are responsible for your own enrollment status with the college.

Student Services: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
PHILOSOPHICAL MATTERS

Take Bold Steps – This is a difficult concept to quantify, but one that I believe in very deeply. When I trace my best successes back to find their starting point, it is inevitably because of some scary, daring, or expensive thing that I chose to do in spite of lots of reasons not to. Traveling to a far-away place alone; spending more than I could afford to get the best performers; bartering with a local recording studio to make a much-needed demo; applying for something that everyone thought was out of my league; these are all “bold steps” in their own way. They are evidence of an inner passion that refuses to live inside safe boundaries – a faith in our works that causes us to aim high and create opportunities where none exist. You will find that you need to remind yourself to think this way frequently as life has a tendency to put out the fires of our passion.

Building your Network – Your success will depend largely on the network of colleagues, friends, performers, conductors, teachers, and students you develop over the years. No composer can grow, have works performed, or gain employment without this principle working in their life to some degree. This does NOT mean that you should actively recruit acquaintances and then exploit them in the way that insurance salesmen or Amway distributors do – quite the contrary. What you need is genuine relationships built on trust and mutual admiration. This is only accomplished the hard way: by being a genuinely trustworthy, reliable, and likeable person. If you could look ten years into the future and see who is commissioning you, or hiring you for a job, or inviting you to score a film, or playing your pieces on concerts, you would be shocked to discover how many of those people are sitting next to you in class right now, or living right down the hall, or chatting with you on Facebook. These people are your future. Take relationships seriously and work to be the sort of person that people trust. This would be the right thing to do even if it had no effect on your career.