WRITING
TEXT &
TUNES
AN EXPLORATION OF WRITING AND MUSIC

IDH 3932 (Un)Common Writes

Course Details

- **Instructor**: Dr. Andréa Caloiaro (Dr. C)
- **Email**: agcaloia@ufl.edu
- **Office Hours**: Tuesday, 3-4pm or by appt
  - TUR 2215 and Zoom
- **Meeting Time**: T 1:55-2:45; R 1:55-3:50
- **Location**: FLI 0101

Course Overview

Welcome to (**Un)common Writes for Honors**, a writing workshop designed to ignite your imagination, hone your writing skills, and foster a community of wordsmiths. Whether you're an aspiring novelist, a poet, or simply someone who loves to play with language, music, or digital endeavors, this course invites you to explore the art of storytelling, experiment with different genres, and find your unique voice.

Making music is a form of writing. Or put another way, music encompasses many forms of writing because music is notational, improvisational, and very often, lyrical. This is why when we refer to the creation of music, we are "writing music." And writing itself, as a practice, is integral to the music industry. Whether one is reviewing a live performance or an album; tracing out the emergence of hip-hop, or theories of how blues music inflects rock and jazz; or actually scrawling song lyrics, or an artist bio – writing text and writing tunes are very much in harmony with one another. This class will be a lab for words and music. Together, we'll listen, play, and workshop music, and we'll also write about it.

Student Learning Outcomes

By the end of this course, students will:

1. Create original pieces of music writing and write music.
2. Demonstrate familiarity with: writing documents common in the field of music communication; using research and investigative methods for writing; using basic music-writing tools and methods; writing music or lyrics.
3. Identify and develop their individual authorial voice.
4. Understand how to provide and receive constructive feedback.
5. Participate in a supportive writing community.

Required Materials and Expectations

Selected Readings: Woodworth and Grossan, eds., *How to Write About Music*, Bloomsbury Academic, 2015.

Open Mind and Curiosity: Bring your passion for writing and a willingness to explore.

Schedule

Daily schedule	Homework
Week 1 – Intro to course -Course intro -Intro ourselves and music interests -Discussion 1 – Inventory of our music preferences, skills, interests -Check-in Survey on music: Using Bandcamp, Audacity, or something similar / instruments and tools / recording setup -Music listening activity	-Read *How to Write about Music* (*HWM*): Intro and How to Use this Book, p 1-7; The Album Review Intro p 17-19; Lou Reed TALKS Kanye's *Yeezus* p 32-25 -Have an album in mind you'd want to review -Fine-tune your responses to the Check-in Survey
Week 2 – The Album Review -Reading discussion -PPT and activity: Intro to genres in music writing -Assignment: The Album Review -PPT and activity: The Album Review	-Draft your Album Review for Peer Review 1 -Bring in an album review of the album you're reviewing
Week 3 – The Album Review	

-PPT and activity: Variations in Album Reviews - samples -Peer Review 1: Album Review -Assignment: Brief intro to Music Lab process	-Post to Discussion / GroupMe: Band formation or solo / DAW and recording familiarity
Week 4 – Interlude: Music Lab! -Assignment: Music Lab – project configurations -PPT and activity: Writing together (or solo)!	-Work on Music Lab project -Read *HBM*: The Artist Profile Intro p 211-14; Sasha Frere-Jones on Beyoncé p 253-255; -Find a *local* artist (greater GNV area) you'd want to profile/interview: HINT: we're visiting Swamp Records, so consider one of their artists here
Week 5 – The Artist Profile/Interview -Reading discussion -PPT and activity: The Artist Profile/Interview -Assignment: The Artist Profile/Interview	-Read *HBM*: The Artist Interview Intro p 111-117; Allen Ginsberg with Beck p 134-137 -Draft your Artist Profile/Interview for Peer Review 2
Week 6 – The Artist Profile/Interview -PPT and activity: Interviewing approaches, sources, and cross-referencing in music writing -Peer Review 2: Artist Profile/Interview	-Draft interview questions for your artist -Check out Swamp Records website or IG #swamprecordsUF
Week 7 – Intro to UF's Swamp Records! **-We listen and learn about music promotion and the local scene!**	-Prepare your group's demo for workshop – upload files to the tab: Workshop – Music Lab
Week 8 – Interlude: music lab! -Demos and workshop	-Read *HWM*: Cultural Criticism Intro p 346; Carl Wilson on Céline Dion "Let's do a punk version of 'My heart will go on'" p 345-55

Week 9 – Music Analysis and Cultural Analysis as "lenses" for music criticism -Reading discussion -Intro: Genre Analysis / Cultural Analysis of a -PPT and activity: Ethnomusicological analysis, cultural criticism, and historical context for commentary -Intro assignment: Genre Analysis / Cultural Analysis	-Read *HWM*: Analysis Intro p 91; Brian Morton on Computer Music "Metal Machine Musings – Composing with Machines" p 100-102 -Draft your Music Analysis for Peer Review 3
Week 10 – Music Analysis and Cultural Analysis as "lenses" for music criticism -Reading discussion -PPT and activity: Theoretical lenses and concepts for analysis -Peer Review 3: Music Analysis	-Read *HWM*: The Live Review Intro p 43-48; Paul Morley on Joy Division at UCL p 49-51
Week 11 – The Live Performance Review -Reading discussion -PPT and activity: The Live Review – who, what, when, where, why	-Prepare your group's demo for workshop – upload files to the tab: Workshop – Music Lab
Week 12 - Interlude: music lab! -Demos and workshop	-Draft your Live Performance Review for Peer Review 4
Week 13 - **The Live Performance Review** **-Free week! (in compensation for time spent documenting at a live venue)**	-Draft your Live Performance Review for Peer Review 4
Week 14 - **The Live Performance Review** -Peer Review 4: Live Performance Review	
Week 15 **Showcase and Portfolio**	

Assignments

Music Lab
Students will write their own original music. Students can form a group project (e.g., a band) or do a solo project. Students will use their own instruments, devices and tools, voices, and creativity to write. Students are welcome to use music making tools or digital audio workstations (DAW) like *Audiotool, Garageband*, and *Audacity*. No music- or instrument-knowledge needed for this assignment.

The Album Review
Students will write an album review of an artist of their choosing. The Review will take the form of those found in popular music writing media, like *Pitchfork*, *Rolling Stone,* or *New Music Express*. Students are encouraged to research and cite their Review, and use multimedia, such as including sound clips, images, or video.

The Artist Profile or Interview
Students will write an Artist Profile or conduct an Interview, or admix these genres. Like the Album Review, the Artist Profile will employ the conventions of those found in popular music writing media. Students are required to cite sources and-or employ interviewing techniques and use multimedia such sound clips, images, or video.

Music Criticism: Using Analysis and Cultural Analysis as Lenses for Evaluation
Students will write a freer form analysis of an artist, album, or genre by employing the lenses germane to cultural criticism. Students are invited to use methods like reader-response/close-reading, feminist criticism and gender theory, ethnomusicology and anthropology, historical criticism, and so on, as frames for evaluating music.

Live performance review / local music scene
Students will visit a live music venue. Options may include UF Coll. of Music, Heartwood Soundstage, Gainesville's world-renowned *Fest,* or any local venue. The analysis can take the form of a traditional performance review, or a more scholarly, researched analysis of the performance within the Gainesville music scene.

Assessment

Participation and engagement	Active engagement in discussions and workshops.	100
Writing Assignments	Respond to prompts and share work.	4 x 150 pts= 600

Peer Critiques	Provide constructive feedback to classmates.	**4 x 50 pts = 200**
Music Lab showcase and Portfolio	Compile your revised work into a portfolio.	**100**
Total		**1000**

Grading scale

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
E	< 60.0 %	to 0.0%

It is this class's policy NOT to round grades up or down. An 89.9 is a B+, an 93.9 is an A-, and so on. At the discretion of the instructor, minor assignments (homework and class activities) may be dropped from or added to the schedule. If assignments are dropped, the final grade will be calculated as a percentage of the remaining points.

Policies

Attendance Policy

Attendance is required. Students are allowed two unexcused absences without penalty. On the third and subsequent absences, 25 points per absence will be deducted from the final grade in the class.

With a valid excuse, students can arrange to complete missing work. Without a valid excuse, assignments will receive a 10% per day deduction on the final grade of the assignment. Quizzes will only be given in class.

Arriving to class after the period has already begin can count toward an unexcused absence. Two instances of lateness may account for one absence. This applies to both in-person and synchronous Zoom classes. If students are absent or tardy for any reason, they are still responsible for the work done in class and for the assignments given that day.

NOTE: If students are absent, it is their responsibility to make themselves aware of all due dates – see me, or message me. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Submission Requirements

Assignments will be submitted via Canvas. **Submitting an assignment requires that students upload their correct document by the deadline, ensure that the assignment uploads properly, and that the file opens and is viewable for the instructor.** Doing so is required for each assignment. **An assignment is not complete if the student does not follow these uploading requirements.**

Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student
- Unauthorized use of materials or resources
- Prohibited collaboration or consultation
- Submission of paper or academic work purchased or obtained for an outside source

NOTE on AI-assisted or AI-generated writing:
The UF Honor Pledge ends with: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." **Using artificial intelligence software, like ChatGPT or any other, is unauthorized for this class unless sanctioned, and therefore violates this Honor Pledge.**

Authorized use of AI-assist will be stated by the instructor during specific class sessions or for specific projects.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/ , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.