

Composition

MUTH 24100 / 24200 / 34100 / 34200 / 44100 / 44200

Spring 2023

Location: JJWCM 4207

Class days/time: Arranged directly with instructor

Instructor: Dr. Evis Sammoutis | Office: JJWCM 4207

Phone: (607) 274-3709. | E-mail: esammoutis@ithaca.edu

Office Hours: Tuesday: 09:30 – 10:30 | Thursday 09:30 – 10:30 - by appointment

Recommended Reference Materials

A list of materials on contemporary/extended techniques is available from the instructor. A recommended listening list and other composition resources are available at

<http://faculty.ithaca.edu/esammoutis/docs/>

The student handbook and responsibilities can be found here:

<http://catalog.ithaca.edu/undergrad/student-information/responsibilities/>

The degree requirements for Composition Majors (normal, vocal, keyboard, and instrumental) can be found here: <https://catalog.ithaca.edu/undergrad/schools/school-music-theatre-and-dance/music-theory-history-composition/composition-major-bm/>

Course Description

Study and application of the techniques necessary for coherent expression in creative musical work. Students are assigned original compositions to explore motivic, harmonic, and formal design as well as style, idiom, and orchestration to create effective and meaningful works. Registration is based on previous written work and the permission of the instructor. One class meeting per week. 3 credits. (F-S)

Student Learning Outcomes

Under the guidance and supervision of the instructor, students will develop an individual plan of study focusing on their technical needs and creative aspirations. Student learning outcomes are therefore unique for each student and semester of study, but it is generally expected that upon successful completion of this course students will be able to:

- Identify aurally and visually key works from the 20th and 21st century repertoires through listening quizzes and score recognition
- Describe key compositional techniques and styles
- Illustrate an entrepreneurial mindset
- Apply several taught techniques in their own work
- Analyze seminal works from the contemporary repertoire
- Compose at least **10 minutes of approved music each semester** (depending on the scope and instrumentation of pieces)

All students will demonstrate the ability to compose music that is professionally notated, technically adept and displays creativity, appropriate structure and form, idiomatic awareness, sophistication and a broad scope of materials.

Attendance Policies

Attendance is mandatory for all lessons, events listed on the Composition Seminar syllabus, and all seminars (Tuesdays 1:10-2:00). Students are responsible for making up the missed work.

Grade will be negatively affected after two absences. Failure to attend 4 combined meetings (composition seminars and composition lessons) could result in one letter grade drop from the final grade (minus 10% of the final grade). For example, A will become B, and B+ will become C+, etc. The student is expected to show up for their weekly lesson at the arranged day and time. There will be no changes to this arranged time once the semester begins. Make-up lessons will be offered under special circumstances only (student's illness or family emergency, instructor's unavailability due to travel) and are subject to instructor's discretion. If extra help is needed, the student is welcome to arrange a meeting with the instructor.

In accordance with Federal Law, students with a disability documented through Student Accessibility Services (SAS) may require reasonable accommodations to ensure equitable access. A student with an attendance accommodation, who misses a scheduled course time due to a documented disability, must be provided an equivalent opportunity to make up missed time and/or coursework within a reasonable timeframe. An accommodation that affects attendance is not an attendance waiver and no accommodation can fundamentally alter a course requirement.

In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. The faculty member is responsible for providing the student with an equivalent opportunity to make up any examination, study, or work requirement that the student may have missed. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.

Any student who misses class due to a family or individual health emergency or a required appearance in a court of law shall be excused. If the emergency is prolonged or if the student is incapacitated, then the student or a family member/legal guardian should report the absence to the Dean of Students or the Dean of the academic school where the student's program is housed. Students may consider a leave of absence, medical leave of absence, selected course withdrawals, etc., if they miss a significant portion of classwork.

A student may be excused to participate in local, state, or federal elections. The student is responsible to make up any work that is missed due to the absence. Any such work is to be completed within a reasonable time frame.

A student may be excused for participation in college-authorized, co-curricular and extracurricular activities if, in the instructor's judgment, this does not impair the specific student's or the other students' ability to succeed in the course.

For all absences except those due to religious beliefs, the course instructor has the right to determine if the number of absences has been excessive in view of the nature of the class that was missed and the stated attendance policy. **You should notify me as soon as possible of any anticipated absences.** Please refer to the Undergraduate Catalog for the attendance policies at Ithaca College as well as other useful information regarding Registration and Course Information:

<https://catalog.ithaca.edu/undergrad/academic-information/registration-course>.

Please visit the following link for more information on Student Responsibilities and expectations as well as the Handbook: <https://catalog.ithaca.edu/undergrad/student-information/responsibilities>

Course Activities

Compositional work, ancillary exercises on specific techniques, listening and analysis of works from the literature. Students are required to keep a weekly journal of compositional activities and be prepared to discuss at least one work from the recommended listening list at each weekly meeting.

At each lesson students are expected to bring with them:

1. **A printed copy of the piece they are working on** (in case they don't have a handwritten score). Optionally, the students can also email **an electronic copy** of the piece they are working on in

PDF or XML format. In case students are working on a handwritten score, then the score must be scanned using a high quality/definition format.

2. **The journal** of the weekly composition activities, detailing how they engaged with the points discussed at the previous week's meeting and a synopsis of their compositional activities for the whole week. The journal should include a list of works they listened to that week.
3. The **previous week's printed or electronic copy** of the music they were working on with instructor's comments to discuss their progress and trace the changes.

Assignments

The instructor may require technical work, including short composition exercises as well as listening and analysis assignments, to help the student's development of specific writing skills. Students are expected to complete all composition projects by the final exam date or the last day of classes. Assignments must be emailed on time. **Late assignments will be penalized 20%**. Exceptions apply to works-in-progress. The use of a computer notation program, such as Finale or Sibelius, is recommended but not required. Manuscript scores may be written in pencil and must be clearly legible. They must be scanned and sent to the instructor using high quality scanner settings.

If a student wants to request an extension, then they must request said extension by e-mail at least 24 hours in advance of the project's due date. A request does not guarantee an extension. Extensions will be granted at the discretion of the instructor. If an extension is granted, then the project's grade will drop by a 1/3 of a grade every calendar day after the original due date. For example, if a project is due on Monday at 12:00 p.m., then any project submitted at 12:01 p.m. will be docked a third of a grade until Tuesday at 11:59 a.m. If the project is turned in on Tuesday at 12:00 p.m., then it will be docked by two-thirds of a grade.

Composition Seminar

All composition majors are required to attend the Composition Seminars on Tuesdays at 1:10 p.m. Seminars offer an excellent opportunity to interact with other composition students and attend lectures/presentations by established composers.

Composition Premieres Concert

All composition majors are required to **present at least one work** in one of the Composition Premieres Concerts each semester. It is the student's responsibility to submit all requested materials by the specified deadlines found in the Composition Seminar syllabus.

Entrepreneurship

The instructor encourages students to seek opportunities to expose their work to a wider audience. Entrepreneurial activities for an emerging composer include but are not limited to submitting scores to off-campus performers/ensembles, festivals, calls-for-scores and competitions; engaging in interdisciplinary, collaborative projects; and starting/maintaining a composer's website. **Students are required to submit a list of semester entrepreneurial activities by Monday of finals week via e-mail.**

Mid-Point Portfolio Evaluation (Concerns 24100 / 24200 / 34100)

At the **end of sophomore year**, all composition students will meet with the composition faculty (or via videocall) to evaluate their progress toward successful completion of the Composition Portfolio and to check their progress toward the composition degree. **Should progress be insufficient, the student may be given advice on what areas to improve. In case the student's performance is considered severely**

deficient, the student may be advised to withdraw or change their major. It is expected that by the end of the Sophomore year, students should have completed at least two compositions that will be part of their final portfolio evaluation.

Final Portfolio Evaluation (Concerns 44100 / 44200)

At the **end of senior year**, all composition students are required to submit a portfolio in electronic format to the composition faculty. **A passing grade in Composition/senior level- Spring (MUTH 44200) will be contingent upon a passing grade on the Composition Portfolio.** Should the student be given a failing grade for their Composition Portfolio, then he/she will receive a failing grade in MUTH 44200. Students are advised to check with their instructors to ensure they are making adequate progress toward the successful completion of the Composition Portfolio.

Portfolio consists of works for:

1. Solo piano
2. Solo voice collection with accompaniment
3. One or more strings
4. Electronic media
5. Chamber ensemble
6. Large ensemble
7. Choir

NOTE: a piece may only fulfill one category, e.g., a string quartet may fulfill “work for one or more strings” or “chamber work” but not both.

Guidelines for Presenting at Composition Seminar

Presentations should focus on one or two representative works composed as part of the student’s portfolio during their composition lessons at Ithaca College, giving plenty of technical examples and analysis. Presentations should last about 20 minutes, allowing for a 5-minute discussion. They should not be autobiographical, but rather focus on techniques used, methodology, and aesthetic choices.

Composition Recital Guidelines (MUTH 49800)

Composition Recitals should demonstrate the student’s most representative compositions. Only works composed under composition faculty supervision can be accepted. The program should include approximately 45 minutes of music. Under no circumstances should the total time of the recital (including stage changes) exceed 60 minutes. The recital should comprise primarily of as many pieces of the official portfolio as possible, thus demonstrating a variety of performing forces. While addressing the audience briefly for acknowledgements is appropriate, speaking to the audience should not be a replacement for program notes. All recital programs should contain program notes for every piece as well as clearly mention the performers for each work and duration.

Grading	
Composition projects/exercises	80%
Attendance	10%
Listening Quizzes	5%
Entrepreneurship (with proof of entrepreneurial activities):	5%

Each Composition will be graded based on its creativity, technique, successful structure shape and form, idiomatic awareness, sophistication of the compositional language used, and notation.

Grading System

The acceptable grades and corresponding points for grade point average (GPA) calculations are as follows. All grades except P, I, S, W, NG and DG are used in calculating a student’s GPA. For more information on Credit and Grade Information, please visit this page: <https://catalog.ithaca.edu/undergrad/academic-information/credit-grade>

Grade		Points	Grade	Points
A	94-100	4.00	High level of skill development Exceptional preparation for later learning	Outstanding
A-	90-93.9	3.70		
B+	87-89.9	3.30	Advanced development of most skills Has prerequisites for later learning	Exceeds Expectations
B	83-86.9	3.00		
B-	80-82.9	2.70		
C+	77-79.9	2.30	Demonstrated ability to use basic skills Lacks a few prerequisites for later learning	Satisfactory Achievement
C	73-76.9	2.00		
C-	70-72.9	1.70		
D+	67-69.9	1.30	Some important skills not attained Deficient in many prerequisites for later learning	Below Satisfactory
D	63-66.9	1.00		
D-	60-62.9	0.70		
F	< 59.9	0.00	Most essential skills cannot be demonstrated Lacks prerequisites needed for later learning	Fails to meet minimum Expectations

E-mail Communication

Students are strongly advised to check their IC e-mail account **regularly**. The instructor will only send e-mail communications to IC accounts.

Ithaca College Standards of Academic Conduct

The Ithaca College Policy Manual describes the Standards of Academic Content embedded in the Student Code of Conduct. It is the responsibility of every student and faculty member to be familiar with, and comply with, these expectations for rigor, authenticity, trust, and honesty in academic work. You may find the full policy at the following web link: <https://www.ithaca.edu/policy-manual/volume-vii-students/71-general-student-policies/714-standards-academic-conduct>

We will discuss this policy more thoroughly in our course. As the Policy Manual states, “Because Ithaca College is an academic community, ignorance of the accepted standards of academic honesty in no way affects the responsibility of students who violate standards of conduct in courses and other academic activities.”

Academic Honesty / Dishonesty and Plagiarism

All assignments for this class should be original compositions. Ithaca College sets very high standards for academic integrity that have helped shape the quality of its offered degrees. Students are strongly advised to familiarize themselves with the Ithaca College Policy Manual, Vol. VII “Pertaining to the

Student Community,” including reviewing the “Student Conduct Code.” Any violations of academic honor and honesty will not be tolerated in this course under any circumstances. For policies regarding fair use/copyright and plagiarism, the Ithaca College Policy Manual states: “Whether intended or not, plagiarism is a serious offense against academic honesty. Under any circumstances, it is deceitful to represent as one’s own work, writing or ideas that belong to another person. Students should be aware of how this offense is defined. Plagiarism is the unacknowledged use of someone else’s published or unpublished ideas, whether this use consists of directly quoted material or paraphrased ideas.”

Academic Advising Center

Students are asked to consult with their faculty advisor, or the advising contact within their school, for all advising matters. Faculty advisors will be able to assist students with most advising questions, or they may collaborate with the dean’s office for more complicated matters.

Students can find the name of their assigned faculty advisor in Homer or in Degree Works. Additionally, below is a list of advising contacts in deans’ offices.

Business	Katy Hall, Academic Services Coordinator, khall2@ithaca.edu
H&S	Jim Riegel, Academic Services Coordinator, hsadvising@ithaca.edu
HSHP	Michelle Lang, Academic Services Coordinator, mlang@ithaca.edu
Park	Kristin Morse, Academic Services Coordinator, kmorse@ithaca.edu
Music, Theatre & Dance (Center for Music)	Shannon Hills, Academic Services Coordinator, musicacademicsupport@ithaca.edu
Music, Theatre & Dance (Center for Theatre & Dance)	Mary Scheidegger, Theatre Operations Coordinator, scheideg@ithaca.edu

Students can contact the Advising Center to discuss registration questions, review degree requirements, talk about ICC requirements, discuss adding or changing majors or minors, receive help with study skills and strategies, and get help with any other academic advising related questions. Students may also email advisingcenter@ithaca.edu with any advising questions. To schedule an appointment, go to: <https://www.ithaca.edu/academic-advisingcenter>.

Writing Center

Located in 107 Smiddy Hall, the Writing Center provides students with the opportunity to work on effective strategies for all types of written work including essays, research papers, cover letters, applications, and creative writing. Students in all disciplines (humanities and sciences, business, health sciences and human performance, communications, and music) can bring assignments at any stage in their process, whether prewriting, drafting, or editing, and in one-on-one conferences, they will receive guidance on the writing, revising, and editing process so that they can develop confidence as independent thinkers and writers. The Writing Center is staffed by trained peer tutors as well as Department of Writing faculty. The Writing Center offers Zoom tutoring as well as in-person appointments. More information about the Center’s hours, policies, and appointments is available at 607-274-3315, or consult the Writing Center webpage: <https://www.ithaca.edu/academics/writing-center>

Tutoring and Academic Enrichment Services

As a supplement to faculty advising and office hours, Tutoring and Academic Enrichment Services offers exceptional peer resources free of charge. Learning Coaches provide content-specific peer tutoring in a variety of courses. Peer Success Coaches mentor students who wish to develop collegiate-level

academic and social engagement skills. To access these courses and for more information, please visit us at <https://www.ithaca.edu/tutoring-services>.

Title IX

Title IX is a federal act mandating that educational institutions receiving federal funding must provide sex and gender equity. All students thus have the right to a campus atmosphere free of sexual harassment, sexual violence, and gender discrimination.

Please note that if you disclose an experience related to sexual misconduct (including sexual assault, dating violence, and/or stalking, sexual harassment or sex-based discrimination, your professor can inform the Title IX Coordinator, lkoenig@ithaca.edu, of all relevant information, including your name. The college will take initial steps to address the incident(s), protect, and support those directly affected, and enhance the safety of our community. The Title IX Coordinator will work with you to determine the best way to proceed. Information shared in class assignments, class discussions, and at public events do not constitute an official disclosure, and faculty and staff do not have to report these to the Title IX Coordinator. Faculty and staff should be sure that access to campus and community resources related to sexual misconduct are available to students in the case these subjects do arise. Any other disclosure to faculty and staff needs to be reported to the Title IX Coordinator. For more information:

<https://www.ithaca.edu/share>

Accommodations for Students via Student Accessibility Services

In accordance and compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities through an interactive process. Students seeking accommodations must register with Student Accessibility Services and provide appropriate documentation before accommodations can be provided. Please note that accommodations are not retroactive, so timely contact with Student Accessibility Services is encouraged. To discuss accommodations or the accommodation process, students should schedule to meet with a SAS specialist. 607-274-1005 | sas@ithaca.edu.

Students may register with SAS at the following link:

<https://elbert.accessiblelearning.com/lthaca/ApplicationStudent.aspx>

Mental Health and Stress Management Support via CAPS

The Ithaca College Center for Counseling and Psychological Services (CAPS) promotes and fosters the academic, personal, and interpersonal development of Ithaca College students by providing short-term individual, group, and relationship counseling, crisis intervention, educational programs to the campus community, and consultation for faculty, staff, parents, and students. Their team of licensed and licensed-eligible professionals value inclusivity, and they are dedicated to creating a diverse, accessible, and welcoming environment that is safe and comfortable for all those they serve and with whom they interact. CAPS sees students in-person at their offices in the Hammond Health building, but Telehealth meetings through Zoom can be arranged in some circumstances.

Staff in the office will answer questions by phone at 607-274-3136; please leave a voicemail if you do not reach a live person. You can also reach the office via email at counseling@ithaca.edu. CAPS hours remain Monday-Friday 8:30 a.m. to 5:00 p.m. After-hours connections to a live counselor are available by calling the CAPS number and following the prompts.

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with

relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

In the event I suspect you need additional support, expect that I will express to you, my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available. Remember, getting help is a smart and courageous thing to do.

Religious Observances

At Ithaca College, we uphold diverse religious and spiritual traditions - each with its own set of beliefs, practices, and observances that are part of our community. If you anticipate needing accommodations for attending class, taking exams, or submitting assignments due to a religious observance, you can work directly with me to accommodate your needs. Please share the potential dates with me, so we can plan for your success in our class.

The Office of Religious and Spiritual Life is also available to support you as you navigate your religious observances at IC. If you have questions or suggestions, please contact the Office of Religious and Spiritual Life at spirituallife@ithaca.edu. More information on religious observances and accommodations at IC is available here: <https://www.ithaca.edu/religious-and-spiritual-life/religious-observance>.

Diversity, Equity, and Inclusion

Ithaca College values diversity because it enriches our community and the myriad experiences that characterize an Ithaca College education. Diversity encompasses multiple dimensions, including but not limited to race, culture, nationality, ethnicity, religion, ideas, beliefs, geographic origin, class, sexual orientation, gender, gender identity and expression, disability, and age. We are dedicated to addressing current and past injustices and promoting excellence and equity. Ithaca College continually strives to build an inclusive and welcoming community of individuals with diverse talents and skills from a multitude of backgrounds who are committed to civility, mutual respect, social justice, and the free and open exchange of ideas. We commit ourselves to change, growth, and actions that embrace diversity as an integral part of the educational experience and of the community we create. Please learn more about Ithaca College's commitment to diversity, equity, and inclusion:

<https://www.ithaca.edu/diversity-and-inclusion/diversity-statement>

Basic Needs Awareness

Access to basic needs such as food and safe shelter are vital to your successful academic experience. If you are experiencing challenge affording groceries, accessing sufficient food to eat every day, or finding stable, safe housing, I want you to be aware of resources available to all members of our Ithaca College community. You can learn more about these resources at the following links. You may also reach out to the Dean of Students for support.

- Working for Food Security (food resources) <https://www.ithaca.edu/student-affairs-and-campus-life/working-food-security>
- Financial Security Support (a range of resources) <https://www.ithaca.edu/student-affairs-and-campus-life/supporting-financial-security>

Names and Pronouns

Everyone can choose to be addressed by their chosen name and pronoun. The class roster includes the student's legal first name unless one has already designated their preferred first name with the Registrar's office. Please be advised that pronouns are not indicated on rosters, so you will be invited to

indicate the pronoun you want to use when asked to share your name at the first lesson. **A student's chosen name and pronoun will be always respected in my classroom by everyone.**

Health and Safety

The health and safety of our entire campus community are important. For this reason, please know that I will expect that we all follow the most current health and safety guidance from the College for COVID-19, Monkeypox, or any other public health issue. Please be aware that health and safety guidance might change, in accordance with local or national guidance, during the semester. Each of us has a responsibility to self-monitor our health to identify any symptoms that may be concerning. Information on COVID-19 symptoms is available here: <https://www.cdc.gov/coronavirus/2019-ncov/modules/symptoms-testing/list-of-symptoms.html>. Information on Monkeypox symptoms is available here: <https://www.cdc.gov/poxvirus/monkeypox/symptoms.html>

If you are experiencing symptoms of concern, please reach out to Hammond Health Center at 607-274-3177 or a trusted health provider to have your symptoms assessed for next steps.

If you are not feeling well, it is okay to stay home. I ask that you email me as soon as possible if you are unable to attend class. This class does not offer dual instruction. However, I will work with you to identify alternative ways to make up missed work. Please see the attendance policy section of this syllabus for more information on class attendance and how we can work together if you must miss class due to illness. Finally, please refrain from eating in the classroom. Eating in class is only permitted if you have a medical reason for doing so.

Composition Projects for Spring 2023:

PORTFOLIO REQUIREMENTS

COMPOSITION STUDENT: _____

EXPECTED DATE OF GRADUATION: _____

WORKS COMPLETED TOWARD THE PORTFOLIO

CHORAL WORK

Title _____ (date completed) _____

SOLO VOICE COLLECTION WITH ACCOMPANIMENT

Title _____ (date completed) _____

SOLO PIANO WORK

Title _____ (date completed) _____

WORK FOR ONE OR MORE STRINGS

Title _____ (date completed) _____

WORK INVOLVING ELECTRONIC MEDIUM

Title _____ (date completed) _____

CHAMBER WORK

Title _____ (date completed) _____

LARGE ENSEMBLE WORK

Title _____ (date completed) _____

OTHER WORKS

Title _____ (date completed) _____

Title _____ (date completed) _____

Title _____ (date completed) _____

Title _____ (date completed) _____

Title _____ (date completed) _____

Title _____ (date completed) _____

Title _____ (date completed) _____

Title _____ (date completed) _____