

MUS 131.71 Understanding Music Syllabus

Course Overview:

Credits: 3

Location/Day/Time/Dates:

JCC @ LISD TECH, Room 131, T/TH from 9:00 a.m. -10:49 a.m., MAY 22-AUG 15, 2017

Instructor: Phil Clark, Adjunct Faculty for Music
Contact info: clarkphillipa@jccmi.edu

Office Hours: By appointment – Contact via email

Description: Lecture and directed listening on the elements, forms, and historic chronology of Western music.

Prerequisite: ENG 085

Course Goals: To equip students with tools to listen to and appreciate multiple genres of music, to increase comprehension of musical form, style, and other musical concepts, and to recognize the historical development of Western music.

Textbook/Materials:

1. “The Enjoyment of Music, twelfth edition (shorter version)”
Forney, Dell’Antonio, and Machlis
(also available as an ebook at www.wwnorton.com) - make sure you obtain “total access” to listening materials, supplemental materials, and interactive listening guides, which are included with your purchase of the book.
2. JetNet, Blogs, Email
JetNet can be accessed through the jccmi.edu website, and class materials will be posted there as the semester progresses. Log in, select our class, use our links.

Class Expectations:

Classroom Behavior: Students are expected to be considerate and respectful to others. Cell phones are to be turned off unless otherwise indicated, and other devices may only be used for approved class activities, like taking notes. Any disruptive behavior can result in being dismissed from the classroom, and potential grade reductions and disciplinary follow-up.

Participation: Students are expected to participate in class discussions and activities. Please prepare the assigned readings and become familiar with listening examples prior to class.

Attendance Policy:

I hope to make this a class you will enjoy. However, instructors need to report on student participation during the term. ***Students who miss 3 consecutive classes are automatically “Q’d,” and dropped from the class.*** The only way back in is through student services. Everyone is trying to be realistic, so communicate with me and student services to make sure you are not misrepresented by attendance issues.

Although I believe your attendance will greatly improve your performance in the class, you will not be penalized for missing **one** class (you will still be held responsible for any materials/assignments; presentations can only be made up if a legitimate reason is worked out in advance, and we can sneak it into the schedule).

General Education facilitates the development of an informed and educated person who recognizes and respects the diversity of communities, thinks critically, and is proficient at fundamental skills. General education engages students in active learning by providing opportunities to observe, analyze and evaluate, and to apply these skills critically to problems. General education fosters the development fo responsible, ethical human beings dedicated to improving their own lives and the lives of others through work, family life, social and political action, cultural awareness, and service to others.

General Educational Outcomes (GEOs) and Essential Competencies (ECs):

In coordination with JC’s General Education Committed, MUS 131 has adopted GEO #6, understanding aesthetic experiences and artistic creativity. These competencies are further articulated in the chart below:

<p><i>Understanding aesthetic experience and artistic creativity (GEO #6)</i></p> <ul style="list-style-type: none">• <i>Meaning and Understanding</i> – Uses visual, musical, or literary vocabulary to identify works of art and organizes by basic historic and cultural influences• <i>Analysis and Interpretation</i> – Identifies methods of analysis and interpretation of works of art and uses genre-specific language to support critical reflection• <i>Engagement</i> – When Prompted, engages in discussions of the creative, cultural, and historical contexts within which an artist works• <i>Approaches works of creative expression with a combination of resistance and interest, disinterest and interest which is expressed in formal discussion or writing</i>

Grading/Important (tentative) Dates:

Listening quizzes (4)	Goal: recognize musical eras (Classical, baroque, Medieval, etc.), general historical context, and perhaps even exact composer and title...no more fear of “classical music!” It is great for everyone, given in the right doses. <i>Listening quizzes will be given in class during week 3, and as part of the unit tests in weeks 7, 12, and 15</i>
Papers/Presentations (2)	Please prepare our papers on a word processor and submit to our JetNet course. You can only receive full credit on paper/presentation assignments if present (a zero for the presentation portion). 12-point font, double-spaced, standard margins please. 1-2 pages max, please. <i>Due Weeks 2, 10</i>
Mini-Presentation	Pick any concept from these chapters and find a photo or video to present and describe to the class. <i>Due Week 5.</i>
Written Tests (3)	These will include portions of multiple choice, True/False and short answer <i>Week 7 (ch. 1-27)</i> <i>Week 12 (ch 28-51)</i> <i>Week 15 (Highlights from ch 52, 53, 56-59, P7, 62, 63, 65, “Rock Unit”)</i>

Listening Quizzes will be given in class on specified weeks, unless changes need to be made to the schedule. You will be notified at least one class period prior to any test, but be aware of the schedule in this syllabus.

Papers and Presentations:

Please prepare your papers on a word processor, and upload them to our JetNet page. I will run them through anti-plagiarism software if necessary, but hope not to. The presentation portion of the paper cannot be made up without prior approval, so make sure you are here to present. The presentation portion is worth 15%. You should also bring a paper copy for your use while presenting, or you can use your device.

If our book does not provide enough information, and you do use an outside source, like an encyclopedia or CREDO (available through JC website library links, and recommended), please cite the source. Easybib.com helps lay it out, or you can contact the Center for Student Success at 517-796-8415. CSS is there for students needing extra help for any reason, be it academic, physical, or anxiety-related.

Tests are not open book, but you are allowed to use the provided single-page cheat sheet, which you can prepare any way you want (in your own handwriting).

Assignments and Grading Scale:

Papers/Presentations (3), online quizzes:	20%	<i>Papers Due Week 2, Week 5, and Week 10. Online quizzes (1-per class session over assigned readings, after first paper is completed)</i>
Listening Quizzes (4):	30%	<i>Weeks 3, 7, 12, and 15</i>
Tests (3):	40%	<i>W7 (ch. 1-27), W11 (ch. 28-51), W15 (ch. 52-59, 63, 65, 67, "Rock Unit")</i>
Participation/Attendance:	10%	<i>Please sign in each session upon arrival</i>

Plagiarism Policy:

Our papers are assigned to help you synthesize your thoughts on our topics. Therefore, copying and pasting from the internet is not only discouraged, it can be grounds for dismissal from the class. Papers found to contain plagiarized content will automatically receive a "0," and if it happens a second time, the student will be dropped from the class. Please use your own words, and react to your sources – don't steal from them. You can quote a source, as long as you cite it properly. Easybib.com is your friend.

Extra Credit: You can earn extra points by writing a review and briefly presenting about any of the "encounters" in our book. You can also attend a live performance and review it in 1-2 pages, using class terminology.

Grading Scale:

100-93%	4.0
92-88%	3.5
87-83%	3.0
82-77%	2.5
76-72%	2.0
71-66%	1.5
65-60%	1.0
59-0%	0.0

