

MUS 131: Understanding Music Syllabus, Summer 2018

Course Overview:

Credits: 3

Location/Day/Time/Dates:

JCF, 910, Monday 6-9pm

Instructor: Professor Tatara

Office Hours: Time will be allotted for questions in class

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

Class Expectations:

Classroom Behavior: Students are expected to be considerate and respectful to others. 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. **After the last HQV date, it is the student's responsibility to drop the class.**

Because sometimes life happens, and you may need to miss a class, you may miss **two** classes "for free" for any reason. Any absences beyond that, you will need to notify me ahead of time, or points will be docked from your participation grade. You will still be held responsible for any materials/assignments.

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 for 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 Education Outcomes (GEOs) and Essential Competencies (ECs):

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

Understanding aesthetic experience and artistic creativity (GEO #6)

- *Meaning and Understanding* – Uses visual, musical, or literary vocabulary to identify works of art and organizes by basic historic and cultural influences
- *Analysis and Interpretation* – Identifies methods of analysis and interpretation of works of art and uses genre-specific language to support critical reflection
- *Engagement* – When Prompted, engages in discussions of the creative, cultural, and historical contexts within which an artist works
- *Approaches works of creative expression with a combination of resistance and interest, disinterest and interest which is expressed in formal discussion or writing*

Grading:

Papers:

Each paper will be 2 pages, handwritten, front and back. You should not need to cite sources for these assignments. Please do not use wikipedia or the course textbook - the information in the textbook is considered 'general knowledge' and does not typically need to be cited.

Miscellaneous Assignments/Short Responses:

I may ask you to respond to questions from the book or during the lecture, separate from the listening notes for the day. These will be turned in during the class they are assigned, or at the beginning of the next class.

Presentation:

At the end of the semester, you will take one of your papers and turn it into a short presentation for the class - talking about the musical features of a piece of your choice, giving a personal review, biographical information on the composer and how it might have affected the piece, and engaging the class in conversation about about the piece.

Assignments and Grading Scale:

Papers (3):	50%	<i>Due Weeks 3, 7, and 11</i>
Presentation:	25%	<i>Due Week 11</i>
Miscellaneous Assignments:	10%	<i>As assigned</i>
Participation/Attendance:	10%	<i>Attendance will be taken each class</i>

Plagiarism Policy:

Our papers are intended 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.

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