CONTACT INFORMATION

Professor: James Bernhard
Office: Thompson Hall 390G
Email address: jbernhard@pugetsound.edu
Office hours: TBA — see course website

My phone number is 879-3812, but the phone is usually one of the slowest ways to reach me. Email is usually much faster. (All of my email is forwarded to another account, and you may receive email from me at that account as well.)

The course website is the best resource for information about the course. Among other things, it contains a complete calendar for the semester, including all assignments. Also, if you email me a password, you will be able to access your grade-to-date any time during the semester via the course website.

LEARNING OBJECTIVES The primary goals of this course, in order of importance, are:

1. To learn to communicate clearly about the physical aspects of musical sound.
2. To further develop your critical reading skills.

PREREQUISITES No particular physics (or any other science) background is required. You should, however, have enough of a musical background to understand the idea of an interval (major third, perfect fifth, etc.). If you don’t, please see me about the suitability of the course for you.

COURSE MATERIALS As part of this course, we will read the book *How Equal Temperament Ruined Harmony (and Why You Should Care)* by Ross Duffin, which is available at the campus bookstore. Beyond that, there is no required text for the course. There will be plenty of additional required reading, but it will be primarily from internet websites. There is no particular technology required for the course, although you may find it helpful to have a computer to write your papers with and to try out some of the software that we use.

COURSEWORK The coursework consists of:

- Approximately weekly reading quizzes. These will take about 10-15 minutes in class, usually on Mondays.
- Three projects. The first two of these will be written, while the third will consist of an in-class presentation and a paper.

There is no final exam for this course. The course is finished on the last day of class.

The purpose of the three projects is to work toward the first learning objective in the course: to learn to communicate clearly about the physical aspects of musical sound. The labs also serve that purpose, although less directly. They are aimed at developing a hands-on understanding of the course material, which then helps you communicate more clearly about the physical aspects of musical sound.

The structure and purpose of the quizzes require further explanation. Approximately each week, you will have a reading assignment, usually from a website. On the course website, readings that you will be quizzed on are indicated with “Reading:”, and each reading is posted on the same day as the quiz covering it. You may take notes on the readings and use these notes on the quizzes. The notes may be hand-written or typed, but they should not include anything that is literally cut-and-pasted or printed out from the website. Your notes may be as short or as copious as you like, but you are only allowed to use your own notes (not anyone else’s) on the quizzes. From time to time, I may collect your notes after the quizzes.

The quizzes serve two main purposes:

- They give you an opportunity to practice your critical reading skills. Since it would be impractical (and not particularly helpful) to copy everything in the reading assignment into your notes, you will necessarily have to decide what is most important in the reading.
- They allow the class lectures to be much more productive, since you will have familiarized yourself with the material beforehand. This in turn allows you to formulate better questions in class. And yes, I certainly welcome and even strongly encourage questions, as an important part of the learning process.

Besides the reading for the quizzes, there will be many additional ungraded reading assignments. These will be important for understanding the lectures. They will not be asked about on the current quiz, but some of the material from them may appear on later quizzes, after we have discussed it during class.

**Grading** Your grade will be based on my assessment of your understanding of the material. By default, I will weight the various components of the course as follows:

- Quizzes 30%
- Project 1 15%
- Project 2 20%
- Project 3 25%
- Lab 10%

However, these weights are subject to change due to individual circumstances, so if you believe the above components do not accurately represent your understanding of the material, then you should let me know. If the circumstances dictate, I can work with you to find another way to demonstrate your understanding of the material.

**Policy on Late Work** I will not accept late work without an appropriate reason, which you should explain to me before the work is late if possible. If you are falling behind or need to turn something in late, please see me so that we can discuss it.

**Academic Honesty** You should not work with anyone else on reading assignments, quizzes, or projects in this course. You may, however, receive feedback from others (for the purpose of editing, proofreading, etc.) on your papers and on your presentation rehearsals. In lab, you may (and should) work with others, but your lab write-up must be your own and reflect your own understanding of the material.

For practical guidelines on using quotation and paraphrasing effectively and honestly, see the following guide put together by staff at the University of Puget Sound Library:

http://alacarte.pugetsound.edu/subject-guide/6-Academic-Integrity-Puget-Sound

For general information on issues of academic honesty, see the official University of Puget Sound academic honesty policy at:

http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/

**Other** Feel free to contact me with any other questions you have regarding the course. I look forward to an enjoyable class with you this semester!