Semester: Spring 2016  Credits: 3
Time: 11-12:15am  Office: M124C
Location: M153

Instructor: Mr. Keith Lloyd (lloydlk@sfasu.edu, 936.468.4535)
Office Hours: By Appointment

COURSE DESCRIPTION:
Study of music literature and stylistic characteristics associated with the principal performance genres. Course includes substantial listening activities, tools for studying music history—bibliographic and Internet sources—and an introduction to world music. A background in music and an understanding of music notation are strongly recommended. May be taken for Honors credit.

REQUIRED TEXT:


OPTIONAL TEXT:


GRADING:
Quizzes/small assignments: 15%
Major Assignments: 40%
Three Tests: 30% (10% each)
Cumulative Final: 15%
= 100%

SCALE:
100 – 90 (A)  89 – 80 (B)  79 – 70 (C)  69 – 60 (D)  59 – 0 (F)

ATTENDANCE:
My expectation is that you will be present unless you have a legitimate reason to be absent. Job responsibilities, the required activities of sororities and fraternities, or other activities in which you may choose to participate should not be considered as legitimate reasons for absences. Students that fail to attend every class should not expect success in the course. Unexcused absences will affect your final grade. Attendance will be recorded at the beginning of every class; three unexcused absences will be permitted before your final
grade is penalized. The fourth, and every subsequent unexcused absence, will result in a letter grade reduction for each occurrence off your final grade. You are considered late for class if you miss role; three late arrivals will count as one unexcused absence. If you are tardy and do not hear your name called for role, it is your responsibility to make sure I change your attendance for the day. **Tests or quizzes missed during an absence, without prior arrangement, may not be re-taken and will result in 0 points.**

**PROGRAM LEARNING OUTCOMES:**

1. The student will demonstrate a working knowledge of music history and literature form the Western art tradition, with supported related studies in non-western traditions, practices, and cultures.
2. The student will successfully complete an academic capstone project that demonstrates written language skills, citations, analysis, musical examples, and organization.

**STUDENT LEARNING OBJECTIVES:**

1. Students will learn to understand and identify characteristics and principles important to each of the six musical periods discussed in the course.
2. Students will learn to identify the most important scholarly questions associated with the various periods of music history.
3. Students will learn to identify and analyze representative works from each period of the Western art music canon.
4. Students will learn to research composers and musical works using primary and secondary sources, and will document the results of this research in clear academic prose. This activity will prepare students for the eventual completion of the capstone project at the 400 level.
5. Students will learn to think critically about music in its social, political, geographic and historical contexts, and to form scholarly questions about its reception and value.

**EXPECTATIONS:**

1. Regular, prompt attendance and preparation.
2. Course engagement through attention, note-taking, and enthusiastic participation in class discussion.
3. Completion of assigned reading and listening.
4. Completion of four (4) major assignments
5. Completion of three (3) unit tests covering the readings and topics discussed in class. Scantron form 882-E required.
6. Completion of one (1) comprehensive Final Exam. Scantron form 882-E required.

**AREAS OF STUDY: (Kerman's Units)**

- Unit 1: Fundamentals
- Unit 2: Early Music: An Overview
- Unit 3: The Eighteenth Century
- Unit 4: The Nineteenth Century
- Unit 5: The Twentieth Century
GENERAL EDUCATION CORE CURRICULUM:
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

SMALL ASSIGNMENTS/QUIZZES:
There will be many quizzes and short writing assignments given throughout the semester. Some will be given in class while many will be given as homework. Grades for these quizzes and assignments will be evenly distributed across the 15% of your final grade.

EXAMS:
There are three regular exams throughout the semester that are each worth 10% of your final grade. Every exam will include short answer listening questions, multiple choice, matching, short essay, and long essay questions. The final exam is structured in the same way as the regular exams but it will test your cumulative knowledge. Students are required to bring green Scantron (882-E) sheets in order to take portions of these exams. All exams are knowledge intensive and will require regular study of course content and listening examples. Keeping up with reading assignments, taking careful notes in class, and frequent active listening are necessary for your success in this course.

MAJOR ASSIGNMENTS:
Students are strongly encouraged to visit the AARC at least one week prior to writing assignment due dates. Most students do not receive A's on writing assignments due to writing them at the last minute, not proofreading them, and submitting papers with many grammatical problems.

Documentation Assignment (5%):
Complete the Handbook for Writing Worksheet. The answers for each question are located in the required course-pack, A Handbook for Writing, which is available in the bookstore. The questions cover a range of issue related to research, writing, and documentation. Mastery of research, writing and documentation is necessary for all future writing assignments. This assignment will be completed on a green Scantron (882-E) sheet.

The purpose of this assignment is to introduce you to the basics of documentation, proper grammar, guidelines for researching topics in music, and also to provide a writing style guideline for writing about music.
Library Research/Annotated Bibliography Assignment (5%):
Select a composer from the MHL 245 Composer Bank and then find, and check-out, two (2) related books, find one (1) related journal article, consult the related (1) Grove Music Online article, and one (1) additional electronic resource. Prepare an annotated bibliography using properly formatted entries (see A Handbook for Writing) followed by a brief note describing not only the value of each source to your future report, but also a statement on specific information that you will use. Also, on a separate sheet of paper, include a properly formatted (see A Handbook for Writing) footnote for each source. Assignments with improperly formatted footnotes and bibliographies will not be accepted. Submit finished work on D2L Dropbox folder.

The purpose of this assignment is to provide an introduction to researching topics in music and to introduce the Chicago Manual of Style protocols for documenting research. The CMS is the preferred style manual of most schools of music in the United States. The required Handbook for Writing is based on the CMS and will serve as the writing guide for this course.

Composer Report (15%):
Utilizing your research from the previous assignments, write a composer report of 500 to 750 words in length, typed with Microsoft Word, double-spaced, and using 12-point font with one-inch margins. The report should include a brief biographical overview followed by an examination of the composer’s importance to the development of music and/or a discussion of a particularly important example of the composer’s work. Submit finished work on D2L Dropbox folder.

This assignment is designed to help you synthesize research and then clearly communicate salient information in an engaging way.

Copyright Essay (15%):
Technology that is available in the twenty-first century makes it possible for all forms of music to be shared on a global scale. Performers, educators, and consumers may acquire and duplicate musical scores and recorded music files at little or no cost. Complete an essay (500 to 750 words typed double-space using 12-point font with one-inch margins) expounding on the ethical and legal ramifications of utilizing such services as IMSLP, Pandora, Spotify, and/or other online music libraries, copy machines, etc. to acquire, perform, and listen to music from the past or present. Please advocate or repudiate the use of copied or downloaded musical scores and recorded music, and discuss the global impact made by such actions on the music business. Consider what biases and common practices may exist in your own culture relating to downloading and copying music, and what your civic responsibility should be when confronted with this issue. For scoring criteria, please see the attached rubric.

This assignment is designed to allow you to demonstrate social responsibility, and to develop the combination of knowledge, skills, values, and motivation necessary to participate in civic life. Additionally, this assignment allows you to demonstrate your ability to think critically, as well as develop and express ideas through written communication.
MHL 245 Assignment Due Dates:

- 2/2/16 – Writing Handbook Assignment (taken online)
- 2/23/16 – Annotated Bibliography Due
- 4/5/16 – Composer Report due
- 4/28/16 – Copyright Essay

MHL 245 Tentative Exam Dates: (dates for these tests may be adjusted due to course content)

- 2/16/16 – Exam # 1: Fundamentals, Medieval, Renaissance (Ch. 1-7)
- 3/10/16 – Exam # 2: Baroque/Classical (Ch. 8-14)
- 4/21/16 – Exam # 3: Romantic (Ch. 15-19)
- 5/10/16, 10:30-12:30 – Comprehensive Final Exam (Not tentative)

Bring a Green Scantron form 882-E and pencil for Exams. All writing assignments should be uploaded to the D2L Dropbox by 11:55pm on the due dates listed.

COURSE OUTLINE: (Indicated only as a guide: dates are fluid. Check D2L regularly for updates)

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ACADEMIC INTEGRITY:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained form an Internet source or another source; and (3) incorporation the works or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at <http://www.sfasu.edu/policies/academic_integrity.asp>.

STUDENTS WITH DISABILITIES:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

WITHHELD GRADES:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

ACCEPTABLE STUDENT BEHAVIOR:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt
the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Cell phones should be put away and turned off. The professor reserves the right to take up any students cell phone when necessary due to class disruption. If using other devices as a learning aid, this must be approved by the instructor.

“All appreciation of art implies a widening of apprehension; the more we reduce our appreciation the more we narrow our boundaries... We are all born into the language of our day, and to rediscover an old one, or to absorb a new one, may need mental effort and the discarding of prejudices. But whether forwards or backwards, every addition brings an enrichment.” Gerald Finzi (1901-1956)