

## **COURSE DESCRIPTION**

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This course is a continuation of *Electroacoustic Music Composition/Digital I* (MUC6445). Composition and research in direct-digital software synthesis systems to include advanced instrument design, algorithmic composition, and real-time performance applications

## **COURSE OBJECTIVES**

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The course objectives are to advance students' technical command of direct-digital synthesis beyond basic techniques and concepts, enabling them to build custom tools with artistically idiosyncratic expressive possibilities. Students will learn to generate musical material through programming, exploring how algorithmic processes can serve compositional intentions rather than simply memorizing traditional algorithms. The course will prepare students to perform their work in real-time contexts, requiring them to think simultaneously as composers, instrument designers, and performers who must make split-second musical decisions while managing technical systems under performance conditions.

## **REQUIRED MATERIALS**

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### **Textbooks**

- Cipriani, Allesandro & Giri, Maurizio. *Electronic Music and Sound Design - Theory and Practice with Max/MSP: Volume 1*. (Contemponet, 2010).
- Cipriani, Allesandro & Giri, Maurizio. *Electronic Music and Sound Design - Theory and Practice with Max/MSP: Volume 2*. (Contemponet, 2014).

Additional readings will be posted on the course's Canvas page.

### **Software**

The majority of the course will be taught using a commercial programming environment called Max (<https://cycling74.com/products/max>) by Cycling 74.

### **Hardware**

As this course takes place in the computer lab, each of you will have access to a computer workstation. However, you are also welcome to use your own computer for both in- and out-of-class course activities.

## GRADING

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### Assignment Breakdown

The course will primarily consist multiple tutorials, listening reports to foment a deep understanding and familiarity with relevant repertoire, and final project.

Tutorials	55%
Listening reports	10%
Final Project	35%
<i>Prospectus</i>	5%
<i>Documentation/deliverables</i>	20%
<i>Presentation</i>	10%

### Assignment Submission

All projects are expected to be completed on time and submitted in their final designated form (this may vary from assignment to assignment) along with any accompanying source materials in a .zip folder in the appropriate folder on Canvas prior to class on the day that they are due. Files should use the naming convention "LastName\_AssignmentName.zip" in order to make downloading and grading easier. Feedback will be given within 1 week of on-time assignment submission. While there are no penalties for late assignments, keep in mind that they may receive abbreviated (or no) feedback from the instructor if they are not submitted on time.

### Attendance and Engagement/Participation Policy

Students are expected to attend and be engaged in every class in some way. Because class discussions and in-class workshopping and experimentation will comprise an important part of the course, all members of the class are expected to have completed all relevant assignments and familiarize themselves with all required reference materials. There will be frequent opportunities to share/workshop the outcomes of assignments in class, and so it is important to work on them early and often. In general, the first class period of each week will involve the introduction of new materials in a lecture-style format, whereas the second will be a more experiential, lab-style tutorial. All students and instructors are expected to treat each other with the utmost respect and professionalism, whether physically in the classroom, during office hours, or online. We are all here to learn, so please do not hesitate to ask questions or share your opinions or experiences.

### Grading Scale

Letter	%	General Grading Criteria (specific assignment rubrics TBD)
A	93 - 100%	Excellent. Well-prepared and thorough. Shows creativity, diligence, or insight beyond the basic requirements
A-	90 - 92.99%	
B+	87 - 89.99%	Good. Meets basic expectations. Demonstrates a basic understanding of the material, perhaps with minor flaws.
B	83 - 86.99%	
B-	80 - 82.99%	
C+	77 - 79.99%	Fair. Completes the assignment, but demonstrates a less-than-firm grasp of the material; missing elements; multiple technical errors
C	73 - 76.99%	

<b>C-</b>	70 - 72.99%	
<b>D+</b>	67 - 69.99%	Poor. Demonstrates a lack of effort or understanding of the material. Multiple errors, missing elements, or failure to follow assignment instructions
<b>D</b>	63 - 66.99%	
<b>D-</b>	60 - 62.99%	
<b>E</b>	<60%	Fail. Missing, incomplete, plagiarized, or incoherent.

For more information on grading, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Engagement/Participation Rubric

	Criteria: Present and Prepared	Criteria: Synthesis and Extension
<b>Excellent</b>	Student is present and participatory (either in class, or as the need arises, virtually) and shows evidence of having completed required course materials and assignments (either through in-class discussion or posting on the Canvas discussion board)	Student understands connections between required materials, and considers temporal, technological, and societal contexts in which materials are presented. Comments and questions show that the student is able to build upon insights gained from engagement with materials and connect it to their own experiences, as well as critically consider their own positionality to the material and how it may differ from others. Comments are respectful of others' viewpoints.
<b>Satisfactory</b>	Student is present and participatory (either in class, or as the need arises, virtually), shows evidence of having only superficially or incompletely engaged with required course materials and assignments, (either through in-class discussion or posting on the Canvas discussion board)	Student shows limited understanding of connections between required materials, and/or barely considers temporal, technological, and societal contexts in which materials are presented. Comments and questions are superficial and serve only to regurgitate points raised in the required materials without extending or providing any additional insight or context, or simply provide their experiences without considering positionality to the materials. Comments are respectful of others' viewpoints.
<b>Unsatisfactory</b>	Student is not present and/or does not participate (either in class, or as the need arises, virtually), and shows no engagement with required course materials nor assignment completion	Student makes no effort to connect required materials to each other, nor do they consider the context in which the required materials are presented. Student is inconsiderate of other points of view and/or creates a toxic environment for others in the class.

## CAMPUS-WIDE POLICIES AND RESOURCES

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- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.

- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- **Academic Resources:** 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352- 392-6420](tel:352-392-6420). Email contact: [teaching-center@ufl.edu](mailto:teaching-center@ufl.edu). General study skills and tutoring.
- **Writing Studio:** Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)
- UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.
- **Public Speaking Lab:** (Dial Center, 501 Rolfs Hall). Offering online and in-person help developing, organizing, and practicing oral presentations. Contact email: [publicspeakinglab@clas.ufl.edu](mailto:publicspeakinglab@clas.ufl.edu).

### **Academic Integrity**

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please feel free to reach out to me.

### **Campus Health and Wellness Resources**

- UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

### **Students Requesting Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

- The email they receive from GatorEvals
- Their Canvas course menu under GatorEvals
- The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Information about university-wide policies and resources can be found at:  
<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

## WEEKLY CLASS SCHEDULE

*NB: this schedule is very likely to change student interest, and group pacing dictates. Thanks in advance for your flexibility!*

### WEEK 1: 1/12

Course overview and synthesis review

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### WEEK 2: 1/19

Instrument design principles and affordances

Assignment due: Tutorial 1

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### WEEK 3: 1/26

Mapping strategies between gesture and sound

Assignment due: Tutorial 2

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### WEEK 4: 2/2

Sensor interfaces and physical controllers

Assignment due:

- Tutorial 3
  - Listening report 1
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### WEEK 5: 2/9

Parameter spaces and continuous control

Assignment due: Tutorial 4

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### WEEK 6: 2/16

Spectral and granular synthesis for expressive control

**Assignment due:** Tutorial 5

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## **WEEK 7: 2/23**

Algorithmic assistance and generative partners

**Assignment due:**

- Tutorial 6
  - Listening report 2
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## **WEEK 8: 3/2**

Real-time listening and adaptive systems

**Assignment due:** Tutorial 7

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## **WEEK 9: 3/9**

Feedback loops and emergent behavior

**Assignment due:** Tutorial 8

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## **WEEK 10: 3/16**

**SPRING BREAK—NO CLASS**

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## **WEEK 11: 3/23**

Latency, timing, and responsiveness.

**Assignment due:**

- Tutorial 9
  - Listening report 3
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## **WEEK 12: 3/30**

Performance interfaces and embodied practice

**Assignment due:** Tutorial 10

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## **WEEK 13: 4/6**

Individual meetings

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**WEEK 14: 4/13**

Final Presentation and deliverables.

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**WEEK 15: 4/20**

**READING DAYS—NO CLASS**