



MUS-147: THE BUSINESS OF MUSIC

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

MUS - Music

Course Number

147

Course Title

The Business of Music

Short Title

The Business of Music

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is a comprehensive survey of business practices in the music industry. Students will learn real-world applications of entrepreneurial, legal, business, and artistic considerations, including bringing music to market, current recording industry trends, and contract negotiation. Topics include music publishing, copyright, licensing, royalties, unions and guilds, agents and managers, artists and management, the record industry, contracts, studios, engineers, and marketing.

Codes

TOP Code (CB 03)

1005.00* - *Commercial Music

CIP Code

50.0913 - Music Technology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the legislation affecting the music & audio industry.
2. Analyze and recognize the trends of the current music & audio industries.
3. Evaluate industry contracts with a lens of equity, diversity and inclusion.
4. Appraise the industry copyright requirements of a musical project.
5. Assess and differentiate between public domain music and licensed music.
6. Analyze the history and effects of the digital revolution on the music and audio business.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will have an understanding of the major forces acting on the entertainment industry, e.g. legislation, commercial requirements and copyright, etc.
2. Students will analyze the role of diverse music, people and cultures in past, present and upcoming trends in the audio and music business.
3. Students will demonstrate an awareness of the effects of technological change on the business of music.

Program Learning Outcomes

Learning Outcome
3. Develop an awareness of the aesthetic values in music and the roles music plays in the aesthetics of various time periods, styles, and world regions.
5. Explore various career paths in music and the expectations of each field.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

- Music Industry Trends
 - Growth factors
 - Factors inhibiting growth
 - Current legislation
- Recording Artist Contracts
 - Agreement types and conditions
 - Contracts with minors
- Independent Record Producers
 - Role
 - Business considerations
- Worldwide Distribution & Markets
- Unions and Labor Agreements
- Copyrights
 - Protecting unpublished works
 - Authorship
 - Legislation
 - Infringement
 - Fair Use
- History and Effects of the Digital Revolution
 - Bootlegging, Piracy and Counterfeit
 - Effect on historically underrepresented populations
 - Decline of record companies
 - Rise of digital forms
- Music Publishing

- Industry trends
- Arrangements and adaptations
- Public Domain
- Performing Rights Organizations
 - Licensing
 - ASCAP/BMI/SESAC, etc.
- Songwriting
 - History
 - Collaboration
 - Contracts and Royalties
 - Legislation
- Music in Radio
 - History
 - Licenses and Royalties
 - Programming
- Music in Television
 - History
 - Uses of Music in TV
 - Licenses and Royalties
- Dramatic Music for Film, Video, and Television
 - Origin and Development
 - Historical underrepresentation of minorities
 - Rights
 - Contracts
 - Licensing recordings
- Music for Theater
 - History and Development
 - Rights
 - Agreements
- Streaming and OTT Services
 - History and Development
 - Licensing and Royalties
- Current Trends in Technology and the Music Business
 - AI – Artificial Intelligence
 - Career Outlook
 - Diversity, Equity and Inclusion
- The DIY/Entrepreneurial Musician
 - Self-promotion
 - The DIY Toolkit

Methods of Instruction

Method

Directed Study

Integration

Students will inspect products (e.g. recording contracts, labor disputes, landmark court cases and decisions) related to the legislation and regulations that impact the audio and music industry.

DE Adaptations for MOI

After analyzing the major forces acting on the entertainment industry, e.g. legislation, commercial requirements and copyright, (a Course Learning Objective) students will inspect products related to the legislation and regulations that impact the audio and music industry. Films will be available for students to view through the CMS and discussions will take place on discussion boards within the CMS. Discussions as a class or in small groups will be used to encourage students to exchange ideas and findings and comprehend course material in a learning environment where students feel safe and respected expressing differing views. This will give students

opportunities to exchange ideas and reflect upon ways to promote diversity, inclusion and equity in the music industry. In addition, all discussions will take place in the CMS features (discussion, chat, and accessible video conferencing tools. All video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos.

Method

Group Projects

Integration

While collaborating in small groups, students will conduct analysis of contracts and legislation for the music and audio industries.

DE Adaptations for MOI

Students will conduct analysis of contracts and legislation for the music and audio industries in a collaborative fashion utilizing the discussion boards in the course management system in the aim of achieving the "evaluate industry contracts" learning objective. The instructor will upload text, audio, and/or video examples to provide this lecture content. Audiovisual and multimedia materials will be used to stimulate discussions and coursework relating to the business and legal aspects of the music industry. This will be accomplished by posting the videos, multimedia, and related assignment information in the assignment area and linked to a learning unit module. In addition, all video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos.

Method

Papers and Reports

Integration

Students will prepare reports concerning licensing, royalties and distribution of written and/or recorded music.

DE Adaptations for MOI

Students will prepare reports concerning licensing, royalties and distribution of written and/or recorded music, directly relating to the "assess and differentiate between public domain music and licensed music" and "analyze and recognize the trends of the current music & audio industries" learning objectives. The instructor will upload instructions for this assignment along with any necessary text, links, audio, and video content. This assignment information will be posted in the assignment area and linked to a learning unit module. In addition, all video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos. Students will upload their reports via the CMS to receive instructor feedback.

Method

Lecture

Integration

Classroom lectures will include the analysis of copyright, digital media, music in the public and private domain, government and industry legislation and regulations.

DE Adaptations for MOI

Lecture will be accomplished using instructor prepared accessible materials including web based lectures and links to appropriate web sites, including reference, social media, networking and media technology sites. Lectures will cover the scope of the course learning objectives, including "analyze technological trends and their effect on the music and audio business" and "document the business considerations of major media forms." The instructor will upload text, audio, and video examples to provide this lecture content. Audiovisual and multimedia materials will be used to stimulate discussions and coursework by posting the videos, multimedia, and related assignment information in the assignment area and linked to a learning unit module. In addition, all video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos.

Methods of Evaluation**Method**

Exams/Tests

Integration

Student comprehension of materials and topics covered in class sessions will be evaluated by exams and tests. Exam formats may include essay, short answer, multiple choice, and true false questions. Topics will include licensing, publication, industry regulations, and technological trends.

DE Adaptations for MOE

Exams incorporating essay, short answer, multiple choice and true/false questions will be delivered via the course management system. Students will access the exam from the appropriate module and complete their work entirely through the CMS. Exams will be automatically graded by the CMS save for essay/short answer questions which will be graded by the instructor, who will leave relevant feedback in the assignment comment box within one week from the date of submission.

Method

Oral Presentation

Integration

Students will give oral presentations about local, state, federal, and world copyright laws and how they do or do not affect music publications and recordings. Students will be evaluated on content accuracy, depth of research, and overall presentation.

DE Adaptations for MOE

This research project will be delivered in a written term paper format rather than an oral presentation. After reviewing assignment instructions and relevant text, links, audio and visual content uploaded by the instructor in the assignment area and linked to a content module, students will submit a 3-4 page paper through the CMS in MLA format analyzing the legislation affecting the music & audio industry and appraising the industry copyright requirements of a musical project. The paper must include at least three citations from scholarly sources (e.g. textbooks, peer-reviewed journals, state/federal legal codes). The term paper will be uploaded to the course management system and will be evaluated based on a rubric developed by the instructor to assess the student's content accuracy, depth of research, and overall presentation. The instructor will provide detailed feedback through the CMS assignment comments section no later than one week after the date of submission. The merit of the assignment is not affected by the change in delivery.

Method

Quizzes

Integration

Through periodic quizzes, students will be evaluated on their ability to understand differences of legislation and regulation in the music industry, digital media, copyright and publication.

DE Adaptations for MOE

Quizzes are periodic short exams focusing on recently covered concepts. These will be delivered via the course management system, accessed from the quizzes or modules tab and graded entirely by the CMS. Upon noting the student's grade, the instructor may provide feedback via messaging the student directly through the CMS and/or leaving a comment on the student's submission to assist students in better understanding class material.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Business Introduction, aka “Elevator Speech” – create and present an elevator speech, introducing yourself to a potential business associate, including all of the following elements. The speech should be short (30-45 seconds) and compelling.

- a. Your Name (speak slowly and clearly)
- b. What You Do (how you want to represent yourself to this person)
- c. How Well You Do It (level of expertise, any awards or projects of note)
- d. Why You Do It (the emotional hook that relates your work to benefitting others)
- e. Your Contact Information (presentation of business card or a digital equivalent)

How assignment will be adapted in online format

After reviewing assignment instructions and relevant text, links, audio and visual content uploaded by the instructor in the assignment area and linked to a content module, students will upload a video of themselves giving this speech to the CMS. Alternately, they could present their speech to the class live via videoconferencing software. In addition to other students commenting on their speech through the CMS, offering feedback, praise, as well as best strategies for presentation and delivery, the instructor will grade and provide feedback through the CMS assignment comments section within one week of the video being posted. Evaluations will be based on all components of the assignment being present, the quality and content of each one, and overall presentation.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Create and Maintain a Web Presence

- a. This web presence needs to represent you in a business-like way, as opposed to being casual social media.
- b. The web presence may take many forms, ranging from a dedicated FaceBook page, a BandCamp or SoundCloud page, a LinkedIn page, a dedicated website, or something similar. The point is that you can be “found” on the internet by someone looking to do business with you.
- c. At a minimum Include your headshot and your bio (usually under “About”) as well as the other information from your elevator speech and business card.
- d. Optionally, if you have content (music, videos, pictures, articles, etc.) that you wish to share, you are encouraged to do so – so long as it promotes you in a business-like way.

How assignment will be adapted in online format

The nature of this assignment- to create a web presence- is suited perfectly to an online format and this assignment can be submitted as a hyperlink either individually or in an online discussion board to encourage students to view and comment on each other's assignments.

After reviewing instructions posted by the instructor in the assignment area and linked to a learning unit module, discussions will take place on discussion boards within the same module. This will give students opportunities to exchange ideas and strategies for diversity and success in the music business. In addition, all discussions will take place in the CMS features (discussion, chat, and accessible video conferencing tools). All video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos. In addition to other students' comments the instructor will grade

and provide feedback, taking into account the completeness of the assignment, quality of each component and overall delivery, through the CMS assignment comment area within one week of the performance being posted.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a Business Card:

- a. A physical business card for presenting when physically present
- b. A digital business card/Contact for presenting online, either as a vCard or a link
- c. Minimally, a business card should contain
 - i. Name – either yours or your business' name
 - ii. Service or Products supplied by you or your business, if not included in a business name already listed
 - iii. Preferred method of contact (include only what is appropriate for your client demographics)
 1. Email address
 2. Social media contact
 3. Phone #
 4. Physical address (full address for a storefront or office-based business, just a city for all others)
- d. Other optional items may be included, but are not required and their inclusion should be carefully considered before including
 - i. Graphics
 - ii. Multiple Names
 - iii. Product or Service details

How assignment will be adapted in online format

The digital card can be easily uploaded to an CMS. A physical card could be scanned, then uploaded to the CMS to complete this assignment satisfactorily. After reviewing the relevant instructions posted by the instructor in the assignment area linked to a content module, students can upload their assignment through the CMS. Within one week after submission, the instructor will grade and provide feedback taking into consideration whether the assignment contains all required components, the quality of each component, and the overall look/presentation of the business card. Comments will be posted in the assignment feedback area of the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Recording Contract Analysis

How assignment will be adapted in online format

The instructor will upload a sample contract between a recording company and artist. Students will read the contract in preparation for a discussion as to whether this is a fair and legal contract and, if not, what should be altered. Discussions as a class or in small groups will be used to encourage students to exchange ideas and findings and comprehend course material in a learning environment where students feel safe and respected expressing differing views. This will give students opportunities to reflect upon ways to promote diversity and inclusion in the music business and ensure equitable and fair treatment of artists. All discussions will take place in the CMS features (discussion, chat, and accessible video conferencing tools).

Course Materials**Textbooks**

Charve the Don, The Art of the Music Business. Concore Music Publishing Group (2022) ISBN 978-0578299501

Paul Allen, Artist Management for the Music Business. Focal Press; 5th edition (2022) ISBN 978-1032014784

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Music, particularly in today's digital world, spans every region of the globe and celebrates diverse cultures, both in musical artists and in their listeners. In this course, the study of music in radio, television, theatre and on streaming platforms allows students to similarly appreciate and celebrate this diversity. Students' own diversity is explored through the completion of self-promotional music industry assignments.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

As mentioned above, the course content spans music written and performed by diverse members of the international community. By nature, this class focuses on developing the individual to thrive in the music business; something that may look very different depending on the talents and goals of each student. Students have a variety of assessments- exams, writing, speaking, digital content creation- to allow for diverse learning styles and cognitive abilities. In evaluations and interactions the focus should be on the individual student and their progress in understanding and increasing their potential for success in the music industry.

Interactions**Explain how the course will incorporate student-to-student interaction.**

In discussion boards on the CMS and classroom discussions students are requested to both compliment and civilly critique each other in their comments and are scored not merely on participation but by how well and how much they engage, leading to a richer, more real interaction between students.

Explain how the course will incorporate instructor-to-student interaction.

The instructor leads class discussions and the in-class presentations of such assignments as the elevator speech and web presence. Students will receive one-on-one feedback from the instructor on their work while the class as a whole will interact with the instructor's multimedia presentations regarding the course content.

Explain how the course will incorporate student-to-content interaction.

As this class focuses on developing the individual musician/producer to thrive in the music business, students will engage with audio, visual and written content regularly to complete course assignments and partake in class discussions. Students will both interact with content individually as well as in a group setting.

Explain how the course will incorporate student-to-self interaction (metacognitive).

By working on and completing assignments such as a professional bio, elevator speech, and online presence, students will have numerous opportunities to reflect on their talents and goals when it comes to the music industry, presenting themselves and their story in a manner that reflects their individual personality. This thoughtful self-expression will be derived from the aspects of the student's educational, musical, cultural and personal background that they will consider deeply throughout this course.

Key: 2260