

The Entrepreneurial Musician Graduate Seminar
Reflective Journal Assignment

Dr. Tanya Kalmanovitch
Spring 2017

Assignment Deadline: February 15, 2017

Overview

In each of the first four weeks of the semester, complete 20 minutes of loosely structured, reflective writing on one element of the class readings, lectures, discussions or activities that stands out as significant to you. The element you choose can be drawn from anything that comes up in the week's course materials – lectures, class discussions, readings, media. An element might be an article, or a specific quote; an idea or an image; an individual or an organization; an organizational model or the impact it's generated.

You may use the template provided below, or generate one of your own. Regardless, each reflection should clearly show the following elements:

1. The element. A description of the element you're reflecting on (a reading, quote, discussion, image, idea, activity), its source, and the context in which you encountered it.
2. Its significance to you. Why does this stand out to you, personally? What are your reactions, thoughts and feelings about this?
3. Your interpretation. What meaning do you make from this element? How can it be explained (in terms of theory, systems of thought/action/belief)? How is it similar or different to other ideas?
4. Outcomes. What have you learned from this? What does it mean for your future? Include any specific steps you plan to take as a result.

What to Submit

Submit four weekly reflections by sharing them with me on Google Drive (tanya.kalmanovitch@gmail.com) in a Google Docs file. Be sure to enable “editing” privileges on your file so that I can provide my feedback.

Please label your file clearly, as follows: Lastname – Assignment Name. (e.g. Chen – Reflective Journal).

Deadline and Grading

This assignment is worth 10% of your final grade. The deadline is Wednesday February 15, 2017.

Reflective Journal Template

Week of Class: 1	Date: 20 January 2017
<p>Element. Choose one significant element from class this week (readings, lecture or class discussion content, an activity, and experience). Briefly describe this element and the context in which you discovered it.</p> <p>Example: <i>In class today we talked about that phrase, “You have to want ‘it’ more than anything else.” It’s advice that’s usually given to musicians about pursuing a life in music, and though I’ve never stopped to think about it before, it’s always rubbed me the wrong way.</i></p>	
<p>Significance. Describe why this is significant to you. Why do you care? Make it personal to you. How does it make you feel? What are your thoughts?</p> <p>Example: <i>I’ve heard it from countless people before, often when I was in a vulnerable position asking for advice from someone more senior to me. It’s frustrating. If I hear it from someone who’s in a position of professional success, I feel like I’m a bad musician for not wanting to sacrifice everything in order to pursue an uncertain future. Like, I haven’t even started yet and I’m already failing on two levels – professional success, and ambition/desire. Also, what is this ‘it’ that I’m supposed to want? And how can I know that I want ‘it’ more than anything else, if I haven’t had a chance to experience other things yet? And if I hear it from someone outside music, I feel like I have to justify why music matters to me more than all the other things that might matter to other people (or to me).</i></p>	
<p>Interpretation. What meaning do you make from this element? How can it be explained (in terms of theory, systems of thought/action/belief)? How is it similar or different to other ideas?</p> <p>Example: <i>No matter what this ‘it’ is, examining this casually used phrase has made me reconsider my thoughts about success. When I think about my future, I realize that I’m navigating between three poles all the time: (1) the things I think I would like to do, (2) the things other people will give me access to (winning auditions, being invited to perform), and (3) what seems reasonable to expect. There’s not a lot of room in this to dream big, or to imagine possibilities that are beyond what I already know. It reinforces the status quo. I realize that I don’t allow myself enough space to dream really big dreams. I’m trying to be “reasonable” all the time, and my fears and uncertainties about professional opportunities make me conservative in my choices. I think I’d like to free up some space in my life to be a little irrational about music – more joyful, more playful, and more ambitious.</i></p>	
<p>Outcome. What have you learned from this? What does it mean for your future? Include any specific steps you plan to take as a result.</p> <p>Example: <i>I’ve already found myself being more aware of when I sort of “close down” when I think about my future prospects. I want to be more open and curious about the future. And I want to explore more resources available to me at NEC, outside of my department. And I want to meet some more people outside my usual orbit. Some steps I want to take this week:</i></p> <ol style="list-style-type: none">1. <i>Email Tanya Maggi find out more about CPP projects.</i>2. <i>Text Qing Yu about getting together for a session.</i>3. <i>Check out the NEC concert calendar and put some concert dates in my calendar</i>	

