



**Media Arts and Technology Center of Excellence  
Music Business**

<https://www.hccs.edu/programs/areas-of-study/art--design/music-business/>

---

**MUSB 1391: Spec. Topics/Mgmt & Merchandising| Lecture | #12845**

Spring 2020 | 16 Weeks (1.21.2020-5.17.2020)

M 2-4:50p | Spring Branch

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor:	Prof. Chris Williams, M.B.A.	Office Phone:	713-718-5917
Office:	Northwest, Room 442	Office Hours:	M;TTR 11a-1p;1:30p-3p
HCC Email:	christopher.william3@hccs.edu	Office Location:	PAC, Room 442

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

**Instructor's Preferred Method of Contact**

**HCC Email: Christopher.william3@hccs.edu Please call me on my cell phone for emergency purposes only.** I will respond to emails within 24 hours Monday through Thursday; I will reply to weekend messages on Monday mornings.

**What's Exciting About This Course**

Let's uncover the basics on how to market music on the Internet. Period!

**My Personal Welcome**

Welcome to **MUSB 1391: Spec. Topics/Mgmt & Merchandising**. I'm delighted that you have chosen this course. One of my deepest passions is to convey the infrastructure of how the music business works and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I'm available during posted office hours to tackle any questions you might have. My goal is for you to walk out of the course with a better understanding of yourself and the introduction to the music business industry. So please visit me or contact me whenever you have a question.

## Prerequisites and/or Co-Requisites

**MUSB 1391** requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. Completion of EDUC 1300, MATH 0308, ENGL 0310 or 0349; OR passing grades on the Reading, Math, and English portion of the college assessment exam. If you have enrolled in this course having satisfied these prerequisites, you have a higher chance of success than students who have not done so. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## Eagle Online Canvas Learning Management System

This section of **MUSB 1391** will use [Eagle Online Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. **All assignments have strict due dates and graded based on the accuracy of the content that is submitted. Handouts and important videos will be uploaded during the class semester at any given time.** HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER.**

## HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## Scoring Rubrics, Sample Assignments, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

<https://eagleonline.hccs.edu/login/ldap>

## Instructional Materials

### Textbook Information



The textbook listed below is **required** for this course.

**"Web Marketing for the Music Business" (2nd Edition)**  
by Tom Hutchison (Focal Press). **ISBN: 9780240823706**

It is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). You may either use a hard copy of the book, or rent the e-book from Pearson.

Order your book here: [HCC Bookstore](#)

### Temporary Free Access to E-Book

The department will have a few copies on hand available for check-out in the library at Central and Spring Branch Campuses.

## Other Instructional Resources

### **Publisher's Digital Workbook** **Not Available for this course**

### **Tutoring**

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

### **Libraries**

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

### **Supplementary Instruction**

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## **Course Overview**

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student.

## **Core Curriculum Objectives (CCOs)**

To gain a basic understanding of music business systems, careers, practices, ownership (copyright), marketing and applicable contracts. An overview of the music industry including song writing, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities.

1. List the 6 "bundle of rights" that are the foundation of U.S. copyright law and the key to music property rights. List 8 basic clauses common to many music industry contracts.
2. Describe "The Music Business System" and list 8 of its subsystems which work together to produce income. Gain college freshmen level skills in Music Performance, Theory, Ear Training, Piano/Keyboard and audio and video technologies.
3. Develop core competencies to the college sophomore level through readings and

lectures, writing reports and exams, learning music, accounting and researching and presenting oral reports utilizing computer skills. Successfully apply knowledge and skills learned in this program by satisfactorily completing the capstone music industry internship, based on employer satisfaction.

### **Program Student Learning Outcomes (PSLOs)**

1. Students will demonstrate the ability to research, identify, and evaluate strategies and tools that are current and effective for marketing music on the Internet
2. Students will plan and implement a strategy for marketing a music entity (person, band, company, or event) on the Internet
3. Students will plan and execute a web presence for marketing music on the Web to support the Web strategy
4. Students will demonstrate appropriate communication and presentation skills for the music industry including working in teams and giving team and individual presentations.

### **Course Student Learning Outcomes (CSLOs)**

Upon completion of MUSB 1391, the student will be able to:

- knowledge of the history of the creation of the Internet and past marketing trends as measured through quizzes and discussions
- an in-depth understanding of current marketing trends on the Web as measured through discussion, quizzes, verbal reports, and implementation
- understanding the importance of keeping up with ever-changing trends regarding the use of the Internet for marketing music as measured through quizzes, research, and discussion
- an understanding of introductory Web design concepts and techniques as measured through quizzes, discussions, critiques, lab exercises, and implementation
- awareness of various Web tools for designing and hosting Web sites and for creating content for the Web as measured by presentations of research, quizzes, discussions, lab exercises, and implementation
- an understanding of good and bad strategies, implementation, and design of current marketing efforts as measured by discussion, written assignments, and verbal presentations
- research skills for discovering and evaluating the various tools used for marketing music on the Web (such as Web 2.0 tools Facebook, Twitter, Blogs, Pinterest, or others as appropriate) as measured by discussion, written assignments, or oral presentations
- research current trends in radio and internet radio as measured by discussion, written assignments, or oral presentations
- the ability to work successfully as a team member as measured by assigned presentations and individual team-member evaluations

- the ability to present ideas using appropriate grammar, sentence structures, and presentation methods appropriate for the music industry as measured by individual and team presentations

## Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

## Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

## Assignments, Exams, and Activities

### Written Assignment

At least two written assignments will be required. The written assignment(s) should be clearly linked to the course student learning outcomes and learning objectives. Written

assignment(s) must count at least 15% of students' course grades or a minimum of 150 points on a 1,000-point scale (see Grading Formula below).

## Exams

There is a generous time limit on tests and you are allowed 2 attempts (online only). Grading criteria is as follows:

Daily attendance, participation = 10%  
 8 Best Quizzes (Most Tuesdays) = 25%  
 Unit exams 1-3 , 30% each = 5%  
 2 Concert reviews, 5 each = 10%  
 1 Book/Group Project Review = 25%  
 Oral reports, outlined and presented to class = 5%  
 Final Exam (Exam 4) = 20%  
 (Final Exam Exempt with a 95% Average)

## In-Class Activities

Class projects will be done after mid-terms. This will count towards your final grade and can be used to replace your final exam. Participation in online and in-class discussions will account for a major part of your grade. **(projects subject to change)**

## Final Exam

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions. Students must provide their own Scantron forms (FORM NUMBER 882-E-LOVAS). All the information students need to prepare for the exam is in the [Final Exam Handbook](#).

You must get at least 70% (70 of 100) of the items correct on the final to pass the course (departmental decision). Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

## Grading Formula

Unit exams will be given approximately 4 weeks apart. A study guide will be available on the Chris Williams Learning Web site prior to each exam.

3 points added to final average for active participation in MEISA Student Organization)  
 Grading percentile: the official HCC grading rubric is as follows:

Grade	Total %Points
A	90-100
B	80-89

C	70-79
D	60-69
F	<60

A- Exceptionally fine work; superior in presentation, visual observation, comprehension and participation

B- Above average work; superior in one or two areas

C- Average work; good, unexceptional participation

D- Below average work; noticeably weak with minimal participation Clearly deficient in presentation, style and content with a lack of participation

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

## Course Calendar

Week 1 Meeting 1
In-class activities
<ul style="list-style-type: none"> <li>• Instructor and students review class policies</li> <li>• Instructor and students become acquainted</li> <li>• Team: students introduce themselves within a team and then team members introduce each other to class</li> <li>• Students discuss their experience and knowledge to date regarding internet, marketing, and the music business</li> <li>• The weekly journal assignment is explained and assigned</li> <li>• Final project: the end-of-semester final project is explained and assigned</li> <li>• Lab: Computer skills exercise to identify students who need remedial work in order to be successful in class</li> <li>• Lab: Exercises to teach tools of course management system</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Start weekly journal assignment</li> <li>• Assigned reading due next class (<i>Week 1/2<sup>nd</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Chapter 1 - Development of music marketing on the Internet</li> <li>○ Chapter 2 – State of the Market</li> <li>○ Chapter 3 - Overall music marketing strategy</li> <li>○ Other resources as determined by instructor</li> </ul> </li> <li>• Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>○ Assigned - Quiz 1 over Chapters 1, 2, and 3 (<i>due end of week 2</i>)</li> </ul> </li> <li>• Assignment: This semester you will create a web presence and present it to the class as your final project. For this project, identify a person, band, company, or event (music-related) for whom you will create or improve a web presence. Include links to any web presence to date such as a web page, Facebook, Twitter, blog, etc. This should be an ongoing list you update all semester in your journal assignment. (<i>due Week 2/1<sup>st</sup> Class</i>)</li> </ul>

<b>Week 1 Meeting 2</b>
In-class activities
<ul style="list-style-type: none"> <li>• Lecture/discussion: History of the Internet</li> <li>• Lab: Introduce students to Google tools and Google +</li> <li>• Lab: Students set up a page to aggregate resources, sign up for notifications, RSS feeds, newsletters, etc.</li> <li>• Lab: Students set up separate email account to use when signing up for various resources on the web.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Update weekly journal assignment</li> <li>• Assigned reading (<i>Week 2, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Chapter 4 – Domains and Hosts: Nuts and Bolts</li> <li>○ Other resources as determined by instructor</li> </ul> </li> <li>• Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>○ Reminder – Quiz 1 over Chapters 1, 2, and 3 (<i>due end of week 2</i>)</li> <li>○ Assigned - Quiz 2 over Chapters 4 and 5 (<i>due end of week 4</i>)</li> </ul> </li> <li>• Assignment: Individual research due next class (<i>Week 2, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Research topic: Web hosts</li> <li>○ Instructions: Research various web hosts you can locate on the Internet. Do not select hosting sites designed specifically for marketing music, but instead locate hosting sites that are available for all web pages. Identify the services offered by web hosts based on your reading; list the services listed by the web host you review. Based on your research and personal experience (if any), select two hosts to present to the class. One should be a host you would consider trying. The second should be one that you think you would be less inclined to use. Be prepared to show us the web sites of each host on the overhead in class, sharing the characteristics and services offered for each host. Explain what you like or don't like about each one. Please post the URL to each of your choices in the Web Host section of the Discussion area so that your classmates can visit these links at a later time.</li> </ul> </li> </ul>
<b>Week 2 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>• Students individually present results of their research to class and class discussion as relevant</li> <li>• Lecture and class discussion regarding Chapter 4 Domains and Hosts: Nuts and Bolts topics</li> <li>• Lab: Student teams research web hosts designed specifically for hosting music. The teams should identify the services offered, the cost (including free hosts), and options. Teams will present their findings to the class. Please post the URL to each of your choices in the Web Hosts for Music section of the Discussion area so that your classmates can visit these links at a later time.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Update weekly journal assignment</li> <li>• Assigned reading (<i>Week 3, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Chapter 5 – Creating the Web Site</li> <li>○ Other resources as determined by instructor</li> </ul> </li> <li>• Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>○ Reminder – Quiz 1 over Chapters 1, 2, and 3 (<i>due end of week 2</i>)</li> <li>○ Reminder - Quiz 2 over Chapters 4 and 5 (<i>due end of week 4</i>)</li> </ul> </li> <li>• Assignment: individual research due next week (<i>Week 3, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Research topic: Photo editing options</li> </ul> </li> </ul>



- Instructions: Students should research options for editing photos. Identify 1 image editing software packages that is installed on a PC or Mac.  
Also locate a web site that allows the uploading and editing of images.  
Check out these resources at <http://www.cnet.com> to determine if they are virus-free and legitimate.  
Identify what features these selections have to offer, what they cost, and whether they run on a Mac and/or a PC or are in 'the cloud.' Be sure to post the links to the web sites in the appropriate discussion message.
- Assignment for Final Project: List resources (audio, video, images, biography, press kit, etc.) current available for your use in designing the web presence. List any additional items that you will need. Also, include any current web pages, social networking sites, etc. that are already in use. Students will update this list periodically so keep it handy. *(due Week 3/1<sup>st</sup> Class)*

**Week 2 Meeting 2****In-class activities**

- Lab: Students individually work with one or more of these web hosts to get a feel for how they work, what they offer, the look of the templates, etc.
- Lab: Student teams work on appropriate and inappropriate Domain Names for the final project of each student on the team. Individuals will present their good and bad choices to the class.

**Homework**

- Remember, you have homework due the end of this week.

**Week 3 Meeting 1****In-class activities**

- Students individually present results of their research to class and class discussion as relevant
- Lecture and discussion over Chapter 5 - Creating the Web Site topics.
- Lecture and discussion on web design guidelines and demonstration of good and bad sites
- Discussion on student experiences with web sites and hosting and design
- Students report on their selected topic for their web project
- Teams: Student teams create a list of items that should be on web sites that market music and share with the class.

**Homework**

- Update weekly journal assignment
- Assigned reading *(Week 4, 1<sup>st</sup> meeting)*
  - Chapter 6 – HTML and Scripts
  - Other resources as determined by instructor
- Quizzes (vocabulary and concepts)
  - Reminder - Quiz 2 over Chapters 4 and 5 *(due end of week 4)*
  - Assigned - Quiz 3 over Chapters 6 and 7 *(due end of week 6)*
- Assignment for Final Project: List goals (personal and business) for person or company for which you are creating the web site. These will be used later for blogging, etc. *(due Week 4/1<sup>st</sup> Class)*
- Assignment: Individual research due next week *(Week 4, 1<sup>st</sup> meeting)*
  - Research topic: Web site design
  - Instructions: Locate web sites that market to the same audience as your web site (for your final project) will. Select one that has a good design and one that has a bad design. Be prepared to show these sights to the class next week and explain why they are good or bad sites. Be sure to put the links to these two sites in the appropriate discussion area.

**Week 3 Meeting 2**

In-class activities
<ul style="list-style-type: none"> <li>Students share any experience they have with online photo-editing sites.</li> <li>Lab: Instructor-led photo-editing activities <ul style="list-style-type: none"> <li>Creating a logo</li> <li>Editing images</li> <li>Creating a thumbnail</li> </ul> </li> </ul>
Homework
<ul style="list-style-type: none"> <li>Remember, you have homework due the end of this week.</li> </ul>
<b>Week 4 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>Students individually present results of their research to class and class discussion as relevant</li> <li>Lecture and discussion on topics from Chapter 6 – HTML and Scripts</li> <li>Teams: Students will meet in teams to research resources and uses for widgets and present their findings to the class. Be sure to put any links you use in the appropriate discussion area.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>Update weekly journal assignment</li> <li>Assigned reading (<i>Week 5, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>Chapter 7 – Optimizing and Monitoring Your Web Site to Increase Traffic</li> <li>Other resources as determined by instructor</li> </ul> </li> <li>Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>Reminder - Quiz 2 over Chapters 4 and 5 (<i>due end of week 4</i>)</li> <li>Reminder - Quiz 3 over Chapters 6 and 7 (<i>due end of week 6</i>)</li> </ul> </li> <li>Assignment for Final Project: Students list interests, abilities, talents, interests (related to music or not) on which the subject of their final projects might share with others (blog, Pinterest, email newsletter, etc.). (<i>due week 5, 1<sup>st</sup> class</i>)</li> <li>Assignment: Individual research due next week (<i>Week 5, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>Research topic: Blogs</li> <li>Instructions: Research options for putting a blog on the web. Be prepared to present at least one option to the class next week and include the pros and cons of the site. Be sure to post the web link to your choice on the appropriate discussion link.</li> </ul> </li> </ul>
<b>Week 4 Meeting 2</b>
In-class activities
<ul style="list-style-type: none"> <li>Lab: Instructor-led lab on how to create a web page focusing on mechanics of basic page and concept of CSS.</li> <li>Lab: Students add images to the practice web page</li> <li>Lab: Instructor-led viewing of <a href="http://csszengarden.com">http://csszengarden.com</a></li> </ul>
Homework
<ul style="list-style-type: none"> <li>Remember, you have homework due next week.</li> </ul>
<b>Week 5 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>Students individually present results of their research to class and class discussion as relevant</li> <li>Lecture and discussion on topics from Chapter 7 – Optimizing and Monitoring Your Web Site to Increase Traffic</li> <li>Team: Students discuss options for blogs for the projects of each individual member.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>Update weekly journal assignment</li> </ul>

- Assigned reading (*Week 6, 1<sup>st</sup> meeting*)
  - Chapter 8 – Audio and Video for Your Web Site
  - Other resources as determined by instructor
- Quizzes (vocabulary and concepts)
  - Reminder - Quiz 3 over Chapters 6 and 7 (*due end of week 6*)
  - Assigned - Quiz 4 over Chapters 8 and 9 (*due end of week 8*)
- Assigned research due next week (*due Week 6, 1<sup>st</sup> meeting*)
  - Research topic: Audio-Editing Software and Sites
  - Instructions: Research and locate one audio editing program that can run on a PC or Mac. Also, locate one audio-editing service located on the web that is easily useable by the typical musician. Check out your choices at <http://www.cnet.com> to determine if they are 'safe' from viruses, etc. List the features you like and don't like. Be prepared to present your findings to the class next week. Be sure to put your links on the appropriate discussion link.
- Assign students to update 'resource list' for their project
- Assign students to review 'goal list' and update progress

### Week 5 Meeting 2

#### In-class activities

- Lab: Teams meet to work on selections for each team member for selling merchandise on the web.
- Lab: Adding analytics to web pages

#### Homework

- Remember, you have homework due next week.

### Week 6 Meeting 1

#### In-class activities

- Students individually present results of their research to class and class discussion as relevant
- Lecture and discussion on topics from Chapter 8 – Audio and Video for Your Web Site
- Lab: Assignment for audio editing

#### HOMEWORK

- Update weekly journal assignment
- Assigned reading (*Week 7, 1<sup>st</sup> meeting*)
  - Chapter 9 - E-commerce and Financial Transactions
  - Other resources as determined by instructor
- Quizzes (vocabulary and concepts)
  - Reminder - Quiz 3 over Chapters 6 and 7 (*due end of week 6*)
  - Reminder - Quiz 4 over Chapters 8 and 9 (*due end of week 8*)
- Assigned research due next week (*Week 7, 1<sup>st</sup> meeting*)
  - Research topic: Video Editing Software and Sites
  - Instructions: Research and locate one video editing program that can run on a PC or Mac. Also, locate one video-editing service located on the web that is easily useable by the typical musician. Check out your choices at <http://www.cnet.com> to determine if they are 'safe' from viruses, etc. List the features you like and don't like. Be prepared to present your findings to the class next week. Be sure to put your links on the appropriate discussion link.
- Assignment: Prepare for Mid-Term (*end of Week 7*)

### Week 6 Meeting 2

#### In-class activities

- Lab: Assignment for video editing

<ul style="list-style-type: none"> <li>• Lab: Use Animoto to create video</li> <li>• Lab: Add a video, YouTube, Animoto, etc. to the practice web page.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Remember, you have homework due next week and a mid-term exam.</li> </ul>
<b>Week 7 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>• Students individually present results of their research to class and class discussion as relevant</li> <li>• Lecture and discussion on topics from Chapter 9 - E-commerce and Financial Transactions</li> <li>• Teams: discuss various options for e-commerce to determine which are best for the project of each team member</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Update weekly journal assignment</li> <li>• Assigned reading (<i>Week 8, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Chapter 10 – Finding your Market</li> <li>○ Other resources as determined by instructor</li> </ul> </li> <li>• Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>○ Reminder - Quiz 4 over Chapters 8 and 9 (<i>due end of week 8</i>)</li> <li>○ Assigned – Quiz 5 over Chapters 10 and 11 (<i>due end of week 10</i>)</li> </ul> </li> <li>• Assignment: Review your journal and develop a written marketing strategy. Keep it handy with your other documentation so you can continue to develop it.</li> </ul>
<b>Week 7 Meeting 2</b>
In-class activities
<ul style="list-style-type: none"> <li>• Mid-term exam</li> <li>• Students present web site (to date) to their team members.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Remember, you have homework due next week.</li> </ul>
<b>Week 8 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>• Students individually present results of their research to class and class discussion as relevant</li> <li>• Lecture and discussion on topics from Chapter 10 – Finding your Market</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Update weekly journal assignment</li> <li>• Assigned reading (<i>Week 9, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Chapter 11 - Successful Promotion on the Web</li> <li>○ Other resources as determined by instructor</li> </ul> </li> <li>• Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>○ Reminder - Quiz 4 over Chapters 8 and 9 (<i>due end of week 8</i>)</li> <li>○ Reminder – Quiz 5 over Chapters 10 and 11 (<i>due end of week 10</i>)</li> </ul> </li> <li>• Assignment for final project: Gather all biographical information on the subject of your project in a written (digital) format for future use. Keep it handy with the rest of your papers/files.</li> <li>• Assigned research due next week (<i>Week 9, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>○ Research topic: Internet Radio</li> <li>○ Instructions: Students research the topic of Internet Radio and the issues related to this. Be prepared to cover the pros and cons in your presentation to the class next week. Be sure to post any important links to the appropriate discussion area.</li> </ul> </li> </ul>
<b>Week 8 Meeting 2</b>

In-class activities
<ul style="list-style-type: none"> <li>• Lab: Teams work on how each individual will target the appropriate market.</li> <li>• Work on final project.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Remember, you have homework due next week.</li> </ul>
<b>Week 9 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>• Students individually present results of their research to class and class discussion as relevant</li> <li>• Lecture and discussion on topics from Chapter 11 - Successful Promotion on the Web</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Update weekly journal assignment</li> <li>• Assigned reading (<i>Week 10, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>◦ Chapter 12 – Social Networking Sites</li> <li>◦ Other resources as determined by instructor</li> </ul> </li> <li>• Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>• Reminder – Quiz 5 over Chapters 10 and 11 (<i>due end of week 10</i>)</li> <li>• Assigned – Quiz 6 over Chapters 12 and 13 (<i>due end of week 12</i>)</li> </ul> </li> <li>• Assignment: Students create a newsletter on their subject.</li> <li>• Assigned research due next week (<i>Week 10, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>◦ Research topic: Web 2.0 tools that help other Web 2.0 tools</li> <li>◦ Instructions: Identify a web 2.0 tool that is helped by another web 2.0 tool. Be prepared to show the class your discoveries. Be sure to post your links to the appropriate discussion topic.</li> </ul> </li> </ul>
<b>Week 9 Meeting 2</b>
In-class activities
<ul style="list-style-type: none"> <li>• Lab: Teams research webcasting and present results to the class.</li> <li>• Lab: Work on web project.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Remember, you have homework due next week.</li> </ul>
<b>Week 10 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>• Students individually present results of their research to class and class discussion as relevant</li> <li>• Lecture and discussion on topics from Chapter 12 – Social Networking Sites</li> <li>• Students discuss experience with social networking sites.</li> <li>• Teams: various teams assigned to different topics to research such as :Facebook, MySpace, Twitter, and Pinterest.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>• Update weekly journal assignment</li> <li>• Assigned reading (<i>Week 11, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>◦ Chapter 13 – Professional, Legal and Ethical Issues</li> <li>◦ Other resources as determined by instructor</li> </ul> </li> <li>• Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>• Reminder – Quiz 5 over Chapters 10 and 11 (<i>due end of week 10</i>)</li> <li>• Reminder – Quiz 6 over Chapters 12 and 13 (<i>due end of week 12</i>)</li> </ul> </li> </ul>

- Assignment – Review and update the goals, bio, interests, images, blogs, etc. and bring all in digital form to class next meeting as we will be putting together a press kit.

**Week 10 Meeting 2**

## In-class activities

- Teams: students work in teams to identify which social network sites are appropriate for the final project of each student.
- Lab: Work on web project.

## Homework

- Remember, you have homework due next week.

**Week 11 Meeting 1**

## In-class activities

- Lecture and discussion on topics from Chapter 13 – Professional, Legal and Ethical Issues

## Homework

- Update weekly journal assignment
- Assigned reading (*Week 12, 1<sup>st</sup> meeting*)
  - Chapter 14 - Mobile Media
  - Other resources as determined by instructor
- Quizzes (vocabulary and concepts)
  - Reminder – Quiz 6 over Chapters 12 and 13 (*due end of week 12*)
  - Assigned – Quiz 7 over Chapters 14 and 15 (*due end of week 14*)
- Lab: Work on web project.

**Week 11 Meeting 2**

## In-class activities

- Students present preliminary web project to class

## Homework

- Remember, you have homework due next week.

**Week 12 Meeting 1**

## In-class activities

- Lecture and discussion on topics from Chapter 14 - Mobile Media

## Homework

- Update weekly journal assignment
- Assigned reading (*Week 13, 1<sup>st</sup> meeting*)
  - Chapter 15 – Mobile Music Marketing
  - Other resources as determined by instructor
- Quizzes (vocabulary and concepts)
- Reminder – Quiz 6 over Chapters 12 and 13 (*due end of week 12*)
- Reminder – Quiz 7 over Chapters 14 and 15 (*due end of week 14*)
- Lab: Work on web project.

**Week 12 Meeting 2**

## In-class activities

- Lab: Work on web project.

## Homework

- Remember, you have homework due next week.

**Week 13 Meeting 1**

## In-class activities

<ul style="list-style-type: none"> <li>Lecture and discussion on topics from Chapter 15 – Mobile Music Marketing</li> </ul>
HOMEWORK
<ul style="list-style-type: none"> <li>Update weekly journal assignment</li> <li>Assigned reading (<i>Week 14, 1<sup>st</sup> meeting</i>) <ul style="list-style-type: none"> <li>Other resources as determined by instructor</li> </ul> </li> <li>Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>Reminder – Quiz 7 over Chapters 14 and 15 (<i>due end of week 14</i>)</li> </ul> </li> </ul>
<b>Week 13 Meeting 2</b>
In-class activities
<ul style="list-style-type: none"> <li>Lab: Teams design individual strategies for text messaging</li> <li>Lab: Work on web project.</li> </ul>
Homework
Remember, you have homework due next week.
<b>Week 14 Meeting 1</b>
In-class activities
<ul style="list-style-type: none"> <li>Lecture on funding projects for musicians (such as crowd funding)</li> <li>Lab: Work on web project.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>Update weekly journal assignment</li> <li>Quizzes (vocabulary and concepts) <ul style="list-style-type: none"> <li>Reminder – Quiz 7 over Chapters 14 and 15 (<i>due end of week 14</i>)</li> </ul> </li> </ul>
<b>Week 14 Meeting 2</b>
In-class activities
<ul style="list-style-type: none"> <li>Lab: Work on web project.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>Take Final Exam online (due date of scheduled Final Exam)</li> </ul>
<b>Week 15 Final Exam Week</b>
Final exam
<ul style="list-style-type: none"> <li>Final Exam - online</li> </ul>
Presentations
<ul style="list-style-type: none"> <li>Class Presentations – during scheduled final exam time</li> </ul>

### Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## Instructor's Practices and Procedures

### Missed Assignments

For any work that is submitted late (past due date), an automatic 10 points will be deducted from the overall grade and per day it is late. After 4 days (40 points). Assignments will not be accepted. All course work will be graded and returned within 1-2 class meetings.

There will be “no make-up” on quizzes and unit test **can** be made up with proper notice. Any student(s) that does not make up the exam within **2** class periods, will be given a grade of 0. If you are in a once a week class, your test/exam needs to be made up before the next class date. If not made up, a grade of 0 will be given. No make up will be given for the final. **NO EXCEPTIONS!**

**(Face-to-Face classes)** Please make sure you establish a great relationship with your peers in class. Note taking is important to take any and all exams. If class is missed, it will effect your chances of scoring high on exams because of the missed information given in lecturer.

### Academic Integrity

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor College's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion

Copying from another students’ test paper; Using materials not authorized by the person giving the test; Collaborating with another student during a test without authorization; Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered; Bribing another person to obtain a test that is to be administered. Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook) ***Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.***

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

### Attendance Procedures

It is important that you “come to class” online! Frequent and steady online work is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, keeping on the online schedule greatly increases your ability to succeed. You are responsible for all materials covered. Online class attendance is monitored by your instructor. Be sure to communicate any special problems with me as soon as possible. I want you to succeed!

### Student Conduct

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this



responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

### Electronic Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor. Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

## Media Arts & Technology

The Media Arts & Technology Center meets the need for multimedia artists and animators to create animation, web development, and visual effects for television, movies, video games, internet and advertising, as well as industry simulation training used in energy, medical, marketing, social media, and industrial settings.

The Media Arts & Technology Center meets the need for multimedia artists and animators to create animation, web development, and visual effects for television, movies, video games, internet and advertising, as well as industry simulation training used in energy, medical, marketing, social media, and industrial settings.

## HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

### EGLS<sub>3</sub>

The EGLS<sub>3</sub> (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable

information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sub>3</sub> surveys are only available for the Fall and Spring semesters. EGLS<sub>3</sub> surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

### **Campus Carry Link**

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

### **HCC Email Policy**

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

### **Housing and Food Assistance for Students**

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

## **Office of Institutional Equity**

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

### **disAbility Services**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

### **Title IX**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## **Office of the Dean of Students**

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

## **Department Chair Contact Information**

Michael Cohn  
Professor | CENTER OF EXCELLENCE | Media Arts & Technology  
Audio Recording, Filmmaking, Music Business  
Houston Community College  
Office: 713.718.6523  
[michael.cohn@hccs.edu](mailto:michael.cohn@hccs.edu)